

Volume 23

THE CONSORTIUM JOURNAL

of Hospitality &
Tourism

ISSN: 1535-0568 (print) – ISSN: 2329-9479 (online)

A publication of the Historically Black
Colleges and Universities Consortium.

HBCU-HM

Historically Black Colleges & Universities - Hospitality Management

CONSORTIUM

The Historically Black Colleges and Universities (HBCU) Consortium comprise hospitality educators from HBCU Colleges and Universities with degree programs in Hospitality and Tourism management and other affiliated universities, colleges, academies, and hospitality industry partners. Founded in 1985, as its own signature group, it is a Special Interest Group (SIG) of the International Council for Hotel, Restaurant, and Institutional Education (I-CHRIE). The Consortium membership meets annually with affiliates and industry partners during the National Society of Minorities in Hospitality (NSMH) Conference and at I-CHRIE to discuss issues of importance regarding student and program success to include: collaboration for on-line course delivery, coordinated multi-school travel/study abroad programs, endowed long term funding, research, and student and faculty development opportunities. The Consortium supports and facilitates research through the publication of its journal (The Consortium Journal of Hospitality and Tourism). The journal is published annually and distributed online and face to face during the Annual I-CHRIE Conference.

Executive Committee

President: Dr. Berkita Bradford, Virginia State University, VA

Vice President: (Vacant)

Secretary: Mr. Scott King, University of District of Columbia, DC

Treasurer: Dr. Cynthia Mayo, VUU, VA

Asst. Treasurer/Financial Secretary: Dr. June Clarke, DSU, DE

Past President: Dr. Deanne Williams, Bethune-Cookman, FL

Member Schools

Academies of Philadelphia*, PA
Bethune-Cookman University, FL
Cheyney State University, PA
Delaware State University, DE
Florida Gulf Coast University*, FL
Livingstone College, NC
Monroe College*, NY
Morgan State University, MD

North Carolina Central University, NC
Temple University*, PA
Tuskegee University, AL
University of Arkansas Pine Bluff, AK
University of District of Columbia, DC
University of Maryland Eastern Shore, MD
Virginia Union University, VA
Virginia State University, VA

**Non-HBCU University*

Corporate Industry Partners

Four Seasons Hotels and Resorts
The Pittsburgh Foundation

Hyatt Hotels
Sodexo

Marriott International
National Society of Minorities in Hospitality

HBCU-HM *Historically Black Colleges & Universities - Hospitality Management* **CONSORTIUM**

Executive Editors

Chief Editor: Beverly A. Bryant, North Carolina Central University, Durham, North Carolina

Associate Editors: June E. Clarke, Delaware State University, Dover, Delaware

Cynthia R. Mayo, Virginia Union University, Richmond, Virginia

Editorial Review Board Members

Amelia Estepa Asperin

The Culinary Institute of America
Hyde Park, New York USA

Julaine S. Rigg

Morgan State University
Baltimore, Maryland USA

Berkita Bradford

Virginia State University
Petersburg, Virginia USA

Wayne Smith

Ryerson University, Canada
Toronto, Ontario Canada

Mark Bonn

Florida State University
Tallahassee, Florida USA

Ching-Hui (Joan) Su

Iowa State University
Ames, Iowa USA

Gilpatrick Hornsby

James Madison University
Harrisonburg, Virginia USA

Ken Tsai

Iowa State University
Ames, Iowa USA

Annmarie F. Nicely

Purdue University
West Lafayette, Indiana USA

Sharon White

North Carolina Central University
Durham, North Carolina USA

Swathi Ravichandran

Bowling Green State University
Bowling Green, Ohio USA

Kara Wolfe

Arkansas State University
Jonesboro, Arkansas USA

— In Memoriam —

This Journal is Dedicated to Honor the Lives of Karl Binns and Oliver Childs

Dr. Karl Von Binns – April 11, 2021

The HBCU Hospitality Management Consortium (HBCU-HMC) consists of the 16 HBCU Hospitality/Tourism Management degree programs. Dr. Binns as a student, was instrumental in establishing the first modern era HBCU Hospitality Management Bachelor's degree program at Morris Brown College, Atlanta, Ga. in the early 70's under the leadership of his maternal aunt, Prof. Mattie Waymer. He became a founding member of the HBCU-HMC Consortium while on the faculty of Bethune-Cookman College in 1985.

He served as President from 1986 to 1990. From 2005-2010, UMES, with Dr. Binns' support, hosted its prestigious HBCU Consortium Journal of Hospitality & Tourism. These and related contributions to the leadership of the Consortium clearly establish his legacy that will live on in the inspiration of his colleagues and the accomplishments of his students.

With respect to UMES-HTM, his greatest legacy would be the anchoring of the Wednesday night HMT Professional Development eight course hierarchical Class sequence from 2006 – 2020. That particular class assignment gave him more continuous intimate contact than anyone else with every HTM student, year after year. Logically and logistically, that made him the "Alumni Ambassador" for the HTM program and faculty. When available, he was provided with time and money resources to support that mission. Noteworthy also, was his leadership of the HTM Hospitality Entrepreneurial Institute (HEI) and the Design Project class which for 15 years provided tangible research and marketing results for local Hospitality/Tourism entities.



Oliver B. Childs – April 22, 2021

Oliver B Childs, pioneer hospitality industry professional, educator and member of our HBCU-HMC family, passed peacefully in Salisbury, Maryland on April 22, at the age of 88 He had retired from the HTM faculty of the University of Maryland Eastern Shore (UMES) in 2006.

Oliver served for several years as an operations executive for Opportunities Industrialization Centers (OIC) founded by Rev. Leon Sullivan and headquartered in Philadelphia, Oliver's home town. His rise to prominence in that organization was as Regional Director in Dallas, Texas in the early seventies. His acquaintance with HBCU-HMC educator E.P. Boger began at that time during Boger's service as Board Chairman for OIC, Inc. of Dallas. Oliver subsequently became the "right hand man" to Rev. Sullivan in organizing meetings, congregations, seminars and negotiations primarily in South Africa, with respect to implementation of the "Sullivan Principles." This was a list of human rights policies and practices that U.S. companies were committed to follow while doing business in the active apartheid environment of South Africa. These principles were by no means, an endorsement of apartheid but rather positive corporate action steps forcing reconciliation and redress that culminated in the repudiation of that dastardly practice in 1993 and the subsequent 1994 election of a freed, Nelson Mandela as President.

On the basis of his national and international exposure and expertise as a meeting/event planner, he teamed with five other individuals in 1983 to found the National Coalition of Black Meeting Planners (NCBMP). That organization, now known as the National Coalition of Black Meeting Professionals has become the organization of choice and of record for individuals of color, seeking to enhance their personal operating professional expertise and to add their voice to the collective NCBMP quest for diversity, equity and inclusion in the hospitality meeting space.

Entry into HTM education came in 1991 with his acceptance of a position as opening General Manager of the Richard Henson Hotel & Conference Center on the Princess Anne, MD campus of the University of Maryland Eastern Shore (UMES). That facility was also designed and dedicated to house and function as a learning laboratory for the University's Bachelor of Science degree in Hotel and Restaurant Management (HRM, now HTM). Oliver immediately became an adjunct lecturer for the degree program. He subsequently became a full-time faculty member, specializing in presenting the Professional Development sequence of courses. During that time, his son, Sean V. Childs graduated with the HRM degree. His service to the HTM Dept. Culminated as Interim Department Chair during the 2004 and 2005 school years. In 2006, he handed over the reins to Dr. Ernie Boger who headed the Department until Spring 2020. Ernie points out that "Oliver continued to be a valued member of the HTM family during retirement and was frequently welcomed as an honored guest at Department functions to include Spring Luncheon Series and Dinner Theater."



HBCU-HM

Historically Black Colleges & Universities - Hospitality Management

CONSORTIUM

The Consortium Journal of Hospitality and Tourism
ISSN: 1535-0568 (print) – ISSN: 2329-9479 (online)

CORPORATE INDUSTRY PARTNERS 4

ARTICLES

African-American Literary Tourism: A Case Study of Frederick Douglass as a
Slave on the Eastern Shore of Maryland and as a Free Man in the North..... 5
Linda Forristal

The Legacy of African American Hospitality Educators in Higher Education 13
Beverly A. Bryant, LaChelle R. Wilborn, Ernest P. Boger and Cynthia R. Mayo

Comparing Factors that Influence Minority Students' Attitude and Preference for the
Hybrid Course Format: An Examination of Hospitality and Marketing Majors 23
David Mc.A Baker and Ramaprasad Unni

Heritage Tourism: The Enslaved Descendants' Role in Storytelling 31
Suzette Shaw Goldmon and Clinton D. Young

MEMBER SCHOOLS 38

SPECIAL FEATURED ARTICLES

NABHOOD: Creating More Opportunities and Executive Leadership Positions
for People of Color in the Hospitality Industry 39
*Andrew Ingraham, Kenneth Fearn, Michael Thomas Paz, Sean E. Rogers,
Michael Ceng, Barron H. Harvey, Srinkanth Beldona, Michael Hooper,
Leonard Jackson, Francis Kwansa, Deanne Williams-Bryant and Victor Young
(Permission granted to reprint- Andrew Ingraham, President NABHOOD)*

Black Representation in Hospitality Industry Leadership 43
*Peggy Berg, Chair, Castell Project, Inc.
(Permission granted to reprint.)*

CALL FOR PAPERS..... 51

Corporate Industry Partners



<https://www.hyatt.com/explore-hotels>



<https://www.sodexo.com/home.html>



<https://www.marriott.com>



<https://www.nsmh.org>



<https://pittsburghfoundation.org>



<https://www.fourseasons.com>

AFRICAN-AMERICAN LITERARY TOURISM: A CASE STUDY OF FREDERICK DOUGLASS AS A SLAVE ON THE EASTERN SHORE OF MARYLAND AND AS A FREE MAN IN THE NORTH

Linda Joyce Forristal, Ph.D.

Hospitality & Tourism Management, University of Maryland Eastern Shore

ABSTRACT

After escaping from slavery on the Eastern Shore of Maryland, Frederick Douglass transformed himself into a national figure for freedom, a stance he conveyed through his prolific writings. A review of Douglass' three autobiographies and speeches, two recent scholarly biographies, and destination management organization (DMO) websites in three key states were conducted. The review revealed several key omissions in the tourism promotion of Douglass by DMOs in relation to places and properties mentioned in his writings and by his biographers. These omissions were investigated by consulting independent literary tourism scholarship and by conducting on-the-ground observations in Talbot County, Maryland. The results of the overall review suggest possible improvements in future tourism policymaking and action, specifically, the addition of new Frederick Douglass sites and activities to join existing ones promoted on DMO websites. This research also revealed the need for a public-private partnership between official state-, city- and county-level DMOs with key landowners in Talbot County, Maryland to pursue more access to the properties where Douglass was a slave. Such a partnership could also seek funding for and help determine the ideal placement of a Douglass-themed national-level historic park in the landscape of Douglass' enslavement. Lessons learned from this research can be applied to any literary figure to document current literary tourism opportunities, identify omissions and to propose additional sites and activities, not just African Americans.

Key words: African-American literary tourism, Frederick Douglass, slave narratives, tourism partnerships, Talbot County.

INTRODUCTION

After escaping from slavery in Maryland, Frederick Douglass (1817–1895) became a national leader of the abolitionist movement in Massachusetts and New York. He utilized his astute ability to write and orate to gain prominence as an African American literary

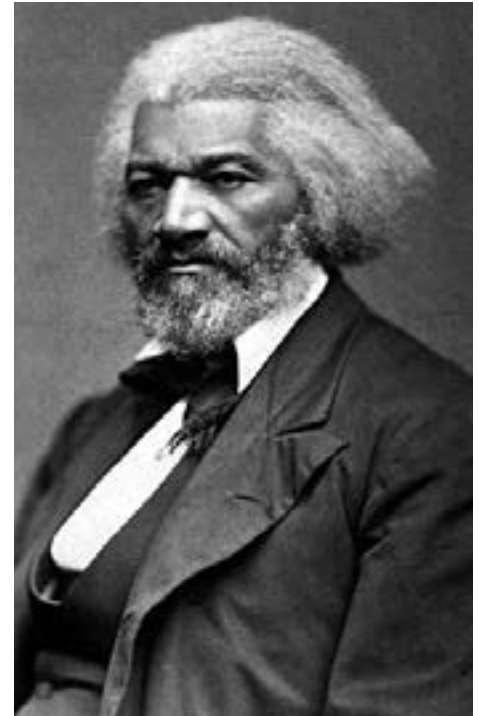
figure and worked toward social reformation, freedom for all enslaved Africans and the development of more just and equitable systems. For the purposes of this study, any tourism related to visiting sites associated with Frederick Douglas's life course will be classified as "African-American Literary Tourism."

This research study will investigate the extent to which the life course of Frederick Douglas, a key figure in the Slavery and Freedom period (1746–1865) of African-American literature (Gates and Smith, 2014), has inspired the development and promotion of literary tourism. This study will establish the appropriateness of tourism promotions for attractions, trails or tours, and other Douglass-related tourism activities are currently available to the special interest literary tourist or tourists interested in African-American history. Particular emphasis will be considered for the actual places and activities featured in the writings of both Douglass and his key biographers.

The primary research question was, "What existing tourism sites (places and properties) and activities in relation to Douglass' life course are currently being promoted by city-, county- and state-level DMOs and is there room for improvement?"

To investigate this question, the study had three objectives: 1) to examine Douglass-related literature to determine historic and modern-day places and properties related to his life course, 2) to use these key literary texts as a guide and cross reference with the content on destination management organizations (DMOs) websites to determine what existing Douglass-related sites and activities are being promoted by official government state-, county- and city-level DMOs, 3) to discover promotional omissions of current places connected to Douglass' life course and/or to identify places that could be developed for tourism.

This study seeks to fill a gap in literary tourism research which has formerly underappreciated the contribution of African-American authors and their lives to the literary tour-



Frederick Douglass (circa 1879)

— George K. Warren, *NARA*, 1879

ism landscape. Additionally, although this research was a first attempt to investigate the accuracy of tourism sites and activities promoted by DMOs in relation to a key African-American literary figure, its methodology could be applied to any literary figure by academics interested in literary tourism and by tourism practitioners who want to present accurate experiences in their destinations.

LITERATURE REVIEW

Literary Tourism

The intersection of literature and tourism reveals a wide world of niche or special interest literary tourism activities. "Literary tourists" can be effectively delineated into two types, namely, those seeking links with the author's lives or the settings of their works (Herbert, 2001). The first type of literary tourism is based on visitation to actual places related directly to the author's life, (i.e., birthplace, former homes, places where their



The Wye House Plantation mansion in Talbot County, Maryland. Since the property is still owned by descendants of the Lloyd family, no official tours offer access to the grounds or buildings on plantation where Douglass was a slave and where he revisited in 1881

— Jack E. Boucher, *The Historic American Buildings Survey (HABS), LOC, 1963*

writings were penned, their gravesite) and the second type of literary tourism is visitation to fictional places and landscapes woven into the storyline or following in the footsteps of characters (Çevik, 2020), especially locations that can be tied to authentic place settings.

Literary tourism has existed in the United States since at least the early nineteenth century, with sites in almost every corner of the country. For example, the homes and estates of celebrated authors such as Mark Twain, Edgar Allen Poe, Laura Ingalls Wilder, Pearl S. Buck, Ernest Hemingway, and Henry David Thoreau, to name a few, are open for visitation. As an example, the literary trail of Mark Twain's "homes, studies, workspaces, desks, and writing tables is vast—spanning from Virginia City, Nevada, to the Henry Ford Museum in Dearborn, Michigan, to Hartford, Connecticut, to Hannibal, Missouri" (Lowe, 2017, p. 128). Twain's many homes are key literary tourism sites (Lowe, 2012), but the epicenter of Twain's scholarship is Quarry Farm in Elmira, New York, a private site where Twain spent summers writing that is now owned and operated by Elmira College (Lowe and Harris, 2017, p. 125).

In Canada, Prince Edward Island (PEI) has capitalized on its connection with the writings of Lucy Maud Montgomery (Squire, 1996), the author of *Anne of Green Gables* (Montgomery, 1908), and five sequels. Montgomery used childhood experiences growing up in rural PEI when creating her works of fiction that introduced the readers to Anne Shirley, a young orphan girl who was sent to the island to live with two middle-aged sisters

on their farm. The fictional town of Avonlea in Montgomery's novel was modeled on her own hometown of Cavendish. Thus, Cavendish and the surrounding area has become a literary tourism Mecca (Gothie, 2016). A partnership between five municipalities, the Government of Prince Edward Island, the Government of Canada, and Central Coastal Tourism promotes "The Inspiring World of L.M. Montgomery: A Literary Tour." The tour includes Montgomery's birthplace (6461 Route 20, New London), the Cavendish Cemetery where Montgomery is buried (Intersection of Routes 6 and 13, Cavendish), the Confederation Centre for the Arts (Intersection of Queen & Grafton streets, Charlottetown), home of Anne of Green Gables: The Musical, and ten more sites associated with Montgomery's life and works.

African-American Literary Tourism

For the most part, Anglo-American authors have garnered the most academic attention, but not solely. For example, a 2013 announcement of the discovery of an unknown Jupiter Hammon poem brought renewed interest to two sites on Long Island where Hammon, considered one of the "earliest published writers in African American literary history" (Gates and Smith, 2014, p. 88) was born and enslaved (Harris, 2017). Scholars have investigated the economic impact of the Zora! Festival (Rivera et al., 2008), an annual festival in Eatonville, Florida that celebrates the life and works of Harlem Renaissance-era anthropologist and writer Zora Neale Hurston. However, more scholarship could be focused

on African-American writers, to enumerate and elucidate the existence of and properly preserve and promote the growing number of associated literary tourism sites and activities.

Public-private partnership in tourism

Public-private partnerships can be important originators and supporters of tourism, especially because it is uncommon for "one company, government agency or other type of organization to control all stages of the tourism value chain" (Morrison, 2018, p. 211). For example, in August 1863, a mere month after the Battle of Gettysburg (July 1-3, 1863), a local attorney and preservationist founded the Gettysburg Battlefield Memorial Association (GBMA). This private group was instrumental in preserving the battlefield by buying part of it and creating memorials to "commemorate the deeds of valor and to perpetuate the memory of the heroes" (Tilberg, 1954, p. 50). In 1895, GBMA transferred its holdings of "600 acres of land, 17 miles of avenues, and 320 monuments and markers to the Federal Government and the establishment of the Gettysburg National Military Park" (Tilberg, 1954, p. 50).

Today, the Gettysburg Foundation (www.gettysburgfoundation.org) is a key non-profit private philanthropic, educational organization that works in partnership with the public National Park Service. The Gettysburg Foundation works to preserve and promote Gettysburg National Military Park and offers several value-added tourism activities.

There are also cases of public-private partnerships in relation to literary tourism.

For example, the economic crisis of 2008 prompted several Italian cities in southeastern Sicily to form a public-private partnership with a film company to adapt the Inspector Montalbano novels of Andrea Camilleri for television (Todaro et al., 2021). This was after the town of Porto Empedocle (the birthplace of Camilleri) asked permission to use his fictional town of “Vigata” in their promotions, thus linking the author’s fictional town to an actual place, with the express goal of attracting literary and film tourists.

Public-private partnerships and their initiatives have played a key role in relation to existing tourism sites in the United States and will be explored in relation to Douglass tourism.

METHODOLOGY

This qualitative research project employed a modified systematic literature review (SLR), a technique that proposes the review of prior literature to gather evidence and increase the knowledge base in order to inform policy-making and action. Tranfield, Denyer, and Smart (2003) first purposed this method as part of a foundational business management study. In its basic form, the SLR method includes a planning stage with a review panel of experts to direct the process, including the determination of the scope of materials to review, a review stage using search terms and keywords deemed most appropriate for the study, and a reporting stage which provides a descriptive analysis of the aggregated results. In some studies, the review stage is referred to as data extraction (Dhir et al., 2020).

Recent articles have adopted the SLR methodology to identify lines of research and key study objectives within literary tourism research (Arcos-Pumarola et al., 2020) and to investigate the triad relationship between literature, tourism and leisure (Cabral and Pereira, 2021). Both studies searched Scopus and Google Scholar databases with search terms and keywords to identify and aggregate peer-reviewed scholarly articles to be analyzed.

However, this study adopted a modified SLR method to guide and inform a review of key literature by and about Frederick Douglass. Specifically, Douglass’ three autobiographies (Douglass, 1845; Douglass, 1855; Douglass, 1892) and his speeches were reviewed as primary source documents and two recent scholarly biographies (Blight, 2018; Dilbeck, 2018) as secondary sources, to extract information and data relevant to modern-day tourism sites and activities. From now on, these sources will be referred to as the key literary text(s).

In the planning stage, the key inclusion criteria for focusing on the Douglass three autobiographies, especially the first (Douglass, 1845), which was lauded as the “epitome of antebellum fugitive slave narratives” (Gates and Smith, 2014:328), was that they were assumed to be the most authoritative and de-

pendable recollections of his life, especially when striving to identify actual places along the East Coast of the United States and dates associated with his life course. The key inclusion criteria for reviewing Blight (2018) and Dilbeck (2018) was that their recent scholarship served as cumulative knowledge on the subject.

In the review or data extraction stage, the Douglass autobiographies and speeches were read word for word, either online or in print, with the objective to validate and expand initial search terms and keywords related to place names, properties, dates and key figures in his life. The biographies were consulted to verify cumulative scholarship in relation to place names, properties, dates and key figures. Another round of review was conducted in relation to city-, county- and state-level destination marketing organization (DMO) sites in Maryland, Massachusetts, New York, plus Washington, DC., to determine what Douglass-related sites and activities are open for visitation and being promoted.

A final step in the review process was comparing and contrasting tourism sites and activities suggested by the review of key literary texts with those promoted by official DMOs. This step helped pinpoint omissions in existing offerings and promotions related to Douglass tourism and identify additions that could be developed for future tourism opportunities. Discovered omissions were further investigated by consulting independent literary tourism scholarship and by conducting on-the-ground observations in Talbot County, Maryland.

In the reporting stage, the review of the key literary texts (excluding Douglass’ speaking engagements and world tours) and the review of DMO sites was presented as a descriptive analysis in the Results section and omissions, insights from independent scholarship and observations by this author were reported and deliberated in the Discussion section.

