

Hospitality and Tourism Management

Annual Report 2020 - 2021

I. Status of Hospitality & Tourism Management from a National Perspective

According to the Council on Hotel, Restaurant in Institutional Education (CHRIE), [the global professional association of hospitality educators] academic programs in hospitality and tourism management typically fall into three basic formats in 4-year higher education institutions within the United States. The first type is a departmental or school program within a *non-business* College such as the Hospitality Management Program within the Department of Nutrition, Dietetics, & Hospitality Management in the College of Human Sciences at Auburn University, the Department of Agriculture & Applied Economics in the College of Agriculture at University of Georgia, the School of Hospitality Management in the College of Health and Human Development at Penn State University, and the School of Hospitality, Restaurant and Tourism Management in the College of Hospitality, Retail and Sport Management at University of South Carolina. The second program format is a stand-alone School or College within the University such as the William F. Harrah College of Hospitality at University of Nevada Las Vegas and the School of Hospitality at Metropolitan State University of Denver. This was the status of the first and most prominent university in hospitality education, Cornell University, until the School of Hotel Administration was placed under the SC Johnson College of Business. And so, we have the third type of program that resides as a department or School within a College or School of Business. Other examples include the School of Hospitality Business in the Broad College of Business at Michigan State University, The Fritz Knoebel School of Hospitality Management in the Daniels College of Business at the University of Denver, and the School of Hospitality Business Management in the Carson College of Business at Washington State University.

The hospitality management program at the College of Charleston resides in the School of Business within the Department of Hospitality & Tourism Management. It is one of the smaller departments in the School of Business with 5 faculty, 1 full-time internship coordinator instructor, 1 department administrative coordinator and 1 research coordinator. The department does not teach a service course required by all majors in the School of Business. The department offers a business degree major in Hospitality & Tourism Management, a concentration in Hospitality & Tourism Management with the major in Business Administration and a minor in Hospitality & Tourism Management. The department also offers a focus in the MBA. The revenue management focus was suspended during the 2020-2021 academic year and returns as a focus in hospitality and tourism development in 2021-2022. Unlike many of the hospitality programs, there are no hospitality facilities such as a hotel, restaurant, or meeting space, operated or identified as part of the program. Instead, the Charleston area serves as the home for many of the internship experiences for our students.

Beyond the students, the Office of Tourism Analysis is the department's most visible asset. The research center produces industry reports and conducts studies on behalf of agencies such as

Explore Charleston and other regional non-profits. The center is funded by grants, foundation gifts, and minimal state funding.

Hospitality education, particularly culinary arts, is also available in the regional community colleges and high school throughout South Carolina. The community college system in South Carolina has eight plus culinary | hospitality programs. These programs provide contribute to the culinary workforce. The regional community college culinary arts enrollments are also fed by the culinary arts high school programs. Trident Technical College (TTC) and their Culinary Institute of Charleston is one of the more successful programs in the state. They also offer an associate in hospitality management. Many of our students take general education courses at TTC to transfer back to the College of Charleston. A two plus two path with TTC is difficult with our liberal arts core, but we occasionally see it occur. The two plus two path is stronger with University of South Carolina and their hospitality management programs in Columbia and Beaufort because the credit transfers work better in a non-business school format and the absence of a liberal arts core.

Our industries are in dire need of employees. The hospitality industries made a rapid comeback in South Carolina with tourism demand in 2021 year-to-date outpacing 2019 performance. The workforce has yet to fully return causing service capacity constraints and increasing wages. An example of the employment shortage is exemplified by the luxury hotel known as The Dewberry. Ownership and management made the decision to close two days a week to address service capacity constraints. There are numerous other examples of hospitality organizations that were forced to close a particular day of the week or close certain facilities because of staffing shortages. The fast recovery was almost entirely from leisure-based travel. We expect to see corporate and meetings & convention travel return this fall. In addition, nearly all major events remained cancelled until May of 2021. The first major event in the Charleston area was the PGA Championship at Kiawah Island. Our students were able to participate in the execution of that event via an event course practicum with Delaware North during the PGA Championship.

II. Hospitality and Tourism Management Program

a. *Mission Statement*

We are committed to providing students with a high quality, comprehensive hospitality management education in a liberal arts and sciences environment. Our curriculum is strengthened with practical, applied and experiential learning opportunities in Charleston, one of the world's premiere destinations. We want every hospitality management student to become a lifelong learner who is guest-focused, ethical, innovative, globally aware and technologically literate with effective communication skills. In addition, they should be able to function collaboratively and comfortably in an environment characterized by diversity, uncertainty and rapid change.

b. *Strategies and Tactics in the College's strategic plan your department or program would place as highest priorities.*

