

Department of Apparel, Events & Hospitality Management

Distance Hybrid Doctoral Degree Program: An Innovative Approach Targeting Working Adults

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FSMEC Biannual Meeting 2017

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Objectives

Participants will be....

- Aware of a non-traditional path to earning a doctoral degree in hospitality management.
- Able to discern positive attributes and potential challenges to hybrid distance doctoral education.

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Hybrid Distance Doctoral Degree

What does this mean?

- A way to blend positive attributes of resident instruction with those of distance education.
- At ISU:
 - Degree program has evolved
 - Structured cohorts to customized tracks individuals
 - Three stages of evolution looked at today

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Hybrid Distance Program- Genesis

- Created in 2004 by Dr. Jeannie Sneed
- Result of conversations with Katie Wilson desiring alternative resident grad program
- Dr. Mary Gregoire, Dept. Chair, supportive
- Named the Child Nutrition Program Leadership Academy initially
- Modeled after a similar program in our Department for Family and Consumer Sciences Majors

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Stage 1: Curriculum

- Degree in Foodservice and Lodging Management graduate program
- Targeted to those engaged in Child Nutrition Programs (CNP)
- 78 credit requirement
 - Masters = up to 30
 - Statistics (Research Methods) = 12
 - HRI Requirements/Electives = 21
 - HRI Research = 15

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Stage 1: Structure

First cohort


- All followed the same schedule of classes:
 - 12 credits earned by end of summer 2004
 - Assignments and course information sent in March
 - Expectation students review materials/readings
 - Three 3-credit classes – each class met 3 hours for 15 class periods M-F over three week period
 - Three 1-credit courses – day and half of contact held over weekends.
 - 18 enrollees:
 - 16 women and 2 men
 - Majority mid to final stages of career (only two under age of 40).

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Stage 1: Structure (cont.) Learning Community Approach

- Students were together most of time!
- Three week residence stint in Ames
- Department arranged a welcome social
- A sorority house was leased:
 - Most took this option
 - Men on second floor
 - On own for meals
 - Students created a Gant chart of assignments each class



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Stage 1: Structure (Cont.) Year Two


- While still CNP title, applicants also represented educators wishing to earn PhD and practitioners (2)
- Second cohort had 5 students (4 women)
- Some course overlap with first group
- Structured schedules over three week period
- Department arranged housing at university off campus apartments (3 or 4 per apartment)

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Stage 1: Areas of Research

- Net off invoicing school meals
- Purchasing cooperatives
- HACCP implementation in schools
- Technology confidence staff in CNP
- Attributes of effective CNP Directors




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Stage 1: Former Student Feedback

Cyndie Story



Katie Wilson



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Stage 1: Lessons Learned

- Student feedback mostly positive
- Motivated group of learners
- Lifelong relationships established
- Three week immersion difficult (real life)
- Changes proposed – one week sessions and credit requirements reduced to 72 total

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Stage 2 (2006-2013): Curriculum


- In 2006, program broadened to be called Hospitality Leadership Academy
- Later, changed to Hospitality Management Distance Doctorate Program
- Moved to one week courses to allow for students to be on campus(e.g. only 2 weeks vs. 3 weeks)
- Weekends free (sometimes)
- 72 credits

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Stage 2: Structure

- Cohorts of 5 to 8 students (held off new cohort if low numbers)
- Informal group leader, led “field trips”
- Cohort plus some “resident graduate students” in classes together



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Stage 2: Areas of Research

- Hospitality Education

Schoffstall, D., & Arendt, S. (2014). Benefits and challenges encountered by working students. *Journal of Hospitality and Tourism Education*, 26, 10-20

Job satisfaction and motivators for school nutrition positions

Dodson, L., & Arendt, S. (2014). Registered Dietitians in school nutrition leadership: Motivational aspects of job selection and job satisfaction. *Journal of Child Nutrition & Management* 38(2)

