As mentioned by all contributors to this themed issue, “The Future of Hospitality and Tourism Education in a Globalized World,” a combination of innovative globalized curriculum, effective online teaching, utilizing experiential learning, implementing strategic management, and sustainable leadership development can and will guide students, faculty, and administrators in the hospitality and tourism fields and prepare them for the future.

In her paper, “The Future of Hospitality and Tourism Education in a Globalized World”, Brookes introduced a framework and reconfirmed the importance of a structured internationalized curriculum, whether these designed programs are conducted at home or abroad, in fueling students with advanced skills and knowledge in a globalized industry. In tackling “Technology to Strengthen Soft Skills?” Fournier emphasized the value of incorporating tablets and mobile web-enabled devices into our classrooms. For example, filming students during lab sessions in the kitchen provides opportunities for instructors to offer comments on students’ performance.

Roberts addressed the urgency of offering practical and innovative online education. Mentioned topics include adopting effective tools and media, fair methods of assessment, and ways of maximizing learner
Baltimore, Here We Come!
Kathy McCarty, Chief Executive Officer, International CHRIE

As we go to press with this issue of the CHRIE Communiqué, staff is working at warp speed on the final stages of preparation for our 2017 Annual Conference being held at the Renaissance Baltimore Harborplace in Baltimore, Maryland at the end of the month. It promises to be quite the gathering with spectacular general session speakers and is sure to be an unforgettable event.

For the fifteenth year, we will be offering the ICHRIE Career Advancement Academy for faculty professional development. Special thanks go to Dr. Rachel Chen, ICHRIE Director of Education, for her hard work in leading the Professional Development Committee to coordinate the programming for the Leadership, Teaching and Research tracks of this year’s Career Advancement Academy.

We are blessed once again this year with the generous support of industry and leading institutions through sponsorships and advertising. Their generosity towards and support of our annual conference makes it all possible. Bravo to Marriott International, Hyatt and STR for their awesome support and congratulations to these companies for maintaining their continued support of International CHRIE.

I also hope that you’ll be in Baltimore to join me in recognizing this year’s recipients of ICHRIE Awards: Howard B. Meek Award winner, Fred DeLucco; Chef Herman Breithaupt Award winner, Peter Szende; John Wiley & Sons Lifetime Research Award winner, Woody Kim; W. Bradford Wiley Memorial Research Award winner, Karen Xie; John Wiley & Sons Innovation in Teaching Award winner, Kelly Pechal and McCool Breakthrough Award winner, Graduate Education and SRC. Congratulations to all award winners as well as all recipients of this year’s Best Paper Awards and Best Article of the Year awards for JHTR and JHTE; along with winners of the Knowledge Matters competition and the ICHRIE Case Study competition as well as the JHTC/Case Study Best Reviewer, Alistair Williams.

Our tradition of acknowledging the contributions of those ICHRIE Board of Directors who will be stepping down will continue in Baltimore and this year we will show our appreciation for the time and efforts given by Maureen Brookes as ICHRIE Immediate Past President, Wanda Costen as ICHRIE Secretary, Rachel Chen as Director of Education, Amy So as APAC CHRIE Federation President, John Fong as EuroCHRIE Federation President, Tom Schrier as Central Federation President, David Schweiger as NENA Federation President, Don Schoffstall as SECSA Federation President and Michael Wray as West Federation President. I will never stop being amazed at the dedication and support you have shown International CHRIE during your years of serving as ICHRIE volunteer leaders.

Another individual who certainly needs to be acknowledged is Dr. Jeff Beck, who will be stepping down as Chair of the Conference Scientific Paper Review Committee. Jeff has served for many years in this sometimes difficult and challenging role and his contributions to ICHRIE have been significant.

During this year’s annual conference we will B’more, learn more and do more in hospitality and tourism education. If you haven’t already registered, be sure to sign up today and plan to join us for some fun in Baltimore. I look forward to seeing you there!
Two things steered me towards the topic for this themed Communique. The first is the growing level of ‘intolerance of others’ by portions of the population in numerous countries around the globe. The second thing (and totally unrelated) was presenting an award for contribution to hospitality management education to a former colleague, Nina Becket, in Denmark. During our time together at Oxford Brookes University, we were both seconded to the Hospitality, Leisure, Sport and Tourism (HLST) Network for the UK’s Higher Education Academy. While working for the HLST we undertook a number of pedagogic research projects together. One of these sought to evaluate the internationalisation of hospitality management degree programmes and their effectiveness in developing graduates capable of working in a globalised industry.