The *student experience & success* and *academic distinction* pillars are placed as the highest priority for the department. The expansion of the Student Success Center in the School of Business has provided a frontline team for better student access to resources such as mentoring, advising, workshops and career development. The Student Success Center has also provided upgrades to community areas for effective learning and collaboration. This has helped to create a more welcoming and inclusive environment. The team in the Student Success Center also brings in the appropriate faculty advisor to address concerns or challenges. The faculty also have a highly experience team to support current students and graduates. Regarding academic distinction, the program is becoming more interdisciplinary with the growth of minors and the reduction of course hurdles. The program has achieved national recognition in relation to research and seeks the development of more experiential learning courses and innovative teaching models. These efforts are meant to attract and enroll more highly qualified, civic-minded, and intellectually curious students. The department has established three strategic objectives discussed in the following section.

c. *Program goals and their relationship to the College's strategic plan*

The HTMT Department began a new strategic planning process in December of 2020. This planning process is guided by the themes of the College's strategic plan in (1) fostering a culture of innovation to create sustainable solutions, (2) advancing our commitment to diversity, equity & inclusion, (3) cultivating impactful strategic partnerships. The following three strategic objectives were adopted by the HTMT department:

1. To build our foundation in the School of Business by incorporating hospitality management, real estate, and entrepreneurship into an internationally recognized place-based project-based learning hub.
2. To engage liberal arts students across the campus by sharing the spirit of hospitality in first year experiences, international adventures, community-based programs, and unique course offerings that allow for liberal art students to have minors in hospitality business education.
3. To engage an under tapped student profile of blended backgrounds from community colleges, the military and other non-traditional channels with newly reorganized pathways in BGS, BPS or any other university programs to inspire our next community leaders.

We remain committed to our core goals as we move ever forward to contribute to the college's strategic plan of enhancing the student experience & success, academic distinction, and employee experience & success. Our program has consistently been known and recognized for our commitment to experiential learning as a means of better preparing the individual for the "real world experience."

To that end, the Hospitality Department will continue to utilize experiential learning through place-based project-based learning to attract collaboration around hospitality, real estate entrepreneurship and the functional areas of business, as well as attract students within other disciplines across campus.

As the School of Business landscape changes with more major and minor offerings, we will design integrated tracks or focus areas that will prepare graduates for leadership positions upon graduation. Such tracks to be considered are as follows:

- Marketing/Sales/Revenue management
- Operations and Human Resource Management
- Events and Project Management
- Community Planning and Destination Management

From a curriculum perspective we make an early effort to engage students within the First Year Experience through our introductory course in Hospitality and Tourism Management pairings with Math and English.

Additional efforts in experiential learning are provided with several first-class faculty led international travel courses to elevate and share the global spirit of hospitality. Recent faculty led international experiences include programs to Italy, Iceland, and Canada. A new program is also being offered to Nicaragua for summer 2022.

The Charleston area offers experiences beyond most hospitality management programs. “Destination Education” is an appropriate term for the experiences our students, faculty, and staff can engage daily. Our city’s premier reputation, history, and proximity infuses the classroom with local experiences, organizations, and professionals for our students. The integration of business, community and government are actively at work in our destination, providing insight into the importance and challenges of destination management and marketing. We continue to develop course offerings to attract a diverse set of students from other majors and minors that complement the community such as Historic Preservation, Urban Planning, Arts Management, Communications, Film Studies and Latin & Caribbean Studies.

d. *Student Learning Outcomes of the program*

The following five learning outcomes are assessed in the HTMT major. These learning outcomes are assessed in the four required courses: HTMT 210, HTMT 352, HTMT 444 and HTMT 488.

Communication Skills

Students demonstrate effective writing and establish decisive verbal and non-verbal ability through the development and defense of hospitality/tourism scenarios via allied cases, documentation, and business plans.

Quantitative Fluency

Students document real-world business computational and analysis expertise (i.e. balance sheet and sources and uses of funds, income and cash-flow statements).

Global Civic Responsibility

Students articulate and respond to social, ethical, environmental and economic challenges at local, national and international levels through participation in an ethics case study with follow up exercises that highlights why ethical people often engage in unethical behavior in a business setting.

Intellectual Innovation and Creativity

Student will weigh changing environmental trends, unsolved problems and gaps for relevance in the marketplace.

Synthesis

Students efficiently synthesize principles of hospitality/ tourism, finance, management, marketing, primary and secondary research, economics, and accounting.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

- a. The HTMT Department has several unique curricular offerings, made numerous instructional contributions to other units, fully engaged in distance education, and developed high impact student experiences.

- ***Creative and Unusual Curricular Offerings***

Given the swift changes of teaching modality as a result of COVID-19, there was an enhanced necessity to produce and present curriculum that would be engaging and interactive in order to maintain the student's interest and ability to retain the material being presented. As a result, the following are a few examples of how the HTMT department answered the "call" for unique and engaging content. Adjunct course are another area of creative and unusual offerings. This academic year included a special course in wine, local government, and special events.

