

CHRIE Communiqué

International Council on Hotel, Restaurant, & Institutional Education • 2810 N. Parham Road, Suite 230 • Richmond, Virginia USA 23294
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SPECIAL ISSUE EDUCATION

E *So much to talk about!*



Jeff Beck is President of ICHRIE and Associate Professor at Michigan State University.

There are a lot of great things to talk about this month! First of all, CONGRATULATIONS to our new ICHRIE board members:

Vice President	Lea Dopson
Treasurer	Lisa Slevitch
Director of Conference	Kimberly Severt
Director of Member Services & Development	Miranda Kitterlin-Lynch
Director of Research	Jenna Seung Hyun Lee

I am very excited to share with you this month some of the outcomes of our most recent Board of Directors meeting held in Phoenix, January 10th and 11th. It was a very productive meeting with a productive dialog considering the future of ICHRIE strategically. A few highlights: Vice President Joy Dickerson has been working with a very active Strategic Planning Committee, to discuss strategic planning for the Association. Bill Frye has been diligently working on Bylaws revisions; he worked closely with many Board members during the meeting to ensure that language was appropriate and consistent. The governance of your Association is in good hands and you can be proud of how the board has worked together for the benefit of ICHRIE. Chris Roberts, in his role as immediate past president is developing a process to conduct and manage elections, along with developing a standard rule for election campaigning, similar to the policy adopted by the Academy of Management.

continued on page 3

E *About the Issue*



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

Thank you for taking the time to review this special issue of the *Communique* focused on education. As your ICHRIE Director of Education, I'm pleased to share this issue and its contents. I have several aims.

First, I hope to springboard our continued discussions related to enhancing the learning experience for our students in the spirit of one of my favorite sayings: "A teacher never stops learning."

Second, I want to provide a forum for a sampling of the perspectives of some of our association's most innovative thinkers on education-specific topics. I have intentionally chosen a diverse group of contributors including experts from Europe, Asia, and North America to capitalize on the global nature of our association. I invited academics from all ranks, those serving in administrative roles, and industry partners to contribute to this issue. I'm grateful to the following individuals who offered their contributions:

- Galen Collins (Northern Arizona University)*
- Eric Brown (Iowa State University)*
- Thomas Maier (University of San Francisco)*
- Dipra Jha (University of Nebraska - Lincoln)*
- Linchi Kwok (Cal Poly Pomona)*
- Peter Russell (Russell Partnership)*
- John Lohr (HOSCO)*
- Glenn McCartney (University of Macau)*

continued on page 12



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We are pleased to recognize the following ICHRIE members for exceptional contributions:

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- Cornell University
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- Knowledge Matters
- Marriott
- Penn State University
- STR
- www.chrie.org



What Will You Bring to the Party?

Kathy McCarty, Chief Executive Officer, International CHRIE

On January 10-11, 2020, the Board of International CHRIE met at the site of the July 22-24, 2020 conference—the Marriott Desert Ridge Resort & Spa in Phoenix, Arizona. This gathering of ICHRIE leadership not only provided a forum to discuss the business side of International CHRIE, but also offered an opportunity to discuss some immediate goals for the organization and to begin addressing what’s needed to make those goals a reality.

In an attempt to plan the body of work needed to not only maintain—but also to increase—the sense of value to CHRIE members, the Board is focusing its efforts on key areas of CHRIE—membership, conference, publications, networking, governance and the website. Board members are charged with discussing desired outcomes for the assigned areas and with developing plans for achieving those outcomes.

Achieving the goals set out for ICHRIE will mean we have to all work together. It is always interesting to observe members working together and I am always struck by the sense of synergy that occurs when people work together, put pen to paper and record their goals and action plans. There’s no doubt that with the intellectual brain power of our ICHRIE members is impressive with their fresh, innovative and creative ways to increase the value and visibility of International CHRIE.

Making all of the ideas become a reality won’t happen overnight, but you will begin to see changes and improvements and it is because of what each ICHRIE board member has to offer to the process that these ideas became part of the immediate plans of action for the organization.

We now begin the task of working the plan and making these ideas happen. International CHRIE needs every person and entity associated with us to participate in making these ideas happen. And each one of us—whether we’re individual, institutional or organizational CHRIE members, whether we’re sponsors, advertisers or partners with CHRIE—will add to the synergy begun at the January Board meeting in Phoenix.

Each and every one of us has something we can bring to this party. Each and every one of us has ideas, talents and creativity we can offer, share and use to increase the value and visibility of International CHRIE. I think there is some “law of life” that says you can’t sit on the sidelines at a party and then complain that you’re not having any fun (and besides that, we ARE in the hospitality industry).

Achieving our goals is serious business and requires each one of us to make the commitment to participate and to contribute. And I cannot help but believe that the group dynamics and synergy created by your participation in the ICHRIE party will make it a pleasant experience. So my question is, “What will you bring to the party?”