RESULTS

Summary of key literary texts

Frederick Augustus Washington Bailey, who later changed his surname to Douglass, was born into slavery “in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot County, Maryland (Douglass, 1845). As a young boy of seven and eight, Douglass worked on several locations outside St. Michael’s, the first being the Wye House, the great house of the Colonel Edward Lloyd family, and the surrounding fields of the 42,000-acre plantation, home to the Welsh Lloyds since the 1780s. When at Wye House plantation, he was under the supervision of his overseer, Captain Thomas Auld. Douglass chronicled the brutal conditions for the slaves at Wye House in his autobiographies (Douglass, 1845; Douglass, 1855). At about

the age of eight, Douglass was transferred from Wye House to work in the Fells Point section of Baltimore for the Hugh Auld family, the brother of Thomas Auld (Blight, 2018, p. 23). In Baltimore, he learned how to read and write from Sophia Auld and boys in the neighborhood.

In 1832, Douglass was sent back to the Eastern Shore to live with Thomas Auld again and on January 1, 1834, he was sent to work for Edward Covey, a notorious slave breaker, in the fields and the farmstead he rented several miles west of St. Michaels. Douglass described the farm as “within a few rods of the Chesapeake Bay, whose broad bosom was ever white with sails from every quarter of the habitable globe” (Douglass, 1845). He envied the freedom of the “moving multitude of ships” (Douglass, 1845). After enduring “six months of unstinting labor, merciless whippings, and repeated humiliations,” the 16-year-old Douglass fought back, an act that became one of the most-celebrated scenes in the Literature of Slavery and Freedom period, as well as a turning point in his life. He left Covey’s farm in late December 1834.

On January 1, 1835, Douglass was sent to work for William Freeland at his farm on the Miles River. Even though Frederick liked Freeland, it was from the Freeland Farm that Douglass planned his April 2, 1836 escape to the North, which failed, and he was arrested. Rescued from prison in Easton, MD by Thomas Auld, he was sent back to Baltimore to live with Hugh Auld again and to learn a trade. It was decided that he should learn shipbuilding, specifically caulking, i.e., making ships water-tight. After some twists and turns, Douglass finally escaped to New York on what he called the “upperground railroad.” To protect the escape route’s viability, he did not divulge the exact method and route until forty years later in his third autobiography (Douglass, 1892; Blight, 2018, pp. 81-86).

After recuperating for a time in New York City, Douglass headed north by steamboat with a brief stop in Newport, Rhode Island. With the help of Quaker abolitionists, he made his way to New Bedford, Massachusetts, which was a major whaling and shipbuilding port where he and his new wife were welcomed into the home of black abolitionists Nathan and Mary Johnson. From the 1830s to 1860s, New Bedford was a “multiracial, multilingual, multicultural city, peopled by individuals of every color and hue from all over the world” (Fishkin, 2015, p. 74) and as the Whaling Capital of the World, fugitive slaves readily found employment on New Bedford’s waterfront or the hundreds of ships coming in and out of her port. But although Douglass hoped to find work as a caulker among its many shipbuilders, he met resistance from the white caulkers there. Thus, he worked many odd jobs around the city and on the wharves,



About 9 miles outside St. Michaels, MD, Mr. Covey's fields extended lengthwise from the main road to the Chesapeake Bay and offered slaves a clear view across the bay to the Western Shore of Maryland at about Shady Side, MD.

but finally a free man, he decided to settle in New Bedford to start a family.

Soon after he arrived in New Bedford, Douglass "found many who had not been seven years out of their chains, living in finer houses, and evidently enjoying more of the comforts of life, than the average of slaveholders of Maryland" (Douglass, 1845). This realization emboldened his growing zeal to speak out against slavery. In New Bedford, he was active in the newly established African Methodist Episcopal Zion Church. There, a local banker heard Douglass speak about his stance on slavery and freedom and invited him to speak at anti-slavery convention on Nantucket, Massachusetts. This August 1841 speech got him noticed, and subsequently, he was offered a "paid position on the antislavery lecture circuit" (Dilbeck, 2018, p. 1). In late 1841, Douglass moved his family to Lynn, Massachusetts, on the north side of the Massachusetts Bay, thought to be a safer haven for fugitive slaves. It was also a good choice due to the its railroad station that made traveling to and from his growing number of speaking engagements convenient. In Lynn, Douglass penned his first tell-all narrative (Douglass, 1845), a work in which he named slave owners and recognizable real-world places.

In 1847, Douglass moved to Rochester, New York, a hub on the Erie Canal and haven of fugitives on the way to Canada (Blight, 2018, p. 190), where he then lived and worked for twenty-five years. His first home was a red brick house on Alexander Street, but in 1852, Douglass moved his family a hill top farmhouse, then located at outskirts of the city. Rochester was then also home to women's rights activist Susan B. Anthony. In Rochester, he published two newspapers,

Photo credit: Linda Joyce Forristal

The North Star and Frederick Douglass' Paper, assisted friends in Underground Railroad activities, hosted runaway slaves in his home, gave speeches, supported women's suffrage alongside Anthony. On July 5, 1852, Douglass delivered his famous "What to the Slave is the Fourth of July" speech at the city's Corinthian Hall. Rochester is also Douglass' final resting place.

After his hilltop home was tragically destroyed by a suspicious fire in 1872, Douglass moved to Washington, DC. After living on Capitol Hill for five years, and in 1878, he bought "Cedar Hill," a spacious estate in the

Anacostia neighborhood of Washington, DC that would be his residence until he died in 1895. After the move to DC, Douglass' first wife Anna Murray Douglass passed away, and two years later he married Helen Pitts Douglass, but not without controversy as she was twenty years younger and white.

During his lifetime, Douglass made four return trips to the Eastern Shore, most notably in 1881, a trip detailed in his third autobiography (Douglas, 1892, Chpt 26). He visited Captain Auld, then 80 years old and on his death bed, in his St. Michaels home. In their conversation, Auld admitted that "had I been in your place, I should have done as you did" (i.e., run away.) The other key stop was Colonel Lloyd's Wye House plantation a few miles outside St. Michaels, but Douglass' party approached it from the Wye River aboard a cutter, not over land. Although the old master was not at home, Douglass was warmly invited ashore to tour the main Great House, the overseer's house and grounds.

Summary of DMO reviews

The DMOs in the targeted states, counties and cities related to Douglass' life course accurately promote many places related to Douglass life. The key findings will be presented state-by-state in this Results section. However, there are several glaring omissions in the promotion by official government DMO sites of Frederick Douglass literary tourism, which will be reported in the Discussion section.

Maryland DMO

Maryland's state-level DMO (<https://www.visitmaryland.org/>) promotes walking and driving tours in relation to the sites in Dou-



Douglass bronze statue graces the Talbot County courthouse and is visited by many tourists.

Photo credit: Linda Joyce Forristal

glass' life, most importantly those in Talbot County and the Fells Point neighborhood of Baltimore (<https://www.visitmaryland.org/info/frederick-douglass-map>). In Talbot County, key literary tourism sites include the Thomas Auld home in St. Michaels (Cherry and Talbot Streets) where Douglas lived with his overseer, churches where he worshipped, a statue at the Talbot County courthouse, and the Talbot County jail in Easton (20 N. West Street) where Douglass ended up after his attempted escape.

The Maryland DMO site also links to four self-guided driving tours in Talbot County (<https://frederickdouglassbirthplace.org/>), labeled as "childhood tour," "boyhood tour," "struggle tour" and the "Douglass Returns Tour." The boyhood tour gives directions to the "Lands of Edward Lloyd V" but cautions against trespassing on private property or driving on private roads. The Returns Tour is based on Douglass 1881 visit to the Eastern Shore.

The Talbot County Office of Tourism, a county-level DMO (<https://tourtalbot.org/>), has held several Douglass-themed events in recent years, including a community reading of Douglass' "What to the Slave is the Fourth of July?" speech on the Talbot County Courthouse Green in Easton near his statue, and programs with Douglass' biographers, including Blight (2018).

In Baltimore, key literary tourism sites promoted include Fells Point Historic District, the Frederick Douglass Isaac Myers Maritime Park (1417 Thames Street) and Douglass Row (516-524 South Dallas Street), a block of five brick rowhomes Douglass built in 1892 to rent out to fellow African Americans.

Massachusetts DMO

The Massachusetts state-level DMO, Visit Massachusetts (www.visitma.com), mentions two Douglass' related sites for visitation. The first site is the Nathan and Mary Johnson House in New Bedford, MA (21 Seventh Street), where Douglass sought refuge when he arrived in town. The other Douglass site promoted by Visit Massachusetts are the two campuses of the Museum of African-American History (<https://www.maah.org/>), one in Boston (46 Joy Street, Beacon Hill) and the other on Nantucket (29 York Street, Five Corners). The Nantucket site is the African Meeting House where Douglass was invited to speak against slavery in 1841.

New York DMO

New York's state-level DMO, I Love New York (www.iloveny.com), promotes the Frederick Douglass Resource Center at the University of Rochester, the National Susan B. Anthony Museum and House (17 Madison Street) which features a statue of Douglass with Anthony. The DMO also promotes Mount Hope Cemetery (1133 Mt. Hope Ave),



Frederick Douglass standing in front of his home at 320 A Street NE, Washington, DC, in 1876. The house still stands today, but it is not part of the Frederick Douglass National Historic Site.

Photo credit: NPS Public Domain

America's first municipal Victorian cemetery, where Douglass is buried along with fellow abolitionists and both of his wives. The DMO site also chronicles how the city of Rochester celebrated the 200th anniversary of Douglass's birth, by renaming the Greater Rochester International Airport to Frederick Douglass—Greater Rochester International Airport. The site also mentions the naming of Frederick Douglass Boulevard in Harlem.

Washington, DC DMO

Destination DC, the official tourism DMO of Washington, DC, promotes the National Park Service's Frederick Douglass National Historic Site (1411 W Street SE), which is the site of Cedar Hill, the home where Frederick Douglass lived from 1877 until his death in 1895.

DISCUSSION

Maryland DMO omissions

The key omission by Maryland's official Douglass-related tourism promotion is that none of the DMOs pinpoint or promote Douglass' exact birthplace. Although Visit Maryland mentions he was born on "Holme Hill Farm, near Hillsboro, on the banks of Tuckahoe Creek," this location is not promoted on any of the official DMO tours nor are any directions given. However, independent

researchers have gone into more depth about his beginnings. Back in the 1990s, Amanda Barker, then a 7th Grade student, wrote an Honors English report in response to an Ebony Magazine article calling for parents to "visit the birthplace of Frederick Douglass" during Black History month (How to Celebrate, 1995). Since Barker went to school in nearby Denton, MD, she knew there was no town named Tuckahoe, but that Tuckahoe is an area along the Tuckahoe River in Talbot County and that the town of Hillsboro is located across the river in Caroline County (Barker, 2006). Barker's independent investigation led her to the historical site of Aaron Anthony's farm near Tapper's Corner, the modern-day intersection of Route 303 and Lewistown Road. Barker's full report with maps is posted online (Barker, 2006).

Douglass first master's name was Aaron Anthony (Douglass, 1845). Anthony owned Holme Hill Farm and some six hundred adjoining acres, but he did not live on the property (Blight, 2018:10). Rather, Anthony was the overseer of Wye House plantation. Tapper's Corner is also mentioned by biographer Blight (2018, p. 19). Information on how to "visit" Douglass birthplace is also posted by Cools (2016) who did a tour of the area. Choptank River Heritage site also posts details of how to locate and drive by the histor-

ic Holme Hill Farm (n.d.). Since the farm is in private hands today and no longer named Holme Hill Farm, there is no access other than driving by this property that historians now believe is Douglass' birthplace.

Although Talbot County tourism mentions the Douglass Returns Tour, it is just a driving tour and does not afford visitor access to the Wye House plantation (26080 Bruffs Island Road, Easton, MD 21601), neither its buildings nor grounds, even though this is where Douglass was enslaved after leaving his grandmother's cabin on Anthony's farm and he was welcomed back to in 1881. Likewise, the Wye House plantation is not listed as a stop on any official Visit Maryland driving tour, nor are there any historical markers or places where a tourist can pull off the road to view the plantation from a distance.

This is most likely because the plantation, now reduced to 1,300 acres from its original 42,000, is still privately owned by descendants of Edward Lloyd. Google Maps Street View is not available to explore this area either, possibly due to resident request. Cools (2016) mentions past educational tours of the Georgian-period Wye mansion on the property, but there are no official or current tours. Other on-line descriptions of the property and directions are posted by Choptank River Heritage (n.d.) which describes two parallel lanes perpendicular to Bruffs Island Road, one originally for the gentry and the other for servants, that leads back to modern-day Lloyd Creek. These two lanes are visible on Google Maps. The creation and posting of a map that clearly designates the historical size and scope of the Wye House plantation in the early- to mid-1800s could be of great interest to the modern-day Douglass

literary tourist as well.

According to local knowledge (personal communication with Wittman, MD resident, October 3, 2020) the fields of Edward Covey, the notorious slave breaker mentioned in Chapter 10 of Douglass first autobiography (Douglass, 1845) lie directly across from New St. Johns Methodist Church (9123 Tilghman Island Rd., Wittman, MD) on Route 33 about 9 miles southwest of St. Michaels. Mr. Covey's fields extended lengthwise from the main road to the Chesapeake Bay and offered slaves a clear view across the bay to the Western Shore of Maryland at about Shady Side, MD. However, these fields are not identified on any official Douglass tour, and the original farmstead is long gone. But, if officially promoted with literature or signage, this site could bring Chapter 10 to life for the Douglass literary tourist.

Covey eventually purchased a property in St. Michaels fittingly named Mount Misery (23946 Mount Misery Road). In the 1990s, the property was opened as the Mount Misery B&B, but it is now owned by former Defense Secretary Donald H. Rumsfeld, and is closed to the public. Even though there are calls to turn Mount Misery into a Douglass-themed museum in the future (Finseth, 2006), by the time Covey bought it, Douglass had already escaped to the North, so he did not live or work there. Thus, the idea of a Douglass museum there is moot.

In relation to Freeland Farm, Cools (2016) describes part of the farm as the modern-day Banbury Bank Farm (8195 Church Neck Rd, Saint Michaels), on San Domingo Creek, but it is possible that Freeland Farm extended to the Miles River during Douglass' time. Land

records may reveal the original scope and size of the farm. Neither the historic Freeland Farm nor any associated properties are promoted by Visit Maryland, the city of St. Michael's, or Talbot County tourism.

Massachusetts DMO omissions

In relation to Douglass literary tourism in Massachusetts, the National Park Service (NPS) does a better job of showcasing Douglass' history in New Bedford (NBWNHP, 2020) than Visit Massachusetts. NPS coverage includes a historical mural on William Street featuring Douglass and the two homes where the Douglass family lived after leaving the Nathan and Mary Johnson House. In 1839, the Douglass family moved to 157 Elm Street, their first home located in an African-American neighborhood in the West End of New Bedford, and in 1841, they moved to 111 Ray Street (now Acushnet Avenue) located near the wharves where Douglass often worked.

Likewise, Visit Massachusetts does not promote tourism sites in relation to the eight years the Douglas family lived in Lynn, Massachusetts, even though he owned three homes in the city and penned his first autobiography there (Douglass, 1845). However, philosopher and historian Amy Cools offers many insights into Lynn-based Douglass tourism. In 2016, Cools spent several days exploring Lynn, talking to residents and identifying places in the city related to Douglass' time there and then wrote about her journey of discovery (Cools, 2016). She identified the presence of three portraits of Frederick Douglass at the Lynn Museum & Historical Society (590 Washington Street), a vibrant mural on the side of the Lynn Arts Build-



Douglass former home in SE, DC is now the site of the Frederick Douglass nNational Historic Site which is managed by the National Park Service.

— Walter Smalling for the Historic American Buildings Survey(HABS). 1977

ing (25 Exchange Street) featuring Douglass among the city's "greats," and a Douglass memorial plaque in Lynn Commons. Using historical maps from the period, Cools (2016) tracked down the sites of Douglass' former homes, and discovered where Douglass third home was once located; after burning down, the empty lot is now a parking lot. Visit Massachusetts should consider broadening their Douglass coverage to include tourism sites in Lynn or link to Cools' thorough on-the-ground research.

New York DMO omissions

There are several Douglass-related sites in Rochester, NY that the state-level DMO does not mention or promote. Unpromoted sites include the Frederick Douglass and Susan B. Anthony outdoor bronze sculpture in Susan B. Anthony Square, the Central Presbyterian Church where his second funeral was held (the first was in DC), Corinthian Street, named for the city's historic Corinthian Hall made famous as the site of Douglass' "Fifth of July" speech, the Talman Building (25 E Main Street; formerly 25 Buffalo Street), where Douglass published the *North Star*, Douglass' first home site (4 Alexander Street), and the James P. Duffy School (999 South Avenue) which now stands on the site of the Douglass' former hilltop home (Cools, 2016). Lastly, the official DMO does not mention the 2018 installation of thirteen Frederick Douglass statues around Rochester that the city commissioned in commemoration of the 200th anniversary of his birth.

Washington, DC DMO omissions

When Douglass moved to Washington, DC in 1872, he did not immediately reside at Cedar Hill. Rather, he bought two rowhomes in Northeast, DC at 316-18 A Street, NE (Cools, 2016). Today, the restored homes and adjacent building at 320 A St. are the Frederick Douglass Museum on Capitol Hill, open by appointment only. This site is not promoted by Destination DC.

CONCLUSION AND RECOMMENDATIONS

Since independent research by Douglass' enthusiasts and scholars has made significant contributions to Douglass literary tourism, DMOs would benefit from incorporating or linking to their information. Morrison (2018, p. 212) advocates that partnerships and team building are a central role of DMOs, and sees the benefit of forming partnerships between the various DMOs to make more coordinated



Frederick Douglass with his second wife Helen Pitts Douglass (seated, right) and her sister Eva Pitts (standing, center).

— NPS public domain.

or comprehensive efforts. Thus, the state-level DMOs and Destination DC could benefit from a long-term partnership, similar to the Canadian one formed for Montgomery sites, to create a unified Frederick Douglass trail or tour centered on their shared interest of Douglass history and heritage. The DMOs could work together to investigate the economic impact of Frederick Douglass literary tourism or to produce and promote a Frederick Douglass literary festival.

But more importantly, this research has brought into focus the lack of a central place for the tourist to learn about the life of Frederick Douglass. While Cedar Hill in Washington, DC takes on this role to some measure, it makes sense that a national-level park for Douglass to be located in the landscape of his enslavement, much like the Harriet Tubman Underground Railroad outside Cambridge, Maryland. A partnership between the Maryland Department of Natural Resources, the National Park Service, and Harriet Tubman Underground Railroad operates the 16,000-square foot, LEED Silver certified visitor center which "serves as a central hub for understanding Tubman's life, legacy, and experience on Maryland's Eastern Shore" (Tubman, 2017).

Visit Maryland, the cities of Easton and St. Michaels, and the Talbot County Office of Tourism could seek to form a public-private partnership with the National Park Service, the current landowners associated with Douglass'

early life story in Talbot County, including the current landowners of the farm where Douglass was born near Tapper's Corner, the Lloyd family who still owns Wye House plantation, the current landowners of Mr. Covey's field in Wittman and those of William Freeland's farm in St. Michaels. As key stakeholders in the Douglass story, these landowners should be encouraged to allow more access to these historic properties. At the minimum, the partnership should work towards the creation and placement of appropriate signage and official pull-offs at these properties to allow for easy reading of the interpretative signs and observation of the landscape. With stakeholder buy-in from current landowners, the partnership could work towards offering more access to tourists, beyond just driving by these historic properties. Additionally, this partnership could work to identify a proper location in Talbot County to build a Douglass-themed national-level historic park, a facility that could bring under one roof artifacts from his life and tell the amazing story of Douglass' rise from slavery

to freedom.

Such a public-private partnership could also adopt or adapt a value-added tourism program organized and offered by the Gettysburg Foundation (GF) at Gettysburg National Military Park. The GF's Battlefield Car Tour is a specialized tour in which a trained battlefield guide hops in the tourist's car to give them a personalized tour of the monuments, landmarks, and "battlescape" in the 6,000-acre park. With the appropriate stakeholder buy-in, this model could be pursued at a national-level Douglass historic park to offer personalized, narrated tours of Douglass' birthplace, historic sites in Easton and St. Michaels, the Wye House plantation, Mr. Covey's fields, and the Freeland Farm.

Lessons learned from this comprehensive review of first-person accounts (autobiographies) by Frederick Douglass and scholarly accounts (biographies) and crosschecking their content against official DMO websites could be used in relation to any literary figure, not just African Americans. As times move forward, more and more literary figures will leave behind places their lives have touched... and more and more literary tourists will want to visit them. This article serves as a call to action and guide for tourism researchers and educators to identify missing or potential literary tourism sites and activities and for destinations and tourism practitioners to prepare to welcome literary tourists with robust experiences.