HTMT 210 – Introduction to Hospitality and Tourism

- Implemented case studies and one-on-one interviews conducted by students with a panel of industry executives
- Integrated a "distribution channel game" in which the students were divided into wholesalers, restaurants, and customers, allowing them to recreate a restaurant supply chain by buying and selling (fake) food to one another.
- A "revenue management game" was implemented in which the students were tasked with accepting or rejecting potential reservations in a hypothetical hotel in order to maximize the property's revenue.
- A mystery shop activity in which the students assessed the service quality of a local restaurant during a real in-person dining experience.
- Virtual visits from international guest speakers.
- Class activities in which the students were tasked with brainstorming ideas for experiential restaurant and museum concepts.
- A class activity in which the students had to analyze the "over-tourism" problems facing Hallstatt, Austria (which is famed for resembling the town in the *Frozen* movie), and propose solutions to mitigate the problems.
- A project in which the students individually interviewed an owner/manager of a hospitality business to learn more about how the business navigated the pandemic. The students were additionally responsible for critically analyzing the business's response and suggesting additional strategic initiatives that could be taken.

HTMT 360 – Event Practicum

- Created an evolution to the traditional career fair called "Flip the Fair" which flips the traditional experience by presenting students to employers as opposed to the other way around.
- Students participated in the planning and production of the career fair.

HTMT 360 – Professional Development

- This course guides students through the process of preparing to enter the professional workforce through resume coaching, professional headshots, business cards, etc. Students participate in the career fair – "Flip the Fair" as a culmination of the course content.
- The career fair further evolved in the Spring of 2021 as a virtual event and was aligned directly with the College of Charleston Career Center and the School of Business hiring efforts by becoming an affiliated event to the College of Charleston's Spring Career Fair and was re-branded as the "Senior Showcase."

HTMT 360 – Event Practicum – PGA

- This course was offered as a Maymester course in which the Hospitality department partnered with Delaware North in the staffing efforts for the PGA Golf Tournament in Kiawah Island, SC.
- Students in this course worked in various capacities on-site for the duration of the event where they had the opportunity to experience the actual day to day implementation of a large international sporting event.

HTMT 362 – Event Management

- This course works in tandem with “Flip the Fair” in the Spring in which the students manage the planning and production of the career fair.
- Purchased and integrated Cvent Event Management and Mobile App technology to build and deliver a virtual event.

HTMT 488 Capstone Course

- The capstone course was modified to adapt to a more “online” environment by having student teams create an audio-visual presentation, or “pitch deck”, of their proposed business concept.
- The “pitch” has become a commonly accepted market standard for start-up companies to gain investment capital. Additionally, the students produced a detailed “due diligence portfolio” that included a five-year financial plan for the proposed business.
- ***Instructional contributions to other units, programs, and initiatives, including the Honors and First Year Experience programs, undergraduate and graduate programs outside your department program, the REACH program, etc.***

First Year Experience Courses

The College of Charleston First Year Experience Courses (FYE) represent an academic program designed to integrate new students into the academic and cultural community of the College. All the courses give new students an opportunity to work closely with top-level faculty, to meet other new students at the beginning of the school year, smooth their transition to college, and provide them with the skills that will help them succeed throughout their academic careers. The HTMT department has engaged the FYE program through the Learning Communities (LC) option.

- Dr. Robert Frash has linked HTMT 210, our introductory course on Principles and Practices in Hospitality & Tourism with ENGL 110. The faculty teaching these courses work together to establish joint activities and common curriculum themes designed to explore the ways in which subjects are interrelated. This particular

learning community is titled “Sending the ‘Write’ Message: Managing Tourism in Charleston”.

REACH

- The HTMT department also welcomes REACH Students within the program for which faculty provide additional individual mentorship to ensure the students are well equipped to enter and succeed in the workforce upon completion. REACH students are attracted to this program and the internship work experiences.

Cross Listed Courses

- The department also offers cross-listed courses such as HTMT 362 Event Management with Arts Management, and Project Management with Management.

- ***Distance Education or Hybrid Course Offerings***

The hospitality department has consistently offered online courses as a convenience to students, particularly those that are considered our “non-traditional” students who are part of a full-time workforce. Such courses include:

- HTMT 360 - Professional Development – new online version created to coincide with annual college recruitment efforts
- HTMT 360 - Event Practicum
- HTMT 244/444 - Internships

This past year, however, presented challenges as well as opportunities to expand our distance learning curriculum in order to accommodate students in the navigation of the COVID 19 Pandemic.

The hospitality industry was forced to pivot and re-think the face to face marketing experiences of meetings, conventions and events. Therefore, our department seized the opportunity to leverage the experience of the new virtual lifestyle by partnering with Cvent to fully utilize technology and virtual event management software within the event practicum and event management courses.