Integrating Industry Applications into Learning Experiences

Galen Collins, Ph.D.,
Professor, W.A.
Franke College of
Business, Northern
Arizona University

Students are more likely to remember something they actually did than what they heard in a lecture. This is particularly true of Generation Z students (born between 1995 and 2010)

who prefer active learning or instructional methods that engage them in the learning process. Of equal importance to them is that the curriculum include real-world activities for developing their employability skills.

In the past, the deployment of a sophisticated commercial hospitality application in a university classroom was not feasible or sustainable for most hospitality programs because of technical, financial, and/or support challenges. However, with the migration of hospitality applications to the cloud, this is no longer true. Universities now have the opportunity to develop partnerships with industry enabling students to access state-of-the-art hospitality systems from any computer by simply typing in a web address.

The School of Hotel and Restaurant at Northern Arizona University (NAU) entered into a partnership with SkyTouch Technology, a subsidiary of Choice Hotels International, allowing both online and classroom students to gain hands-on experience using their cloud-based property management system (PMS) and accompanying training system at no cost. Because the SkyTouch handles all system upgrades and enhancements, students are always learning the latest version of the PMS (computerized lodging system) software.

SkyTouch built a live training database for a fictitious 100-room hotel exclusively for NAU. Students first complete a series of interactive multimedia web-based training modules before performing a variety of tasks (e.g., making a reservation, checking a guest in, posting charges, etc.) using the actual PMS. The training modules allow students to learn at their own pace, greatly reducing the instructional time devoted to the PMS application. Besides learning how to execute common tasks and functions, students also gain experience on management and auditing functions and creating and interpreting reports.

NAU students have been surveyed multiple times about their experiences using the SkyTouch PMS and training system. They have consistently expressed that the skills gained from this learning experience are practical and transferable. The students have also repeatedly mentioned the convenience of having the PMS and training modules available on the web. Many of the on-campus survey respondents indicated that they had

completed training and practice assignments on their personal computers.

NAU's partnership with SkyTouch has resulted in increased instructional and staff productivity, positive student learning experiences, and easier and more flexible student access to a key hospitality application. It has also prepared recent graduates entering the hotel industry to be more quickly productive in their first jobs. Partnerships, such as this one, are not only beneficial to instructors and students but to hoteliers as well.

Beck – continued from page 1

The Strategic Planning committee has developed a member survey, not as a satisfaction survey, but rather an instrument to guide strategic planning. The committee has put a lot of thought into the survey, and I would hope that it becomes a standing rule that such a survey is sent to members each year to gain the voice of members through data rather than anecdote. Be looking for the survey to hit your email box (if you have given us permission!) soon. Thank you Joy and team!

Once again Don Schoffstall and Keith Mandabach have spearheaded the scientific paper, poster and symposium submissions for the Phoenix conference. While our submissions are not as strong as in the past, a team of faculty are coming together to work on offering added presentations on Pedagogy. Thank you to Nick Thomas, Don Schoffstall, David Schweiger, and Joy Dickerson for your efforts. The JW Marriott Desert Springs is a beautiful property; I am confident that everyone in attendance will have a marvelous experience. There are many sights to see within three hours of Phoenix: Sedona, AZ, Flagstaff (and our colleagues at NAU), The Grand Canyon, not to mention the many national forests and wildlife refuges. Alleah Crawford and Steve Hood have planned a great conference; I hope you will be in attendance. We are planning a "Twilight" 9-hole golf outing for some time during the conference; for those interested, please let me know!

Chris Roberts is working with the nomination committee to transform how we conduct, manage, and oversee the election of officers and board members. Based on recommendations from the COR, our new process for building the election slate has transitioned to nominations in the Spring, building and approval of the slate at the annual conference, and the election in November and December. What we uncovered this year is that there is no committee to oversee the entire election process; the bylaws charged a nomination committee,

continued on page 7

E *Mentoring First-time Teachers in Hospitality Education*

Dr. Eric Brown,
Associate Professor,
Department of
Apparel, Events,
and Hospitality
Management, Iowa
State University

During my time as Director of Member Services and Development for ICHRIE, I have heard from many faculty about their experiences with mentorship. Hospitality programs across the world range from having no required mentorship to having formalized processes for mentoring new faculty. At Iowa State University, our faculty are required to have both a research and a teaching mentor in a formalized process over the first year, but many times this formal mentorship turns into a career-long relationship.

While having a research mentor is important, something many first-time faculty struggle with is teaching. Very few people are naturally good at teaching others in a classroom. Some of us come in with teaching experience as a graduate student or training experience while working in the hospitality industry that can translate to the classroom. However, many of our PhD programs have limited to no classroom training making a good teaching mentor extremely valuable. I have been fortunate to have excellent teaching mentors, both from the formalized process at my institution and from informal colleagues I have met through ICHRIE.