REFERENCES

- Arcos-Pumarola, J., Marzal, E. O., & Llonch-Molina, N. (2020). Revealing the literary landscape: Research lines and challenges of literary tourism studies. *Enlightening Tourism: A Pathmaking Journal*, 10(2), 179-205.
- Barker, A. (2006). The search for Frederick Douglass' birthplace. http://www.easternshore.com/esguide/douglass_birthplace.html
- Blight, D. W. (2018). *Frederick Douglass: Prophet of Freedom*. New York: Simon & Schuster.
- Cabral, A. C., & Pereira, M. E. (2021). Live your readings: Literary tourism as a revitalization of knowledge through leisure. *Journal of Tourism & Development*, 35, 125-147.
- Çevik, S. (2020). Literary tourism as a field of research over the period 1997-2016. *European Journal of Tourism Research*, 24, 1-25.
- Choptank River Heritage. Wye House. <https://choptankriverheritage.org/wp3/wye-house/>
- Cools, A. (2016, April 25). Frederick Douglass Lynn Massachusetts. *Ordinary Philosophy*. <https://ordinaryphilosophy.com/2016/04/25/frederick-douglass-lynn-massachusetts-sites/>
- Cools, A. (2016, March 26). Frederick Douglass's Birthplace, Maryland's Eastern Shore Sites Part 1. *Ordinary Philosophy*. <https://ordinaryphilosophy.com/2016/03/26/frederick-douglass-birthplace-marylands-eastern-shore-sites-part-1/>
- Cools, A. (2016, March 28). Frederick Douglass, Easton and St. Michaels, Maryland's Eastern Shore Sites Part 2. *Ordinary Philosophy*. <https://ordinaryphilosophy.com/2016/03/28/frederick-douglass-sites-easton-and-st-michaels-marylands-eastern-shore-part-2/>
- Cools, A. (2016, June 7). Frederick Douglass, Rochester NY Sites Day 2. *Ordinary Philosophy*. <https://ordinaryphilosophy.com/2016/06/07/frederick-douglass-rochester-ny-sites-part-2/>
- Cools, A. (2016, July 25). Frederick Douglass Washington DC Sites, Day 1, Part 2. *Ordinary Philosophy*. <https://ordinaryphilosophy.com/2016/07/25/frederick-douglass-washington-dc-sites-day-1-part-2/>
- Dhir, A., Talwar, S., Kaur, P., & Malibari, A. (2020). Food waste in hospitality and food services: A systematic literature review and framework development approach. *Journal of Cleaner Production*, 270, 122861.
- Dilbeck, D. H. (2018). *Frederick Douglass: America's Prophet*. Chapel Hill: The University of North Carolina Press.
- Douglass, F. (1845). *Narrative of the life of Frederick Douglass, an American Slave, Written by Himself*. Boston: Anti-Slavery Office.
- Douglass, F. (1855). *My bondage and my freedom*. Auburn, New York: Miller, Orton & Mulligan.
- Douglass, F. (1892). *The life and times of Frederick Douglass*. Boston: De Wolfe & Fiske Co.
- Finseth, I. (2006, August 20). Douglass and the legacy of Mount Misery. <https://www.baltimoresun.com/news/bs-xpm-2006-08-20-0608200162-story.html>
- Fishkin, S. F. (2015). *Writing America: Literary Landmarks from Walden Pond to Wounded Knee*. New Brunswick, NJ: Rutgers University Press.
- Gates, H. L. J., & Smith, V. A. (Eds.). (2014). *The Norton anthology of African American Literature* (3rd ed.). New York: W.W. Norton & Company.
- Gettysburg Foundation (2020). *Battlefield Car Tour*. Retrieved February 27, 2021 from <https://www.gettysburgfoundation.org/battlefield-car-tour>
- Gothie, S. C. (2016). Playing "Anne": Red braids, Green Gables, and literary tourists on Prince Edward Island. *Tourist Studies*, 16(4), 405-421.
- Harris, J. (2017). The Eighteenth-Century Author No One Knows and Other Problems: Promoting Jupiter Hammon on Long Island. In H.I. Lowe & J. Harris (Eds.), *From Page to Place: American Literary Tourism and the Afterlives of Authors* (pp. 21-45). Amherst: University of Massachusetts Press.
- Herbert, D. (2001). Literary places, tourism and the heritage experience. *Annals of Tourism Research*, 28(2), 312-333.
- Holme Hill Farm. (n.d.) Choptank River Heritage. (<https://choptankriverheritage.org/wp3/aaron-anthonys-holme-hill-farm/>).
- How to Celebrate Black History Month 12 Months of the Year. (1995, February). *Ebony*, 50(4), pg. 62-66.
- Lowe, H. I. (2012). *Mark twain's homes and literary tourism*. Columbia, MO: University of Missouri
- Lowe, H.I. (2017). Commemorating Writers' Workplaces: The Case of Mark Twain's Study and Quarry Farm. In H.I. Lowe & J. Harris (Eds.), *From Page to Place: American Literary Tourism and the Afterlives of Authors* (pp. 125-145). Amherst: University of Massachusetts Press.
- Montgomery, L.M. (1908). *Anne of green gables*. Peterborough, ON: Broadview Press.
- Morrison, A.M., (2019). *Marketing and managing tourism destinations*. New York: Routledge.
- New Bedford Whaling National Historical Park (2020, March 3). <https://www.nps.gov/nebe/learn/historyculture/frederickdouglass.htm>
- Rivera, M. A., Hara, T. & Kock, G. (2008). Economic impact of cultural events: The case of the Zora! Festival. *Journal of Heritage Tourism*, 3(2), 121-137.
- Squire, S. J. (1996). Literary tourism and sustainable tourism: Promoting 'Anne of Green Gables' in Prince Edward Island. *Journal of Sustainable Tourism*, 4(3), 119-134.
- Tilberg, F. (1954). *Gettysburg National Military Park, Pennsylvania, National Park Service Historical Handbook Series #9*. Washington, DC: Department of the Interior. <https://www.gutenberg.org/ebooks/56209>.
- Todaro V., Giampino A. & Lo Piccolo F. (2021) The Power of Fiction in Creating a Territory's Image. In: Lo Piccolo F., Picone M., Todaro V. (eds) *Urban Regionalisation Processes*. UNIPA Springer Series. Springer, Cham. https://doi.org/10.1007/978-3-030-64469-7_8
- Tranfield, D., Denyer, D. and Smart, P. (2003). Towards a Methodology for Developing Evidence-Informed Management Knowledge by Means of Systematic Review. *British Journal of Management*, 14(3), 207-222.
- Tubman (2017). *Directions and Transportation*. Harriet Tubman Underground Railroad. <https://www.nps.gov/hatu/planyourvisit/directions.htm>

THE UNSUNG LEGACY OF BLACK HOSPITALITY PIONEERS AND EDUCATORS AT HBCUS

Beverly A. Bryant, Ed.D., CHE

*School of Business, Hospitality and Tourism Administration
North Carolina Central University, Durham, NC USA*

LaChelle Wilborn, Ph.D.

*School of Business, Hospitality and Tourism Administration
North Carolina Central University, Durham, NC USA*

Ernest P. Boger, DMgt

*Department Chair (Retired), University of Maryland Eastern Shore
Princess Anne, Maryland, USA*

Cynthia Mayo, Ph.D.

*School of Business, Hospitality Management
Virginia Union University, Richmond, Virginia, USA*

ABSTRACT

Historically and Predominantly Black Colleges and Universities (HPBCU), now mostly referred to as Historically Black Colleges and Universities (HBCU) with degree programs in Hotel and Restaurant Management, or namely Hospitality and Tourism Management have graduated outstanding leaders who continue to make contributions to the industry. Additionally, hospitality graduates close the underrepresentation gap and contribute significantly to a diverse workplace. As early as the 1950s and 1960s, HBCU Colleges and Universities have offered education and training in food and nutrition, dietetics and food-service management. In the 1970s, programs in hotel, restaurant management emerged, and in the 1980s more programs were developed in Hospitality and Tourism and continues today. Some programs at HBCU colleges and universities have been discontinued due to low enrollment and other administrative decisions. This paper highlights HBCU programs and recognizes Black Educators making significant contributions to curriculum development, recruitment, student academic success and facilitating students' career entrance into the Hospitality and Tourism Industry.

Keywords: HBCU, hospitality educator, hospitality and tourism

INTRODUCTION

The education of the African American is unlike that of any other group of people. Judge A. Leon Higginbotham, Jr., makes the following statement in *The Matter of Color* towards the education of slaves:

It was a crime to teach a slave to write or employ a slave as a scribe in any manner. The fine for teaching slaves or using them as scribes was one of the most severe fines under colonial legislation... The reward for killing a runaway slave was far less than the fine for teaching him to write. Thus, the legislature deemed educating slaves an act far more malevolent than even slaves fleeing their masters (Higginbotham, 1978).

These ideas were present in the period prior to the Civil War when the education of an enslaved person of color was an exception. Yet, these exceptions were being made in some northern areas of the United States. The northern areas that did permit the education of Blacks began to see them achieve in higher education. Unfortunately, enslaved people in the south did not experience the same grace or priority regarding their access to education.

Oberlin College was one the first institutions to begin educating "free" Blacks. The idea of establishing educational institutions for runaway enslaved individuals along the lines of the Underground Railroad constituted the earliest Historically Black Colleges (Staff, 1990).

Cheyney (1837) and Lincoln (1854) Universities both of Pennsylvania, and Wilberforce (1856) in Ohio were some of the first great institutions to educate former enslaved individuals. In January of 1863 when the Emancipation Proclamation was signed, all enslaved individuals were declared free. The Civil War ended and policy now condoned the provision of rudimentary survival skills to newly freed enslaved people.

Today, the category of institution that was once considered a Historically Black Institutions has been expanded to include the word predominantly, but for the purpose of this study, the classification of institutions will be referred to Historically Black Colleges and Universities (HBCUs). There are currently 107 HBCUs. These colleges and universities are located in 19 states, the District of Columbia, and the Virgin Islands (Wilborn, L. et al., 1995). While their conception dates and unique purposes vary, there was a singular objective amongst them all—to provide a quality education for Black students across the country. These institutions are inclusive, welcoming to all, regardless of race, religion, sex or nationality.

This article looks into the history of hospitality management programs at HBCUs and some of their unsung heroes known as educational pioneers.

HISTORICAL RESEARCH DESIGN

The purpose of this historical research paper is to identify and profile the contributions of Black Hospitality pioneers and educators at HBCUs. The study relied on a wide variety of sources. The primary and secondary data were qualitative in nature. Primary data came from individual conversations and interviews. Secondary data was obtained from university catalogs, online obituaries, online newspaper clippings and various university websites. Pictures were provided by individuals or obtained from linkedin or facebook accounts with permission. University websites were also used to obtain information. The study's targeted population is HBCUs with current or an identifiable history of hospitality management undergraduate degree program.

A PROFILE OF THE HOSPITALITY PROGRAMS WITHIN THE HBCUS

This section covers a brief history of each university and the leading pioneers responsible for establishing, maintaining and making a significant impact in the program development and growth.

Tuskegee University is a private, historically black land-grant university in Tuskegee, Alabama. The school was founded on July 4, 1881, as the Tuskegee Normal School for Colored Teachers. This was a result of an agreement made during the 1880 elections in Macon County between a former Confederate Colonel, W.F. Foster, who was a candidate for re-election to the Alabama Senate, and a local black Leader. Lewis Adams, a former slave and successful tradesman, was the founding force behind the establishment of a school at Tuskegee. He made a deal by delivering African-American voters to the polls in the 1880 election, the Alabama legislature would pass a bill to "establish a Normal School for colored teachers at Tuskegee." He insisted on having an African-American principal and Booker T. Washington was hired. Adams, together with George Campbell, a former slave owner, was responsible for bringing Booker T.

THE UNSUNG LEGACY OF BLACK HOSPITALITY PIONEERS AND EDUCATORS AT HBCUS

Washington to Tuskegee. Using his outstanding fundraising capabilities and negotiating skills, Washington purchased an abandoned plantation of 1,000 acres. The plantation became the nucleus of Tuskegee Institute and Tuskegee University's campus. By 1906, the school had 156 faculty members, 1,500 students, and owned 2,300 acres of land. In the 1920s Tuskegee shifted from vocational education to academic higher education and became an accredited, degree-granting institute. It was renamed Tuskegee Institute in 1937. In the late 1930's, the military selected Tuskegee to train African-American pilots because of its commitment to aeronautical training. It had instructors, facilities, and a climate for year-round flying. In 1943, it began offering graduate-level instruction. In 1965, Tuskegee institute was designated a national historic landmark in recognition of its contributions and advancements in education, and the institute was elevated to university status in 1985. (Tuskegee University, 2021)

Created in 1936, the initial program was called Commercial Dietetics. This program housed in what is now the College of Agriculture, Environment and Nutrition Sciences was led by Dr. Queen Shootes-Jones, Edward Ramsey and Mr. J.B. King. In response to the environmental influence and the marketplace, the program name changed from commercial dietetics to foodservice management and in the late 1980's changed to its current name 'Hospitality Management'. The final change was responsive to the broadening services cape in the hospitality industry. With the change to Hospitality Management and a stronger focus on management functions in the hospitality industry, the program would later move in the mid-1990's to the College of Business and Information Science where it has received and affirmed AACSB accreditation since 2013. In addition to Dr. Shootes-Jones, Edward Ramsey, and Mr. J.B. King, other program coordinators include Boyd Taylor, Dr. Flora Gailiard, Dr. Faye Hall Jackson, Ms. Renee Walters, now Dr. Walters, and Dr. Steven Lonis-Shumate. The College of Business and Information Science has three undergraduate academic departments: (1) Department of Management; (2) Department of Accounting, Economics and Finance; and (3)

(L to R):
Boyd Taylor,
Flora Gailiard,
Renee Walter,
Faye Hall
Jackson



Department of Computer Science.

Source: (Tuskegee University, 2021)

Morris Brown College is a private Methodist historically black liberal arts college in Atlanta, Georgia. Founded January 5, 1881, Morris Brown was the first educational institution in Georgia to be owned and operated entirely by African Americans. In 1965, Ms. Mattie Waymer, Chair of Home Economics, wrote the curriculum for the Hotel and Restaurant Management degree program at Morris Brown College in 1972. There were several leaders who emerged from that program in 1970 and 1980 like, Ben Henry, Tim Patridge and Karl Binns. In 1997, according to Director Gloria Tate, the program had over 160 graduates and boosted alumni Mitch Thomas and Tony Jenkins in diversity management with Walt Disney World (Garrett, 1997). Other Directors were employed to keep the program flourishing to include: Norman Hall, Joyce Greene and Gloria Tate. The program in 2002 was discontinued. However, in March of 2021, the College received \$30 Million dollars from the CGI Merchant Group, LLC- a minority-owned global investment management company with a focus in real estate and private equity – to build a hotel and a hospitality management training program. Hilton Hotels will make this program one of the leading hospitality programs designed to train future leaders (Stirgus, 2021). Additionally, Chick-Fil-A has donated \$500,000 to develop a Leadership development program focusing on careers in hospitality and organizational leadership.

Sources: (Lumpkin, 2021) and (Morris Brown College, 2021)

(L to R):
Mattie Waymer,
Karl Binns,
Joyce Greene,
Gloria Tate

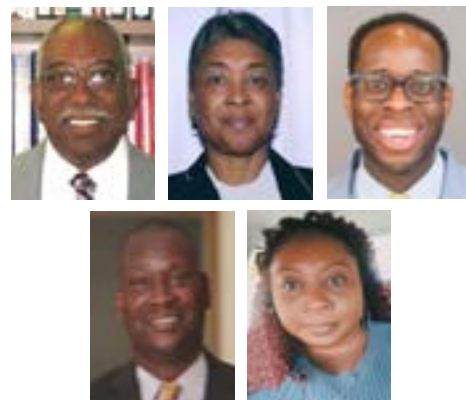


Cheyney University of Pennsylvania is a public historically black university in Cheyney, Pennsylvania. Founded in 1837, it is the oldest historically black college. Built on land donated by the prominent Cheyney family, the university was founded as the African Institute of Colored Youth (ICY) in April 1837. Instruction was at the high school level (which at the time was considered advanced) until well into the twentieth century, when Cheyney became

a college. Founded as the African Institute, the school was soon renamed the Institute for Colored Youth. In its early years, it provided training in trades and agriculture, as those were the predominant skills needed in the general economy. In 1902 the Institute was relocated to George Cheyney's farm, a 275-acre property 25 miles (40 km) west of Philadelphia. The name "Cheyney" became associated with the school in 1913. The school's official name changed several times during the 20th century. In 1983, Cheyney was taken into the State System of Higher Education as Cheyney University of Pennsylvania.

Cheyney University was one of the earlier HBCUs offering the Bachelor of Science in Hotel, Restaurant, and Tourism Management (HRTM). The program began in 1975. Cheyney HRTM is housed in the Department of Business, Education and Professional Studies which is in the School of Business and Professional Studies. Since its beginning more than 45 years ago, the Program has graduated over 300 students, many of whom are now leading successful careers in the industry. The program is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). Some of the leading African American educators providing leadership for the program included: Ms. Gloria Tate, Dr. Pender Noriega, Ms. Madeline Murphy, Mr. Shawn Murray, Dr. Bill Williams, Dr. Ivan Turnipseed and currently Dr. Krystal Peters.

Source: (Cheyney, 2021) and (Cheyney, 2021b)



(L to R): Pender Noreiga, Madeline Murphy,
Shawn Murray, Ivan Turnipseed, Krystal Peters

Wiley College is a private, historically black, liberal arts college in Marshall, Texas. Founded in 1873 by the Methodist Episcopal Church's Bishop Isaac Wiley and certified in 1882 by the Freedmen's Aid Society, it is one of the oldest predominantly black colleges west of the Mississippi River. The Hospitality program was established in 1973 and offered a Bachelor of Science in Hotel Restaurant and Institutional Management. Educators who provided leadership for this degree program

THE UNSUNG LEGACY OF BLACK HOSPITALITY PIONEERS AND EDUCATORS AT HBCU

were its first coordinator Dr. Ernest Boger, Dr. Almaz Beckel, Ms. Doris Cherry Marzett and currently, Ms. Gloria Tate. The 2015-2019 Wiley College catalog stated that a Bachelor of Business Administration (BBA) degree with a concentration in Hospitality and Tourism Administration was being offered and was designed to prepare students for entry-level management in the fast-paced, rapidly changing, and global hospitality and tourism industry. It also indicated that the program is built upon a strong foundation in business with a central focus on effective management and leadership including delivery of quality services for guest satisfaction in all phases of the industry. Please note, the Wiley 2020-2024 catalog no longer lists this program as a major, but courses are being taught within this university.

Source: (Wiley College, 2021 and Wiley College, 2021b)



(L to R): Ernest P. Boger, Doris C. Marzett, Gloria Tate

Bethune-Cookman University is a private historically black university in Daytona Beach, Florida. Mary McLeod Bethune founded the Daytona Educational and Industrial Training School for Negro Girls in 1904. It is affiliated with the United Methodist Church. In 1931, the [Methodist Church] helped the merger of the school with the boys' Cookman Institute, forming the Bethune-Cookman College, a coeducational junior college. Bethune became president. The school subsequently became a four-year college in 1941 when the Florida Department of Education approved a 4-year baccalaureate program in Liberal Arts and Teacher Education. On February 14, 2007, the Board of Trustees approved the name Bethune-Cookman University.

The Hotel, Restaurant and Institutional Management program began in the early 1980s under the leadership of Dr. Ron Cox, followed by Mr. Karl Binns, Dr. Ernest Boger, Dr. Leonard Jackson and Dr. Graham Bowcher. The program flourished under these educators as a department in the School of Business. Later in 2016, the program became independent and was named The Bob Billingslea School of Hospitality Management (BBSHM), the first School of Hospitality in an HBCU with Dr. Deanne Williams-Bryant served as the founding Dean. Upon reconfiguration of the university structure, the Bob Billingslea School of Hospitality Management was reunited with the College of Business and Entrepreneurship under the continued leadership of Dr. Williams-Bryant. The Bob Billingslea School of Hospitality Management is the only HBCU in the state of Florida to offer the bachelor's degree in Hospitality Management, with ma-

jors in Culinary Innovation and Foodservice Management and Event and Entertainment Management. The Bob Billingslea School of Hospitality Management is internationally accredited by the Accreditation for Programs in Hospitality Administration. (ACPHA).

Source: Bethune-Cookman, 2021 and Bethune-Cookman, 2021b



(L to R): Karl Binns, Ernest Boger, Deanne Williams-Bryant

University of Maryland Eastern Shore (UMES) is a public historically black land-grant research university in Princess Anne, Maryland. It is part of the University System of Maryland. It opened September 13, 1886 under the auspices of the Delaware Conference of the Methodist Episcopal Church. Congress enacted the Second Morrill Act of 1890, which required states to establish colleges for African-American students in order to continue to receive land-grant funds. In 1948, the Eastern Shore Branch of the University of Maryland, then alternately known as Princess Anne College, was renamed as Maryland State College, a division of the University of Maryland. Maryland State College became the University of Maryland Eastern Shore on July 1, 1970.

The degree program in Hotel, Restaurant and Institutional Management was established in 1978 by Dr. Tom Calnan. Other Directors/Educators providing leadership to the program were: Mr. Richard Gormley, Dr. John Dienhart, Attorney John Dixon, Mr. Oliver Childs, Dr. Karl Binns, Richard Gromley, Dr. Ernest Boger and currently, Dr. Pamela Allison. UMES offers a Bachelor of Science Degree in Hospitality and Tourism Management (HTM). The HTM Department also administratively houses the only Bachelor of Science in PGA accredited Golf Management (PGM). The Princess Anne location is complimented by an upper division schedule of UMES-hospitality & tourism management classes available at the Universities at Shady Grove in Rockville as well as at the University System of Maryland



(L to R): John Dixon, Oliver Childs, Ernest Boger, Karl Binns



at Hagerstown, where students take lower division level culinary arts and hospitality courses and all upper division courses required for the degree. It is accredited by the Commission for Programs in Hospitality Administration (ACPHA). Source: University of Maryland Eastern Shore, 2021

Howard University is a private, federally chartered historically black research university in Washington, D.C. Founded in 1867, from its outset Howard has been nonsectarian and open to people of all sexes and races. It offers undergraduate, graduate, and professional degrees in more than 120 programs, more than any other HBCU in the nation. The Bachelor of Business Administration with a major in Hospitality Management was established at Howard University. The program is housed in the Department of Management in the School of Business. Two leading African American educators providing leadership for the program were Drs. Charles F. Monagan and Clorice Thomas Haysbert, both Lieutenant Colonels in the Arm Services, later serving the program was Dr. Maryan Khan. The program flourished under these leaders. The Business School is AACSB accredited.

In 2021, The Marriott-Sorenson Center for Hospitality Leadership was created by a \$20 million endowment by The J. Willard and Alice S. Marriott Foundation. Additionally, Businessman and entrepreneur Ian Schrage has pledged a \$1 million gift to the Arne M. Sorenson Hospitality Fund. The fund was established by Marriott International to honor the legacy of Arne M. Sorenson, the company's late president and CEO. The donation will help support the programmatic and career development elements of the Marriott-Sorenson Center for Hospitality Leadership, which will be housed within the Howard University School of Business.

Sources: Howard University, 2021 and Lumpkin, 2021



(L to R): Charles F. Monagan, Clorice Thomas Haysbert

Norfolk State University (NSU) is a public historically black university in Norfolk, Virginia. The university is a member-school of Thurgood Marshall College Fund and the Virginia High-Tech Partnership. The institution was founded on September 18, 1935 as the Norfolk Unit of Virginia Union University (V-SU). In 1942, the school became independent of VSU and was named Norfolk Polytechnic College. In 1969, the college split from Virginia State College and was named Norfolk State College. The college was issued accreditation from the Southern Association of Colleges and

THE UNSUNG LEGACY OF BLACK HOSPITALITY PIONEERS AND EDUCATORS AT HBCUS

Schools the same year with an enrollment of 5,400 students. The college was granted university status in 1979 by the General Assembly of Virginia; it changed its name to Norfolk State University.

