

A Descriptive Account of California State University, East Bay's Department of Hospitality, Recreation and Tourism

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1. Introduction

Surugadai University and California State University, East Bay (CSUEB) have been partner institutions since 2007. Although students have been studying at CSUEB since that time, no scholarly exchange had taken place until 2010. In that year (from April 2010 to March 2011), Renée Sawazaki, author of this paper, was a visiting scholar in the Department of Hospitality, Recreation and Tourism (HRT) at CSUEB. This opportunity provided her with the chance to learn about this partner institution's unique approach to teaching hospitality, recreation and tourism, which became new areas of study in Surugadai University's Faculty of Contemporary Cultures in 2009.

The aim of this paper is to illustrate the background of the Department of HRT and introduce the faculty's experience, approach to teaching and ways of helping students develop the knowledge and skills necessary to be successful in their chosen career path.

2. History of the relationship between Surugadai University and California State University, East Bay (CSUEB)

In 2007, CSUEB and Surugadai University created a formal agreement "based on the common recognition of the importance of academic and cultural exchanges". Surugadai University students became eligible to enroll in a 5-week intensive English study program in the American Language Program (ALP) from the summer of 2007 and students could apply for a one-year study abroad program (from April to March) beginning April 2008. This program combined intensive English studies with enrollment in regular university

classes. As of the fall 2011, 29 students had studied in the 5-week summer intensive English studies in the ALP, and 7 students had participated in the one-year study abroad program. Beginning in spring 2012, opportunities for study abroad expanded with a 6-month option.

3. Procedure

In April 2010, the author created a questionnaire and requested that faculty in the Department of HRT respond to her survey as well as allow her to video or audio-tape an interview based on those questions. The goal of the questionnaire and interview was to detail the instructor's professional background, approach to teaching and advice that they give their own students during their journey towards entering their chosen profession.

During the course of the year, she interviewed 6 tenure-track faculty members and 4 instructors. Some interviews took place on campus, some off-campus and others over the phone. All face-to-face interviews were video and audiotaped; phone interviews were recorded using an earpiece microphone.

Prior to the publication of this paper, all participating faculty members were given the opportunity to review and edit the information included in their particular section.

4. Background of the Department of HRT

The department started in the late 1960s as the Department of Recreation, a traditional recreational program, defined by the Chair, Dr. Melany Spielman as “the provision of recreational services for parks and recreation and public recreation, like municipal parks and recreation or county or special districts.” In the United States, counties or districts have departments of parks and recreation that run community programs. This department was meant to service and train future professionals to work in such offices and service programs.

In 2002, Dr. Spielman was asked to start a hospitality program. In 2003, special topic classes were created within the Department of Recreation in order to assess the interest in hospitality courses. From 2002–2005, everyone in the department worked hard to create a strong program. This was particularly demanding because they did not get new faculty until 2006 when they finally had enough students to warrant hiring tenure-track faculty.

The first year of the new department, 2007, there were 30 students. As of the fall 2010, there were 260 majors. The department offers a Bachelor of Science in Recreation Management with an option in Recreation Therapy, a Bachelor of Science in Hospitality and Tourism and a Master of Science in Recreation and Tourism. As of the Fall 2010 they were working on changing the option in Recreation Therapy to be a Bachelor's of Science in Recreation Therapy. There were approximately 100 students majoring in Recreation Management with 60 choosing the option for Recreation Therapy, 110 majors in Hospitality and Tourism and 45 students in the master's program, which is extremely large for a graduate program at CSUEB.

5. The Department of HRT's approach to teaching and learning

A mission of the program can be found on the university web site as follows: "Our mission is to prepare and educate leaders who contribute to the quality of life of individuals and our community, both locally and globally, through Hospitality, Recreation and Tourism." (Retrieved June 5, 2011, <http://www20.csueastbay.edu/ceas/departments/hrt/index.html>)

There is a consistency to the faculty's approach to teaching and learning. Their behavior towards the author exemplified what all of them said in their interviews: We care about each and every student; we want them to learn both theory and gain hands-on, real life experience that will give them the tools they need to succeed in their careers. Faculty did not only expend a great deal of time and energy with enrolled students, but took just as much care of those who had been through their program in years past.