My challenge to those of you who feel they are good teachers is to reach out to those who are new. When starting out as a newly minted PhD in a hospitality program where you are trying to make a name for yourself, many times we struggle to ask for help. However, if someone offers their expertise, we may be more willing to accept.

For those out there who want to improve their teaching, I have a few recommendations as well. First, if you are lucky enough to be at a school with a mentorship program, take full advantage of the expertise being offered to you. As a mentor, we are there for you and want to help you improve. Next, most schools have other resources to help improve your teaching. We have the Center for Excellence in Learning and Teaching, a center on campus that helps elevate the teaching across campus. ICHRIE has also been working to increase offerings for those wanting more teaching development. Look at the exciting opportunities being offered each year at our summer conference. Finally, the American Hotel & Lodging Educational Institute offers a Certified Hospitality Educator (CHE) program that can help provide tools and ideas for improving your teaching skills. These workshops are offered around the world, find one close to you or in a location you want to travel.

Try not to only get caught up in the importance of research. We also need to continuously improve our teaching abilities because our students, and our industry, are counting on us.

E *The Robots are Coming, The Robots are Coming...or Are They?*

Thomas A. Maier,
PhD, Associate
Professor,
University of San
Francisco, School of
Management

Perhaps if you're a Millennial or GenZ that's great news, if you're a Boomer not so much. The future is in the hands of our next generations, they embrace technology and see it for its potential and ease of use. After all, they have grown up with technology rather than having to learn it. Boomers are large and in charge sitting atop the hierarchical organizational systems calling the shots.

Heated debate continues within the hospitality industry as to the value of AI and technology driven attributes becoming part of the customer service experience. As we embark upon a new decade, what does the future hold? How will these new technologies affect businesses and society as a whole?

Some in our academy have already begun to address this issue with research articles on service innovation, IoT (internet of things), technology adaption, AI, transformational service leadership.¹ Conversely, hospitality industry practitioners look for new ways to staff their operations, drive profits and improve competitiveness.² Artificial intelligence technologies and solutions also face several obstacles. As with any new technology promising to change the world, business leaders wonder how to separate hype from real potential.³

Artificial intelligence is gaining the attention of not only hospitality industry c-suite executives but also front-line service personnel concerned with losing their jobs to robots. Unions representing hospitality workers across the U.S are now positioning themselves with contract language designed to mitigate the disruption to their members job security and future earning potential.⁴

Technology companies are rapidly developing new technologies to address anything and everything that can be automated. Look out your window in any major Urban market and witness the funny looking cars driving around with hundreds of sensors training autonomous vehicles to understand the difference between a bike on the road and a bike on the back of car rack or perhaps in your local

1 Buhalis, D., Leung, R.(2018). Smart hospitality-interconnectivity and interoperability towards an ecosystem. *International Journal of Hospitality Management*,(71) 41-50. Liu, S., Lee, T. (2019). The multilevel effects of transformational leadership on entrepreneurial orientation and service innovation, *International Journal of Hospitality Management*,(82) 278-286.

Ham, S., Kim, W. G., Jeong, S. (2005). Effect of Information Technology on Performance in Upscale Hotels. *International Journal of Hospitality Management*, 24(2) 287-94.

2 Tristar Hotel Group. CEO-Ken Edwards.

3 Accenture

4 Retrieved online January 11,2020. <https://www.civilbeat.org/2018/10/will-kiosks-and-robots-replace-hotel-workers/>

continued on page 12

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Using Virtual Exchange as a Teaching Tool

Dipra Jha,
Associate Professor,
Hospitality,
Restaurant & Tourism
Management,
University of
Nebraska - Lincoln

If you are seeking to internationalize your curriculum, use distance-learning technology to communicate cross-culturally, and help your students acquire global competencies; virtual exchange could be an effective teaching tool. It is a great way to bring the world into your classroom and create an exciting learning environment for students. At University of Nebraska - Lincoln, the Global Virtual Classrooms project has enabled students and faculty to

planing stage. They would be helpful in determining what facilities, resources, and support are available to educators for teaching a virtual exchange course.

The next step in the planning process involves developing content and class protocols in consultation with international partners. The courses taught by participating institutions do not need to be identical; as long as they have common elements. It is best to inform students in advance what a virtual exchange course entails and how this type of learning



Photo Credit: Dipra Jha and his students at University of Nebraska - Lincoln participate in a virtual exchange class with students and faculty from Oman and the United Arab Emirates. Photo credit: University of Nebraska - Lincoln

connect with peers from around the world; while learning from and learning about each other. Embedding virtual exchange in existing courses has helped students in the Hospitality, Restaurant, and Tourism Management (HRTM) program at Nebraska to learn about the global scope and scale of tourism and hospitality, discover common themes and interconnectedness, fostered critical thinking, and resulted in increased cultural awareness.