When we undertook our research, there was a strong emphasis in the UK on the role of higher education as an important medium for cross-border flows of knowledge and people. Higher education institutions (HEIs) were, and still are, charged with the role of producing graduates as global citizens. As a result, more and more degrees, including hospitality management degrees, were becoming international by name, but not necessarily by nature. Given the global nature of the hospitality industry we therefore set out to evaluate the extent of internationalisation of hospitality management degree programmes in the UK. We examined internationalisation in relation to the preparation of global graduates according to whether programmes were designed to ensure students:

- Acquired knowledge and understanding of different countries and cultures;
- Developed an appreciation of cultural differences and intercultural sensitivity and
- Developed the skills to leverage this knowledge and understanding to work effectively and interact outside their own environment.

One key output of the study was a framework of internationalisation that can be used to assess how international programmes really are. More importantly, it can be used to assess which international elements specifically contribute to developing students’ intercultural knowledge, sensitivity and research skills and how effective they are. The framework, as depicted below, is based on a matrix for internationalisation activities for either students or staff and whether these occur at home

---

**Figure 2: A Framework of Internationalisation of Degree Programmes**

<table>
<thead>
<tr>
<th>Internationalisation at Home (IaH)</th>
<th>Internationalisation Abroad (IA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>Students (participation in)</strong></td>
</tr>
<tr>
<td>Curriculum: international aims and</td>
<td>• International study exchange</td>
</tr>
<tr>
<td>objectives</td>
<td>• International internships</td>
</tr>
<tr>
<td>International modules/perspectives</td>
<td>• International volunteering</td>
</tr>
<tr>
<td>International learning resources</td>
<td>• International field trips</td>
</tr>
<tr>
<td>(e.g. articles, texts, case studies)</td>
<td></td>
</tr>
<tr>
<td>Foreign language provision</td>
<td></td>
</tr>
<tr>
<td>International student body</td>
<td></td>
</tr>
<tr>
<td>Support for international students</td>
<td></td>
</tr>
<tr>
<td>Intercultural exchange in the</td>
<td></td>
</tr>
<tr>
<td>classroom</td>
<td></td>
</tr>
<tr>
<td>Intercultural exchange in social</td>
<td></td>
</tr>
<tr>
<td>settings</td>
<td></td>
</tr>
<tr>
<td>A range of pedagogic approaches</td>
<td></td>
</tr>
<tr>
<td>used</td>
<td></td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td><strong>Staff (involvement with)</strong></td>
</tr>
<tr>
<td>Understanding of different pedagogies</td>
<td>• International partnerships/alliances</td>
</tr>
<tr>
<td>International faculty/teaching</td>
<td>• Joint development and delivery</td>
</tr>
<tr>
<td>experience</td>
<td>of courses</td>
</tr>
<tr>
<td>International visiting lecturers</td>
<td>• International academic/</td>
</tr>
<tr>
<td></td>
<td>commercial networks</td>
</tr>
<tr>
<td>International academic/commercial</td>
<td>• International research</td>
</tr>
<tr>
<td>networks</td>
<td>• Hosting international</td>
</tr>
<tr>
<td>International research</td>
<td>conferences</td>
</tr>
<tr>
<td>Hosting international conferences</td>
<td>• Foreign language skills</td>
</tr>
</tbody>
</table>
| **continued on page 5**
The Future of Hospitality and Tourism Education in Leadership Development

As hospitality educators, we invest countless hours developing curricula and seeking opportunities that will prepare our students to become successful leaders in the industry. At times, we can get so focused on our areas of expertise that we forget to take a step back and examine the full scope of our development efforts for students and faculty alike.