Dr. Spielman explained that the Dept. of HTR made a paradigm shift from the Socratic, behaviorism-inspired method of teaching, where the professor is the keeper of knowledge and ‘gives’ it to the students, to a more constructivist approach whereby students are required to be active pursuers of knowledge. With this approach, the instructor and students learn from each other. The psychologists who pioneered work in constructivist learning, Piaget (1976) and Vygotsky (1988) both recognize the power of reflection, whether it be individual or collective, as the key to constructing knowledge. This newly adopted approach for the department was founded upon this premise whose philosophy is transferred to teaching practices in works such as Gagnon (2006). That is a reason why having experience working in the industry is also so important for their students. Students need to complete one thousand hours of internship or working before they graduate.

In addition to working with students, faculty often spoke of collaborative efforts with other institutions. This indicates their enthusiasm and dedication to the international improvement of the fields their faculty specialize in.

As for a common teaching philosophy, all disciplines within the major require that students have a deep sense of caring for others and a desire to do all that they can to make sure the other person has an excellent experience, no matter what the circumstances are. All teachers model this in their classes and interactions with the students by being amazing caregivers themselves. Dr. Spielman points out, however, that teachers should be more explicit about their modeling of behavior.

6. Online, hybrid and face-to-face teaching

The department has programs designed for both on campus and online students. Since 2003, the courses have been offered in three formats: hybrid (one day a week in-class instruction with the remainder online), all instruction online, or in-class instruction on the weekends and between quarters. Having an

online option was a great way to build their student population. As of the fall of 2010, there were still no other completely online hospitality or recreation degrees offered in the US.

The department's philosophy of training students is stated as follows: The department's experiential learning philosophy creates experiences where learning content happens while actually creating programs, events, and experiences for the people they want to serve. Helping people achieve a more satisfying quality of life is the job of all leisure professionals. So, although some of the hands-on programs have been reduced due to budget cuts, they are still a critical and highly valued component of the curriculum.

Online courses require so much interaction between students in discussions that the students often comment that they get to know one another better than they normally do in classroom situations. This phenomenon was researched and documented by Dr. Spielman and another faculty member, Mary Fortune (Fortune et. al., 2011). Students also often express at the end of the quarter that they will miss their online classmates although they have never met face-to-face. It can be concluded that deep relationships are formed in online classes and students have an even higher learning potential than they would have had the course been face-to-face.

7. Introduction of the Faculty of the Department of HRT

As this report is meant to be a presentation of personal accounts of the faculty, the author has chosen to adapt and recount their stories from a first person perspective. In addition, the faculty members prefer to be referred to by their first name, so the author chose to respect their style when referring to each faculty member. For each faculty member, the background information is summarized from that found on the department's web site (Retrieved Jan. 19, 2011, <http://www20.csueastbay.edu/ceas/departments/hrt/know/faculty.html>).

Recreation and Recreation Therapy Faculty

Dr. Chris Chamberlain, Assistant Professor

Background: Chris has been creating community in the recreation field since 1988, and has served on faculty in the Department of HRT since 2005. He currently works as a Program Manager for the City of San Ramon overseeing Aquatics, Teens, Summer Playground Programs and Fitness Runs. His research areas include leadership and staff development, team building, risk management, and growing a part-time staff. Chris holds a B. A. in Liberal Studies, a B. S in Recreation Administration and a MPA in Public Management, all from Cal State East Bay. He also holds a doctorate from the University of Phoenix in Organization.

Interview: As this interview took place together with Ken Hanley, the summary of it follows Ken's introduction.

Dr. Mary Fortune, Assistant Professor

Background: Mary joined the Dept. of HRT in 2005. Her research interests include leisure/leadership development, mentoring, communication and technology. Mary holds an A. A. in Recreation and General Education, a B. A. in Recreation Administration, an M. A. in Counselor Education, an M. A. in Higher Education and an Ed. D. in Organization and Leadership.

Interview: My specialty is an eclectic blend of academic, practical and student affairs expertise. My primary focus is the development of a leadership institute that is funded by several grants and a leadership camp that has been run for the past two years.