Food Defense in Schools

Klitzke, C., Strohbehn, C., and Arendt, S. (2014). Implementation of food defense best practices in northern U.S school nutrition programs: A case study. *Journal of Foodservice Management and Education* 8 (1), 21

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Stage 2: Lessons Learned

- Challenges getting past dissertation proposal stage
- Benefits to having resident and distance PhD students together in class
- Disconnect between on campus and away from campus
 - Student established informal “board” with leader
 - On-line group: Linked In Group

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December 2016 Graduation



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Stage 2: Personal Experiences: Dr. Curwood

- Background
 - Work Experience
 - Educational background
- Why ISU PhD Hybrid Program?
 - Distance program
 - Rigor and Relevance
 - Highly Respected Program
 - Future Opportunities

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Stage 2: Former Student Feedback

Ryan Giffen



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Stage 3: 2014 – present Structure

- Smaller cohorts of 4-7
- Summer intensive coursework remains but some on-line
- Marketing continues to be primarily word of mouth from former graduates of the Program
- Greatest interest from those already in higher education field

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Example: Summer 2017 On-Campus Schedule

Total Credits: 72

	SUN	MON	TUE	WED	THURS	FRI	SAT
Week 1 (June 4-10)	Reception & Introductory course (HSPM 505)	HSPM 505 (2 hours) and HSPM 680 (FSM Research)	HSPM 680 (FSM Research)	HSPM 680 (FSM Research)	HSPM 680 (FSM Research)	HSPM 680 (FSM Research)	HSPM 638 (HRM)
Week 2 (June 11-17)	HSPM 638 (HRM)	HSPM 638 (HRM)	HSPM 638 (HRM)	HSPM 638 (HRM)	AESHM 510: Part 1 (Quant. Research Methods)	AESHM 510: part 1	HSPM 506 (Current Issues)
Week 3 (June 18-24)	HSPM 506	AESHM 510 (part 2)	AESHM 510 (part 2)	AESHM 510 (part 2)	HSPM 604 (Prof. writing)	HSPM 604	HSPM 604 (continues on line)

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Stage 3: Lessons Learned

- Changes and tweaks needed along the way to adjust to student demand and interests.
- Generally takes more faculty time to mentor from a distance as compared to on-campus
- Research methods and statistics most challenging – starting new qual. and quant courses this summer geared to our students. Will also include Apparel Distance PhD students

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ROI: Impact of the Degree

- Positioned for new roles:
 - Janey Thornton and Katie Wilson – Deputy Undersecretary USDA Food and Nutrition Services
 - Katie Wilson – Director of the Institute of Child Nutrition
 - Donald Schoffstall – Associate Prof. at Johnson and Wales
 - Carol Longley and Beth Rice – Associate Professors at Western Illinois University and Murray State, respectively (now retired)

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ROI: Impact of the Degree (cont).

“At the 2012 FSMEC meeting I learned about how to start a research club for undergraduates and I decided to do that. I found four students who were looking for a new challenge. Together we put together a proposal for a study that would build on my doctoral research. I was the first professor to ask to mentor four students at one time; the administrators were so surprised they didn’t say no. I continued the study the next summer, but this time I was required to partner with another mentor if I wanted to work with four students again. FSMEC published our research in December 2016. Two students in our group presented posters at the National Conference on Undergraduate Research last spring and I attended with them as faculty mentor.”

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Some final comments from former students:

- “The five weeks I spent on the beautiful ISU campus helped me form an identify as an ISU graduate” Carol Klitzke
- “Though primarily a teaching-focused institution, I have been able to maintain I fairly rigorous research agenda having just had my 11th publication accepted (or in print) in less than 4 years” Donald Schoffstall

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“I had a childish sense of fun wearing the fanciest attire and seeing undergraduates and their family members looking at me in awe.”



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Q & A

Additional information

<http://www.aeshm.hs.iastate.edu/graduate-programs/hm/distance-doctor-of-philosophy/>

Or by contacting: Drs. Zheng or Fiore
(Associate DOGE and DOGE respectively)
(tzheng@iastate.edu or amfiore@iastate.edu)

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