- ***Departmental or program contributions to interdisciplinary, internationalization/ globalization, personalized education and high impact student experiences***

(such as research and creative activities, civic engagement, study away, internships, peer education and service learning) during review year. (If departmental faculty entered applicable data in fields on the “Scheduled Teaching” section in the FAS, data for the chair’s use in creating this analysis can be pulled from the FAS.)

Personalized education and high impact student experiences:

Schottland Scholars

Jeremy Clement, has successfully managed the role of Director of the Schottland Scholars program for the entire academic year. Within the last year he has taken on all responsibilities of program management, budgeting, recruiting and logistics.

Schottland Scholars is a prestigious cross-disciplinary leadership program designed for highly motivated School of Business students entering their senior year. The program aims to connect the scholars to business and organizational leaders who have made a difference within their own companies and their community as well. Each year a small group of approximately ten School of Business seniors are selected to become Schottland Scholars after undergoing a rigorous application and interview process. The program provides Scholars with opportunities to build relationships with business leaders and mentors, including Schottland alumni, in a variety of professional and networking engagements throughout the course of the year.

Internship Summary

		Fall 2020	Spring 2021	Total
Internships:				
HTMT 444 Majors		13/62%	26/57%	39/55%
HTMT 444 Minors		6/29%	17/37%	23/32%
HTMT Concentrations		2/10%	5/11%	7/10%
HTMT 244		2	2	4/6%
Total		23	48	71
Internship Hosts (with multiple internships this year)				
Intrigue Design & Events		2	2	4
The Social Spool		1	2	3
The Francis Marion Hotel			2	2
King Street Hospitality Group		1	1	2
Island Coastal Lager	1	1		2
Leukemia & Lymphoma Society			2	2
Tara Guerard Soiree		1	1	2
Wild Dunes Resort			2	2
Industry Breakdown				
Events		65%	35%	50%
Lodging		17%	15%	16%
F&B		9%	15%	12%
Tour&Destination Srvcs/Club Mgmt		3%	10%	6.5%
Affiliate		6%	25%	15.5%

Independent Bachelor Essays

Semester(s)	Advisor	Title
Fall/Spring	Cohen	Coffee and Wine Premiumization in the Charleston Market
Fall/Spring	Guttentag	A Comparative Analysis of Culinary Festival Attendees Based on Their Use of Airbnb
Fall/Spring	Litvin	Family Vacation Buying Behavior During COVID-19
Fall/Spring	Litvin	Hotel Management Lessons from COVID-19

The following are contributions of our department faculty within the community, nationally, and internationally:

Courses taught abroad – Contributions to Globalization

Dr. Crotts taught the following programs:

MCI University – 3 classes/2programs

- Negotiations and Leadership for undergraduate international exchange students
- Communications and Sales Training – 2 day course for Masters students in HTMT

Institute of Management, Jammu, India

- Leadership and Negotiations – 1 day program for MBA students

Central University of the Kashmir, India

- Leadership and Negotiations – 1 day program for MBA students

Dr. Guttentag presented as a **keynote speaker at a hotelier’s conference in Dublin, Ireland** and participated on a popular Irish radio show in which he discussed his primary research area – AirBnb.

• *Changes in departmental or program enrollments*

The HTMT department experienced a rapid drop with enrollments since peaking in 2015-2016. Two primary explanations for this drop are the elimination of the double major between HTMT and BADM and the introduction of the MKTG major.

The HTMT major also accepts several elective courses from other departments such as MGMT 307 Human Resource Management, MGMT 308 Managing Diversity, and REAL 310 Principles of Real Estate. These electives reduce HTMT enrollments by offering alternative electives outside of HTMT. There are also cross listings that are not accurately accounted for in the Institutional Research data.

The following summary table shows the Fall | Spring enrollments in HTMT courses across each academic year for the last 5 years. A new Management major was also proposed and approved by the School of Business faculty and Faculty Senate. This new Management major is expected to get approved by the South Carolina Commission on Higher Education (CHE) this coming academic year, 2021-2022. The HTMT department has begun modifications to their curriculum to reduce this drop in enrollment.