Without question, acquiring and mastering core industry-related knowledge, skills, and abilities is a must. However, there is also a need to develop a set of proficiencies that extend beyond the industry or discipline. While there are a myriad of factors that influence success, three key areas seem to come in to play—effective communication, professional networks, and continuous learning. Interestingly enough, these proficiencies are applicable to students, faculty, and administrators (myself included).

Effective communication is a must for any professional to succeed. As we work with generations that have grown-up using social media and text messaging, additional attention is needed to develop interpersonal communication skills supported by quality oral and written communication skills. For students, providing opportunities to write across the curriculum and hone presentation skills in introductory as well as advanced classes can enhance their communication skills. However, modeling effective communication is just as important. From the emails or social media messages we send to the manner in which we address conflict or deal with difficult situations in the classroom, we have the capability to demonstrate what it means to be a good communicator and leader.

Professional networks are critical to industry and academic success. Regardless of knowledge or expertise, career advancement and development is often connected to our professional network. Let’s face it, many of us received our first job or even our current positions based on the recommendations or support received from our networks. When working with students, it important to help them understand there is more to building a network than just connecting with others through social media. The ability to make one-on-one connections is critical. Each semester, I require my students to attend a professional networking event such as a Chamber of Commerce or Civic Organization meeting. If the event is outside of the hospitality industry, even better. The idea is to give students a taste of networking with other business professionals. Many students are forced out of their comfort zones when attending such events, but all understand the importance of the experience after completing the assignment.

Continuous learning is essential to professional and personal growth. Whether you are a new graduate, seasoned professional, new academic, or experienced administrator, learning never stops. You quickly become extinct if fail to continuously improve and develop. Helping students, and when needed faculty, understand the importance of continuous learning is vital for success. In both my undergraduate and graduate leadership courses, I share with my students that I am still trying improve my capabilities as a leader. It is my belief that this is also a concept that we can and should model for our students. Whether it is reading or taking on new challenges, continuous learning ideally provides the impetus and motivation to grow in our profession.

Granted, effective communication, professional networks, and continuous learning are not earth shattering concepts. These ideas can, however, get lost in our curricula as we try to ensure students understand the intricacies of the hospitality industry. The concepts do have a place in how we develop our students, faculty, and personal careers as these are professional “life” skills that can greatly influence career advancement.

Chen—continued from page 1

interaction in an online environment. Roseman, in her paper, “Integrating Experiential Learning in Hospitality Management: Moving Beyond Only Internships and Work Experiences,” noted the importance of creating a service learning environment that permits students to work with local industry partners and communities to establish capacities in identifying, analyzing, and making implementation decisions. In her paper, “Teaching Strategic Management in Hospitality Education,” Singal shared tips on teaching strategic management courses and highlighted how students benefit from implementing strategy formulation and understanding P.E.S.T. forces and external factors from all aspects.

Hein concluded with a discussion of the vital importance of three factors that influence sustainable success, including effective communication, professional networks, and continuous learning. In her article, “The Future of Hospitality and Tourism Education in Leadership Development,” she commented that students, seasoned professionals, new academics, and experienced administrators all benefit from undertaking coursework and/or attending workshops in leadership development. As the special issue co-editor, I would like to thank the past president, the Immediate past president, and of course the co-chairs of the 2017 ICHRIE Academies for their contributions to this themed issue.
During the last academic year, I was tasked with developing a few online courses for our hospitality program. During the spring semester, I finally had to bite the bullet and finish the courses. It was not that the task was daunting; I have taught online courses before. However, since that time, I have visited with many students who were taking online courses. Their experiences have always piqued my interest. What they considered to be a good course versus a bad one is certainly biased, but in most cases their critique of the class was not solely based on the level of difficulty. The organization of the course, the methods of assessment, the interaction between learners or learners and the instructor are all commonly mentioned issues. So when developing these courses, I did not want these same students sharing horror stories about the courses I was developing in the forthcoming years.

In 2013, more than 33% of college students enrolled in an online course during their studies, a trend we see in hospitality programs, too. Many hospitality programs at some of the top universities and colleges in the country are offering at least some, if not all, of their courses online. As faculty, we need to be certain that our online presence mimics the same standards and rigor that we have established in our on-campus courses. Thus, the impetus behind this year’s ICHRIE Teaching Academy.