The Bachelor of Science degree in Hospitality and Tourism Management was established in 1984 and administered under the leadership of Mr. Hubert Alexander, founder and Director until 1990. Mr. Alexander was one of the original Commissioners on the Accreditation Board that established the accreditation standards for world-wide programs in Hospitality Education. The program flourished during that time. The program is currently administered in the School of Business under the leadership of Mr. Lawrence Epplein. Source: Norfolk State University, 2021



Hubert Alexander

Virginia State University is a public historically black land-grant university in Ettrick, Virginia. Founded on March 6, 1882, Virginia State developed as the United States' first fully state-supported four-year institution of higher learning for black Americans. In 1920, the land-grant program for Blacks was moved from a private school, Hampton Institute, where it had been since 1872, to Virginia Normal and Industrial Institute. In 1923 the college program was restored, and the name was changed to Virginia State College for Negroes in 1930. The two-year branch in Norfolk was added to the college in 1944; the Norfolk division became a four-year branch in 1956 and gained independence as Norfolk State College in 1969. Meanwhile, the parent school was renamed Virginia State College in 1946. Finally, the legislature passed a law in 1979 to provide the present name, Virginia State University(VSU).

The Bachelor of Science in Hotel and Restaurant Management was established in 1981 under the leadership of Dr. Robert Ritz. The program is located in the College of Agriculture. Dr. Cynthia Mayo, Director provided leadership for this program and it achieved international Accreditation from the Accredi-



**(L to R):
Cynthia Mayo,
Hubert
Alexander,
Deanne Wil-
liams-Bryant,
Berkita Brad-
ford**



tation Commission for Programs in Hospitality Administration. Other Educators providing leadership for the program includes: Hubert Alexander, Deanne Williams- Bryant and currently Dr. Berkita Bradford. The program offers the Bachelor of Science in Hospitality Management. Source: Virginia State, 2021

Delaware State University is a public historically black land-grant research university in Dover, Delaware. DSU also has two satellite campuses, one in Wilmington and one in Georgetown. The Delaware College for Colored Students was established on May 15, 1891, by the Delaware General Assembly. The name was changed to the State College for Colored Students by state legislative action in 1893 to eliminate confusion with Delaware College, which was attended by whites in Newark, DE. It first awarded degrees in 1898. In 1945, the Middle States Commission on Higher Education awarded the college provisional accreditation. Three years later, the institution became Delaware State College by legislative action. Although its accreditation was revoked in 1949, it was regained in 1957. On July 1, 1993, the institution changed its name yet again, this time to Delaware State University. In July 2020, it was announced that Delaware State University will officially acquire Wesley College. This acquisition makes Delaware State the first historically Black university to acquire an institution that is not a historically Black college or university.

The Bachelor of Science in Hotel and Restaurant Management program was established in the eighties by Founder and Director Anne Smith and housed in the same building with the Department of Family and Consumer Sciences and School of Business. Between 1997 and 2000 the program was moved to the School of Business and was accredited by the Accreditation of Programs in Hospitality Administration (ACPHA). African American Educators serving in that program later were: Dr. Cynthia Mayo, Chair, Dr. Clorice Thomas Haysbert and currently, Dr. June Clarke. In 2000, the Hotel and Restaurant Management Program was changed to the Hospitality and Tourism Management Program. The program offers the Bachelor of Science in Hospitality and Tourism Management and a concentra-



**(L to R):
Anne Smith,
Cynthia Mayo,
Colrice Thomas
Haysbert, June
Clarke**



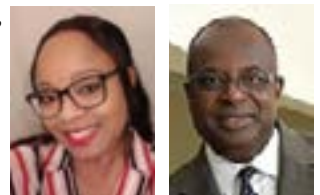
tion in Casino Management. DSU is the only HBCU whose HTM program is accredited by both ACPHA (Accreditation Commission for Programs in Hospitality Administration) and AACSB (Association to Advance Collegiate Schools of Business). Source: Delaware State University, 2021 and Delaware State University 2021b

Morgan State University (Morgan State or MSU) is a public historically black (HBCU) research university in Baltimore, Maryland. It is the largest of Maryland's HBCUs. In 1867, the university, then known as the Centenary Biblical Institute, changed its name to Morgan College to honor Reverend Lyttleton Morgan, the first chairman of its board of trustees and a land donor to the college. It became a university in 1975.

With the approval of the Maryland Higher Education Commission (MHEC) the Hospitality Management program was established under the leadership of Dr. Charles F. Monagan, Founder and Director. In the fall of 1995, the University began offering the Bachelor of Science degree in Hospitality Management with 30 students. In 1998, the program was assigned to the Business Administration Department of the Earl G. Graves School of Business and Management (SBM). The curriculum was revamped to comply with the stringent quality student engagement requirements of the Association to Advance Collegiate Schools of Business (AACSB). The School offers a Bachelor of Science and a Master of Science in Hospitality Management. The program continued under the leadership of Dr. Nathan Austin, Dr. Annette George and currently Dr. Julaine Rigg. The School offers a Bachelor of Science and a Master of Science in Hospitality Management.



**(L to R):
Charles F.
Monagan,
Annette George,
Julaine Rigg,
Nathan Austin**



North Carolina Central University, a state-supported liberal arts institution, is a public, historically black university in Durham, North Carolina. Founded by Dr. James E. Shepard in affiliation with the Chautauqua movement in 1909, it was supported by private funds from both Northern and Southern philanthropists. Becoming a state-funded institution in 1923, this school was renamed as Durham State Normal School for Negroes; normal schools trained teachers for elementary grades. In 1925, reflecting the expansion of its programs to a four-year curriculum with a variety of majors, the General Assembly converted the institution into the North Carolina College for Negroes, dedicating it to the offering of liberal arts education and the preparation of teachers and principals of secondary schools. It was the nation's first state-supported liberal arts college for black students.

In 1969 the legislature designated the higher education institution as a regional university and renamed it as North Carolina Central University. It has been part of the University of North Carolina system since 1972, and offers programs at the baccalaureate, master's, professional and doctoral levels.

The Hospitality and Tourism Administration program was established in 1997 under the leadership of Dr. Beverly A. Bryant, Founder and Director in the Department of Human Sciences where she provided leadership for 21 years. Dr. Sunday Okeiyi worked closely with Dr. Bryant to develop the program. The program was transferred to the School of Business in 2000. The program received a grant from the University of North Carolina System to support the development of the online degree option resulting in a full-time Coordinator position. The online degree option was coordinated by Brian Cliette, followed by Dr. LaChelle Wilborn. The program flourished in the School of Business where Dr. Bryant served as Chair until June 2020. The School offers the Bachelor of Science in Hospitality and Tourism Administration in both the traditional and online platform, a Minor in Hospitality Management and the MBA with a concentration in Hospitality Management. Since its first graduating class in 2000, the program has graduated over 300 graduates employed in managerial positions in diverse sectors of the hospitality and tourism industry and in the service management sector. The program is internationally accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). The School of Business is AACSB accredited. The current Chair of the Department

(L to R):
Beverly Bryant,
LaChelle
Wilborn

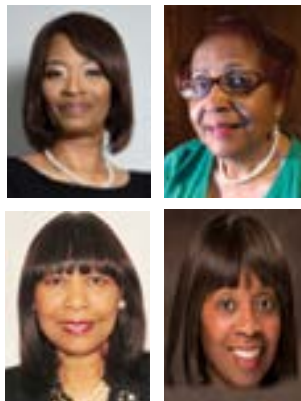


ment is Dr. Po Ju Cen. Source: North Carolina Central University, 2021.

Livingstone College is a private, historically black Christian college in Salisbury, North Carolina. It is affiliated with the African Methodist Episcopal Zion Church. Livingstone College along with Hood Theological Seminary began as Zion Wesley Institute in Concord, North Carolina in 1879. The institute changed its name to Livingstone College in 1887 to honor African missionary David Livingstone. That same year, the school granted its first degree.

August 2014, Livingstone submitted plans for converting a former Holiday Inn on Jake Alexander Boulevard into a hospitality school. Livingstone's Department of Hospitality Management & Culinary Arts program was established and accredited in 2012 by Dr. Vivian Ray who served as Founder and Director. The School moved to its current hotel location in 2015 and flourished under the leadership of Dr. Vivian Ray and Ms. Gracie Rogers as instructor. In 2017, Dr. Ray left to assume another opportunity. Dr. Beverly Bryant helped with the Administration of the program during which time Mr. Joseph Brown was hired as Culinary Director and later Maria Marquez. Dr. David Rivera was hired as Chair in 2019. In 2020 the program merged with Sport Management, housed in the School of Business, later in 2020, Dr. Berkita Bradford was hired as Adjunct Faculty and Coordinator of the program. The program offers the Bachelor of Science in Hospitality Management and the Associate of Applied Science in Culinary Arts (AAS). Source: Livingstone College, 2021.

(L to R):
Vivian Ray,
Gracie Rogers,
Beverly Bryant,
Berkita
Bradford



The University of the District of Columbia (UDC) is a public historically black land-grant university in Washington, D.C. It was established in 1851 and is the only public university in the city. UDC is a member school of the Thurgood Marshall College Fund.

Housed within the School of Business and Public Administration (SBPA), Department of Business Management's Bachelor of Science in Hospitality and Tourism Management is a 2 + 2 program. The Associate of Applied Science (AAS) in Hospitality Management and Tourism

at the University of the District of Columbia was developed in 2004 by Dr. Henry Iroegbu. In 2017, the program's name was changed to Hospitality and Tourism Management and the program was redesigned as an Associate of Science (AS) by Professor Scott King. Professor King also developed the Bachelor of Science in Hospitality and Tourism Management when launched in Fall 2019. It requires either an Associate's or Applied Associates of Science Degree in Hospitality Management or Hospitality and Tourism Management prior to entering the bachelor program. The degree program consists of a specific combination of hospitality management, business management, and general education courses that will provide students with a sound working knowledge of not just hospitality management, but of management/leadership in general that will prepare them for professional-level leadership positions in the hospitality industry. The Dean of Business is Mohammed Sepheri. Source: University of District of Columbia, 2021



Scott King

Tennessee State University is a public historically black land-grant university in Nashville, Tennessee. Founded in 1912, it is the only state-funded historically black university in Tennessee. The university was established as the Tennessee Agricultural & Industrial State Normal School for Negroes in 1912. It changed its name to Tennessee Agricultural & Industrial State Normal College in 1925 and two years later, in 1927, it became known as Tennessee Agricultural & Industrial State College.

In 1941, the Tennessee General Assembly directed the Board of Education to upgrade the educational program of the college. Three years later the first master's degrees were awarded and by 1946 the college was fully accredited by the Southern Association of Colleges and Schools.

In 1968, the college officially changed its name to Tennessee State University and in 1979, the University of Tennessee at Nashville merged into Tennessee State due to a court mandate.

The Bachelor of Science degree in Hospitality Management was established in 2009 under the leadership of Dr. Wayne Guyette. The program was housed in the College of Agriculture, and shared a building with the Department of Family and Consumer Sciences. The program was later transferred to the School of Business 2012, which is AACSB accredited. The Hospitality Management program is currently offered as a concentration under Business Administration. Educators providing leadership for the program include: Dr.



David Baker

Festus Olorunniwo and currently Dr. Chunxing Fan and Dr. David Baker as Professor. Source: Tennessee State University, 2021

The University of Arkansas at Pine Bluff is a public historically black university in Pine Bluff, Arkansas. Founded in 1873, it is the second oldest public institution in the state of Arkansas. It was operated separately as part of a compromise to get a college for black students, as the state maintained racial segregation well into the 20th century. It later was designated as a land-grant college under the 1890 federal amendments to Morrill Land-Grant Acts. As Congress had originally established the land grant colleges to provide education to all qualified students in a state, in 1890 it required states maintaining segregated systems to establish a separate land-grant university for blacks as well as whites. In 1972, Arkansas AM&N re-joined what is now the University of Arkansas System. As a full-fledged campus with graduate study departments, it gained its current name and university status in the process.

The Bachelor of Science degree in Hospitality and Tourism Management was established in 2019 under the leadership of Dr. Brenda Martin and Dr. Suzette Goldmon as the lead Professor. Ms. Lucille Meadows accompanied students interested in hospitality careers to professional meetings before the hospitality program was officially approved. The program is housed in the School of Agriculture, Fisheries and Human Sciences. Additionally, in collaboration with Business Administration, a newly approved MBA program is expected to start in fall of 2021. Students will be able to choose from three specializations: Gaming and Casino Management, Hospitality Management and Business Analytics. Source: University of Arkansas at Pine Bluff, 2021

(L to R):
Brenda Martin,
Suzette
Goldmon



Central State University is a public, historically black land-grant university in Wilberforce, Ohio. It is a member-school of the Thurgood Marshall College Fund. Established by the state legislature in 1887 as a two-year program for teacher and industrial training, it was originally located with Wilberforce University, a four-year institution devoted to classical academic education. It was originally known as the Combined Normal and Industrial Department. In 1941 the college gained a four-year curriculum, independent status in 1947, and was renamed as Central State College in 1951. With further

development, it gained university status in 1965. In 2014, Central State University received designation as a land-grant university.

Hospitality Management was housed in the School of Business as a concentration. It was established in 1993 under the leadership of Ms. Gloria Tate. The Concentration continued under the leadership of Dr. Albertha Thrash. According to the University website, "Hospitality Management significantly impacts many business areas, and students concentrating in the Hospitality Management Option are in the prime position to enter into careers leading to unlimited opportunities throughout the world." This option provides students the opportunity to master the skills and discipline to be successful in one of the fastest growing fields in the world. Source: Central State University, 2021 and Central State University, 2021b

(L to R):
Gloria Tate,
Albertha
Thrash



Alabama State University was founded in 1867 as the Lincoln Normal School of Marion in Marion, Alabama. In December 1873, the State Board accepted the transfer of title to the school after a legislative act was passed authorizing the state to fund a Normal School, and George N. Card was named president. Thus, in 1874, this predecessor of Alabama State University became America's first state-supported educational institution for blacks. This began ASU's history as a "teachers' college."

In 1887, the university opened in its new location in Montgomery, but an Alabama State Supreme Court ruling forced the school to change its name; it was renamed the Normal School for Colored Students. In the decades that followed, Lincoln Normal School became a junior college, and in 1928 became a full four-year institution. In 1929 it became State Teachers College, Alabama State College for Negroes in 1948, and Alabama State College in 1954. In 1969, the State Board of Education, then the governing body of the university, approved a name change; the institution became Alabama State University.

There is no evidence on the website to indicate the date of establishment, however, a four-year curriculum is described leading to the Bachelor of Science degree in Hospitality and Tourism. Source: Alabama State University, 2021 and Alabama State University, 2021b.

Alabama A and M State University Alabama Agricultural and Mechanical University (Alabama A&M) is a public historically black land-grant university in Normal, Alabama. Founded in 1875 as a normal school,

it took its present name in 1969. AAMU is a member-school of the Thurgood Marshall College Fund and is accredited by the Southern Association of Colleges and Schools. Alabama Agricultural and Mechanical University Historic District.

The Bachelor of Science degree in Hospitality Management was established under the leadership of Ms. Ann Pryor Warren in 1985. The hospitality program is housed in the Family and Consumer Sciences Department. The Program at AAMU is designed for students who possess a strong interest in the sociological, psychological, and economical aspects of food as it relates to nutritional status and world hunger. The program provides a broad education in the science of nutrition and preparation of food as related to an individual's lifestyle, culture, and health. The interim Chair is Dr. Nahid A. Sistani. Source: Alabama A & M University, 2021 and Alabama A & M University, 2021b



Ann Pryor
Warren

Virginia Union University is a private historically black university in Richmond, Virginia. The American Baptist Home Mission Society (ABHMS) founded the school in 1865 shortly after Union troops took control of Richmond, Virginia, at the end of the American Civil War. The college became the first academic library at an HBCU, building the library in 1865 the same year the college was established.

The Bachelor of Science program in Hospitality Management was established in 2020 by Dr. Joy Goodrich and Dr. Robin Davis. It began its offerings in spring 2021 under the leadership of Dr. Cynthia Mayo. The program is housed in the Sydney Lewis School of Business and will serve a global and diverse student population through state- of-Art online learning. The School also offers the Master of Science in Hospitality Management.



Cynthia Mayo

HISTORICALLY BLACK COMMUNITY COLLEGE WITH HOSPITALITY MANAGEMENT PROGRAM:

H. Councill Trenholm State Community College is a historically black community college in Montgomery, Alabama. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). It awards associate's degrees and certificates in a variety of healthcare and technical disciplines. The current iteration of the college was formed in 2001 by the merger of Trenholm State Technical College (found-

ed 1963) with John M. Patterson Technical School (founded 1961). The College offers the Associate in Applied Science Degree Culinary Arts AAS in Culinary Arts and the Associate in Applied Science Degree Culinary Arts Hospitality Management as a concentration. Both programs required 57 credit hours. There was no information as to when the program began. Source: H. Councill Trenholm State Community College, 2021

HISTORICALLY BLACK COLLEGE AND UNIVERSITIES WITH INACTIVE HOSPITALITY MANAGEMENT PROGRAMS:

Barber-Scotia College was founded in January, 1867, by Reverend Luke Dorland, who was commissioned by the Presbyterian Church, U.S.A. to establish in the South an institution for the training of African-American women in Concord, North Carolina. In 1916, the name was changed to Scotia Women’s College. In 1930, Barber Memorial College of Anniston, Alabama, merged with Scotia Women’s College. The present name, Barber-Scotia College was adopted in 1932.

The Bachelor of Science degree in Hospitality Administration Management was established in 1989 at Barber Scotia College under the leadership of Ms. Joyce Greene. The program continued under the leadership of Mr. Alphonso Osiezagha and was housed in the School of Business. According to College records, the program prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Course instruction is provided in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations. There are no records to indicate the program is still active. Source: Barber-Scotia, 2021 and Barber-Scotia, 2021b

(L to R):
Joyce Greene,
Alphonso
Osiezagha



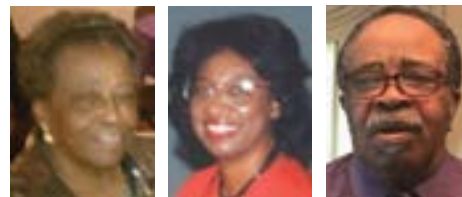
Chicago State University (CSU) is a predominantly black, public university in Chicago, Illinois. Founded in 1867 as the Cook County Normal School, it was an innovative

teachers college. Eventually the Chicago Public Schools assumed control of the school and it became Chicago Teachers College (CTC). Northeastern Illinois University began as a branch campus of CTC. In 1951, the State of Illinois began funding the college, and assumed control in 1965, transforming it into a comprehensive state college. In 1967, it became Chicago State University. CSU is a member of the Thurgood Marshall College Fund and accredited by the Higher Learning Commission.

The program was established in the 1980’s under the leadership of Dr. Patrick Stanton who was a founding Consortium member. The University indicates that hospitality management was a concentration within the School of Business. The following is indicated: All students declaring a business program option (accounting, finance, hospitality management, information systems, marketing, and management) as a major are assigned a business advisor upon acceptance into Chicago State University. The University website does not indicate it is still active. Source: Chicago State University, 2021 and Chicago State University, 2021b

Grambling State University was founded in 1901 is a public historically black university located in Grambling, Louisiana.

The Bachelor of Science degree in Hotel and Restaurant Management was established in the nineties under the leadership of Dr. Willie Dillard Ford, Chair of Home Economics. Later, under the leadership of Joseph Naylor Doris Cherry Marzett, the program continued to flourish. The Hotel and Restaurant Management Program was discontinued in the College of Arts and Science in Spring 2009 and moved to the College of Business. The hospitality program in the College of Business will provide students with the option of having a Hospitality Tourism Management concentration or minor. The current university catalog does not show any course offerings. Source: Grambling State University, 2021 and Grambling State University, 2021B



(L to R): Willie Dillard Ford, Doris Cherry Marzett, Joseph Naylor

Hampton University is a private historically black research university in Hampton, Virginia. It was founded in 1868 by black and white leaders of the American Missionary Association after the American Civil War to provide education to freedmen. In 1861 Mary

Peake, a free Negro, was asked to teach, even though Virginia law forbid the education of slaves, free blacks and mulattos at that time. She held her first class, which consisted of about twenty students, on September 17, 1861 under a simple oak tree. This tree would later be known as the Emancipation Oak and would become the site of the first Southern reading of the Emancipation Proclamation in 1863. Today, the Emancipation Oak still stands on the Hampton University campus as a lasting symbol of the promise of education for all, even in the face of adversity. The Hampton Normal School - government funds to continue the work started by Mary Peake, General Butler founded the Butler School for Negro children, where students were taught reading, writing, arithmetic, geography, and grammar, as well as various housekeeping skills. On April 1, 1868, Armstrong opened Hampton Normal and Agricultural Institute with a simple declared purpose. The Butler School, which was succeeded in 1889 by the Whittier School, was used as a practice ground for teaching students of the Hampton Normal School. On July 1, 1930, Hampton Normal and Agricultural Institute became Hampton Institute. Today, over 150 years after its inception, Hampton University continues to break new ground in academic achievement, staying true to General Armstrong’s original promise of The Standard of Excellence, An Education for Life.

In 2003, Hampton University opened a satellite campus in Virginia Beach. The state of the art College of Virginia Beach was located in the city’s newly constructed Town Center and offered undergraduate degrees in nursing and hotel/resort management. The satellite campus officially closed in 2020 and no longer offers a B.S. in Hotel and Resort Management. Source: Hampton University, 2021 and Hampton University, 2021b

Huston-Tillotson University (HTU) is a private historically black university in Austin, private historically black university in Austin, Texas. Established in 1875, Huston-Tillotson University was the first institution of higher learning in Austin. It is a coeducational college of liberal arts and sciences. The university is affiliated with the United Methodist Church, the United Church of Christ, and the United Negro College Fund. Huston-Tillotson College officially changed its name to Huston-Tillotson University on February 28, 2005. Huston-Tillotson College was formed by the merger of Samuel Huston College and Tillotson College, which was effective on October 24, 1952. Huston-Tillotson College remained a primarily black college after the merger, although there were no racial restrictions for entry.