Key Departmental Metrics for Last 5 Academic Years (Fall | Spring)

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
Majors (F S)	258 269	239 244	189 185	156 183	146 162
Concentrations (S)	24	26	48	37	33
Minors (F S)	65 61	53 64	55 71	60 73	60 65
MBA focus in RM (S)	9	6	6	7	-
Course Enrollment	456 508	497 588	465 538	445 423	412 419
Avg. Class Size (F S)	25.8 23.7	27.7 28.1	24.5 24.4	24.4 20.8	24.6 22.9
Degrees Awarded	100	73	86	68	59
Credit Hours	3543	3190	3448	3078	2718

- ***Departmental or program workload productivity***

The HTMT department’s teaching capacity is comprised of 3 full professors, 1 associate professor, 1 assistant professor and 1 senior instructor. Adjuncts are periodically engaged for special topics courses. The 3 full professors are teaching a 3/3 course load for fall and spring. There is enrollment capacity for two of those faculty using a 90 | 270 (students | credit hours) workload productivity benchmark. However, we keep the capstone course at 20. The remaining faculty are on reduced course loads for additional assignments related to Chair, Internship Coordinator, and Research Center Director. In addition, Guttentag and McLeod teach in the MBA program focus areas that operate with small class sizes. These factors account for the lower workload productivity from the remaining three teaching members of the department. These numbers are concerning as the university actively plans for Responsibility Center Management (RCM) model. The HTMT department needs to develop a culture of proactive budget management and planning with enrollments and course offerings.

The following table shows the workload productivity for each faculty member by semester, enrollments, and credit hours for the last two academic years.

Workload Productivity by Semester | Enrollments | Credit Hours

<u>Faculty</u>	<u>Spring 2021</u>	<u>Fall 2020</u>	<u>Spring 2020</u>	<u>Fall 2019</u>
Clement ^s	115 339	70 188	82 246	60 177
Crotts	60 180	51 153	43 129	50 150
Frash	59 177	79 237	51 153	76 228
Guttentag ^{s,g}	61 183	53 159	33 99	58 174
Litvin	88 264	85 255	82 246	81 243
McLeod ^{s,g}	53 159	40 120	46 139	43 129
Smith ^s	-	-	40 120	38 114

s-service reduction; g-graduate course assignment

- ***Summary of student and/or graduate accomplishments***

While we have many accomplished alumni throughout the years that we celebrate – we would like to highlight the following four graduates in order to highlight the diverse paths by which our students often follow:

Alumni Profiles

Stephanie Sykora

Stephanie graduated with 3 majors in 2015 and proceeded to obtain her Master US Captains License. Stephanie moved forward with that license to pursue a career in yachting. For the past three years, she has worked as a yacht captain and is currently working toward becoming a harbor pilot for the Charleston harbor.

Lauren Furey

Lauren graduated with multiple majors in 2019. She developed herself as an entrepreneur in the Charleston culinary scene during school. She served as an apprentice under Nathalie Dupree her senior year. Lauren is also a Schottland Scholar. She was the recipient of several awards including the Governor’s Award and the Innovators Award. This May she got to shadow Food Network Personality and Chef Giada De Laurentiis in Miami.

Scott Neslage

Scott earned his undergraduate in 2008 and graduate in 2014 from the College of Charleston. Scott won the Most Outstanding MBA Student for the class of 2014. After serving in several revenue management roles throughout the Charleston area, he joined The Indigo Road Hospitality Group as the Director of Revenue Management. This creative and entrepreneurial hospitality group reflects the entrepreneurial innovation and spirit of hospitality.

Danetra Richardson

Danetra completed her undergraduate degree in 2012. She is an example of the Associates in Culinary Arts complemented by a business degree in Hospitality & Tourism Management from the College of Knowledge. She was a line chef at Magnolia's during her time in school and then spent 3 years at Kiawah Island Golf Resort as a Kitchen Supervisor and Pastry Chef. In 2015, Danetra launched her own venture called Swank Desserts.

Senior Award Recipients

SC Governor's Tourism Student Award	Cassidy Hyatt
Outstanding Hospitality Major Award	Sebastian Estes
Outstanding Hospitality Minor Award	Paulina Gonzales
Outstanding Concentration Award	Savannah Easton
Hospitality Academic Achievement Award	Ainsley Cook
Non-Traditional Hospitality Student Award	Jordan Gordon
HTMT Leadership Award	Megan Adair
Hospitality Industry Partner of the Year	Bobby Warrick
College of Charleston Partner of the Year	Julie Renkas

Merit Award Recipients

Katherine Duggan
Alyssa Dipino
Virginia Freilicher
Dylan Burnell
Luisa Mangione
Jordan Kochman
Carly Monks
Ashlin Potterfield
Riley Cedro
Mary Morano
CaraMia Reutter
Anastasia Palaska

The HTMT major capstone is an engaging part of our academic program. The course includes mentorship, a business plan competition, and a pitch deck showcase. These elements highlight the strength of our relationships with industry. We take great pride in their work and selection of the winning team.