In my teaching, I have developed a hybrid approach to teaching online. This gives both the students and instructor flexibility in time usage. Students are able to focus on the academic component online and are active in discussions. Then, they participate in the hands-on assignments and projects face-to-face. Online learning models the skills that students need to succeed in business. Whether my students take my events planning course completely online or in

a hybrid form, they all have to engage in a job shadow with a professional in the industry. I truly believe we can offer a lot of experiential learning even with an online program – for recreation studies this is absolutely essential.

I am known to be the instructor who can influence a student's decision to join our major. This is an exciting, fast-paced field and my energy tends to attract them to further pursue studies. Once they decide on this major, I advise them that they have to be careful to stay well and take care of themselves so that they have the energy level and spirit necessary to maintain the integrity of the field.

Ken Hanley, Adjunct Lecturer

Background: Ken has been an instructor at CSUEB since 1995. He is a 2005 Hall of Fame Inductee in the Federation of Fly Fishers (N. California Chapter). He has been in the adventure angling industry since 1970. Ken holds an M. A. in Environmental Recreation Management.

*Ken's story can be found at <http://www.pacificextremes.com/patterns.html>.

Interview (Ken Hanley and Chris Chamberlain: These two close-knit colleagues share a blog (<http://terraotium.blogspot.com/>))

We strive to inspire youth. The main task we face is to heighten student awareness of leisure in their lives. Leisure is not just 'the big summer trip' or the 'big event', but can be as simple as walking your dog. In the first few weeks of class, we focus on having students reach deep into themselves to explore their true identity. In addition, building a team spirit and sense of cooperation is essential before diving into content areas of the course. Our classes focus on experiential learning. One freshman class is called Bodies at Play. We start with learning about the cultures of different communities, students give group presentations, and we end every class with a simple game that is often done outside.

Rarely in the field of recreation are you an island. If you cannot work together

like we do in our office, you should find another career. You have to be willing to hear, suggest, explore, and adapt. These are the skills we work on in our classes. For an online senior class this quarter, the students have to work on case studies. One is how to read a room: How to walk in, interpret the atmosphere, and chose your first few words to set the mood. That ability exhibits good leadership skills. Our job as an instructor is not to evaluate students simply on if they could give certain points, but to encourage them to go one step further. We should never tell a student that they got the answer, because that will put an immediate end to the discussion. Rather, we should recognize the strength of a student's contribution, and then encourage her to listen and respond to the views of others as well. That is the team-building process. In essence, learning to teach is not learning what to say, but learning what not to say.

A primary strength of our department is that all instruction is backed up by the personal experiences of the instructors. The students hear about what the instructors are doing professionally and this sparks real dialogs. Students can trust that instructors are active in the field, and in return, we treat each individual student with respect. Also, we try to add humor to everything we do and try to make learning a joy. Basically, our profession has everything to do with service to the individual. We take this very seriously and advise students to enter a different field if that is not their calling.

My (Chris) doctoral research on 'social capital services' explores how to bring a group of people together and build a sense of community awareness through programs. The Bay Area is at the cutting edge of all industries covered in this department. Compared to the educational system on the East Coast, which is much more structured academically, we are more experiential. We are still the Wild West, and are willing to question and explore different ways of doing things. You have a past, we know you have a present, now take control of building your future.

Erick Kong, Adjunct Lecturer

Background: Erick has been an instructor since 2007. He is a Certified Therapeutic Recreation Specialist (CTRS) and has been a facilitator in the Adventure Recreation Challenge Course since 2004.

He enjoys many outdoor activities such as rock climbing, hiking, sailing, rafting, biking, skydiving, orienteering, kayaking, surfing, windsurfing, rowing, and many more. Erick holds an A. A. in Physical Therapy, B. S. in Recreation Therapy and an M. A. in Education (Online Teaching and Learning). Currently, he is working on his Ed. D. with a focus on online programs.