Huston-Tillotson University awards bachelor’s degrees in business, education, the

humanities, natural sciences, social sciences, science, and technology and a Master's degree in educational leadership. The Hotel Restaurant Management program was established in 1979. The catalog does not show that the program is active at this time of the writing of the article. Source: Huston-Tillotson, 2021 and Huston-Tillotson, 2021b

Langston University, founded in 1897, is a public land-grant historically black university located in Langston, Oklahoma and is the only HBCU in Oklahoma. Detailed information could not be found on Langston University's Hospitality Management program. It was noted that the program was in existence in the early 90's to the early 2000s. This was noted by documented participation in a AC-PHA Accreditation study published in 1994 and the last known program graduate in 2000. Sources: Langston University, 2021

DISCUSSION

HBCUs with degree offerings in Hospitality and Tourism Management have been in existence spanning a time beginning with Morris Brown College in the 1960s to the most recent program at Virginia Union University in 2021. These institutions of higher learning have served to produce Black graduates necessary to help close the underrepresentation gap in all segments of the Hospitality and Tourism Industry. Many of these programs began through Food /Nutrition; Dietetics; and Institutional and Commercial Foodservice programs. Development of Hospitality programs began in the 1960's with Morris Brown College in 1965. In the 1970's, seven (7) more Universities developed hospitality programs to include: Cheyney, Wiley, Bethune Cookman, Hutson Tilliotson, Langston, Grambling and the University of Maryland Eastern Shore. In the 1980's, another six (6) programs were established: Chicago State, Virginia State, Tuskegee Institute, Norfolk State, Alabama A & M and Barber Scotia. In the 1990s as the hospitality industry grew so did the need for qualified individuals to work in the industry. These needs were addressed in part by the creation of additional programs (5) at HBCU colleges and universities to include: North Carolina Central, Delaware State, Central State, Howard University and Morgan State. The 2000's produced an additional seven (7) programs: Tennessee State, University of District Columbia, Alabama State, Trenholm State Community College, Livingstone College, Virginia Union, and the University of Arkansas at Pine Bluff. These HBCUs with hospitality and tourism management programs helped bridge the underrepresentation gap of minorities in supervisory, managerial and corporate levels positions within the industry.

During the span of 56 years, twenty-six

programs in hospitality were developed and implemented, however, some, five (5) have been discontinued and/or inactive. Currently, there are twenty-one programs actively producing graduates. One Community College offers the associate of applied science in culinary arts and a hospitality concentration: Trenholm Community State College, One College (Livingstone) offers both the Culinary and Hospitality Program as well as the University of District Columbia. The remaining 18 universities offer bachelor's degrees or hospitality concentrations. Five of the eighteen Universities offer the Masters/ MBA in Hospitality management: Delaware State, Morgan State, North Carolina Central, University of Arkansas- Pine Bluff and Virginia Union University. Fifteen (71%) of the twenty-one active programs are housed in Schools of Businesses. Three are stand-alone programs, one is housed in Family and Consumer, one in the College of Agriculture, Fisheries and Human Sciences, and one in College of Agriculture. Six of the twenty-one are internationally accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA): Cheyney University, Bethune Cookman, Delaware State, Virginia State, North Carolina Central University and University of Maryland Eastern Shore. Delaware State University is the only HBCU whose Hospitality and Tourism Management program is accredited by both ACPHA (Accreditation Commission for Programs in Hospitality Administration) and AACSB (Association to Advance Collegiate Schools of Business).

LIMITATION OF THE STUDY

The study was hindered by one limitation. The limitation related to the amount of material that was collected by the researchers on the HBCU programs. The original design of the study called for:

- 1) Direct interviews with program chairs
- 2) Published historical data

Some of this material was inaccessible for several of the programs and therefore it was necessary to seek other forms of information. The material that was eventually collected and used to fill in some of the gaps was available to the public.

The collected information for the HBCUs did not provide the comprehensive review of originally planned programs. The lack of detailed descriptions gave less insight into the individual programs that are no longer in existence. The researchers were only able to state general dates of closure and not the reasons why. Based on the aforementioned limitations of the study, the researchers will investigate in the future the reasons behind the closing of the hospitality management programs at HBCUs and links due to low enrollment and accreditation.

CONCLUSION

HBCUs with Hospitality Management have a long history of producing significant numbers of quality graduates that go on to have successful careers in the industry. These institutions continue to serve a unique purpose and continue to be a valuable recruiting resource. It should be noted that of the 46 educators identified who worked at these HBCU schools, 61% (28) received the Bachelor's degree from an HBCU and 63% (29) (of the educators hold the doctoral/terminal degree (Ph.D, Ed.D, JD, DBA, DMGT). This indicates that not only are the HBCUs producing a valuable source of highly qualified and educated labor, but a great source of educators for institutions of higher education.

As the hospitality industry recovers from the COVID 19 pandemic, more opportunities for careers in the industry have become available, however, Colleges and Universities are still facing low enrollment trends across the country. Historically Black Colleges and Universities will still press forward to employ strategies to recruit, retain and graduate candidates for positions in supervisory and managerial positions within the Hospitality and Tourism Industry.



Table 1: Black Hospitality and Tourism Educators and their Undergraduate Institutions

(HBCUs noted by *)

Educator's Name	Undergraduate Institution	Degree Awarded
Hubert Alexander, MS	Tuskegee University*	B.S. Degree
Nathan Austin, Ph.D.	Chartered Institute of Marketing	Diploma/B.S. Degree
David Baker, Ph.D.	University of West Indies	B.Sc. Degree
Karl Binns, MBA	Morris Brown College*	B.S. Degree
Ernest Boger, DBA	University of South FL	B.A. Degree
Berkita Bradford, Ph.D.	Grambling University*	B.S. Degree
Beverly Bryant, Ed.D.	Tuskegee University*	B.S. & M.S. Degrees
Oliver Childs, MS	Cheyney University*	B.S. Degree
June Clarke, Ph.D.	Florida International University	B.S. Degree
Brian Cliette, MS	Florida International University	B.S. Degree
John Dixon, J.D.	University of Montana	B. S Degree
Willie Dilliard Ford, Ph.D.	Tuskegee University*	B.S. Degree
Flora Gailiard, Ph.D.	Tuskegee University*	B.S. & M.S. Degrees
Annette George, Ph.D.	Morgan State University*	B.S. Degree
Richard Gromley, MBA	University of Washington	B.S. Degree
Suzzette Goldmon, Ph.D.	University of Tennessee Martin	B.S. Degree
Joyce Green, MS	Brooklyn College - Cuny New York Food and Hotel Management School	B. S. Degree
Clorice Thomas Haysbert, Ph.D.	Tuskegee University*	B. S. Degree
Faye Hall Jackson, Ph.D.	Tuskegee University*	B.S. Degree
Leonard Jackson, Ph.D.	Ryerson University	B. A. Degree
Scott King, Ed.D	Concord University	B.S. Degree
Brenda Martin, Ph.D.	University of Arkansas Pine Bluff*	B.S. Degree
Doris Cherry Marzett, MS	Grambling University*	B.S. Degree
Cynthia Mayo, Ph.D.	Hampton University*	B.S. & M.S. Degrees
Lucille Meadows, MS	Tuskegee University*	B.S. Degree
Charles Monagan, Ph.D.	Tuskegee University*	B.S. Degree
Madeline Murphy, MS	Hampton University* Virginia State University*	B.S. Degree M.S. Degree
Shawn Murray, MS	Gwynedd Mercy University	B.S. Degree
Joseph Naylor, MS	Grambling University*	B.S. Degree
Pender Noreiga, DBA	St. Leo College	B.A. Degree
Alphonso Osiezagha, MS	Florida Memorial College	B.S. Degree
Sunday Okeiyi, Ph.D.	Mississippi State University	B.S. Degree
Krystal Peters, Ph.D.	Cheyney University*	B.S. Degree
Vivian Ray, Ed.D.	N.C. A&T State University*	B.S. Degree
Julaine Rigg, Ph.D.	University of Technology	B.Sc. Degree
David Rivera, Ph.D.	University of South Carolina	B.S. Degree
Gracie Rogers, MS	North Carolina Central University*	B.S. Degree
Anne Smith, MS	Cheyney University*	B.S. Degree
Gloria Tate, MS	Cheyney University*	B.S. Degree
Boyd Taylor, MS	Tuskegee University*	B.S. Degree
Albertha Thrash, Ph.D.	University of Dayton	B.S. Degree
Ivan Turnipseed, Ph.D.	New York University	B.S. Degree
Renee Walters, Ed.D.	Grambling University*	B.S. Degree
Mattie Waymer, MS	South Carolina State University*	B.S. Degree
LaChelle Wilborn, Ph.D.	Tuskegee University*	B.S. Degree
Deanne Williams-Bryant, Ed.D.	University of West Indies	BBA Degree

REFERENCES

- Alabama A & M University. (2021). <https://www.aamu.edu/>
- Alabama State University. (2021) <https://www.alasu.edu/>
- Barber-Scotia College. (2021). <https://www.b-sc.edu>
- Bethune Cookman University. (2021). <https://www.cookman.edu/academics/index.html>
- Central State University. (2021). <https://www.centralstate.edu/>
- Cheyney University.(2021). <https://www.cheyney.edu>
- Chicago State University. (2021). <https://www.csu.edu>
- Delaware State University. (2021). <https://www.desu.edu>
- Grambling State University. (2021).
- Hampton University. (2021). <https://hampton.edu>
- Hampton University (2021). <https://https://www.hamptonu.edu/academics/departments.cfm>
- Higginbotham, A. L. Jr., (1987). *In the Matter of Color*. New York: Oxford University Press.
- Howard University. (2021). <https://home.howard.edu/>
- Huston-Tillotson University. (2021).<https://htu.edu>
- Langston University.(2021).<https://langston.edu>
- Livingstone College. (2021). <https://livingstone.edu/>
- Lumpkin, L. (2021, February 25). Marriott family donates \$20 million to Howard University for hospitality leadership center. *Washington Post*. https://www.washingtonpost.com/local/education/marriott-howard-university-hospitality-leadership-center/2021/02/24/c212d2a8-76dd-11eb-948d-19472e683521_story.html
- Montgomery Garrett, E. (1997). “Tate revamps college’s hospitality program: New leader brings experience, activity to Morris Brown campus.” <https://www.bizjournals.com/atlanta/stories/1997/01/27/focus12.html>.
- Morgan State University. (2021). <https://www.morgan.edu>
- Morris Brown College. (2021). <https://www.morrisbrown.edu>
- Norfolk State University. (2021). <https://www.nsu.edu>
- North Carolina Central University. (2021). <https://ncu.edu>
- Staff. (1990, January/February). Blacks in higher education, *Black Excellence*.
- Stirgus, E. (May 3, 2021). “Chick-fil-A commits \$500,000 to Morris Brown College student program” *The Atlanta Journal- Constitution*, May 3, 2021. <https://www.ajc.com/education/chick-fil-a-commits-500000-to-morris-brown-college-student-program/EIIPSGZZ5BQHO65ADI6B5UN7M/>.
- Tennessee State University.(2021).<https://tnstate.edu>
- Trenholm State Community College trenholmstate.edu
- Tuskegee University. (2021). <https://www.tuskegee.edu>
- University of Arkansas Pine Bluff.(2921)<https://uapb.edu>
- University of District of Columbia. (2021). <https://udc.edu>
- University of Maryland Eastern Shore. (2021).<https://umes.edu>
- Virginia State University. (2021). <https://vsu.edu>
- Virginia Union University. (2021). <https://vuu.edu>
- Wikipedia contributors. (2021b, July 2). Alabama A&M University. Wikipedia. https://en.wikipedia.org/wiki/Alabama_A%26M_University
- Wikipedia contributors. (2021e, July 2). Alabama State University. Wikipedia. https://en.wikipedia.org/wiki/Alabama_State_University
- Wikipedia contributors. (2021a, March 28). Barber–Scotia College. Wikipedia. https://en.wikipedia.org/wiki/Barber%E2%80%93Scotia_College
- Wikipedia contributors. (2021i, July 4). Bethune–Cookman University. Wikipedia. https://en.wikipedia.org/wiki/Bethune%E2%80%93Cookman_University
- Wikipedia contributors. (2021, June 25). Central State University. Wikipedia. https://en.wikipedia.org/wiki/Central_State_University
- Wikipedia contributors. (2021j, July 6). Cheyney University of Pennsylvania. Wikipedia. https://en.wikipedia.org/wiki/Cheyney_University_of_Pennsylvania
- Wikipedia contributors. (2021l, July 15). Chicago State University. Wikipedia. https://en.wikipedia.org/wiki/Chicago_State_University
- Wikipedia contributors. (2021a, May 19). Delaware State University. Wikipedia. https://en.wikipedia.org/wiki/Delaware_State_University
- Wikipedia contributors. (2021f, July 2). Grambling State University. Wikipedia. https://en.wikipedia.org/wiki/Grambling_State_University
- Wikipedia contributors. (2021a, June 24). Huston–Tillotson University. Wikipedia. https://en.wikipedia.org/wiki/Huston%E2%80%93Tillotson_University
- Wikipedia contributors. (2021g, July 11). Morris Brown College. Wikipedia. https://en.wikipedia.org/wiki/Morris_Brown_College
- Wikipedia contributors. (2021b, June 27). Wiley College. Wikipedia. https://en.wikipedia.org/wiki/Wiley_College
- Wilborn, L. R., Weaver, P. A., & Walsh, T. (1995). The accreditation decision for hospitality administration programs: Is it valid? *Hospitality & Tourism Educator*.7 (3), 40-45.
- Wiley College. (2021). <https://www.wileyc.edu/>

COMPARING FACTORS THAT INFLUENCE MINORITY STUDENTS' ATTITUDE AND PREFERENCE FOR THE HYBRID COURSE FORMAT: AN EXAMINATION OF HOSPITALITY AND MARKETING MAJORS

David Mc.A Baker, Ph.D.

College of Business, Hospitality and Tourism, Tennessee State University

Ramaprasad Unni, Ph.D.

College of Business, Marketing, Tennessee State University

ABSTRACT

Over the last decade, online learning has grown to become an important part of higher education. Hybrid formats that blend online learning and direct face-to-face contact with instructors are emerging as a popular course delivery format at many universities. However, adoption of online formats, including hybrid formats are considerably low among Historically Black Colleges and Universities (HBCUs). This study examined factors that influence Hospitality and Marketing majors' attitudes toward hybrid courses and preference for this format at HBCUs. Data was collected from business students at eight HBCUs. Results from linear regression analysis suggest that perceived flexibility in hybrid courses as the most important factor influencing attitudes for both majors. Improvement in attendance was also a significant factor for Marketing students. As more HBCUs adopt online learning, hybrid courses appear to be an appealing option to attract minority and non-traditional students who experience challenges balancing their work and personal life with school work. Hybrid formats aim to take full advantage of the benefits of both online and face-to-face course offerings.

Keywords: e-learning, attitude, technology, minority, preference, students

INTRODUCTION

Students today live in a world with unparalleled access to a vast array of online information and experiences. In addition, it has become possible for anyone to use mobile technologies (e.g., smartphones, cameras, and voice recorders) which enable learning beyond the classroom walls. Arbaugh (2002) defined e-learning as the use of the Internet by users to learn specific content. Other researchers define e-learning as using modern Information and Communications Technology (ICT) and computers to deliver instruction, information, and learning content (Selim, 2007). The rapid growth of online education has led to considerable interest in research that explores issues such as comparisons with

traditional education, academic performance, assessments, learning activities, interactions between students and students and instructors, satisfaction, and engagement (Allen & Seaman, 2014). Online learning has taken center stage as one of the best alternative means of instruction as compared to traditional face-to-face instruction.

Over the last decade, online education has shifted to a mainstream form of delivery for the majority of higher education institutions. This is primarily due to the growing and aging undergraduate population, reduced state funding for higher education, rising tuition costs that led to innovative alternatives, an evolving workforce seeking lifelong learning options, and academic leaders' strategic focus to develop online learning strategies (Allen & Seaman, 2014). A recent survey revealed that more faculty are now comfortable with teaching in online environments (Jaschik & Lederman, 2019). This phenomenon has made most colleges and universities adopt online courses as alternative offerings that are scalable, sustainable, and personalized to improve academic and employment outcomes for learners (Allen & Seaman, 2014). Several studies (Brown & Liedholm, 2002; Coates et al., 2004; Rovai et al., 2007; Xu & Jaggars, 2011; Xu & Jaggars, 2013) indicated that students who choose online learning seem to have higher levels of academic ability and motivation in comparison to their peers who selected the fully face-to-face instruction.

Few studies focus on minority students' experiences with online and hybrid learning (Yeboah & Smith, 2016; Buzzetto-More & Sweat-Guy, 2006). There is evidence that suggests that students are underserved in fully online classes relative to face-to-face classes and minority students often are disproportionately affected (Xu & Xu, 2019). Advocates of hybrid course formats point to the combination of best elements of face-to-face and online courses and suggest that hybrid formats can not only support student success but also accommodate the flexibility sought by many underserved students (Sub-

lett, 2020). Therefore, the primary focus of this study is to investigate the factors that affect minority students' attitudes and preference for hybrid courses at HBCUs. These colleges and universities have been slow in adopting online technologies. The Covid-19 pandemic has forced universities to adapt how they operate and serve their students. Hybrid formats may provide the answer for post-pandemic initiatives to serve students in a way that leverages technologies without sacrificing face-to-face interactions.

The results of this study can serve to better inform faculty, educational researchers, and policymakers on assessing how online learning courses relate to the cultural responsiveness, multicultural expectations, challenges, and achievement of minority students. It will also serve to check the generalizability of findings from existing studies that did not specifically target minority students. This study specifically focuses on Hospitality and Marketing majors at HBCUs. For these majors, hybrid learning offers many advantages. It offers them a chance to have a balance between working and attending classes. A student working while studying is not unique to these majors; however, unlike other business majors such as Finance or Economics, Hospitality and Marketing majors have a more critical need to have relevant industry experience while attending classes. Hybrid classes would offer greater flexibility to these students. The purpose of the study is to compare factors that influence students' attitudes toward hybrid courses and preference for hybrid courses between Hospitality and Marketing majors.

THE STUDY OBJECTIVES

1. To examine students' attitudes toward the hybrid course format, whether favorable or unfavorable.
2. To test if specific differences exist with respect to students' attitudes toward the hybrid format, hospitality vs marketing majors.
3. To determine if students have a preference for the hybrid course format.

LITERATURE REVIEW

With the development and wide use of the computer and Internet, more faculty have turned to technology to help with the instruction or assessment of their courses (Islim & Cirak, 2017; Elmahdi et al., 2018). Due to the increasing desire for multimodal, flexible education models at American universities over the past 30 years, hybrid or blended classes have arisen as a way of combining face-to-face interaction and online tools (Caulfield, 2011). Due to the increasing number of online and hybrid classes at American universities in recent years (Lederman, 2018), more studies are being done in this area. With the advent of the digital age, online learning is not new to higher education and has been extensively researched, particularly at universities that specialize in teaching students online (Loch & Borland, 2014). More and more courses are offered through hybrid learning, which uses a good number of online resources and activities to provide active, individualized, student-centered learning experiences for students (Schwenger, 2016). The concept of hybrid learning, however, is not simply a combination of online and face-to-face instruction. Rather, it focuses on optimizing the achievement of learning objectives by applying the “right” learning technologies to match the “right” learning to the “right” person at the “right” time (Graham, 2005). Embedded in this concept is its definition, the thoughtful emergence of face-to-face and online learning experiences (Bersin, 2004). The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purposes (Bonk et al., 2006). The class has both in-person (face-to-face) meetings and online requirements. Allen & Seaman (2010) defined hybrid classes as having between 30% to 80% of the course content delivered online. Mitchell & Honore (2007) define hybrid learning as a combination of face-to-face and online learning that takes advantage of traditional and online instruction methods. Hybrid courses contain varying amounts of e-Learning activities such as online quizzes and discussions mixed with face-to-face class instruction.

THE HYBRID MODEL

A hybrid course utilizes both face-to-face (classroom) learning activities and student self-learning activities typically using Internet technologies. Both activities are designed by the instructor(s) to aid the student to achieve the desired learning goals for the designated course. A hybrid course is “a combination of traditional classroom and Internet instruction” (Gould, 2003) and is a better fit with today’s students that have grown up with

the Internet, e-mail, social network sites, and other online communication tools (Jackson & Helms, 2008; Gould, 2003). With their familiarity with electronic devices, the navigational skills required to interact with an online environment, using a hybrid model should not be a roadblock to the students learning experience.

The hybrid course blends the face-to-face experience with an online learning platform to supplement face-to-face class meetings (Parsons & Ross, 2002). Garnham & Kaleta (2002) noted the time students would normally spend in the classroom setting is reduced to “promote active independent learning.” From the student’s point of view, there are many advantages of a hybrid course. Students can work at their own pace with the online portion of the course and have the advantage of face-to-face contact with the instructor for questions and clarifications. In addition, students reported having “more time to think through questions” and “prepare well thought out responses” in hybrid classes (Jackson & Helms, 2008; Mansour & Mupinga, 2007). Another benefit of the hybrid course format from the student’s perspective is the schedule flexibility for completion of assignments and scheduling around other commitments like jobs and families (Jackson & Helms, 2008; Gould, 2003).

Hybrid or blended modes of course delivery seek to maximize the best elements of both online and face-to-face learning thus considerable research has been conducted to compare online and blended learning. Overbaugh & Nikel (2011) concluded in one such study that students were generally satisfied in both delivery modes for the studied course. In contrast to the online model, the hybrid model also successfully includes the advantages of a face-to-face environment. One advantage offered by hybrid courses is that the “classes address a variety of learning styles by offering instructional material in a wide range of formats” (Gould, 2003). For example, visual learners can benefit from the use of online videos and auditory learners can benefit from podcasts as well as classroom lectures. Waha & Davis (2014) point out that “blended learning is an approach that supports a range of learning styles and lifestyles”. Another advantage the hybrid model offers for students is the more “student-centered activities employed in the classroom, the greater the collaboration with other students” (Doering & Veletsianos, 2008). This facilitates the student-to-student learning process that often is more productive than instruction delivered in the lecture mode.

Student Performance

Two different studies of students in introductory statistics classes comparing face-to-face student performance to hybrid stu-

dent performance “quantitative measures show[ed] that students performed equally well in both classes” (Utts et al., 2003) and that “there were no significant differences in student’s performance in a hybrid model and a traditional model” (Ward, 2004). A similar study using sections of an introductory computing course at a small public liberal arts college found that “student performance in the traditional and blended learning sections of the course was comparable” (Napier et al., 2011).

In a study comparing academic performance between traditional and hybrid sections of a Principles of Managerial Accounting course the authors found that “after controlling for other factors, academic performance was not significantly associated with the class delivery format” (Keller et al., 2009). In comparing two sections of a Principals of Management course at a state university, one face-to-face and the other supported by ITV (Interactive Television), the authors found “no significant differences in student outcomes between the two delivery methods” (Gerlich et al., 2011).