Each year, ICHRIE sponsors the Career Academies that kick off the annual summer conference. I remember attending my first career academy. After I attended, I remember mentally checking it off my list. What I didn’t realize is that each year the career academies are updated and rarely are the same topics presented. This year’s teaching academy focuses on online teaching. Mary Roseman and I have worked to put together a program to help any new or seasoned instructor develop and offer more effective online courses. Topics include, tools and media used in the online environment, building and developing online courses, best approaches in assessing students, and ways to maximize learner interaction.

I am not one that believes that online education will someday replace the college campus. There will always be a market for the traditional residential college experience. But, as we begin to offer the non-traditional learner in hospitality an avenue to complete courses and even undergraduate and advanced degrees in an online format, let’s learn from each other and build courses that challenge the students and meet the same standards we have developed for our on-campus courses and programs.

Brookes—continued from page 3

or abroad. The first is concerned with helping students develop international understanding and intercultural skills without having to leave the campus. The second stream has the same broad objectives, but requires the movement of people or programmes across cultures or borders.


It is not my intention to reproduce the results of the study as they have already been published and can be accessed via the reference above or by contacting me directly for a copy of the article. That said, it is important to note that we found programmes with international dimensions which were poorly executed and not serving their purpose in developing students’ global competencies. My aim, therefore, is to raise awareness once more of the need to develop hospitality management graduates as global citizens. Even if our students do not work outside their home country, the diversity of staff and of consumer markets requires we produce graduates who are global citizens. In the current environment, it may be more important than ever. Perhaps therefore it is time to review how international our programmes truly are and whether we are ensuring our graduates have the requisite knowledge, intercultural sensibility and the ability to leverage this knowledge and understanding for a successful career within the global hospitality industry. The framework should help you to assess your own programmes of study. In addition, given the changes in technology since this research was undertaken, there is arguably a need to review and update the framework.

With kind regards,

Maureen Brookes
Immediate Past President ICHRIE
Including experiential learning in the hospitality classroom is nothing new. A quick review of the academic literature related to experiential learning in hospitality produces articles from the mid-1980s, with a substantial increase in literature beginning in the mid-1990s to today. While internships and work experiences serve as the most common examples of experiential learning, we as hospitality educators are missing the boat if we only utilize these two examples. Service learning, simulations/gaming, and undergraduate research opportunities are others forms of experiential learning that we should explore and integrate into curricula where applicable.

Service learning is a type of experiential pedagogy that embeds simple to complex community service projects into a hospitality course. Service projects should fit the objectives of the course and require strong organization, communication, and collaboration skills by the instructor. Some service learning ideas for various hospitality courses could include the following:

- **Foodservice/Food Systems:** Work with the local food pantry collecting and donating food for the homeless and underprivileged; volunteer for an event hosted by your state or local Restaurant Association; or host a recognition dinner in your school’s dining room for the volunteers of a local service organization.
- **Lodging:** Volunteer at a local hotel to participate in an event; Create a room donations drive or collect blankets and pillows to take to a local crisis or homeless shelter.
- **Event Management:** Coordinate events for community groups; Volunteer services to a local hospitality business sponsoring a charitable event; Coordinate a sporting event with an organization that supports local disabled children.
- **Tourism:** Raise money for deserving families to visit a local tourist attraction and/or amusement park; Volunteer at a Federal, State, or County park providing tours.

Simulations and games can easily be incorporated into hospitality management courses. Learning experiences provided in simulations are not normally available in typical course assignments. Many simulation and games can be purchased from reputable vendors but, in advance, ask other colleagues or inquire at hospitality conference expos for quality sources. Simulations and games develop students’ capabilities in identifying, analyzing, and making decisions on key operational and environmental variables that influence hotel and restaurant operations. Often simulations and games require students to make fact-based analytical decisions with financial implications tied to those decisions. In addition, some hospitality business simulations provide competition among students and allow students to gain practical experience in teamwork and problem solving.