Interview: I am currently an instructor and internship coordinator for recreation therapy students. My classes range from Outdoor Recreation (Ropes, kayaking, rock climbing, rowing, etc.) to online general education classes such as Introduction to Recreation, Wellness and Leisure, Women and Leisure, as well as courses for recreation therapy majors. Outside of work, I basically practice all the activities that I teach in the Outdoor Recreation courses.

So, what is Recreation Therapy? It is therapeutic services and activities designed to enhance the lives of and fill specific needs for various groups of peoples, such a mentally and physically challenged, pediatric or geriatric patients. In order to be successful, professionals need strong interpersonal skills and the ability to physically engage in the activities with their client. They need to be able to enthusiastically greet a client and begin interacting with them immediately in order to begin the program. Professionals need to be able to design and lead activities and games that are suitable for the client or group they are working with. If a student seems to lack some of these skills, I will help him or her to develop the necessary characteristics to succeed: being outgoing, strong leadership skills and goal-setting skills.

I advise my students to get as much experience in the field as they can while they are in university. The program lends itself to this through its internship requirement and workplace visits which are incorporated into some classes.

In addition, I strongly encourage students to work part-time and actually engage in activity planning and leadership. I often give students leads and recommend specific workplaces.

Dr. Mike Shumate, Adjunct Lecturer

Background: Mike has taught in the Department of HRT since 1989. Mike has work experience in resort and recreation management, including camp, marina and yacht club management. Mike holds an A.A. and B.S. in Recreation, an M.A. and Ph.D. in Public Administration.

Interview: After playing professional lacrosse, I traveled the world and played many different sports. I eventually found a great mentor in the Bay Area, pursued a master's degree and worked in managerial experience in recreation. I became a camp director, resort director, worked for the Department of the Navy, managed the marina at Treasure Island and managed their aquatics program and ran adaptive ski and sailing programs. The day I finished my master's program I started teaching part time at CSUEB. I worked on my doctorate and continue teaching.

At one point in the development of the recreation program we discussed the fact that we were teaching the philosophy of recreation, but we were not engaging students in recreational activities. So, I started creating programs and courses in rock climbing, fly fishing, sailing, kayaking, orienteering, etc.

I was asked to create a ROPES course with two professors, a business specialist and sociologist. I found that it has wonderful applications for students, and basically anyone in society. It became my passion to build one for the university. I called it the Adventure Challenge Course, which is a one-day seminar comprised of a series of obstacles. It starts with lead-up games and initiatives, which are team-building activities: team initiatives, problem solving, communication skills building. Individuals are challenged with things they never thought they could do: climbing trees, poles, etc. Essentially, we are

empowering students. I did that for 15 years, but unfortunately, with the new policies of the current administration, I am no longer able to do that and it ended in the fall 2009. My specialty is teaching communication. People think that talking is communicating – it is not. Communication is working together cooperatively, active listening and understanding what other people are saying. In the ROPES course we were able to train students in a single day. At its peak, we served about 5000 people a year, with a total of 40-50,000 people, ranging from students to businesses, associations, schools, churches, prisons, etc.

When I train people for team building, I do not care about their handicaps or language barriers. If you put people together with the proper challenges, they themselves will learn what they need to do. I have witnessed firsthand quadriplegics, deaf, and blind people complete the course without any special accommodations. The same applies for when I have worked with people who can barely understand English. Somehow, we were able to share the necessary information and they were able to seek out enough assistance themselves to succeed. I believe that giving special rules for people just sets them up for failure. In the real world, you have to work to succeed. The same rules apply, then, in the training I have set up, and I have seen success over and over. My philosophy is that if we can do it together, we can get through it together. I do not want to enable anyone for failure.

When I train instructors for the ROPES course, I always remind them that they have seen the same mistake a thousand times, but, for the participant, it is her first time to work through it – it is her big moment. So, their job is, really, to keep quiet and let the participant work it out.

I advise students to do every kind of low-level job they can, and to do it with a smile on their face. You can graduate with great academic skills, but if you cannot communicate well or work with a team, you are not going to succeed. You learn these skills by working “grunt jobs” or by playing unorganized sports

where you have to negotiate with others how to do it. I would like to end with a rule I tell my students using mountain bike riding as a metaphor. If you are riding next to a cliff, and you look at the cliff, that is where you will go. Keep looking at the path and you will stay on it.