Rivera & Price (2002) found no significant differences in exam averages between face-to-face, hybrid, and web-based classes in an introductory course in Management Information Systems. Murray et al. (2013) found in their study of a digital literacy course that “there was no significant difference between grades received by hybrid students and online students.” Using final grades as a proxy for student success or learning, either model could be utilized in course delivery. There appears to be a consensus that course delivery methodology does not significantly affect a student’s performance. Since student achievement outcomes are not correlated to the course delivery method, other aspects can be considered. Another aspect of comparing hybrid course delivery to other modes is student rating of collaboration or interaction. The strength of using the hybrid model is that it addresses a variety of learning styles by providing multiple modes of delivery of the instruction materials (Lin, 2009, & Gould, 2003).

Students and Instructors

Chavous et al. (2003) study revealed that minority students’ beliefs about their racial identity may be connected to their future educational attainment. Okwumabua, et al., (2011) observed that while the majority of African-American students had positive attitudes toward computers, a significant number did not report high levels of confidence in working online. Other studies such as Ibarra (2000) and Smith & Ayers (2006) found that student groups with a high-context culture, such as Latino students, experienced disadvantages in a web-based learning environment designed with a low-context cul-

ture. However, cultural dimensions for online learning have focused specifically on the impact of students' cultural demographics on cognitive development and learning outcomes (Gunawardena et al., 2003).

Okwumabua, et al., (2010) found that African-American students report negative attitudes toward online learning, with the majority claiming that they do not enjoy using computers for school-related work. Additionally, 67% were not confident in the use of computers and reported low levels of confidence working in an online environment (Okwumabua et al., 2010). Merrills (2010) reported that African-American students preferred frequent oral communication with their classmates, preferably face-to-face instead of online. Additionally, African-American students in an online learning environment wished to make verbal contact with online instructors and preferred to work and learn in groups, which is more challenging to achieve in an online environment (Merrills, 2010). Emphasis on communal values and community by African-Americans may not be well supported in the online environment, and when educators fail to foster interactive requirements that promote collaboration, the result could be poor academic achievement (Rovai & Ponton, 2005). A study by Gay (2010) reported that faculty must be knowledgeable about the cultural differences and create an inclusive, accessible, and flexible learning environment to attract more minority students in online learning.

Instructors reported that the hybrid course model allowed them to accomplish the course learning objectives more successfully than either an online or a traditional course (Amrein-Beardsley et al., 2007). Most faculty not-

ed increased interaction and contact among their students and between the students and themselves in a hybrid course (Riffell & Sibley, 2005). By supplementing traditional in-person methods with web-based activities and resources, courses were made more accessible and interactive to cultivate increased student interest and self-exploration (Amrein-Beardsley et al., 2007). Dziuban et al. (2005) concluded that hybrid courses that effectively integrated pedagogical strategies in both the face-to-face and online environments increased student learning outcomes. In addition to increased student learning, hybrid courses also show great potential over the other course modalities in several aspects. First, the hybrid mode has the potential benefits of making courses more accessible and learning more convenient for students, providing faculty with greater flexibility in how they structure their time and increasing classroom space for institutions to serve more students without building more classrooms (Clark & Mayer, 2007). Bonk & Graham (2006) reported that instructors almost universally believed that their students learned more in a hybrid format than they did in the traditional class sections.

In the area of course management, flexibility and convenience of courses offered in the hybrid and online instructional formats were consistently identified in comparative studies as a contributor to favorable student perceptions. Modular designs enabled students to view course information on demand and multiple times to reinforce important concepts in the content areas covered. Prior research indicates that people choose blended or hybrid learning for three main reasons: 1) improved pedagogy, 2) increased access/flexibility, and

3) increased cost-effectiveness (Graham 2006; Vignare, 2002; Rowell, 2015). Hybrid learning approaches increase the opportunities for active learning strategies, group work, and learner-centered pedagogies (Collis, 2003). Learner flexibility and convenience is also of growing importance as more non-traditional students, who have job and family commitments, seek additional education (Graham 2006; Kaleta et al., 2007). Kim et al. (2008) found that business professionals, police officers, and undergraduate students identified flexibility and convenience as the things they liked most about hybrid and online education. There is limited literature on studies that have explored differences, if any, among different disciplines.

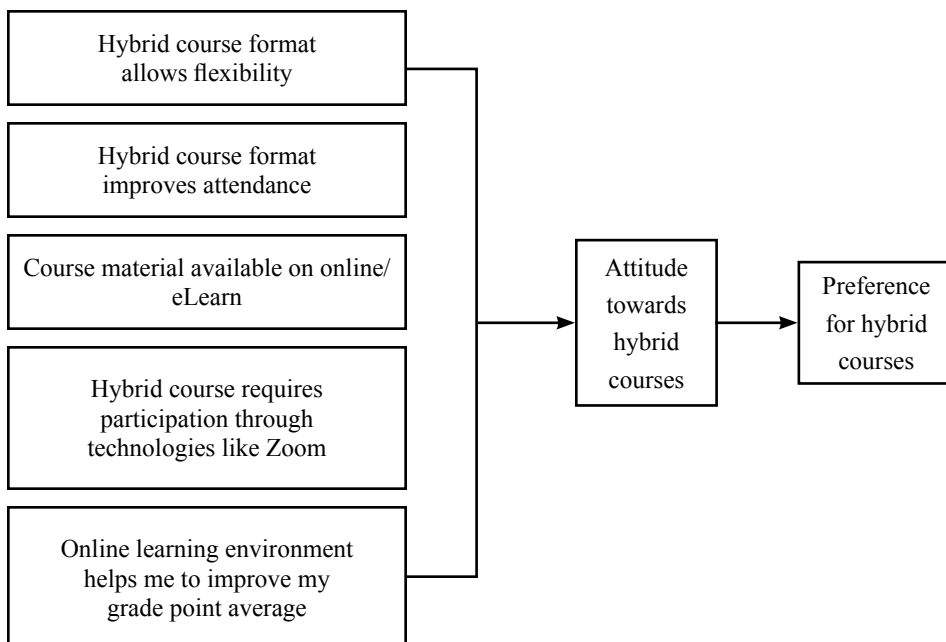
A high percentage of students are employed working while attending colleges and universities. The vast majority of college students today work, but their motivations and experiences vary widely based on demographics. Most college students are working as they study, but the amount and type of work vary widely. And the forces behind those variances aren't random. Low-income working students tend to work longer hours than their high-income counterparts. They also are more likely to be Black or Latino, older and female, according to a 2018 report from the Center on Education and the Workforce at Georgetown University. Many undergraduate students ages 16 to 64 are employed at the same time they are enrolled in college. In 2018, the percentage of undergraduate students who were employed was higher among part-time students (81%) than among full-time students (43 %). Being employed can help a student pay for classes and other living expenses; it can also be associated, either positively or negatively, with a student's academic performance (Digest of Education Statistics, 2019). Hybrid formats would provide these students with access and flexibility. Students in most business disciplines would benefit from industry-based experience while completing their studies. This is particularly important for Hospitality students. Specifically, this study intends to test the following hypotheses among Marketing and Hospitality majors to explore factors that influence attitudes and preference for hybrid classes:

H1: Perceived flexibility of hybrid course format will be associated with favorable attitudes toward this format.

H2: Perceived improvement in attendance by taking a hybrid course format will be associated with favorable attitudes toward this format.

H3: Availability of course material online will be associated with favorable attitudes toward the hybrid format.

Figure 1: Proposed model



- H4: Requirement of online participation through web conferencing technology will be associated with favorable attitudes toward the hybrid format.
- H5: Expectation of improvement in grade point average in online environments will be positively associated with favorable attitudes toward the hybrid format.
- H6: Favorable attitudes toward the hybrid format will be associated with a preference for the hybrid format.

These proposed relationships are depicted in Figure 1.

METHODOLOGY

The purpose of the study was to assess factors that influenced students' attitudes towards hybrid courses among Hospitality and Marketing majors. A cross-sectional non-experimental design was adopted for this study. This is consistent with the purpose of this study (Lavrakas, 2008). Data was collected from a convenience sample of undergraduate business students at eight HBCUs in the 2019-2020 academic year. An online survey questionnaire administered via Qualtrics survey software was used. The items in the questionnaire were adapted from a previous study

that focused on differences students perceived between online and face-to-face environments (Fortune et al., 2006). After providing consent, respondents filled out a section that included gender, age, major, class, GPA, and race. They then provided their responses to statements pertaining to hybrid courses on five-point Likert-type scales (1 = "Strongly agree" and 5 = "Strongly disagree"). Hybrid courses were defined as courses where a combination of online and face-to-face classes is used.

Data was analyzed with IBM SPSS Statistics version 23.0. Chi-square tests of independence were used to test if there was any association between the two groups (Hospitality and Marketing majors) on variables such as gender, race, age, and other characteristics. One-way ANOVA was used for checking differences in attitudes between the two majors as well as univariate analysis of the independent variables. Linear regression was used to test for multivariate effects of independent variables on attitudes toward hybrid courses. The independent variables were: perceived flexibility in hybrid courses; perceived improvement in attendance; availability of course material online; required participation in we conference technologies; and perception that online environments would improve GPA.

RESULTS

Table 1 shows the characteristics of the sample used in this analysis. Tests of independence with chi-square analyses were done to check if the samples of marketing and hospitality management students were related on variables such as age, gender, race, year, and GPA. There were no significant differences between hospitality and marketing majors on age, gender, race, and GPA. There were more marketing majors who were seniors (62%) compared to seniors in hospitality (37%). This was significant (Pearson chi-square = 9.646; p =.022). There were no significant differences in social media usage; more than 85% of students in both majors accessed social media "all the time" or "several times a day." More than 80% of students had taken a completely online class and almost 70% had taken a hybrid class.

One-way ANOVA was used to check if having taken a hybrid class had any effect on target variables like attitude and preference for hybrid classes. There were no significant differences between those who had taken a hybrid class previously versus those who had not taken a hybrid class. Similar one-way ANOVA tests revealed no statistically significant effects of GPA, gender, age, and class year on attitude and preference for hybrid classes.

Hypotheses testing

A dummy variable for major was created, with marketing major coded as "0" and hospitality major as "1". A linear regression with attitude toward hybrid courses as the dependent variable was run with the dummy variable for major and the following independent variables: (a) perceived flexibility of hybrid course format, (b) perceived improvement in attendance through hybrid course format, (c) availability of course material like syllabus and PowerPoint slides in online platforms, (d) requirement of course participation through web-based video conferencing technologies in hybrid classes, and (e) expectation that online learning would improve GPA. The regression model was significant with an adjusted R-square of .702 (F 6, 76 = 33.24, p < .001). The dummy variable was not statistically significant. This suggests that being a Hospitality or Marketing major did not affect attitude towards hybrid courses. There was only one independent variable, the perceived flexibility of hybrid courses (standardized beta coefficient = .608, p<.0001), that had a significant effect on the dependent variable at the 0.05 level of significance. This result supports H1.

There were no significant effects of major, improving attendance through hybrid format, availability of course material online, the requirement of online participation through technology, and expectation of better GPA on

Table 1: Demographic Characteristics of Respondents (N= 94)

Items	Hospitality (N=49)	Marketing (N=45)
Gender:		
Male	23	21
Female	26	22
Age:		
18 – 21 years	29	32
22 – 25 years	11	11
26 – 30 years	4	2
31 – 40 years	2	0
Over 40 years	3	0
Class/Year:		
Freshman	6	0
Sophomore	7	4
Junior	18	13
Senior	18	28
Grade Point Average (GPA):		
3.6 and above	7	8
3.2 – 3.5	18	13
2.8 – 3.1	19	16
Less than 2.8	5	8
Race:		
African American/Black	44	39
Caucasian/White	1	1
Others	4	5
Social Media Usage:		
Access all the time	57%	53%
Access several times a day	29%	36%
Online Education:		
Taken a class completely online	86%	83%
Taken a hybrid class	71%	69%

attitude towards hybrid courses. Therefore, there was no support for H2 to H5.

A separate regression was used with preference for hybrid courses as a dependent variable and major (dummy variable) and attitude towards hybrid courses as independent variables. The model had an r-squared value of .456 (F 2, 80 = 33.48, $p < .001$). The only attitude towards hybrid course had a significant effect on preference for hybrid courses (standardized beta coefficient = .674, $p < .0001$). Major had no significant effect on preference for hybrid courses. This supports H6.

To explore further differences between the majors, separate linear regressions were run for each major with the same independent variables. Both regression models were significant. For hospitality majors, the model adjusted r-squared value was .583 (F 4, 38 = 15.66, $p < .001$). Perceived flexibility of hybrid courses had a significant positive effect on attitude towards hybrid courses (standardized beta coefficient = .697, $p < .0001$). The other independent variables had no significant effect ($\alpha = .05$ level of significance). This shows support for H1.

In the case of marketing majors, the regression model was significant with a r-squared value of .856 (F 4, 35 = 59.06, $p < .001$). Perceived flexibility (standardized beta coefficient = .425, $p < .01$), and the perceived improvement in attendance with hybrid courses (standardized beta coefficient = .503, $p < .0001$) had significant effects on attitude towards hybrid courses. This shows support for H1 and H2 for marketing majors.

Results of the two models are summarized in Table 2.

DISCUSSION AND CONCLUSION

Hybrid courses appear to be popular with HBCU students in the sample for this study. Results revealed that 86% of hospitality majors and 83% of marketing majors had taken a completely online course while 71% of hospitality majors and 69% of marketing majors had taken a hybrid course. Furthermore, favorable attitudes and preference for hybrid courses did not significantly vary by age, GPA, class, or major. Previous research has shown that African-American male students are less likely to enroll in online classes compared to the general population (Salvo et al., 2017). This study did not reveal gender differences on attitudes and preferences for hybrid courses.

This study provides empirical support for understanding some reasons behind the favorability of hybrid courses among HBCU students. The factors that were examined were perceived flexibility of hybrid courses, expected improvement in attendance, availability of material online, requirement to participate through technology, and belief that

Table 2: Regression Analysis

Independent Variables	Standardized coefficient (β)	
	Hospitality	Marketing
Hybrid course format allows flexibility	.697**	.423**
Hybrid course improves attendance	Not supported	.503**
Course material available on online/eLearn	Not supported	Not supported
Hybrid course requires participation through technologies like Zoom	Not supported	Not supported
Online learning environment helps me to improve my grade point average	Not supported	Not supported

Dependent variable: attitude towards hybrid course; level of significance = .05

online environments would improve GPA. The regression models had a good fit as measured by adjusted r-squared values (0.583 and 0.856 for hospitality and marketing majors respectively). A common factor that influenced attitude toward hybrid courses was perceived flexibility in hybrid classes. These findings are consistent with prior research on hybrid education (eg., Kim et al., 2008; Hass & Mathew, 2018).

For both majors, perceived flexibility was a significant factor on attitudes. This is not surprising because most college students work while they are enrolled in classes. In 2018, 81% of part-time undergraduate students were employed and 43% of full-time students. A recent study found that low-income students tend to work longer hours (Carnevale & Smith, 2018). These students made up the bulk of the sample for this study and it is fair to speculate that they work while enrolled in college. These students would favor class formats that provide flexibility as opposed to rigid traditional formats. Hybrid classes would also provide convenience. However, the hybrid class format allows for interaction with the instructor and peers in traditional settings. The need for flexibility when it comes to attending college is by no means restricted to HBCU students. Universities in disaster-prone regions have successfully embraced hybrid classes and have reported the highest student evaluations in these classes (Lieberman, 2017). Hybrid learning models can increase students' autonomy. The mix of traditional courses and flexible online learning can empower students to take charge of their own goals, track their achievements, and seek out their own resources. These are all skills that translate well in the professional world. The beauty of hybrid learning is that while students are enabled to take ownership over their education, they still receive the steady support and guidance of professors and academic advisors both in person and from a distance online. Hybrid learning offers students the unique opportunity to benefit from in-classroom instruction while also giving them the

ability to take their lessons home where they embrace learning at their own pace.

For marketing majors, the anticipation of improved attendance through hybrid courses was a significant factor on favorable attitude. Hybrid classes would accommodate students' schedules better. This would in turn influence students' expectation that their attendance would improve. Improved attendance is associated with better learning outcomes. This is consistent with prior research that showed improved attendance in hybrid classes (Lin, 2009; Stockwell et al., 2015).

It was surprising that expectations of getting a better grade did not influence attitude towards hybrid courses. An examination of the mean scores of this variable (Mmktg = 3.13, S.D. = 1.05; Mhosp = 3.13, S.D. = 1.21) suggests that students were neutral about expecting higher grades in online environments. Further investigation of GPA expectations in hybrid classes is warranted. There were also no significant effects of availability of course material online and requirement to participate in web conferences.

These results are interesting and timely in the context of planning for course design in a post-pandemic world in 2021. The role of hybrid classes as a solution to provide effective teaching during times of disruption to traditional face-to-face classes has been considered in hurricane-prone regions in the recent past (Lieberman, 2017). Given the benefits of the hybrid model, the argument is strong for university programs to offer the hybrid learning option to more students. Although the overall prior experience with the hybrid course structure varied amongst the students, most students seemed to be satisfied and would prefer hybrid courses. This conclusion was further supported by the statistical analysis that indicated students prefer to take hybrid courses because of its flexibility. The hybrid course format is becoming a popular choice as evidenced by the percentage of the sample that took a hybrid class.

For the online portion of the hybrid platform, challenges remain regarding how to

better engage the students in both discussions and the formation of a virtual community. Furthermore, because the face-to-face class time is reduced, the appropriate utilization of class time is unclear. An additional challenge could pertain to the students' discipline to study independently. Whereas the benefits of increased flexibility and the stimulation of independent thinking may be associated with hybrid courses, a student may struggle if he/she does not possess the personal discipline to study the online presentation components and fully participate in any online groups or online discussions. Instructors reported that the hybrid course model allowed them to accomplish course learning objectives more successfully than either an online or a traditional course (Amrein-Beardsley et al., 2007). Most faculty noted increased interaction and contact among their students and between the students and themselves in a hybrid course (Riffell & Sibley, 2005). In addition to increased student learning, hybrid courses also show great potential over the other course modalities in several aspects. The hybrid mode has the potential benefits of making courses more accessible and learning more convenient for students, providing faculty with greater flexibility in how they structure their time, and increasing classroom space for institutions to serve more students without building more classrooms (Clark & Mayer, 2007). The current study suggests that it is a good idea to have hybrid models available to as many majors as possible because the result can be better student academic achievements.

This study adds to the nascent body of knowledge about hybrid courses by focusing on HBCUs and examining two majors where students are likely to have busy work schedules outside of school. Many disciplines at universities are interested in hybrid learning, with the expectation that it will bring the best ends of both traditional and virtual worlds together. Time traditionally spent in the classroom is reduced but not eliminated (Sharma, 2007). The National Center for Education Statistics (NCES), data shows that minorities made up about 38% of the college students' population in 2016 and that minorities are more likely than whites to go to school part-time. HBCUs make up only three percent of the country's colleges and universities but enroll 10% of all African American students and produce almost 20% of all African American graduates (NCES). Many of the country's colleges have historically struggled to retain and graduate African American students, especially first-generation students from low-income families. Overall, research shows that, despite progress, there remains significant room for improvement (Bridges, 2018). HBCUs on the other hand, see some of the most impressive numbers when it comes to African American students' success,

showing how vital HBCUs really are to the success of Black college students in America. HBCUs can employ the hybrid model for more courses and programs as a way to attract more students especially those who still want to work and study. Adoption of hybrid courses and online technologies comes with challenges. Universities need to make investments in building an appropriate technology infrastructure and provide training to faculty to produce hybrid courses that have the best of both worlds.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

This study used a convenience sample and therefore may suffer from typical threats to external validity associated with non-random samples. A representative sample would be needed to unearth differences in attitude towards hybrid courses based on age, gender, and other characteristics. About 65% of this sample were comprised of respondents who were between 18–21 years, the typical age for a traditional student. However, even these students may have likely been different from their peers in other universities, including some HBCUs. This study did not collect data about finances, work, and family status of students. These factors would accentuate the benefits of flexibility afforded by hybrid courses. Future research should examine if traditional students perceive these benefits. It is likely that if hybrid courses are implemented well, traditional students would also value the flexibility that

this format offers.

HBCUs were relatively slow in adopting online courses (Arroyo, 2014). As more HBCUs enter the online learning arena and expand the number of online offerings, it is important to weigh the costs and benefits of online-only courses. These online-only courses would dilute the distinctiveness of HBCU campuses. It is in this context that hybrid formats can retain the personal touch of face-to-face instruction but also take advantage of online technologies. It is also important to ensure learning outcomes are not compromised. Future research should build on recent work that demonstrated hybrid formats to perform better than an online-only format for a microeconomics class (Alpert et al., 2016).

African-American adults are less likely to own a computer or have high-speed internet access at home compared to Caucasians. For them, the smartphone is more frequently used to access the internet (Perrin & Turner, 2019). Online components would need to be accordingly optimized to be delivered on mobile devices. However, this still does not close the digital gap. The pivot to online classes by many universities in the ongoing Covid-19 pandemic has provided many opportunities to learn about online delivery of instruction, both synchronously and asynchronously. Even before the pandemic, more faculty were getting more proficient in teaching online (Jaschik & Lederman, 2019). Universities have the opportunity to adapt their pre-pandemic instructional methods and execute innovative approaches to deliver high-quality education.