Like any pedagogical strategy, virtual exchange needs to be planned carefully. It begins with conversation among the faculty and figuring out courses that would fit well in a virtual exchange format. Equally important would be identifying international partners willing to participate in your virtual cohort and how they would be contributing to the project. Issues to be considered at this stage are academic calendars of each institution, time differences, technology compatibility, and availability of bandwidth.

Technology is integral to virtual exchange. It would be prudent to involve an academic technology specialist or an instructional designer in the discussions during the

would benefit them. If synchronous sessions are to be recorded; students should be given the opportunity to opt out in the case, they are not comfortable. Other expectations such as dress codes should be clarified as well. Finally, developing a robust assessment plan to measure the impact of virtual exchange would result in data informed teaching as well as scholarship of teaching and learning.

Once the course is ready to launch, live testing of video conferencing equipment among all sites is recommend at least a week or two before the first session. This would give enough time for the participating sites to address any technical issues. For additional information on how to plan and successfully implement a virtual exchange course, the SUNY COIL Center provides some excellent resources.

In summary, virtual exchange offers hospitality educators the opportunity to engage in innovative teaching and learning, while positively impacting student success.

E *Where do the students hang out? Suggestions on how to engage students during the #DeleteFacebook movement*

Linchi Kwok, Ph.D.,
Associate Professor,
The Collins College
of Hospitality
Management, Cal
Poly Pomona

Do you engage students on Facebook? Facebook used to be the cool place where everybody hangs out. Not long ago, Facebook was ranked the most visited website in the world, and the website where Americans spent the

most time (Kwok & Yu, 2013). Facebook was also the most popular social media platform for business-to-consumer communications among various types of organizations (Kwok & Yu, 2016). It is hence not surprising to see that many university professors also use Facebook to build a technology-enhanced learning environment for their classes (Manca & Ranieri, 2016).

In recent years, however, Facebook faced several backlashes toward the platform's data privacy practices and its CEO (Fiegerman, 2018). Facebook is experiencing some challenges of maintaining its popularity among internet users, some of whom even call for a #DeleteFacebook movement (Binder, 2019).

Are our students also leaving Facebook? If so, what can we do to continue engaging our students online?

Where do the students hang out?

I have been running my Facebook page as a supporting platform for my teaching since 2009. I noticed a shift in our student interest of Facebook even before the #DeleteFacebook backlash. Starting two years ago, for example, I began hearing some noise from teenage students at Cal Poly Pomona, saying:

"Professor, I do not use Facebook. Are there other alternatives?"

"Professor, is it OK for me to use my mom's Facebook account to post comments on your page since I do not use Facebook myself?"

According to a recent report by the Pew Research Center, Facebook is no longer the most popular social media platform among teenagers in the U.S. (Anderson & Jiang, 2018). The top three social media platforms among teenagers are YouTube, Instagram, and Snapchat.

Specifically, 85% of them said they used YouTube; 72% used Instagram; 69% used Snapchat, whereas only 51% used Facebook, followed by Twitter at 32%. When the teenagers were asked which social media platform they used most often, they also reported Snapchat (35%), YouTube (32%), and Instagram (15%). Only 10% of them stated they often used Facebook.

By comparison, it was reported in 2015 that 71% of the teenagers used Facebook; 52% used Instagram; 41% used Snapchat; and 33% used Twitter (Lenhart, 2015). Facebook was ranked the most-often-used social networking site at 41%, followed by Instagram and Snapchat at 20% and 11%, respectively.

Other interesting findings reported by Anderson and Jiang (2018) include: the teenagers living in lower-income households were more likely to use Facebook than those living in a wealthier family. For example, 70% of the U.S. teenagers with an annual household income of less than \$30K used Facebook; the same percentage drops to 36% for the teenagers with a yearly household income of \$75K or more.

Similar findings were found in another study conducted by The Associated Press - NORC Center for Public Affairs Research at the University of Chicago (2016). It was reported that 76% and 75% of the U.S. teenagers used Instagram and Snapchat, respectively. The teenagers living in a family with a \$50K or lower annual income were more likely to use such messaging apps as Kik, Facebook Messenger, Line, and Viber than those with a household income of \$50K or higher. Additionally, the lower-income group used the above messaging apps more frequently than the higher-income group.

Suggestions on how to engage the students during the #DeleteFacebook movement

Even though it is probably safe to predict that fewer students will use Facebook in the future, Facebook is not going away yet in 2020. Nevertheless, we must be proactive and prepare for foreseeable changes. For those who are using Facebook to engage the students, I make the following suggestions:

Use a public Facebook page instead of a personal profile to engage the students for two reasons. It is easier for the search engines to identify a public page than a personal profile. It is probably easier to delete a public page when the students no longer use Facebook than to wipe off everything on our personal profiles.