Dr. Melany Spielman, Chair, Professor

Background: Melany has been the Coordinator of Recreation Therapy since 1991. Her program prepares students to be Certified Recreation Therapists. As the chair, she is focused on helping students reach their potential and wants to provide access to education for working adults through online education. Her life has been spent working to make the lives of people struggling with various challenges to be filled with dignity, respect and the highest quality of life possible. She holds an M.S. in Recreation Therapy. After more than 20 years working as a Recreation Therapist in various settings, she completed her Ph.D. in Leisure Management with an emphasis in Health Care Management.

Interview: I was hired in 1991 as the third tenure track faculty member with the responsibility of starting a recreation therapy program. Recreation therapy is the use of recreation to help people gain back their life after they have been injured. For instance, if who has had a stroke or a head injury and half of their body does not function properly, as a recreation therapist, I would make an assessment, find out what she liked to do before she got injured, and try to find ways to restore her ability to do that activity, either by using adaptive equipment, adapting the activity, or, substituting different activities that fulfill the same needs. I managed this program from 1991 to 2003. In 2002, I was asked to start a hospitality program, which was the base for the current bachelor and masters degrees in our department.

When students want to enter the field of recreation therapy, I tell them that they have to have a passionate heart and they want to make a difference. They also have to stay healthy themselves so they can take care of others. This is

the same for hospitality and tourism. Although people are often confused as to how recreation therapy fits together with hospitality and tourism, they all have the same underlying traits.

What I love best about recreation therapy is that, at the end of each day, I know that I have helped someone improve their life, and there are very few jobs where you experience something so awesome.

Hospitality and Tourism Faculty

Gary Freund, Adjunct Lecturer (American Language Program, ALP)

Background: Gary is the President and CEO of a hotel and restaurant consultancy and meeting and convention-planning firm. He has spent many years in numerous senior level managerial positions for major hotels and advisory positions for school boards and colleges.

Interview: Author's comment: Gary was the first faculty member of the Department of HRT to truly embrace the intentions of the agreement between CSUEB and Surugadai University. He takes care of Surugadai students in his ALP classes, Taste of Hospitality and Bay Area Experience. He has even assisted a Surugadai University student whom had not attended CSUEB's program obtain a job interview at a major international hotel in Tokyo. He also helped coordinate a study tour for a group of scholars from a university in Kenya with whom CSUEB partnered in order to assist them in creating a department for tourism and hospitality studies.

I entered the field of hospitality without any prior knowledge of the hotel industry. I advise students who are interested in working at a hotel that they need not worry about knowledge and experience; rather, they should focus on gaining "people skills" – an ability to work with a variety of people in a various contexts. It was common sense and hard work that helped me excel. After working in a variety of posts, I became general manager of several hotels in the San Francisco Bay Area and then started working at the Hyatt. I was

there for 20 years before deciding to open my own consulting firm, Freund Associates.

My role in the Department of HRT has been extensive since the preparatory stage. I participated in the preliminary planning meetings in 2004 and was instrumental in designing the curriculum. After the department opened, besides being an instructor, my primary role was to help students complete the required internship for their degree. Around 2006, I was offered the position of helping foreign students in the ALP, so my teaching practices shifted out of the department. Yet, I continued to help students find appropriate places for their internship.

My primary goal in educating students is to get them off campus and experiencing what it means to work in the field of hospitality. I believe students need as much hands-on experience as they possibly can before graduating. The variety of people they meet, opportunities for communicating in various situations, and observing how veterans in the field conduct themselves are invaluable to their future success.

Dr. Zaher (Zach) Hallab, Associate Professor

Background: Zach has over 20 years of teaching and industry experience in the field of hospitality and tourism management. His primary research interests involve the following areas: Information search behavior, lifestyle and travel behavior, image, and satisfaction with travel experiences. Zach holds a B. A. in Business Administration and an M. A. and Ph. D. in Hospitality and Tourism Management and Marketing.