REFERENCES

- Allen, I. E., & Seaman, J. (2010). Class differences. Babson Park, MA: The Sloan Consortium. Retrieved (March, 2012) from http://sloanconsortium.org/sites/default/files/class_differences.pdf
- Allen, E., & Seaman, J. (2014). Grade change, tracking online education in the United States. Babson Survey Research Group and Quahog Research Group, LLC.
- Alpert, T. A., Couch, K. A., & Harmon, O. R. (2016). A randomized assessment of online learning. *American Economic Review*, 106(5), 378-382.
- Amrein-Beardsley, A., Foulger, T. S., & Toth, M. (2007). Examining the development of a hybrid degree program: Using student and instructor data to inform decision-making. *Journal of Research on Technology in Education*, 39(4), 331-357.
- Arbaugh, J. B. (2002). Managing the on-line classroom: a study of technological and behavioral characteristics of web-based MBA courses. *Journal of High Technology Management Research*, 13, 203-223.
- Arroyo, A. T. (2014). A composite theoretical model showing potential hidden costs of online distance education at Historically Black Colleges and Universities: With implications for building cost-resistant courses and programs online. *Journal of Distance Learning Administration*, 17(1).
- Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. San Francisco: Pfeiffer.
- Bonk, C. J., & Graham, C. R. (Eds.). (2006). *Handbook of blended learning: Global perspective, local designs*. San Francisco: Pfeiffer.
- Bonk, C., Kim, K. J., & Zeng, T. (2006). Future directions of blended learning in higher education and workplace learning settings. In C. Bonk & C. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 550-567). San Francisco: Pfeiffer.
- Brown, B. W., & Liedholm, C. E. (2002). Can web courses replace the classroom in principles of microeconomics? *The American Economic Review*, 92(2), 444-448.
- Bridges, B. (2018). African Americans and College Education by the Numbers. United Negro College Fund. <https://uncf.org/the-latest/african-americans-and-college-education-by-the-numbers>
- Buzzetto-More, N. A., & Sweat-Guy, R. (2006). Incorporating the Hybrid Learning Model into Minority Education at a Historically Black University. *Journal of Information Technology Education*. 5,153-164.
- Carnevale, A. P. & Smith, N. (2018). Balancing work and learning: Implications for low-income students. Center on Education and the Workforce, Georgetown University <https://cew.georgetown.edu/cew-reports/learnandearn/#resources>
- Caulfield, J. (2011). *How to design and teach a hybrid course*. Sterling: Stylus Publishing, LLC.
- Chavous, T. M., Debra, H. B., Schmeelk-Cone, K., Caldwell, C. H., Kohn-Wood, L. L., & Zimmerman, M. A. (2003). Racial identity and academic attainment among African American adolescents. *Child Development*, 74(4), 1076.
- Clark, R. C., & Mayer, R. E. (2007). *E-learning and the science of instruction* (2nd ed). San Francisco: Jossey-Bass.
- Coates, D., Humphreys, B. R., Kane, J., & Vachris, M. A. (2004). "No significant distance" between face-to-face and online instruction: Evidence from principles of economics. *Economics of Education Review*, 23, 533-546.
- Collis, B. (2003). "Course Redesign for Blended Learning: Modern Optics for Technical Professionals," *International Journal of Continuing Engineering Education and Lifelong Learning*, 13: 22-38.
- Digest of Educational Statistics (2019). <https://nces.ed.gov/programs/digest/>
- Doering, A. & Velesianos, G. (2008). Hybrid Online Education: Identifying Integration Models Using Adventure Learning, *Journal of Research on Technology in Education*, 41(1), 23-40.
- Dziuban, C. D., Hartman, J., Juge, F., Moskal, P. D., & Sorg, S.(2005). Blended learning enters the mainstream. In C. J. Bonk & C.Graham (Eds.), *Handbook of Blended Learning: Global perspectives, local designs* (pp. 195-208). San Francisco: Pfeiffer.
- Elmahdi, I., Al-Hattami, A., & Fawzi, H. (2018). Using Technology for Formative Assessment to Improve Students' Learning. *TOJET: The Turkish Online Journal of Educational Technology*, 17(2), 182-188
- Fortune, M.F., Shifflett, B., & Sibley, R. A. (2006). A comparison of online (high tech) and traditional (high touch) learning in business communication courses in Silicon Valley. *Journal of Education for Business*, 81(4), 210-214.
- Garnham, C. & Katleta, R. (2002). Introduction to hybrid course. *Teaching with Technology Today*, 8. Retrieved from <http://www.uwsa.edu/ttt/articles/garnham.htm>
- Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1-2), 143-152.
- Georgetown University Center on Education and the Workforce (2018) Report. <https://cew.georgetown.edu/cew-reports/learnandearn/>
- Gerlich, R. N. & Sollosy, M. (2011). Comparing Outcomes Between traditional F2F course and a Blended ITV Course, *Journal of Case Studies in Education*, (1).
- Graham, C. R. (2005). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.). *Handbook of blended learning: Global perspectives, local designs* (pp. 3-21). San Francisco: Pfeiffer Publishing.
- Graham, C. R. (2006). "Blended Learning Systems: Definition, Current Trends, and Future Directions." In *Handbook of Blended Learning: Global Perspectives, Local Designs*, edited by C. J. Bonk and C. R. Graham, 3-21. San Francisco, CA: Pfeiffer Publishing.
- Gould, T. (2003). Hybrid Classes: Maximizing Institutional Resources and Student Learning, *Proceedings of the 2003 ASCUE Conference*, June 2003, 54-59.
- Gunawardena, C., Wilson, P., & Nolla, A. (2003). Culture and online education. In M. Morre, & W. Anderson (Eds.), *Handbook of distance education* (pp. 753-775). Mahwah, NJ: Lawrence Erlbaum.
- Hass, A., & Mathew, J. (2018). Investigating different options in course delivery – traditional vs online: Is there another option? *The International Journal of Information and Learning Technology*, 35(4), 230-239.
- Ibarra, R. (2000). Studying Latinos in a "virtual" university: Reframing diversity and academic culture change. Occasional Paper No. 68. Latino Studies Series. East Lansing, MI: Julian Samora Research Institute, Retrieved March 3, 2015, from ERIC database.
- Islim, O.F., & Cirak, N.S. (2017). Technology and College Students: What Faculty Members Think About the Use of Technology in Higher Education. *Malaysian Online Journal of Educational Technology*, 5(2), 51-67.
- Jackson, M. J. & Helms M., (2008). Student Perceptions of Hybrid Courses: Measuring and Interpreting Quality, *Journal of Education for Business*, September/October 2008, 7-12.
- Jaschik, S., & Lederman, D. (2019). *The 2019 Survey of Faculty Attitudes on Technology: A Study by Gallup and Inside Higher Ed*. Washington, DC: Gallup and Inside Higher Ed.
- Kaleta, R., Skibba, K. and Joosten, T. (2007). "Discovering, Designing, and Delivering Hybrid Courses." In *Blended Learning: Research Perspectives*, edited by A. G. Picciano and C. D. Dziuban, 111-43. Needam, MA: The Sloan Consortium.

- Keller, J. H., Hassell, J.M., Webber, S.A., & Johnson, J.N.(2009), A Comparison of Academic Performance in Traditional and Hybrid Sections of Introductory Managerial Accounting, *Journal of Accounting Education*, 27: 147-154.
- Kim, K.J., Bonk, J.C., & Eunjung O. E. (2008). "The Present and Future State of Blended Learning in Workplace Learning Settings in the United States," *Performance Improvement*, 47(8): 5–16.
- Lavrakas, P. J. (2008). Cross-sectional survey design. In: *Encyclopedia of Survey Research Methods*, Sage Publishing ISBN: 9781412918084
- Lederman, D. (2018). New data: Online enrollments grow, and share of overall enrollment grows faster. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/digital-learning/article/2018/11/07/new-dataonline-enrollments-grow-and-share-overall-enrollment>
- Lieberman, M. (2017). Hybrid courses offer quick fix in disaster scenarios, but overall challenges remain. *Inside Higher Ed*. Retrieved from Hybrid courses offer quick fix in disaster scenarios, but overall challenges remain (insidehighered.com)
- Lin, Q. (2009). Student Views of Hybrid Learning: A One-Year Exploratory Study. *Journal of Computing in Teacher Education*, 25(2):57-66
- Loch, B. and Borland, R. (2014). "The transition from traditional face-to-face teaching to blended learning—implications and challenges from a mathematics discipline perspective," in *Proceedings of the Ascilite*, pp. 708–712, Dunedin, New Zealand
- Mansour, E., & Mupinga, D. (2007), Students' Positive and Negative Experiences in Hybrid and Online Classes, *College Student Journal*, 41(1): 242-248.
- Merrills, J. M. S. (2010). Factors affecting nontraditional African American students' participation in online world literature classes (Doctoral dissertation). Retrieved from http://libres.uncg.edu/ir/uncg/f/Merrills_uncg_0154D_10523.pdf
- Mitchell, A., & Honore, S. (2007). Criteria for successful blended learning. *Industrial and Commercial Training*, 39(3), 143–148.
- Murray, M. C., Pérez, J., Geist, D., & Hedrick, A., (2013). Student Interaction with Content in Online and Hybrid Courses: Leading Horses to the Proverbial Water, *Informing Science Journal*, 16: 99-115.
- Napier, N. P., Dekane, S. & Smith, S.(2011), Transitioning to Blended Learning: Understanding Student and Faculty Perceptions, *Journal of Asynchronous Learning Networks*, 15(1).
- Okwumabua, T. M., Walker, K. M., Hu, X., & Watson, A. (2011). An exploration of African American students' attitudes toward online learning. *Urban Education*, 46: 241-250.
- Okwumabua, T. M., Walker, K. M., Hu, X., & Watson, A. (2010). An exploration of African American students' attitudes toward online learning. *Urban Education*, 46(2): 241-250.
- Overbaugh, R. C., & Nickel, C. E., (2011), A comparison of student satisfaction and value of academic community between blended and online sections of a university-level educational foundations course. *The Internet and Higher Education*, 14(3): 164-174
- Parsons, P. Ross, D. (2002). Planning a campus to support hybrid learning. Retrieved from <http://www.mcli.dist.maricopa.edu/ocotillo/tv/hybrid-planning.html>
- Perrin, A. & Turner, E. (2019). Smartphones help blacks, Hispanics bridge some – but not all-digital gaps with whites. Pew Research Center, August 20. <https://www.pewresearch.org/fact-tank/2019/08/20/smartphones-help-blacks-hispanics-bridge-some-but-not-all-digital-gaps-with-whites/>
- Rivera, J.C. & Price, M.L. (2002), A Comparison of Student Outcomes & Satisfaction Between traditional & Web Based Course Offerings, *Online Journal of Distance Learning Administration*, 5(3).
- Riffell, S., & Sibley, D. F. (2005). Using Web-based instruction to improve large undergraduate biology courses: An evaluation of hybrid course format. *Computers & Education*, 44(3): 217–235.
- Rovai, A. P., & Ponton, M. K. (2005). An examination of sense of classroom community and learning among African American and Caucasian graduate students. *Journal of Asynchronous Learning Networks*, 9(3).
- Rovai, A. P., Ponton, M. K., Wighting, M. J., & Baker, J. D. (2007). A comparative analysis of student motivation in traditional classroom and E-learning courses. *International Journal on E-Learning*, 6(3): 413-432.
- Rowell, L. (2015). "How Government policy drives e-learning," *ELearning Magazine*, [Online]. Available from: www.elearnmag.acm.org/featured.cfm?aid=1872821, 2015.11.16.
- Salvo, S., Shelton, K., & Welch, B. (2017). African American males and online education: A review of the literature. *Online Journal of Distance Learning Administration*, 20(4).
- Schwenger, B. (2016). "Enhancing students' tertiary blended learning experience through embedding digital information literacy," *Journal of Perspectives in Applied Academic Practice*, 4(1):71–77.
- Selim, H. M. (2007). Critical success factors for e-learning acceptance: confirmatory factor models. *Computers & Education*, 49(2): 396–413.
- Sharma, R. C. (2007). *Cases on global e-learning practices: Successes and pitfalls*. Hershey, PA: Information Science Publishing.
- Smith, D., & Ayers, D. (2006). Culturally responsive pedagogy and online learning: implications for the globalized community college. *Community College Journal of Research & Practice*, 30(5/6): 401-415.
- Stockwell, B. R., Stockwell, M. S., Cennamo, M., & Jiang, E. (2015). Blended Learning Improves Science Education. *Cell*, 162(5): 933–936.
- Sublett, C. (2020). Distant equity: The promise and pitfalls of online learning for students of color in higher education. *American Council on Education*, Washington DC.
- Utts, J., Sommer, B., Acredolo, C., Maher, M.W., & Mathews, H.R. (2003). Study Comparing Traditional and Hybrid Internet-Based Instruction in Introductory Statistics Classes, *Journal of Statistics Education*, 11(3).
- Vignare, K. (2002). "Longitudinal Success Measures of Online Learning Students at the Rochester Institute of Technology." In *Elements of Quality Online Education: Practice and Direction*, edited by J. Bourne and J. C. Moore, 261-78. Needham, MA: Sloan Consortium.
- Waha, B. & Davis, K. (2014). University student's perspective on blended learning, *Journal of Higher Education Policy and Management*, 36(2).
- Ward, B. (2004). The best of Both Worlds: A Hybrid Statistics Course, *Journal of Statistics Education*, 12(3).
- Xu, D. & Jaggars, S.S. (2011). Online and Hybrid Course Enrollment and Performance in Washington State Community and Technical Colleges (CCRC Working Paper No. 31). New York: Community College Research Center, Teachers College, Columbia University. Retrieved on January 3, 2015 from <http://ccrc.tc.columbia.edu/Publication.asp?UID=872>
- Xu, D., & Jaggars, S. S. (2013). The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review*, 37: 46-57.
- Xu, Di, & Ying Xu. (2019). *The Promises and Limits of Online Higher Education: Understanding How Distance Education Affects Access, Cost, and Quality*. Washington, DC: American Enterprise Institute. <https://www.aei.org/research-products/report/the-promises-and-limits-of-online-higher-education/>.
- Yeboah, A. K., & Smith, P. (2016). Relationships Between Minority Students Online Learning Experiences and Academic Performance. *Online Learning*, 20(4).

HERITAGE TOURISM: THE ENSLAVED DESCENDANTS ROLE IN STORYTELLING

Suzzette Shaw Goldmon, Ph.D.

Department of Human Sciences University of Arkansas at Pine Bluff, AR, USA

Clinton D. Young, Ph.D.

Department of History University of Arkansas at Monticello, AR, USA

ABSTRACT

This case study explores the importance of including information about the enslaved descendants in heritage tourism narratives. Information about the descendants of enslaved families is often left out of final interpretations of historic properties and museums. The purpose of this study is to explore the perceptions and views of key stakeholders relating to the inclusion of information about enslaved descendants in historic tourism literature and how this inclusion could improve the interpretive experiences of visitors to the historic Taylor House and Hollywood Plantation located in Winchester, Arkansas.

This pilot study explores whether key stakeholders thought including interpretations, depictions, and retelling of stories that include the perspectives and history of the enslaved families and their descendants in the final interpretations would enhance the experiences of visitors. Comprehensively sharing the stories in individual heritage properties has the potential of presenting a realistic depiction of the actual lifestyles during those times. This research project is significant because it points out that the interpretative expressions at museums are often one-sided and skewed toward the white plantation homeowner's history. This one-sided view



Figure 2: The Taylor House (2012)

— Photo by Jessica Crawford (*The Archaeological Conservancy*)

results in a partial telling of the history and limits the interpretative experience of visitors and tourists.

The findings of this study suggest that heritage tourism should include the history, experiences, and perceptions of the descendants of both the owners and enslaved families to

provide a more balanced perspective of the property. According to Surjeet (2018) a more comprehensive telling of the stories will enable “the community to walk away with feelings of increased connection, diligence, and understanding.” This suggests that a more comprehensive interpretation would enrich



Figure 1: Hollywood Plantation (1914)

— Photo by John R. Fordyce (*Drew County Archives*)

the experiences of visitors to the historic heritage sites.

Keywords: Heritage, Tourism, Cultural, Enslaved Descendants, Plantation Museums

INTRODUCTION

Recently, the tourism industry has received a new source of clientele from individuals and families participating in ancestry research. Studies show visitors report tourism locations depict positive and beautiful locations, exotic cuisine, and relaxing environments (Surjeet, 2018). Recently, “heritage tourism” has benefited from this boost. Heritage tourism is the study of properties that provide tourists the opportunity to visit properties owned by their ancestors. Unfortunately, a phenomenon labeled “dark tourism” has developed out of the growth of “heritage tourism”. Dark tourism (Stone, 2013) is defined as travel to places associated with death and tragedy, including former slave plantations. Further, dark tourism sites include those where death and destruction have occurred (Lennon & Foley, 1996). Such properties make profits on the history of enslaved people while omitting the violence from which they were subjected. A growing number of historical sites include plantation homes that operate as tourist sites and museums focusing on the stories of the landowners, homeowners, and/or their families, but exclude information about enslaved families and their descendants. Excluding information on enslaved descendants contribute to dark tourism by ensuring that some of the more negative aspects of the property and family histories are omitted.

The exclusion of the history of enslaved people and their contributions often begins

during preservation and restoration. The goal of this research is to establish the importance of including the visuals, recorded stories, and general presence of enslaved families in final interpretations of heritage tourism properties. The study also addresses the importance of collaboration between stakeholder groups to the creation of a more comprehensive interpretation of historical sites. Specifically, this research seeks to document how including interpretations, depictions, and retelling of stories that include the perspectives and history of the enslaved families and their descendants in the final interpretations would enhance the experiences of visitors to the historical sites by presenting a realistic portrayal of the actual lifestyles during those times. Currently, there is a dearth of literature that addresses the exclusion of information about enslaved descendants in heritage tourism and historical interpretations. However, Skipper and Thomas (2020) found there are a few cultural tourism sites and plantations that focus on enslaved families. This pilot case study seeks to collect information and data that could add to the corpus of heritage tourism literature.

This research will explain the value of collaborative contributions to the storytelling and narratives in a way that is balanced, inclusive, and accurately depicts history. Should the findings indicate that there is affinity toward inclusive historical perspectives in heritage tourism we suspect that property visits could increase and that visitors would have a better understanding of the property’s historical context and overall operations. Future heritage tourism

project planners may benefit from a greater understanding of how such disparities could contribute to the “dark tourism” phenomenon.

REVIEW OF LITERATURE

Tourism is “a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes” (United Nations World Tourism Organization [UNWTO], 2019, p. 1). Tourism is sometimes called edutainment, an appellation often credited to the Walt Disney Company. Edutainment is entertainment that may include an educational component. That educational component can be highly sought-after experiences such as museums, cultural centers, and historic sites (Wyatt et al., 2020).

Heritage tourism is the study of properties that provide tourists the opportunity to visit sites owned by their ancestors. Heritage tourism is gaining in popularity as more people seek to connect with their ancestral culture by researching their family histories. Web-based tools such as Ancestry.com, face building websites, and family tree platforms have encouraged growth in physical visitations to heritage sites (Timothy & Boyd, 2003).



Figure 3: Tractor sheds attached to the house

— Photo by Skip Stewart-Abernathy, 1991



Figure 1: Hollywood Plantation (1914)

— Photo by John R. Fordyce (Drew County Archives)

Heritage tourism includes a historical perspective through the display of artifacts and renovated buildings (Timothy, 2013). There are a growing number of heritage tourism sites in Arkansas. These sites include museums, homes, farms, and plantations for visitors such as the Lake Port Plantation in Lake Village, Arkansas, and the Taylor House and Hollywood Plantation located in Winchester, Arkansas. These museums sites are likely profitable to the Arkansas economy. For example, Arkansas reported \$385 million in total financial impact from museums in 2017 (Oxford Economics, 2017). Further, the Arkansas Department of Parks, Heritage, and Tourism, (2020) economic report indicated

the state's overall travel expenditures rose 4.4% from 2017 to 2018 with visitors spending \$7.37 billion in Arkansas.

This project is a case study of the Taylor House and Hollywood Plantation. This property was chosen because it is not fully established as a business that is open to the public. However, this location is designed to be a heritage tourism site including a museum, visitor's center, and small conference center. According to Barnes, (2020) research at the Hollywood Plantation began in 1991. Also, Ross, (2001) reports the oral history, excavations, and interviews were conducted in 1992. The plans for the property were developed shortly after the University of Arkansas at Monticello (UAM) accepted the property as a gift and developed a master plan for restoration (Jameson & Gould, 2013). According to Dr. Jodi Skipper (J. Skipper, personal communication, 2020), an anthropology and southern studies professor at the University of Mississippi, this research is poised to identify gaps in studies that do not consider the "dark tourism phenomena" when identifying best practices for heritage tourism operations.

PROPERTY HISTORY

The Taylor House is a two-story dogtrot structure that is one of the oldest surviving examples of vernacular architecture in the state of Arkansas. It was named after the white plantation owners, Dr. John M., and Mary E. Taylor, who built the structure in 1846. The house was the center of Hollywood Plantation—named for the holly trees that grew on the original home site—an 11,000-acre settlement that stretched across what is now Drew, Lincoln, and Desha Counties in southeastern Arkansas. Mary's stepfather, Peter G. Rieves, acquired the property as part of a 43,000-acre land grant during the original surveying of the state in the 1810s, as shown in Figure 2, Figure 3, and Figure 4. Between 1846 and 1876 the Taylor family split their time between Hollywood Plantation and the family seat in Westport, Kentucky. Descendants of John and Mary Taylor lived on the site until the early 1950s, at which point the land was sold to local farmers; the house was abandoned, and the outbuildings were either destroyed or moved to other locations. For example, the smokehouse was moved to the Drew County (Monticello) Historical Museum. As shown in Figure 5, It was an exhibit until it was returned to the site in 2017 as part of the restoration process (Jameson & Gould, 2013).

In 2013, the Taylor House was donated by John Hancock, to UAM with the understanding that it be restored and used as an "edutainment" site. Jameson Architects of Little Rock, Arkansas oversaw the restoration process. Funding came from a series of grants totaling approximately \$1.9 million awarded



Figure 4: The back or south side of the dogtrot house in 1991

— Photo by Skip Stewart-Abernathy

by the Arkansas Natural and Cultural Resources Council. The Taylor House and the surrounding property have been restored to depict what the site might have looked like circa 1880 (Jameson & Gould, 2013).

The Taylor House site, ideally suited for the heritage tourism industry, has many exciting stories that can be told about the people who lived on the property and their surviving descendants. The Taylor family is related to two U.S. presidents, James Madison and Zachary Taylor, through their mutual descendant Lt. Col. James Taylor II, who was Dr. John M. Taylor's great-great-great-grandfather. Dr. John Taylor's great-granddaughter, Robin Loucks (interviewed for this study) attended Central High School in Little Rock during the integration crisis in the fall of 1957 and came to know some of the members of the Little Rock Nine, even appearing with them on television reunions in the 1990s and the Oprah television show.

As an antebellum plantation, Hollywood grew cotton and corn using enslaved people's labor. It was this labor that built and sustained the Taylor House, making the site a nexus of some of the most powerful and most oppressed people in American history. According to previously obtained copies of their original operational strategy, there were limited plans to include descendants of enslaved families in the final interpretation of the museum's historical retelling.