HTMT 488 Pitch Deck Competition Winners

Fall 2020 Semester

First Place

Stir Crazy

Ainsley Cook, Virginia Freilicher, Elizabeth Lane

Spring 2021 Semester

First Place

The Victory Club

Sebastian Estes, Luisa Mangione, Sarah O'Neill, Erin Wright

Runner-Up

LaCocina

Theresa Maher, Samba Ndiaye, Nate Johnson, Anastasia Palaska

Runner-up

Connect Abroad

Kolt Robins, Cassidy Hyatt, Jordan Gordon

Runner-up

LeBouquet

Margaret Ladisic, Katherine Duggan, Lauren Melson

Scholarships Awarded Spring 2021

The Hospitality Department is honored to have awarded \$10,000 in scholarship funds to the following recipients:

Patrick E. Ringwald Memorial Annual Scholarship

Annelise Heathcoate

Cameron Dankel

Lowcountry Hospitality Association Scholarship

Carly Dorsen

HTMT Scholarship Fund

Kate Rittler

Charleston Wine & Food Festival Senior Scholarship
Maya Moore

Richard Anthony Kalata Memorial Travel Scholarship
Maya Moore

Innovator's Award

The Innovator's Award was established by an independent donor to establish the Innovator's Fellowship Program. The fellowship launched in 2017-2018 and is a four-month faculty-led curricular program which offers specialized networking, professional development, funding and living expenses to a senior student(s) in order to assist them with making their entrepreneurial dream a reality.

The program is designed to take place as a postgraduate experience for selected fellows. Curriculum, learning goals, and experiences are geared to advancing the business concepts of selected fellows as closely as possible to the stage of launch/realization.

The selection process is determined by a panel of faculty and industry partners who evaluate "elevator pitch" presentations of business ideas conceived, as well as, consideration of the students' academic performance and professional experience. One or two business ideas and consequently, individuals presenting those concepts are selected for the Fellows Program.

The student chosen for the 2020-2021 Innovator's Award was Kolt Robins and his business, Pacifica Aventuras which consists of a professional and qualified team of adventure enthusiasts offering a wide variety of outdoor recreational activities along the Pacific Coast of Nicaragua.

- b. Please provide a brief narrative summary of the **curricular assessment activities** undertaken by your unit this year, along with both actions taken in earlier years that have led to improvement and plans for improvement.

Following a multi-year effort to introduce a Bachelor of Arts to the School of Business as an HTMT Major, the department needed a chance to regroup. The School of Business Chairs were not in favor of such a program for HTMT alone. The HTMT department decided to restart with smaller modifications that would open the program to the broader liberal arts student. The HTMT department was able to alter the HTMT minor by eliminating the ACCT 203 requirement in the 18-credit hour minor. That change was passed in the School of Business and sent to Curriculog.

The department hopes to align with a more general path of business that provides freedom in the course choices and reduces the hurdles for a business education. The

HTMT major was originally designed out of the Business Administration major. The BADM major is now being reduced by disciplinary majors such as finance, marketing, management, and information systems. These changes are impacting the HTMT program as more and more disciplinary majors in Business are offered to the same number of students. The strength of the HTMT major is the applied nature of these disciplinary functions in the dominant hospitality industries. How we engage with these changes are relevant to our plans for improvement.

- c. Please discuss the diversity among your faculty, including efforts made in recruitment (if applicable) to increase the presence of under-represented groups.

Unfortunately, there are currently no minorities or underrepresented faculty in the department. There are two female staff members in the department.

- d. Please provide a summary analysis of **research and professional development productivity** in your department or program, referring to the Supporting Data section as appropriate. What are your strengths and challenges?

The HTMT department has a stellar research record with high productivity. The strengths of this research are supported by the quality and alignment with the destination and ongoing grant support from the destination marketing organization. In addition, the School of Business faculty provides a robust group of research colleagues in specific disciplines. This academic year produced more than 15 refereed publications among the 5 tenure-tenure track faculty. The faculty have also shown the exceptional ability to produce research with undergraduate students when writing a bachelor's essay for the Honors College. A sample of the research publications are referenced below.

Refereed Journal Publications

Brizek, M. G., Frash, R. E., McLeod, B. M., & Patience, M. O. (2021). Independent restaurant operator perspectives in the wake of the COVID-19 pandemic. *International Journal of Hospitality Management*, 93, 102766. *ABDC Rank: "A+"

Alrawadieh, Z., Guttentag, D., Cifci, M.A., & Cetin, G. (2020). Budget and midrange hotel managers' perceptions of and responses to Airbnb: Evidence from Istanbul. *International Journal of Contemporary Hospitality Management*, 32(2), 588-604.

John Crotts, Vince Magnini and Zhang Shuai (2022 in print). An analysis of the curriculum requirements among hospitality and tourism management programs worldwide in AACSB colleges of business. *Journal of Hospitality and Tourism Education*, Vol 34(1).