Interview: There are many things that have helped me build my career: Attending well-known academic programs and conferences; collaboration and working with leaders in the industry; and having a varied practical background and extensive travel experience. I have conducted surveys to assess students' desired focus area within the tourism for their future careers. The results

showed meetings and events planning and lodging and to be the most popular, so I focus on those areas in my classes.

To enhance students' interactions within the industry, I give students projects that require them to go out and interview professionals as well as other hands-on projects that are linked to what they are studying. I often invite guest speakers and arrange field trips. I also have trained some of my students in survey design, distribution, data collection and analysis. Important skills to have for working in tourism and hospitality are: Leadership, time management, organization, writing, and communication. In addition a person should have strong ethics, be focused, show clarity in thinking and conveying ideas, be a people person, and be internationally minded.

Students need to be passionate about the field and understand that there are major rewards but also major expenses and sacrifices. They need to have a natural desire to enjoy people and feel the joy of making others happy. Also, they need to develop multitasking skills by being involved in various leadership activities. For students' professional training in college, it is essential that they have hands-on experience such as internships, part-time jobs, and involvement with professional organizations. Following the industry news and reading on various subjects also greatly help.

Janine Hill, Adjunct Lecturer

Background: Janine joined the faculty in 2005 after spending more than 10 years working in the hospitality industry. She has held senior management positions in Revenue, Front Office Operations, and Sales and Marketing. Janine holds a B. A. and MBA in Hospitality Administration.

Interview: I am a lecturer who is active in the industry and have worked on and off while teaching, which helps me to bring my experience into my classes. My background is in hotels, and, specifically, my expertise is in revenue management. So, I typically teach the courses related to numbers and

accounting, computer skills, technology in hospitality management, operations classes, and general education classes.

I always tell students that they need to be able to multi-task and be exceptional time managers because there is no job in a hotel where you are doing just one thing, and there are essentially no defined job duties. It is an “all hands on deck” type of environment. So, even if you are the controller, you might have to serve tables at some point. In the industry, you are always doing what is necessary and required. For most people, the fact that you are never going to have two days that are the same is what makes the industry exciting and attractive. It is not for people who like routine.

By having an online option, we are better serving our students in some ways than in a traditional program. When you are teaching online you are implicitly teaching time-management and accountability skills. It is up to the students to get online and complete their assignment. They cannot just come and sit in class just to get through. They have to be self-motivated. Of course, there are advantages to seeing people face-to-face, but in terms of quality of discussions, it cannot be beat. Students are not hindered by gender, race, age, or any other perceptions. Students often comment that they would never imagine that they could get more from a discussion online than they could in class. In an online environment, students have the time they need to properly exchange ideas and everyone’s voice is heard. Also, instructors can engage students in projects that help them retain the knowledge and skills necessary for their career. These are things they could not gain through listening to a lecture.

I hope that many students enter the hotel industry. It’s the best – you get to travel, meet exceptional people, and every day is different. In regards to people in the tourism and hospitality industries, they tend to be social, talkative and passionate about what they do. Once students decide on this field of studies, I recommend they join a student section of an association and

visit tourism bureaus. One of the best is the Professional Convention and Meeting Planners Association (PCMA). Also, almost every city has a hotel association and they generally hold a few memberships for students. They can either try to join or just attend meetings as a guest. That way they can meet general managers, directors of sales and marketing, property managers and owners, and other industry leaders. It is this networking that is so essential to the industry.

Dr. Richard Makopondo, Assistant Professor

Background: Richard joined the department in the fall of 2007. He has extensive experience as an instructor and working in hotel management. He has close professional partnerships with the tourism community in Africa. He holds a B. S. in Hospitality Management, an M. A. in Recreation and Leisure Studies and a Ph. D. in Leisure Behavior (Parks, Recreation and Tourism Management).

Interview: I teach classes in the core areas of park recreation, tourism, philosophy of leisure and leisure studies, special events, and research methods. I focus on role of technology in product development and marketing. I also teach about partnerships in recreation, tourism and hospitality. Although often challenged by a lack of funds, partnering is a very important factor in the development and success of projects.