While student research is a highly regarded learning opportunity in graduate education, it is also an excellent experiential learning opportunity for undergraduate students. The Council on Undergraduate Research mentions several reasons why undergraduate research can be an excellent experiential learning opportunity for students. They include enhancing student learning through mentoring relationships with faculty; increasing undergraduate retention; providing effective career preparation; developing critical thinking, creativity, problem solving and intellectual independence skills; developing an understanding of research methodology, and promoting an innovation-oriented culture. In any hospitality topic, a creative instructor can identify research projects well-suited for an undergraduate student.

In hospitality education, experiential learning is vital to produce a well-rounded, industry-ready graduate. This type of educational experience is valued, perhaps even demanded, by both industry and graduates alike. In the end, it is important that these experiences enhance the learning environment and not simply create busy work that the student must complete.
The curriculum of every hospitality education program is geared towards teaching students the essentials of operations management in the form of lodging management, food and beverage management, and marketing, sales, and services management. In recent years, as more hospitality education programs merge with, or get housed in, business school programs, the topic of strategic management assumes tremendous importance. Usually taught as a capstone class at both the undergraduate, MBA or Masters levels, the course employs a case based, and team based pedagogy to bring together knowledge learned in all the functional and operational areas of business from a top leadership perspective.

While there are several variations in teaching strategic management, a traditional one semester course usually starts with teaching students the key concepts of strategy formulation which is then followed by topics of strategy implementation and control. Understanding how the vision and the mission of the business translates into measurable objectives and plans which can be monitored and revised on a continuous basis to survive and thrive in a competitive environment forms the core of the strategic management process.

Students learn that strategy formulation takes into account the P.E.S.T. forces or the external factors that consist of the political/legal, economic, social/cultural, and technological environment of business. While these factors are common to most players in the business arena, how each of these factors individually and in conjunction affect the company requires analysis. More importantly, knowledge of the industry or the immediate competitive environment, or what Michael Porter called the Five Forces in terms of the bargaining power of suppliers, customers, threats of new entry and substitution, which determine the rivalry between firms determines the attractiveness of the industry and the positioning of a particular firm within the industry. Strategy formulation also requires extensive introspection, i.e. what are the resources, capabilities, and core competencies of the company itself, and how do they match and fit with the general and industry environment to gain an advantage to survive and thrive on a sustained basis. While strategy is formulated at the corporate level which decides which industries or businesses to compete in, a business level strategy decides how to gain advantage in that segment. Strategy implementation and control focuses on designing organization culture, structure, and reward and monitoring systems that enable effective and efficient functioning of the business.

The hospitality industry provides a very unique setting to teach strategic management. Firstly, government policies relating to immigration, travel to and from different countries, like the recent bans from some nations, as well as country political relationships for e.g. USA and Cuba, affect the hospitality industry more than others. Moreover, certain characteristics of the industry like having plural ownership and management forms like franchisees, independent owners, management contracts, along with numerous brands, offer a rich context to teach topics in strategic leadership, agency contracts, and corporate governance. Similarly, as the industry is typically both labor and capital intensive, with large investments in real estate, firms increasingly follow an asset light strategy which has implications for teaching how to manage capital structure and evaluate long-term projects and infrastructure investment. In addition, being a highly competitive industry with a few large players and several small and family owned firms, makes for an interesting context to teach concepts of competitive dynamics and multi-point competition. Besides, most hospitality firms are not as diversified as other businesses, prone to adverse cyclical shocks, and are seasonal in nature, thus offering opportunities to teach strategic decision-making in munificent and non-munificent environments.

Contemporary issues such as the impact of innovation and entrepreneurship, digital technologies, stakeholder orientation and sustainability, and emphasis on value creation and co-creation rather than value capture are topics that increasingly find their way into the strategic management classroom. This capstone class prepares students to take a top management perspective and enables them to integrate knowledge from functional and operational areas of business. If you are teaching strategic management in hospitality or will teach it in the future, be sure to attend the Research Academy at the ICHRIE conference on Wednesday, July 26 from 8.00 am until noon. Also please check for other sessions on pedagogy and strategic management throughout the upcoming conference.

Still Time to Sign Up For the ICHRIE Career Fair
Held Friday, 28 July at the Annual Conference in Baltimore, Maryland USA
Interested in highlighting positions are your institution? Go to the ICHRIE website and download the Career Fair Registration Form for more information.
Technology to strengthen soft skills?