- John Crofts (2021- in print). The college gets its act together: Cutting the costs of disputes in organizations. *Journal of Cases in Educational Leadership*, Vol. 24.
- Dubois, L.-E., Gibbs, C., Griffin, T., & Guttentag, D. (2020). The impact of video games on destination image. *Current issues in Tourism*. Published online 15 February 2020
- Griffin, T., & Guttentag, D. (2020). Identifying active resident hosts of VFR visitors. *International Journal of Tourism Research*, 22(5), 627-636.
- Guttentag, D., & Smith, S. L. (2020). The diffusion of Airbnb: A comparative look at earlier adopters, later adopters, and non-adopters. *Current issues in Tourism*. Published online 25 June 2020.
- Litvin, S.W. (2020 Acceptance). "Accommodation Employment Growth and Volatility: Welcome Aboard for a Rocky Ride." *Tourism Economics*. (Paper accepted 2020 and awaiting publication.)
- Litvin, S.W., Lindner, C. and Wilkie, J. (2020). "NCAA Realignment: Impact Upon University 'Olympic' Sports." *The Sports Journal*, January 24, available at: <http://thesportjournal.org/article/ncaa-realignment-impact-upon-university-olympic-sports/>. (Note, CofC undergraduate student co-author)
- Litvin, S.W. and Smith, W.W. (2020). "International Travel and Political Views." *International Journal of Tourism Research*. Vol. 23 (1): 106-109.
- Litvin, S.W. (2020). "Tourism and Peace: A Review and Commentary." *Tourism Review International*. Vol. 23 (3-4): 173-181. [This was peer-reviewed; but was an invited article.]
- Omid M. Ghoochani, Mansour Ghanian, Bahman Khosravipour and John C. Crofts (2020). Sustainable tourism development performance in the wetland areas: A proposed composite index. *Tourism Review*, Vol. 75(5), 745-764.
- Yvette Reisinger and John Crofts (2021 pre-published online). 'An empirical analysis of young adult Kuwaiti nationals' intention to travel to non-Muslim countries. *Journal of Tourism and Cultural Change*. <https://doi.org/10.1080/14766825.2021.1883635>
- Vince Magnini, John Crofts and Ezra Calvert (2021). The increased importance of competitor benchmarking as a strategic tool during Covid-19 recovery. *International Hospitality Review*. Ahead-of-print. <https://doi.org/10.1108/IHR-08-2020-0044>

- e. Please provide a summary of departmental or program **service and outreach contributions** to the school, College, community (of a professional nature), or profession. What are your strengths and challenges?

The HTMT department has a very strong relationship with the industry. We stay connected through our service and outreach. Industry leaders and alumni are frequently invited into the classroom to engage with students. We also maintain an HTMT Advisory Board. The faculty also serve on numerous boards and associations. This engagement is a definite strength. A major weakness is the ability to serve the broad diverse set of constituents in a community dominated by hospitality and tourism organizations. We are not able to fully serve the industry needs around workforce and innovation, the academy and higher education. Faculty are selective in their service and outreach contributions.

Jeremy Clement

- Director, School of Business Schottland Scholars Program
- Faculty Advisor for ATO Fraternal Organization
- School of Business Faculty Technology Committee
- ISTTE, Vice President, Board Member
- Served as Reviewer for Journal of Teaching in Travel and Tourism (JITI)

John Crotts

- Regional Editor of Americas, Tourism Management
- Expert witness for Diamond Resorts Collection Agency vs. US Consumer Attorneys
- Developed 2 continuing education program offerings for the School of Professional Studies
- College of Charleston curriculum committee

Robert Frash

- Faculty Advisor to CHAT (HTMT student organization)
- Continuous Improvement Committee, School of Business

Daniel Guttentag

- Director of the Office of Tourism Analysis
- Chair of Student Development Committee, College of Charleston
- Served on editorial board of three journals
- Served as Ad Hoc reviewer
- Director, Innovator's Fellowship Program

Steve Litvin

- Faculty Senate Committee, College of Charleston
- International Business Committee, School of Business
- Senate sub-committee member, Faculty Advisory Committee to the President
- Honors College Major's Fair
- Israel Studies Program advisory committee, School of Languages, Cultures & World Affairs
- External member of another School of Business department's Tenure and Promotion

committee

- Responsible Hospitality Committee, City of Charleston
- City of Charleston Tourism Management Plan Advisory Committee
- Charleston County Council, Accommodations Taxes Allocation Advisory Committee – appointed by Charleston Area Convention & Visitors Bureau
- Editorial Review Board for 10 academic journals
- External reviewer for promotion to Full Professor for Auckland University of Technology and Hanyang University in Seoul Korea
- Ambassador of Fulbright Scholars Program

Brumby McLeod

- Department Chair of Hospitality and Tourism Department
- Board Member and Subcommittee Chair, City of Charleston Tourism Commission
- Board Member, South Carolina Restaurant and Lodging Association
- Board Member, Lowcountry Hospitality Association

Industry Speakers

The Hospitality Department engages dozens of industry partners by way of guest lectures in the classroom giving the students direct exposure to experiences within the industry’s various disciplines. Given the circumstances of the pandemic and the online learning environment, the department was able to expand to national and international speakers via online technology. Our reoccurring speakers also benefited from the efficiency of the online guest speaking opportunities. Owners, executives, and directors from the following areas engaged with our students:

- Marketing, Sales and Revenue managers for hotels
- Event Marketing and Planning managers
- Culinary entrepreneurs
- Hospitality Educators
- Food and Beverage Managers
- Convention and Visitor’s Bureau Representatives

- f. Has your department or program conducted **professional development opportunities** for faculty? If yes, what are examples of those opportunities?

