Imagining change

After the first TEFI meeting, teams of academics selected issues to research with goals of developing innovative tools to guide programs and initiatives that fit into TEFI’s framework. Fesenmaier, for example, created a scholarship for TEFI in Europe, and Karl Woehrer, founding president of Modul University in Vienna, wrote a TEFI-inspired faculty code of ethics and values. Meanwhile, STHM is implementing TEFI values into curriculum.

“For each core value, we can identify learning objectives. Instructional material can be generated based on the learning objectives and then implemented into specific courses,” said STHM Associate Dean Elizabeth Barber, a Certified Hospitality Educator. “Students are exposed to each and every core value throughout the entire STHM curriculum. The goal is to evaluate the students’ perceptions of the core values and to track them from the beginning of their academic program until they leave the university to see if their attitudes have changed. The overarching goal is to see the efficacy in changing how students view the world.”

Barber has revised the educational objectives for each undergraduate course in STHM, carefully ensuring that the values-based ideas woven throughout the institute would reach each student. Barber, whose PhD is in instructional design, said faculty buy-in was essential for implementing the TEFI values, and she credited STHM’s faculty and Karl Woeber, founding president of Modul University in Vienna, wrote a TEFI-inspired faculty code of ethics and values. Meanwhile, STHM is implementing TEFI values into curriculum.

They assess how those values were incorporated,” Barber explained. “We also incorporated all values into the senior internship assessment. Supervisors are asked to evaluate students’ behavior according to the values.”

STHM recently finished its fourth semester using TEFI values in its curriculum and course evaluations. Barber said she is eager to learn the results from this year to compare them to those from the previous year, since many STHM courses are offered either during the fall or spring.

Barber said industry professionals with whom she has discussed TEFI’s implementation gave the initiative high praise.

“Those in our industry are saying they didn’t really know anybody was doing this,” she said. “They’re impressed that it’s become an important part of the curriculum.”

Pushing ahead

Sheldon, the University of Hawaii professor who co-founded TEFI, said the World Congress at Temple would officially launch TEFI as an institute in a global sense. More than 100 people are expected to attend.

Sheldon, president of the International Academy for the Study of Tourism, said engaging the major stakeholders in tourism destinations worldwide is key for TEFI to fuse interests of educators, industry professionals and government officials. Through this interface, she said, problems destinations face can be identified and programs to address them can be created.

The industry sector is already involved on some levels—during the third day of the 2011 World Congress, the World Travel and Tourism Council is providing numerous panels and keynote speakers.

“Their participation and that of other industry people will be crucial, and they will really, in a way, validate what we’ve come up with in the previous two days of the conference,” Sheldon said.

Since the 2006 dinner conversation in Dublin between Fesenmaier and Sheldon where the seeds of TEFI were planted, the idea-turned-initiative has become an international institute based at STHM. Sheldon hopes TEFI will become a leading forum for industry professionals, government representatives and tourism educators to discuss issues facing the industry.

“We are very committed to starting to look at the issues that universities need to address so that we can offer our students really meaningful experiences as they go through tourism education,” Sheldon said. “We’re getting to the fundamentals of what it means to provide a good, vibrant education for these leaders and future stewards of the world.”

Generating values-based education

In addition to augmenting course objectives with TEFI values in mind, STHM began issuing feedback forms for each course requesting that students rate each value taught during the semester.

And Commerce. “From there, we agreed we needed to meet more. It’s an important issue, and we need to find people to help us.”

“Imagining change” After the first TEFI meeting, teams of academics selected issues to research with goals of developing innovative tools to guide programs and initiatives that fit into TEFI’s framework. Fesenmaier, for example, created a scholarship for TEFI in Europe, and Karl Woehrer, founding president of Modul University in Vienna, wrote a TEFI-inspired faculty code of ethics and values. Meanwhile, STHM is implementing TEFI values into curriculum.

“For each core value, we can identify learning objectives. Instructional material can be generated based on the learning objectives and then implemented into specific courses,” said STHM Associate Dean Elizabeth Barber, a Certified Hospitality Educator. “Students are exposed to each and every core value throughout the entire STHM curriculum. The goal is to evaluate the students’ perceptions of the core values and to track them from the beginning of their academic program until they leave the university to see if their attitudes have changed. The overarching goal is to see the efficacy in changing how students view the world.”

Barber has revised the educational objectives for each undergraduate course in STHM, carefully ensuring that the values-based ideas woven throughout the institute would reach each student. Barber, whose PhD is in instructional design, said faculty buy-in was essential for implementing the TEFI values, and she credited STHM’s faculty and Karl Woeber, founding president of Modul University in Vienna, wrote a TEFI-inspired faculty code of ethics and values. Meanwhile, STHM is implementing TEFI values into curriculum.

“They assess how those values were incorporated,” Barber explained. “We also incorporated all values into the senior internship assessment. Supervisors are asked to evaluate students’ behavior according to the values.”

STHM recently finished its fourth semester using TEFI values in its curriculum and course evaluations. Barber said she is eager to learn the results from this year to compare them to those from the previous year, since many STHM courses are offered either during the fall or spring.

Barber said industry professionals with whom she has discussed TEFI’s implementation gave the initiative high praise.

“Those in our industry are saying they didn’t really know anybody was doing this,” she said. “They’re impressed that it’s become an important part of the curriculum.”

Pushing ahead

Sheldon, the University of Hawaii professor who co-founded TEFI, said the World Congress at Temple would officially launch TEFI as an institute in a global sense. More than 100 people are expected to attend.

Sheldon, president of the International Academy for the Study of Tourism, said engaging the major stakeholders in tourism destinations worldwide is key for TEFI to fuse interests of educators, industry professionals and government officials. Through this interface, she said, problems destinations face can be identified and programs to address them can be created.

The industry sector is already involved on some levels—during the third day of the 2011 World Congress, the World Travel and Tourism Council is providing numerous panels and keynote speakers.

“Their participation and that of other industry people will be crucial, and they will really, in a way, validate what we’ve come up with in the previous two days of the conference,” Sheldon said.

Since the 2006 dinner conversation in Dublin between Fesenmaier and Sheldon where the seeds of TEFI were planted, the idea-turned-initiative has become an international institute based at STHM. Sheldon hopes TEFI will become a leading forum for industry professionals, government representatives and tourism educators to discuss issues facing the industry.

“We are very committed to starting to look at the issues that universities need to address so that we can offer our students really meaningful experiences as they go through tourism education,” Sheldon said. “We’re getting to the fundamentals of what it means to provide a good, vibrant education for these leaders and future stewards of the world.”

Generating values-based education

In addition to augmenting course objectives with TEFI values in mind, STHM began issuing feedback forms for each course requesting that students rate each value taught during the semester.