As hospitality educators, we are well aware that our students need not only the academic and research skills necessary for lifelong learning but also those “soft skills” that will lead them to success in industry. The challenge of how this can best be accomplished has been the subject of much research and discussion within our ICHRIE publications and conferences. In this Communique issue focusing on technology, it seems pertinent to begin a discussion on how we are adapting our pedagogy to benefit the digital generation as defined by Prensky (2001).

In July 2012 Swiss Education Group launched an iPad initiative in which each student received an iPad set up and ready to link into the library, the course management system and necessary apps. The five year mark of this program is rapidly approaching, we are now using it on all seven campuses, so I am happy to share with you some of the ways my colleagues and I have been using this tool. The good news is many of the apps and programs mentioned below function on any web enabled mobile device so students’ personal devices work just as well.

So how can technology help to build and reinforce those famous soft skills? Some of us have found the photo and video functions of tablets and smartphones such as iMovie are a great way to encourage team work, as well as research, organizational and communication skills. Some of the scripts I have received put research papers of the past to shame, the students are certainly much happier during the “production” of the film and their pride in the final project is evident. One of my colleagues uses the same app to film role plays as his students develop their front desk skills. Another has students photograph their creations, then create an on-line blog to share these images and reflect on their work. The ease in using the Apple TV function to share information with the iPad has also led to a net increase in peer learning fostering productive communities of practice as suggested by Wenger (1998).

Research indicates the success of learner response systems in informal formative assessment (Biggs & Keyek-Franssen, 2010; Majerich et al., 2011), apps such as Socrative and eClicker make it possible to participate via the tablet or phone. The anonymity of the responses enables them to participate with no risk so these activities seem to especially encourage those students who don’t speak up in class but are happy to explain to their classmates how they knew or discovered the correct answer.

While some educators find it frustrating to see students “distracted” by cell phones or other devices, Johnson indicated that “students appeared to be more engaged and comfortable knowing there were allowed to openly access their mobile devices.” (2016, p. 25). Padlet offers an opportunity to involve students via these devices, this program enables students to post messages, comments or photos live to an on-line “class wall”, similar to using post it notes. It can be used for group projects but is also useful in lectures, again the anonymous nature of the posts enables students to feel more comfortable asking questions and it is easy for the lecturer to see what requires further explanation.

Our feedback systems to students have greatly evolved with the iPad initiative and it is interesting to see that student peer feedback has also progressed to similar formats. The possibility to film students during their labs in the kitchen or dining room then comment over this in the film to give individual formative feedback that students may replay at their leisure, is popular with several instructors. Many students have also told lecturers that they prefer to have oral comments provided as final feedback on their presentations or papers. Since we usually give the grade at the end of the message, they do tend to listen until the end instead of skimming over written comments just to see the grade. I like this method as it also provides the opportunity to say good bye and good luck to those who will be leaving for an internship or to begin their career.

One factor that the team here feels was key in the successful adoption of the iPad was the freedom to decide exactly how we would like to incorporate its use in our courses and which of the many apps available would lead to better student learning in our area of expertise. A series of peer training sessions were organized on a very informal basis, lecturers and instructors from different departments and campuses that didn’t often work together got to know each other and the team spirit that evolved was an additional benefit.

This is very brief look at just a few of the ways we are incorporating tablet and mobile web enabled devices into our classrooms. I am sure that many of you have ideas and suggestions to share as well so I would like to encourage you to contribute some of your teaching successes or suggestions here in the future!

Warm regards,
Susan Fournier

References [upon request]
CHRIE Communiqué

July 2017

Conference Happenings

Industry Partnership Sessions

Industry Session I - Big Data

Steve Hood, Senior Vice President of Research - STR, will moderate a discussion with Kelly McGuire, PhD, Vice President, Analytics, Wyndham Destination Network and Jess Pettit, Vice President, Global Business Analytics, Hilton.