Conduct a quick online survey in the class to gain a better idea of which social media platform(s) the students use most often. Through my observation, I noticed that my students in New York liked to tweet. My current students in California use Instagram very often, and the Chinese students only use WeChat for the most part.

continued on page 12



Preparing Students for Industry & Focussing on Employability

Peter Russell,
Operations Director,
Russell Partnership
Technology

Bridging the gap between education and industry has long been a topic of conversation, and as time passes and the landscape continues to evolve,

we are seeing this issue become increasingly widespread and prevalent. One of the key elements of this debate is that of employability for students leaving academia and entering the industry.

Employability is an important measure of success for higher education providers, as echoed by Quacquarelli Symonds who state that: “Ensuring that students are well-equipped for post graduate work, in their chosen faculty, is a key aspect of higher education”. The quality of graduates entering the workforce acts as a barometer for employers when judging where to find the best talent - this can build positive market positions for particular higher education institutes, with employers feeling they acquire quality graduates from that school.

Over the next ten years, the hospitality sector is set to see the competition for employment intensify. In October 2019, Sean O’Neill commented in a Skift report that “employment growth for the hospitality sector will be cut by roughly half over the next decade, due to government forecasts”. He goes on to say that “hoteliers will look to boost the productivity of their workforce through training”.

How do we address this and how do students ensure they acquire the skills and competitive advantage they require to secure jobs within the sector?

The optimal place to begin is by reviewing the industry to benchmark their processes and how they develop their employees and bring this into the classroom. Many of the world’s leading hotel companies have a clear focus on training and development, which is delivered in a variety of ways including certifications and simulation courses.

These are areas Russell Partnership Technology have significant experience with. For example, the Certification in Hotel Industry Analytics (CHIA) delivered in partnership between STR and AHLEI - this program seamlessly bridges the gap between industry and education, preparing students for the reality of working life. The Hospitality Business Acumen program developed and delivered by Russell Partnership Technology focusses on different areas to the CHIA and is another initiative that can be brought into the classroom to enhance learning and development.

Simulation courses are utilised widely by the industry to train and develop personnel. These courses place participants into the position of managing virtual

hotels in a simulated environment, so that key learning and development criteria can be addressed. This is an effective approach for preparing students for industry and enables students to implement strategic decisions and simulate the role of a General Manager. Simulations have been well researched within academia and are firmly embedded into the curriculum at many of the world’s leading hotel schools.

As the landscape of graduate employability changes, hospitality curriculum developments are inevitable.

<https://www.russellpartnership.com/>

Beck – continued from page 3

with responsibility only to build the slate of candidates. We are proposing that an election committee be formed to oversee the entire election process, including nominations, slate building and approval, gathering materials from candidates and supporting institutions, to verification of results and potentially handling challenges. For obvious reasons, there were concerns that ICHRIE staff had input on the election process. That was only because we did not have an election committee to oversee all aspects of the annual election.

Also, out of this year’s election came the need for a policy on election campaigning. Over the past 3-5 years, the board has received numerous complaints to the emails, videos, and other forms of electioneering that did not allow for equal time for each candidate. The board has discussed this issue in the past, but never crafted a policy/standing rule to address members’ concerns. As a result, at the Board meeting in January, we drafted language that we adopted from the Academy of Management on campaigning guidelines. In order to be transparent with members, once the language is complete, we will post in a future Communique article.

Many of our Board members have “stepped up to the plate” and dedicated a great amount of time and energy to what is a volunteer but necessary job for the successful running of the Association. We rely heavily on the efforts of our board members to fulfill their elected duties to grow and lead ICHRIE into the future. When we have an active board leadership partnered with the ICHRIE staff, anything can happen. When you speak with a board member, please be sure to thank them for their efforts and ask how you can help; do the same with our ICHRIE staff. They work overtime to ensure member satisfaction. **As always, thank you for your membership in ICHRIE.**

E *The Hospitality Manpower Shortage – Understanding the effect on industry employment, education admissions and exploring solutions*

John Lohr, Director
of Development,
Hosco

(Includes excerpts from the Hosco Talent Shortage in the Hospitality Industry Report)

The hospitality industry is one of the critical drivers of the global economy. In recent years, however, it has been widely reported that the industry is suffering from a major talent shortage. At the same time the increased pressures facing the industry due to the current talent shortage, the drivers of the talent shortage, combined with high tuition fees, are having a direct impact on attracting students to pursue an education in hospitality which in turn is greatly affecting admission rates at US and international hospitality schools.

Understanding what attracts talents to the hospitality industry, as well as reasons for leaving it, is instrumental in helping hospitality educators promote and structure their programs to encourage young people to study hospitality and in turn work and stay in it.

Hosco is the world's largest hospitality network comprised of 1.4 million hospitality students, alumni and professionals, 6,000+ employers and 380 hospitality partner schools. To better understand the drivers of the manpower shortage we conducted a survey, built focus groups and collected responses from 1,680 hospitality students, alumni and professionals, 55 hospitality schools and 94 HR professionals. Here are those results and our recommendations to the ICHRIE hospitality education providers.