My three main research areas are: The use of partnerships to enhance diversity, race and ethnicity in parks, recreation and tourism development; empowerment and inclusiveness in the development of small- and medium-sized tourism enterprises; and use of information technology to enhance performance. As a national parks' scholar, I am interested in the parks and recreation areas and how minorities experience those resources. All three of these main research areas focus on promoting of an increased opportunity for access to hospitality, tourism and recreation because, although they are promoted as good for everyone, some groups have more limited access

than others.

I often tell my students not to study just for an exam, rather to study because you want to acquire knowledge that you can use later in life. Also, I tell them they need to belong to a professional association. They prepare you both intellectually and mentally for entering one of the industries related to tourism.

The advantage of the tourism and hospitality industries is that you can come into it from so many different disciplines. So, there is a niche for just about any type of character and strengths. For instance, if you are into accounts, you can do projections and calculate the returns on investments; if you are an engineer, you can work with the computers; if you are an anthropologist, you can organize cultural tours from the hotel; or physical fitness, you can organize activities for guests in a resort. For business, it's all about management. If a student has a particular interest, the right outlook and perseverance, then he should be able to find a niche for himself. I encourage students to be introspective and project what area might be most suitable for them.

There is a growing interest in Cultural Tourism. That is when people go and travel to appreciate places of heritage, to understand different cultures, appreciate foods and languages. You travel and immerse yourself in an environment that is different because you want to understand them and their way of life. Many of our international students are interested in cultural aspects, as are some of our local students who would like to work in an international setting or travel.

Margaret Zeiger, Adjunct Lecturer

Background: Margaret has extensive experience as an instructor and in hotel management. After nearly 30 years in the industry, she transferred to CSUEB to help establish their new hospitality program and is currently the coordinator of the hospitality option. Margaret holds a B. S. in Business Administration

(Marketing).

Interview: Special topic courses were established prior to the commencement of the official hospitality program, and students were given a large amount of personal attention and help in getting excellent jobs upon graduation. We did event classes where students were involved in organizing and executing large-scale events like Relay for Life, a 24-hour event for 800 people. This fundraiser for the American Cancer Society involved collaboration from people from three cities. Everyone was fed and entertained and more than \$100,000 was raised in just that one day. Also, in collaboration with a major hospital, they organized Get Up and Get Moving, an event that helped a group of people shift their sedentary lifestyles to include more physical activities.

I tell my students that the people in their class will be their professional colleagues in the future. For example, you might not work in a hotel, but if you need to schedule a meeting place for your group and you know that your former classmate works in a certain hotel, you can call her and plan the meeting. In the field of hospitality, in particular, people tend to change jobs often. They might work in a hotel for a while, then they might go work for a convention bureau, and then become an event planner. Close-knit relationships that are essential to being able to easily contact people in your network and are more readily developed online than in the classroom.

Students often tell me that they want to work in the industry because they like people. That is the number one reason why they should not be hired. I firmly believe that this industry is not for people who 'like people'. You have to want to nurture people, take care of them, and make their experience spectacular. Hospitality is for the person who holds the door open for another person coming in, whether it is a male or female, the person who has the little 'I want to take care of that person' feeling in them. I always tell my students that the hotel industry is fabulous. People there are very happy and they want to make people happy. The hotels are beautiful and people are very

helpful in every way. There is no better way to make a living!

8. Conclusion

The Department of HTR has gone through many healthy stages of growth. Overall, it is strong, well-managed and has a group of incredibly talented faculty who go beyond the call of duty to make sure that every student develops to the best of their potential.

As a visiting scholar, Renée Sawazaki was always warmly welcomed into this circle and shared in a full spectrum of activities with these incredible faculty members. Their willingness to share, explore and learn embodies the essence of what recreation, hospitality and tourism is all about: Making sure the other person has the best possible experience, no matter what their background or social standing may be.

During the year, faculty expressed their willingness to collaborate with professors at Surugadai University to work on various projects, whether it be for scholarly endeavors, program development or student and faculty exchange. Their philosophy is that the power of the collective is exponentially greater than that of individuals. The relationship between CSUEB and Surugadai University is ripe for fostering greater collaboration between individuals from both institutions and will undoubtedly create educational results that one cannot even begin to currently conceive.

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