Jess Petitt is the vice president of global business analytics at Hilton Worldwide, where he leads a department responsible for analyzing the macroeconomic, industry, competitive, and development environments, provides cross-functional analysis for the executive team, and partners with IT to implement Hilton’s enterprise business intelligence strategy. Prior to joining Hilton, Petitt served as corporate director of marketing and sales at HEI Hotels & Resorts, holding myriad responsibilities including sales selection, training and development, and revenue analysis, and started the company’s digital marketing function.

Dr. Kelly McGuire is Vice President, Advanced Analytics at Wyndham Destination Networks where she leads a team of scientists and developers that build custom analytical solutions for Wyndham’s vacation rental business, as well as the RCI exchange. She is an analytics evangelist, helping hospitality and gaming businesses infuse science into the art of hospitality with big data and analytics. She is the author of two books on analytics in hospitality, “Hotel Pricing in a Social World” and “The Analytic Hospitality Executive”.

Industry Session II - Social Media

Join Us!

Deans’ & Directors’ Program

Presentation I: Exploring the Potential of Digital Micro-Credentials in the Hospitality Industry

Dr. Kyle Peck, Ph.D., Penn State University

Hiring decisions are critical to the success of any hotel, restaurant, or resort, but how much can employers really know about the candidates they interview and the competencies they have attained? Digital micro-credentials are a recent supplement to the traditional, minimally informative diploma and transcript, and they are becoming very popular with both learners and those who look to employ them. In this session we’ll develop and understanding of competence, competencies, and digital micro-credentials, including what they are, how schools and others can issue them, and how learners and employers can benefit. We will end by discussing the potential power of digital credentials to improve teaching, learning, and employment.

Presentation II: Recruiting for 2025 and Beyond

Mr. Tom Gilliland, Vice President, Hotel Openings and Transitions, Marriott International

Industry’s quest for growth, expansion & talent in the future will remain a key determinant of success. Mr. Gilliland will discuss the trends that will continue to shape the future of the travel industry from the perspective of operational changes, global expansion, guest experiences, talent acquisition and digital innovations, amongst other forces shaping the future of hospitality. Mr. Gilliland’s team will open 400 hotels in 2017 with 25 different brands and will discuss identifying the right talent in order to bring those brands to life.

Wednesday, 26 July 2017, 9am-12pm

Don’t Forget to Join Us at the ICHRIE First-Time Attendees’ Reception

The ICHRIE Membership Committee cordially invites all New Members and First-Time ICHRIE Conference Attendees to a fun-filled First-Time Attendee Reception.

This is the perfect opportunity to connect with fellow hospitality and tourism professionals while:

- Learning more about International CHRIE
- Meeting the ICHRIE Membership Committee
- Receiving an overview of the conference program
- Asking questions & receive guidance from ICHRIE Member-Mentors
- Getting tips and insights on maximizing your benefits as an ICHRIE member
- and more...

Sponsored by Marriott

See you in Baltimore, Maryland USA!

Wednesday, 26 July | 4:30 - 5:30pm
Congratulations,
Drs. Borchgrevink and Beck

Dr. Carl Borchgrevink has been named the Interim Director and Dr. Jeff Beck, the Interim Associate Director, of the School of Hospitality Business at Michigan State University for a two-year term effective August 16, 2017.

While the specifics of each of their roles are being worked out, the idea behind their joint appointment is to ensure that both the internal operations of the school, including the programs, curriculum and research, as well as the external outreach and engagement with the alumni and industry that is critical in this unit, receive the attention and emphasis they deserve. Both Carl and Jeff bring invaluable experience from their tenures on the HB school’s faculty and from industry and so are well suited to jointly fulfill these needs.

CARL BORCHGREVINK
Dr. Carl P. Borchgrevink has a Ph.D. in Communication from Michigan State University, an MS in Hotel, Restaurant and Travel Administration from the University of Massachusetts, a Norwegian undergraduate degree from the Norwegian Hotel School at the University of Stavanger, a culinary degree from Oslo Vocational School, and has a Norwegian Chef’s Certificate (Kokkefagbrev). Prior to his 33-year academic career, Dr. Carl P. Borchgrevink, accumulated 14 years of hospitality business experience. The positions he held included Chef, Restaurant Manager, and Foodservice Manager. His research interests include organizational, interpersonal, and social antecedents of harmful alcohol consumption; (LMX) leader-member exchange; human resource management; service management; service employee persuasive influence; and F & B operations and management.