Key Reasons for Joining the Industry

Passion, the desire to meet people from different cultures, to impact those people and to do it in dynamic global working environments were the key drivers for young people to study hospitality and eventually work in the hospitality industry. Our research also showed that from early on, students were aware that the salary they would receive would not be the same as other industries and that it did not impact their reason to pursue a life in hospitality.

Key Reasons for Leaving the Industry

While the reality of actually earning a lower salary than others did have an impact on why young people left the industry it was not the main driver. Rather a lack of work-life balance and heavy stress levels were the main contributors. The 24-hour nature of the hospitality industry can clash with personal, social and family commitments. Eight out of 10 "success story" interviewees mentioned a lack of work-life balance as the most common reason for leaving the industry, while 71% of survey respondents selected 'lack of work-life balance' as one of the top three undesirable aspects

of the hospitality industry and 62% of employers ranked it among the top three reasons why employees leave.

This imbalance has led to high levels of stress, which unsurprisingly ranks as the second reason that people are leaving. In April 2019, burnout was officially recognized by the World Health Organization (WHO) as an occupational phenomenon resulting from chronic workplace stress that has not been successfully managed and according to the Center for Disease Control and Prevention (CDC), chefs and service workers are ranked number 19 in the top 20 professions by suicide rate.

Recommendations for Hospitality Education Providers to Address the Issue and Drive More Admissions

While hospitality educated students will never make up the majority of the industry workforce needs, encouraging students to study hospitality, retaining them in the programs and preparing them for the realities of the industry will help reduce long term industry talent shortages.

Hospitality departments should own the international angle

One of the key drivers to study hospitality is the desire to meet new people and work in exciting global environments. Hospitality departments should not rely on the international aspect of studies to come from the university business, language and international studies departments. Aligning program promotion and content to the global ambitions and interests of current and future students, sharing more global industry related news and success stories, providing more international internship and work opportunities, continuing to build more study abroad opportunities directed by the department and balancing outbound activities with inbound global classroom exercises will help fuel the interest and continuation of hospitality studies.

Leverage the reality of the industry against student ambitions and goals

More than half of hospitality talents who participated in Hosco's surveys felt that their education was disconnected from the reality of the job. By better preparing young people with the truths of the industry but balancing this with fulfilling their desires of meeting new people, traveling the world and having passion for what they do, the impact of long work hours and lower salaries could be mitigated by providing a better understanding of what students might have to give up, but also what they will uniquely gain through hospitality.

Focus beyond the "traditional student"

Skill-set requirements change as employees are promoted. With that in mind, schools could provide training (possibly online) for higher-level positions, encouraging ambitious

continued on page 13



Bridging the Gap between Postgraduate (Industry Impactful) Research and Industry Research Needs

Glenn McCartney,
Associate Professor
& Associate Dean of
Faculty of Business
Administration,
University of Macau

Last October, 5 postgraduates from University of Macau presented an abridged form of their completed Master thesis to over 80 senior executives from the integrated resort (IR) industry and 20

times a year I also get invited to speak at hospitality and casino industry conferences which is useful in maintaining this engagement, and understanding presentation content that can be more appealing.



Now on its 3rd Year (the previous 2 years were hosted and sponsored by MGM Cotai and Galaxy Resort) the Mastering Cotai seminar is something I initiated and organise now each year with my admin colleague who helps on the e-brochure design and email invites. It is directly aimed at bridging the gap between academia and Macao's IR industry - and spells this out in the first few lines of the 2-page e-brochure. I approach the IR for sponsorship, and use my database to market to the executives from across the 6 casino concessions in Macao and a few other hospitality companies and consultancy companies, limited each to a small group to attend. The industry is very supportive of the initiative with greater engagement and 'bridging' with the university.

postgraduate students, at Wynn Palace, Cotai. Wynn Palace sponsored the seminar with both the venue and refreshment break. We limited attendees to a maximum of 100 people.

It was actually 4 postgraduates presenting as 1 was unable to attend, so I presented in her place. I started the seminar with a short and recent trend presentation on an issue directly impacting the Cotai Strip. It formed part of an ice-breaking presentation. I am very conscious of the seniority of the executives including heads of marketing, casino operations, finance, legal, various non-gaming departments such as food and beverage, and strategic analysis teams. The students were from the Faculty of Business Administration having either completed an MBA or MSc in International Integrated Resort Management that year. I sit through and tailor the presentations with each student prior to the day - various slides will have limited interest to the executives, and it's crucial the content is appealing, relevant and impactful. I also read through the various master theses that year, select some and contact the students to see their interest to present - it is indeed a bit nerve to stand up and present in front of a crowd of leading hospitality and gaming executives. The students also all work in the industry as I did previously and hence my emphasis and importance of being research relevant to the needs of Macao, the Cotai Strip and in recent years the Greater Bay Area development. A few



Bridging the gap initiatives are commonplace in undergraduate hospitality and tourism curricula including student internships, industry speakers, off-site inspections, industry networking evenings, research-led teaching, and the all-important emphasis that the curricula should have up to date and trending hospitality and tourism case studies. As well as industry insight, linking to the industry more increases student classroom engagement in learning and their employability at the end. At the postgraduate research level there is the added challenge to link research output and impact to industry research needs and

continued on page 13

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It's Time for Awards! Nominate A Worthy Peer



Chris Roberts is Immediate Past President of ICHRIE & Professor at DePaul University.