Professional Development of Faculty

Faculty development is a priority within the college, as well as, the department. The following are examples of departmental training and professional development undertaken by our faculty within the past year:

- Seven-week online education readiness course for best practices in online education techniques
- Diversity training
- Event management certification from Cvent software
- Mobile App Development certificate from Cvent software

- Participation in numerous professional industry associations such as
 - International Council of Hotel, Restaurant in Institutional Education (I-CHRIE)
 - Travel and Tourism Research Association (TTRA)
 - National Restaurant Association (NRA)
 - Lowcountry Hospitality Association (LHA)
 - Hospitality Sales Marketing Association International (HSMIAI)
 - Project Management Institute (PMI)
 - Vacation Rental Managers Association (VRMA)
 - American Hotel and Lodging Association (AHLA)

- g. What **success** have you had in meeting program, departmental, school or College goals? What **obstacles** prevent you from reaching specific program, departmental, school or College goals? In what way can Academic Affairs **support** your efforts?

The HTMT department has provided a premier hospitality business education experience to its students for the last 15 years. Our graduates secure positions in all types of organizations and functional roles from management to marketing to human resources. We recognize the support and alignment with the hospitality & tourism business community. Internships play a critical role in our students gaining valuable work experience during their time at the College. We were the first program in the School of Business to require the internship. Even the manufacturing in the Charleston area and state has a heavy emphasis in travel with the presence of Boeing, Mercedes, BMW and Volvo. The university also recognizes us as a premier program. Thus, the challenges and obstacles sit more internally regarding how our program adapts and integrates into a changing School of Business and the College during the transition to RCM. The trajectory over the last 5 years of declining enrollment has set the HTMT program on a path to becoming a concentration or minor tucked within a traditional School of Business. HTMT needs to be integrated as a strategic approach to the School of Business and the College.

There is an opportunity to make this transition. Our community is worthy and capable of developing a premier international hospitality program and a facility that showcases those elements by integrating into the community, the School of Business and the College. The following section provides an shares some of these targeted changes for the next 3 years.

- h. What curricular development or other **major changes** in the program(s) are planned for the next three years? Briefly, what **resources** are required to implement these?

The HTMT department began strategic planning in December of 2020. Those efforts continue today as we navigate the changing environment within the School of Business and the university. We are seeking to create a collaborative hub for hospitality that would serve as an actual facility for the home and execution of this boarder program. Development and partnerships would be at the heart of those plans. We will expand

this vision with the Advisory Board in the coming academic year. These details are to be developed, but the elements of the necessary curricular changes are noted below.

Curriculum development within the School of Business will move to

- Extend collaboration with between real estate, entrepreneurship and business development by integrating the HTMT major with functional areas of business in marketing, accounting, finance and information systems;
- Pivot the MBA focus in Revenue Management to Hospitality & Tourism Development (feasibility analysis);
- Utilize experiential learning through place-based project-based learning to attract collaboration around hospitality, real estate entrepreneurship and the functional areas of business;
- Create interdisciplinary tracks or focus areas in HTM that prepares graduates for key leadership positions (e.g., marketing/sales/revenue management, operations/human resource management, community planning/destination management).

Curriculum development to the broader Liberal Arts

- Engage First Year Experiences with our introductory course in Hospitality & Tourism Management with courses in the sciences, humanities, arts, history and community planning;
- Develop first class travel experience courses with similar programs to elevate and share the global spirit of hospitality and adventure;
- Develop local experiential learning courses to attract a diverse set of students from majors and minors such as Historic Preservation, Urban Planning, Arts Management, Communications, Film Studies and Latin & Caribbean Studies into the minor.

Department of Hospitality & Tourism Management, School of Business

Alicia Awdeh, Administrative Coordinator

Jeremy Clement, Senior Instructor and Internship Coordinator

Dr. John Crotts, Professor

Dr. Robert Frash, Professor

Dr. Daniel Guttentag, Assistant Professor and Director for Office of Tourism Analysis

Dr. Steve Litvin, Professor

Dr. Brumby McLeod, Associate Professor & Chair

Melinda Patience, Research Coordinator for Office of Tourism Analysis