JEFFREY BECK
Jeff Beck is an Associate Professor in The School of Hospitality Business at Michigan State University, where he teaches courses in marketing, sales, and revenue management. His research interests include revenue management, sales and ethics in hospitality. Jeff is currently the chair of scientific paper review committee for the ICHRIE Annual conference, and an Associate Editor for the Journal of Hospitality and Tourism Research. He has extensive experience in the hospitality industry, including 10 years with Marriott Lodging. He earned his Bachelor’s degree in Marketing from the Kelley School of Business at Indiana University, and his advanced degrees from Purdue University.

Send news about ICHRIE member marriages, births, deaths, promotions and any other of life’s transitions to agrayson@chrie.org.
INTERNATIONAL CHRIE would like to recognize our Premium Members

ACCOR • Ashford University • Bethune-Cookman University • Boston University • Bradley University • California State Polytechnic University, Pomona • California State University, East Bay • Cesar Ritz Colleges Switzerland • CETT-UB • Cornell University • Cphbusiness • Culinary Institute of America • Cvent • Cyprus University of Technology • Delaware State University • DePaul University • Drexel University • Dublin Institute of Technology • Dusit Thani College • Ecole Superieure Internationale de Savignac • Endicott College • ESDAI de la Universidad Panamericana • Fairleigh Dickinson University • Florida Atlantic University • Free University of Bolzano • Georgia State University • Glion University of Higher Education • HAAGA-HELIA University of Applied Sciences • HotelschoolThe Hague • Indiana University - Purdue University Fort Wayne • Indiana University of Pennsylvania • Institut Paul Bocuse • International University Of Applied Sciences Bad Honnef * Bonn • Iowa State University • James Madison University • Johnson & Wales University, Charlotte • Johnson & Wales University, Denver • Johnson & Wales University, North Miami • Johnson & Wales University, Providence • Jordan Applies University • Kansas State University • Knowledge Matters, Inc. • Lasell College • Lillebaelt Academy of Professional Higher Learning • Manchester Metropolitan University • Marriott International • Metropolitan State University of Denver • Michigan State University • Missouri State University • Monroe College • MSU—Management and Science University • National Kaohsiung University of Hospitality and Tourism • National University of Ireland, Galway • New Mexico State University • NHTV Breda University of Applied Sciences • Niagara University • North Carolina Central University • Nova Southeastern University • Oklahoma State University • Oxford Brookes University • Ozyegin University • Pennsylvania State University • Philippine Women's University • Purdue University, West Lafayette • Rochester Institute of Technology—Dubrovnik • Rochester Institute of Technology—Rochester • Roosevelt University • Russell Technology Partnership • Ryerson University • San Diego State University • San Ignacio University • Saxion University of Applied Sciences • South Dakota State University • St. Cloud State University • Stenden University • Stockton University • Strathmore University • Taylor’s University, Malaysia • Temple University • Texas Tech University • The Hong Kong Polytechnic University • University of Alabama • University College of Northern Denmark • University of Central Florida • University of Delaware • University of Hawaii at Manoa • University of Houston • University of Maryland, Eastern Shore • University of Maryland, Shady Grove • University of Massachusetts, Amherst • University Of Memphis • University of Nebraska-Lincoln • University of Nevada, Las Vegas • University of New Hampshire • University of New Orleans • University of North Texas • University of South Carolina • University of Southern Mississippi • University of Surrey • University of the Philippines • University of the Virgin Islands • Virginia Polytechnic Institute and State University • Virginia State University • Washington State University • Widener University • York College of Pennsylvania • Zeeland Institute of Business and Technology • ZUYD Hogeschool
We Can’t Wait to See You at the 2017 Annual ICHRIE Summer Conference!

2017 Annual ICHRIE
Summer Conference & Marketplace
26-28 July • Baltimore, Maryland, USA
B’more, Learn More, Do More in Hospitality & Tourism Education

26-28 July
Baltimore, Maryland
USA

International CHRIE
2810 North Parham Rd., Suite 230
Richmond, Virginia USA  23294