One of the bright lights of ICHRIE is our tradition of recognizing our peers for their wonderful accomplishments to our academy. The 2019 Awards Committee buffed and polished the roster of ICHRIE awards, which included streamlining the existing awards and adding two new awards. Yes, for 2020 we now have two new awards! Read below to learn more about them.

Nominations are now open for all of these awards. You may nominate any ICHRIE member, including yourself. Nominations are officially open February 1st through March 31st, 2020. To submit a nomination, enter this link in your browser and then press the submission button: <https://www.chrie.org/i4a/pages/index.cfm?pageid=3288>

Here is a brief listing of our longstanding awards given to an individual:

- Howard B. Meek: our highest award for lifetime achievement
- Stevenson W. Fletcher: outstanding teaching, learning or practice in our field
- Lifetime Research: lifetime research and scholarship record of publication
- Innovation in Teaching: innovative, creative, & effective teaching techniques
- Research Award: recent superior research publication in hospitality or tourism
- Chef Herman Breithaupt: outstanding food service education by a culinarian.

Here are the awards that are given to either an individual, group, or organization:

- McCool Breakthrough: significant breakthrough or unique approach
- Industry Recognition: organization that has a pattern of demonstrated commitment
- Raphael Kavanaugh Champion of Education: commitment to special initiatives.

I'd like to introduce our two newest awards. The first is the Faculty Collegiality Award and the second is the Hope Scholars Fellowship.

The **Faculty Collegiality Award** is an individual award given to a faculty member who has demonstrated a longstanding commitment to fostering collegiality amongst peers. The ICHRIE member who receives this

award displays a high level of team building characteristics in support of peers in their teaching, scholarship, and service both on their campus and externally. The spirit of collegiality is expressed through collaborative and constructive support of others to advance the quality of hospitality education, scholarship of value to the field, and selfless service.

Qualifications for this award include:

- Nominee must be an ICHRIE member at the time of nomination and receipt of the award.
- The nominator provides a written justification statement using the criteria as a guide as to why the faculty member should receive the award.
- Individuals who have received the award within the past three years are not eligible for nomination, but may win subsequent awards multiple times.
- Specifically, the nominee fosters a culture of collegiality through:
 - Collaboration: engages with colleagues to enhance and support the professional development of all through teamwork.
 - Mentorship: dedication and generosity of spirit in building relationships and creating a sense of belonging in the professoriate
 - Support: shows respect to one another and demonstrates willingness to assume equitable responsibilities for achieving common purpose
 - Demonstrates the spirit of collegiality in the professoriate: going "above and beyond" and the "go-to" person on the team.
 - This spirit is described in the nomination and support letters.

The **Hope Scholars Fellowship** is an individual or group award to recognize research projects in hospitality and tourism that demonstrate meaningful impact in terms of outcomes that contribute toward solving **Global Challenges**. There is also an expectation that the research project demonstrates steps taken that would ensure sustainability of activities beyond the research project, through an interdisciplinary team of scholars, and hospitality and tourism industry collaborators.

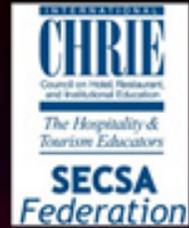
- Nominee must be an ICHRIE member at the time of nomination and receipt of the award
- The nominator provides a written justification statement using the criteria as a guide as to why the faculty member should receive the award
- Individuals who have received the award within the past three years are not eligible for nomination,

continued on page 13

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Articles Continued

Thomas – continued from page 1

Finally, my goal is to work continuously to bridge the gap between our academy and our global hospitality and tourism industry partners. Through the closing of this gap, we can improve our association, enhance education overall, and strength professional relationships.

Please stay tuned for more information pertaining to education, including another special issue later in the year; an upcoming webinar series in collaboration with our partners at HCareers; and some exciting programming at the summer ICHRIE conference in Phoenix, Arizona.

Thank you for the support of ICHRIE in the professional development of our future leaders.

- Nick

Maier – continued from page 4

fast casual restaurant the host is scanning the dining room with an iPad in real time, inputting table vacancies and table mix compositions to maximize demand.

Will there be some middle ground? Can the integration of human capital and technology provide new ways of providing memorable customer experiences and forge ahead with positive technological disruption in our industry? Or will our industry be a sleep at the wheel much like the onset of third-party hotel distribution channels and the commission driven revenue forfeiture so many practitioners grumble about. If so, it would have to come from transformational leaders in our industry that can navigate the disruption process through transparent communication and multi-generational stakeholder engagement at multiple levels of the organization.

Opportunities for shared stakeholder value creation surrounding technology disruption include; cost savings, addressing manpower shortages, efficiency gains in back of house production processes, re-engineering the servicescape workforce and maintaining quality control. Not to mention customer experience creation through big data mining to personalize guest touch points.

As academics we can support industry practitioners by continuing to explore the impacts of technology on current hospitality business models devoid of the noise and hype of technology companies promising seamless integration and adaption of AI in the workplace with little to no harm. To continue to research the opportunities for technology adaption that embraces re-engineering human capital resources that provide job growth and earning potential for future hospitality professionals.

Kwok – continued from page 6

Besides Facebook, find one or two additional platforms that both you and your students use often. I use Facebook, Twitter, Instagram, LinkedIn, and Blogger for my class.

Respond to students' comments or at least acknowledge their responses with a Like or other reactions.

Establish an information hub for communications. Some professors build a webpage hosted on their university's website. I built a website on Blogger.com and purchased a customized domain name, where I also featured a few selected students' essays from the classes I teach. Students love to see their work being featured. Most of all, those essays written by the students are visible online for their peers as examples.

Consider opening up a YouTube channel and share a video periodically.

Be mindful of how much time we want to commit to each platform. It is possible to use a social media toolkit to manage multiple social media platforms at the same time. I use Hootsuite to manage my social media accounts and Bitly to monitor the activities on my accounts, in addition to the analytic feedback provided by each platform.

Do you also observe the #DeleteFacebook trend among the students? What suggestions do you have for other professors who also want to engage the students online?

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Lohr – continued from page 8

professionals or their own alumni to “return” to the school to help them skill up and at the same time, drive better alumni engagement and achieve a better economic return on their original educational investment. The revenues from these ad-hoc activities could support any admission number gaps as well and further position the department as relevant and in line with the needs of the industry.

Conclusion and Our Support

At Hosco we share the desire and responsibility to empower hospitality. To fulfill this promise, we will continue to build our network and share our thousands of international jobs, connections and learnings with the hospitality educators and future talents of our industry. A full free version of our Hospitality Talent Trend report is available to all ICHRIE members here. To access all of our free network content related to international internship/job offers, hospitality industry articles, interviews and insights and to allow your students to join the world’s largest hospitality network, please visit www.hosco.com for more details.

McCartney – continued from page 9

future challenges. Supervisors perhaps at assistant and associate professor level look to promotion and tenure - there may be an emphasis that research advance concepts and theory to be published and cited. Referring back to ‘Mastering Cotai’ and knowing that heads of marketing and strategic analysis teams (with huge amounts of daily data available) are sitting watching, the students need to quickly impact not only on the ‘why’ but the practical implications useful for those sitting through the morning’s presentations. The feedback is one to increase this research engagement with the university when the executives see the studies and research methods conducted by the students. One issue discussed is the possibility of future thesis research collaboration and getting access to data on-site.

Academic conferences will invite a few from the industry

to be keynotes. Bridging the gap discussions at academic conferences (and I have sat on a panel previously) can mostly consist of academics, with little industry participation. Mastering Cotai was a reverse on this. Where postgraduates got to stand in front of industry and some of their postgraduate colleagues. Recently I invited an industry panel of 4 senior executives from The Venetian and Wynn to judge my postgraduate class projects on sustainable MICE events (at a meeting room at The Venetian - it’s important to go off campus to further instill a sense of speaking with the industry). There is the importance of having a balanced curriculum of classroom learning and industry outreach, but the Mastering Cotai certainly provides a great way to annually present student research to industry and develop more conversation with the industry.

Roberts – continued from page 10

- but may win subsequent awards multiple times
- The nominated research project must have the following elements:
 - A new proposed research project
 - Responds to the needs of at least one of the Global Challenges in the hospitality and tourism fields
 - Has elements of interdisciplinary collaboration and uses mixed methods
 - Proposes to conduct the study during the fellowship period of 1-year starting from the awarding of the fellowship at the ICHRIE summer conference
 - The awardee must present the completed project during the following year’s ICHRIE summer conference.

In closing, you can see that we have a host of awards available. You can recognize a peer by nomination—or even nominate yourself! Please do not be shy. Some years, we receive far too few nominations. We welcome your submissions. If you have any questions, please do not hesitate to contact me. I can be reached at c.roberts@depaul.edu

Transitions

Send news about ICHRIE member marriages, births, deaths, promotions and any other of life’s transitions to agrayson@chrie.org.

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