What makes the Taylor House stand out from other plantation heritage tourism sites in the southern United States is the depth and granularity to which the experiences of the African Americans who lived on the site and

their descendants can be used in the museum's historical interpretation. As a result of lawsuits filed in the 1850s in concern for the mental disposition of the Taylor slaves between the Kentucky and Arkansas properties, an inventory was taken of the slaves at Hollywood—including their names. Many of these names can then be traced through U.S. Census records, beginning with the 1870 count, and the subsequent genealogies can be used to assemble a history of the impact that the descendants of the African Americans who lived on the Taylor property had in American history. Among the stories to come out of this research is the story of Alexander and Cornelia, enslaved laborers on the property who adopted the surname Craighead upon their emancipation. The Craigheads returned to Kentucky, and according to the 1870 census, Alexander was a farmer who owned land valued at \$800. This was an unheard-of sum for many farmers, let alone African American freedmen, in the Reconstruction South. This wealth presumably allowed their son William Henry, born into slavery in 1861, to pursue an education that included a Doctor of Divinity degree from Selma University. He served 45 years as pastor of the Zion Baptist Church in Louisville, Kentucky, with a 1200-member congregation. Jamesanna Miller, daughter of Elijah Miller (also a slave at Hollywood), was a prominent member of the Fisk Jubilee Singers in the 1930s and 1940s. During these years, the vocal group helped to fund Fisk University by introducing white audiences to African American spirituals and songs sung by enslaved people. Stories like those of the Miller and Craighead families gives the abil-



Figure 5: The Taylor smokehouse in the 1970s

— ARAS 703175

ity to tell authentic stories of African Americans in a way that few, if any, plantation heritage tourism sites are daring to do.

RESEARCH DESIGN AND METHODS: A CONCEPTUAL FRAMEWORK

This case study was designed to assess the perceptions of key stakeholders on the importance of including information from both property owner descendants and their enslaved occupants in heritage tourism narratives. We are particularly interested in how these perceptions influence museum planners, designers, and curators as they search for ideas about the interpretative outcomes and presentations of historical sites and or museums.

This case study explores whether a comprehensive interpretation inclusive of historical information and storytelling about both the homeowners and the enslaved descendants of heritage tourism sites allows visitors to receive greater knowledge and a more enriched experience when they visit the museums. The study centers around this research question: do key stakeholders believe that including information from the descendants of both the property owners and the enslaved would improve the tourism experience of visitors to the historic Taylor House and Hollywood Plantation property and museum?

DATA COLLECTION AND ANALYSIS

Information and data for this article were collected by conducting interviews with key stakeholders via interviews after the com-

pletion of project restoration but before the final interpretive exhibits and the opening of the site to the public. Collected through interviews of five key stakeholders associated with the Hollywood Plantation and Taylor House, data were collected and analyzed to help answer the primary research question. Stakeholders were chosen using a convenience sampling technique. All stakeholders interviewed have a vested interest in ensuring that the final interpretation provides a meaningful and attractive experience to potential visitors. Interview data were supplemented with field notes, grant applications, grant progress reports, and internal university reports. Those interviewed were identified by the documentation from the UAM records as being involved with the property's restoration, site development plan, or as descendants of the property owners or enslaved residents.

All stakeholder participants were asked the same questions utilizing a pre-designed interview guide. The interview guide collected information and data that helped to answer the primary research question. A qualitative research method was used to obtain greater details and a richer understanding of the thoughts about whether including information from the descendants of both the property owners and the enslaved would improve the tourism experience of visitors to the historic site. According to Denzie and Lincoln (1994), "qualitative research is the optimum way to gain insights into how things are or should be developed". The interview guide

contained thirteen open-ended questions allowing respondents to freely share details. Interviews were conducted and recorded via Zoom telecommunications. The protocol was established through the University of Arkansas at Pine Bluff's Internal Review Board. The interviews aimed to (1) explore the depth, richness, and complexity inherent in the initial phase of the restoration and interpretation of the Taylor House and Hollywood Plantation, and (2) gain insight into the perspectives of select stakeholders about how including information about enslaved descendants could improve the interpretive experiences of visitors to the property.

Recordings of each interview were transcribed utilizing the transcription feature in the Microsoft office suite. A coding scheme and related themes were established utilizing an inductive approach. Themes were created by grouping interview questions that provided similar types of information into broad categories. The identified themes were 1) Stakeholder Knowledge, 2) Stakeholder Engagement, 3) Project Planning, and 4) Descendants' Role and Representation. Specific codes within each theme were developed utilizing an inductive approach wherein phrases and terms used by the participants themselves were identified. This comprehensive approach to the organization of the data enabled the development of a coding framework and identification of descriptive codes to ensure greater consistency in the coding process (Linneberg & Korsgaard, 2019; Miles et al., 2013). The descriptive codes enabled a more granular analysis and interpretation of the data. This coding approach enabled the research team to identify information that answered the primary research question and study proposition. This method will also help the research team to further refine the theory that undergirds the proposition.

VALIDITY

Validity in qualitative analysis assesses the accuracy of the findings as best described by the researchers and participants (Creswell & Poth, 2018). The focus of this study was understanding the perspectives of select stakeholders relating to the effects the inclusion of information about enslaved descendants may have on the overall interpretive experiences of visitors to the property (Wolcott, 1994). To gain an in-depth understanding of the data, dual validation strategies were employed. The first strategy utilized detailed descriptions from the transcribed interviews, field notes, grant applications, grant progress reports, and internal university reports to assist in data coding and analysis (Creswell & Poth, 2018). The second strategy sought participant feedback of the initial data analysis to ensure that their views were recorded and coded with accuracy.

cy and credibility (Lincoln & Guba, 1985).

RELIABILITY

Reliability in qualitative research often refers to the stability of responses to multiple coders of data sets (Creswell & Poth, 2018, p. 264). In this study, reliability was enhanced through the use of high-quality recording devices and transcription of the digital files (Creswell & Poth, 2018). A series of structural coding techniques were used in the data analysis to identify text associated with specific topics of inquiry from the interview guide. A thematic analysis was then conducted to identify broad themes (Guest & MacQueen, 2008). Two trained analysts independently reviewed a sample of transcripts, identified themes, and developed the codebook that included key definitions and emergent themes (MacQueen, 1998; Ryan & Bernard, 2003). Analysts then independently coded all transcripts utilizing an iterative process. Analysts corroborated their coding to ensure consistency in the coding of text and data interpretation. This process was also used to refine the final version of the codebook. The codebook was used to identify discrepancies in application of the codes and interpretation of the text. Differences were discussed and resolved through consensus. All transcripts that were impacted by the changes were then recoded.

RESULTS

This research explored the degree to which information about the descendants of both the plantation owners and the enslaved were included in the early phases of restoration and project planning, and how the inclusion of additional information about descendants of both families can be further developed. Interview participants were placed into three stakeholder categories labeled project professionals (university faculty, architects, archeologists, and historians), descendants (property owners and enslaved), and community members (persons who live or lived near the property). Four broad coding themes were created by grouping the interview questions that provided similar types of information.

Data revealed that Stakeholder Knowledge and Stakeholder Engagement in the property restoration and development plan is quite varied across the categories. Project professionals have more knowledge of the plan and execution of both the property restoration efforts, the museum’s final interpretive exhibits, and the opening of the site to the public. They were also engaged in project efforts earlier and more consistently. Only one of the project professionals actively promoted community-engaged scholarship. However, all persons interviewed expressed an awareness of the significance of engaging community members and descendants, particularly enslaved descendants, in the project as ear-

Table 1: Comparative Sample of Knowledge Disparities and Length of Engagement

Project Professionals	Descendants
" <i>that would have been done in the spring of 12</i> " [reference to the initial grant application] – Architect	" <i>I did read some information on the internet about their progress ... maybe 3 years ago.</i> " – Enslaved Descendent
" <i>started talking to Curtis about it in 2011</i> " – Architect	" <i>had to been maybe 3 years ago</i> " [2018] – Owner Descendent
" <i>early October 2020</i> " [referring to last time visiting the property] – University Faculty	" <i>I had not been back since my mom went</i> " [2019, referring to the last time visiting the property] - Enslaved Descendent

ly as possible. An example of the disparity in stakeholder engagement is that while the property was officially donated to UAM in 2013 and project professionals were aware of the restoration efforts as early as 2011, the descendants were not made aware until 2016 and 2018.

The depth and type of project knowledge also vary across stakeholder categories. Project professionals have more in-depth knowledge than descendants and community members. Professionals were also engaged in the project 2-5 years earlier. For example, the failure to include information on enslaved descendants contributes to the omission of some of the more negative aspects of the property and family histories. Waiting until the end of project restoration and interpretive planning makes it difficult to invest the time and resources needed to locate, interview,

and interpret the history and experiences of enslaved descendants. It also could hurt the identification of artifacts such as the presence of cemeteries, schools, churches, recreational areas, etc., that were built and maintained exclusively for slaves and other laborers.

There are several descendants and community members who lived on or near the historic Hollywood Plantation that can contribute to the interpretation of the site. Referencing the importance of including information about enslaved descendants in final interpretations, a descendant stated, "it is important, where they went to school, the church they had there; the cemetery; I think they're all called Cypress Grove. They would need to know some of the foods they ate. Who built the school and who paid for the teachers to teach at the school?"

In addition to the type and depth of

Table 2: Comparative Quotes Regarding Final Interpretations and Descendant Roles

Project Professionals	Descendants/Community Members
" <i>...money funding should be sufficient... for the property to work</i> ", – University Faculty	" <i>And the descendants of the people who live there... Information needs to be included about the community that lived in that area or the people who worked with the Plantation manager.</i> " – Enslaved Descendent
" <i>Priority involvement from day one! they should be involved.</i> " [referring to descendants] – University Faculty.	" <i>From talking to people who have a close connection to that area...</i> " – Owner Descendent. " <i>It would be good to see pictures of people who actually...lived on the plantation.</i> " – Enslaved Descendent " <i>I have a strong interest in Community.</i> " – Enslaved Descendent " <i>I do think the community should be involved in the final interpretations.</i> " – Owner Descendent
" <i>My dissertation work was about doing community-based work where I developed my research questions based on the needs of the community.</i> "	" <i>I would just like to help them find the people who had the most accurate information to share and to make everyone feel important period.</i> " – Owner Descendent
" <i>I would have identified people connected with the site and done interviews to find out what people knew... Are people going to want to come here and hear this?</i> " – Archaeologist	
" <i>I would work to get more funds for the project and help with the final report on the plans.</i> " – Archaeologist	" <i>...get some information on the people that lived there in that area. And the descendants of the people who lived there. Information needs to be included about the community that lived in that area.</i> " – Enslaved Descendent

knowledge and engagement, the source of knowledge for the groups also differs. The knowledge of the professionals comes from historical research and related documents. Descendants' knowledge comes largely from news articles, internet sources, and the memory of family members who either lived on the property or from conversations where such knowledge was passed along to them. For example, in response to the question of familiarity with the Taylor House and Hollywood Plantation, one of the descendants stated: "I'm very familiar. I am a descendant of the Taylor family. I can tell you as much as I recall. I am not sure my knowledge is extensive, but I can certainly share what I learned from my mother and my grandmother about Hollywood. I lived with my grandmother for several years as a child." As the project moves forward, all the groups should communicate to corroborate the accuracy of such information and incorporate knowledge from the descendants into the historical interpretation. Table 1 provides a comparative sample of quotes that illustrate the disparities in Stakeholder knowledge and engagement. Five key stakeholders associated with the Hollywood Plantation and Taylor House were interviewed. Stakeholders included project professionals (university faculty, architects, archeologists, and historians), descendants (property owners and enslaved), and community members (persons who live or lived near the property).

PROJECT PLANNING AND DESCENDANTS ROLE AND REPRESENTATION

The Project Planning and Descendants' Role and Representation themes are at the heart of this study. While the disparities across stakeholder categories regarding knowledge and engagement were vast, information about Project Planning and the Descendants Role and Representation was quite similar. Professionals, descendants, and community members unanimously expressed a strong need for community and descendant involvement in project planning and execution. Respondents strongly expressed the importance of descendant and community member involvement occurring at project outset and continuing through the duration.

Despite the strong sentiment from all stakeholder participants, descendant and community involvement did not occur in the restoration and interpretative planning of the historic Taylor House and Hollywood Plantation project to the desired degree. Data reveal that broad engagement requires intentionality, resources, and time. For example, project professionals suggest that budgets need to be adequate to ensure that projects can be completed, successful, and sustainable. Thus, the exclusion of descendants, particularly the enslaved in this and other historic restoration

Table 3:
Impact of Including Information about both Descendent Families in the Final Interpretation

Project Professionals	Descendants/Community Members
<i>"Not just the Taylors, but it is the history of everyone. Enslaved laborers and later house servants ... the story of Hollywood."</i> — University Professionals	<i>"If you include information about the owners then you get more historical information about the beginning of the plantation, who the owners were, where they came from?"</i> — Owner Descendant
<i>"One of the things that I found most interesting is ... looking at food, ... I think that the Taylors coming from Kentucky ... and coming from Virginia to Kentucky to Arkansas, and then enslaved people coming from Africa. The ways that these Cultural identities merged on this place."</i> — Archaeologist	<i>"My mother said they did like a 40/60 something ... the owners got a certain percentage, and the people who worked the land got a certain percentage of the profits."</i> — Enslaved Descendant
<i>"You can tell a more holistic story."</i> — Architect	<i>"...all people are important so...The slave people as well as my family the Taylor families and also the sharecroppers."</i> — Owner Descendant
<i>"There is certainly the history of the family...with their migration from Kentucky and the culture of the enslaved workers that were there."</i> - Archeologist.	<i>"Everyone belongs in the melting pot. It would be a rich history of not only my family but other people who grew up there including the sharecroppers and then slave descendants. I have a desire to have accurate information presented in the best possible way."</i> — Owner Descendant
<i>"I think that there's a good story there to be told with the restoration of the property in general."</i> — Architect	

projects, is not necessarily a matter of neglect or oversight. The quotes in Table 2 reflect responses to questions about what should be included in final tourism interpretations and the role of descendants. Delineated by categories, these quotes shed light on the nexus between the desire to be inclusive and the availability of time, information, and adequate resources.

PERCEIVED IMPACT OF INCLUDING DESCENDANT INFORMATION IN FINAL MUSEUM INTERPRETATION

Stakeholder participants unanimously favored including information from the descendants of both sides in the final interpretation. Similarly, all agreed that involving information about descendants on "both sides" will enrich the interpretive experience by increasing the breadth and accuracy of the stories told and improving the experiences of visitors.

Table 3 reflects stakeholder participant responses to questions related to the potential value and impact of including information from both sides in the final interpretation.

CONCLUSION

Data analysis suggests that a comprehensive interpretation and storytelling that include historical information about both the homeowners and the enslaved descendants will enable visitors to receive greater knowledge and a more enriched experience when they visit the historic Taylor House and Hollywood Plantation. Including information about descendants of both the plantation owner and the enslaved population will enrich the interpretive experience of the museum, by increasing the breadth and accuracy of the stories told and improving the experiences of visitors. A comprehensive interpretation

could also help to avoid "dark tourism" by including some of the negative aspects of the plantation history.

LIMITATIONS AND FUTURE RESEARCH

This preliminary case study explored the degree to which information about the descendants of both the plantation owners and slaves were included in the project plans. Study results could be used to broaden the final interpretations. An assessment could then be made to determine the impact of a more comprehensive and collaborative interpretation on the experience of visitors to the site. The study also explored the need to include more information about descendants of both families. The next phase of this study will include additional interviews.

Additionally, this research was designed to gain insight into the perspectives of select key stakeholders about how including information about enslaved descendants could improve the interpretive experiences of visitors. The results of this preliminary pilot study may be incorporated into the final interpretations and opening of the site to the public. In the future, additional descendants and community members will be identified and interviewed to add breadth and depth to later stages of the study.

Interview data revealed that there are several descendants and community members who lived on or near the historic Hollywood Plantation that are still alive. Efforts should be made to identify these living descendants and to obtain funds and other resources to support more qualitative and ethnographic research before finalizing interpretive exhibits and opening the site to the public. Information discovered from archeological research in the earlier phases of the project should be

utilized to ensure a more “full telling of the stories” that include both sides of descendants. These results can be used by members of this and other historic restoration and heritage tourism projects to further identify the significance of the role of the descendants in

the interpretation of historic sites.

Finally, data from this study suggest the need for a multidisciplinary team approach (anthropologists, ethnographers, community-engaged scholars, descendants, and community members) to be engaged from the

outset of historic restoration and heritage tourism projects. This approach will result in more intentional and methodical efforts to locate, interview, and engage descendants from both sides of historical properties in the early stages.

REFERENCES

- Arkansas Department of Heritage and Tourism. (2020). Economic Report. <https://www.arkansas.com/arkansas-tourism-industry-continues-strengthen-state-economy>
- American Psychological Association. (2019). *Publication Manual of the American Psychological Association: 7th Edition, 2020 Copyright (Seventh ed.)*. American Psychological Association.
- Association of Public and Land Grant Universities. Research Activities of the 1890 Institutions. Accessed: December 31, 2020. <https://www.aplu.org/library/research-activity-at-the-1890-universities/file>.
- Araujo, A. L. (2018). Tourism and Heritage Sites of the Atlantic Slave Trade and Slavery. *A Companion to Public History*, 277–288. <https://doi.org/10.1002/9781118508930.ch19>
- Alderman, D. H. (2018). The racialized and violent biopolitics of mobility in the USA: an agenda for tourism geographies. *Tourism Geographies*, 20(4), 717–720. <https://doi.org/10.1080/14616688.2018.1477168>
- Barnes, J. (2020). An Archeology Survey of Hollywood Plantation. *Arkansas Archeological Survey*.
- Barnes, J. (2020). Behind the Scenes of Hollywood: An Archeology of Reproductive Oppression at the Intersections. *American Anthropology*, 123(5), 1-27.
- Bright, C. & Alderman, D. (2018). Can Plantation Museums Do Full Justice to the Story of the Enslaved? A Discussion of Problems, Possibilities, and the Place of Memory. *GeoHumaties*, 4(3), 25.
- Creswell, J.W. & Poth, C.N. (2018). *Qualitative Inquiry & Research Design. Choosing Among Five Approaches*. Thousand Oaks, CA: Sage.
- Denzin, N.K. & Lincoln, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
- Dowling, R. (2001). Tourism and World Heritage in OECD Counties: Tourism. *Tourism Recreation Research*, 26(1), 21–39.
- Foley, M., & Lennon, J. (1996). JFK and a fascination with assassination. *International Journal of Heritage Studies*, 2(4), 210-216.
- Guest, G. & MacQueen, K.M. (2008). *Handbook for team-based qualitative research*. Lanham, MD: Altamira.
- Hanna, S., Alderman, D., Bright, C. (2018). From Celebratory Landscapes to Dark Tourism Sites? Exploring the Design of Southern Plantation Museums. *The Palgrave Handbook of Dark Tourism Studies*, 399-421.
- Hermínio, A. & Rafael, C. (2019). Conference: International Conference: Tourism Marketing and Destination Branding, as part of the ART&TUR – Internacional Tourism Film Festival At: Torres Vedras, Portugal.
- IBISWorld-Industry Market Research, Reports, and Statistics. Accessed December 21, 2020. <http://www.ibisworld.com/global/market-research-reports/global-tourism-industry/>
- IBISWorld - Industry Market Research, Reports, and Statistics. (2020, June 9). IBIS World. <https://www.ibisworld.com/global/market-research-reports/global-tourism-industry/>
- Jameson, T., & Gould, J. L. (2013). Hollywood Plantation: Capture the Past, Transitioning to the Future—Restoration of the Taylor House and Site near Winchester, Arkansas. *Preservation Matters*, 19-77.
- Foley, M., & Lennon, J. J. (1996). Editorial: Heart of darkness. *International Journal of Heritage Studies*, 2(4), 195–197. <https://doi.org/10.1080/13527259608722174>
- Lincoln, Y.S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Skjott Linneberg, M., & Korsgaard, S. (2019). Coding qualitative data: a synthesis guiding the novice. *Qualitative Research Journal*, 19(3), 259–270. <https://doi.org/10.1108/qrj-12-2018-0012>
- MacQueen, K. M., McLellan, E., Kay, K., & Milstein, B. (1998). Codebook Development for Team-Based Qualitative Analysis. *CAM Journal*, 10(2), 31–36. <https://doi.org/10.1177/1525822x980100020301>
- Miles, M. B., Huberman, M. A., & Saldaña, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook (3rd ed.)*. SAGE Publications, Inc.
- Modlin, E., Arnold, S., Hanna, Carter, P., & Potter, A. (2020). Global tourism report. Retrieved October 15, 2020. www.ibisworld.com/global/market-research-reports/global-tourism-industry.
- Oxford Economics, IMPLAN, (2017). Accessed: 6, November 6, 2020. www.implan.org.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to Identify Themes. *Field Methods*, 15(1), 85–109. <https://doi.org/10.1177/1525822x02239569>
- Skipper, J. Personal Interview. 6, November 2020.
- Skipper, J. (2016, February 19). Community development through reconciliation tourism: The behind the Big House Program in Holly Springs, Mississippi. Taylor & Francis Online. <https://www.tandfonline.com/doi/full/10.1080/15575330.2016.1146783>
- Skipper, J., & Thomas, J. M. (2020). Plantation Tours. *Contexts*, 19(2), 64–67. <https://doi.org/10.1177/1536504220920199>
- Stone, P. R. (2011). Dark tourism: towards a new post-disciplinary research agenda. *International Journal of Tourism Anthropology*, 1(3/4), 318. <https://doi.org/10.1504/ijta.2011.043713>
- Stone, R. P., Hartmann, R., Seaton, T., Sharpley, R., & White, L. (2018). *The Palgrave Handbook of Dark Tourism Studies (1st ed. 2018 ed.)*. Palgrave Macmillan.
- Timothy, D. J., & Boyd, S. W. (2003). *Heritage Tourism*. Harlow: Prentice Hall.
- Timothy, D. J., & Ron, A. S. (2013). Understanding heritage cuisines and tourism: identity, image, authenticity, and change. *Journal of Heritage Tourism*, 8(2–3), 99–104. <https://doi.org/10.1080/1743873x.2013.767818>

Member Schools

*Non-HBCU University



Philadelphia, PA
<https://academiesinc.org>



NC Central
UNIVERSITY

**North Carolina
Central University**
Durham, NC
<https://www.nccu.edu>



Bethune-Cookman University
Daytona Beach, FL
<https://www.cookman.edu>



Temple University*
Philadelphia, PA
<https://www.temple.edu>



Cheyney State University
Cheyney, PA
<https://cheyney.edu>



Tuskegee University
Tuskegee, AL
<https://www.tuskegee.edu>



**Delaware
State University**
Dover, DE
<https://www.desu.edu>



University of Arkansas at Pine Bluff
Pine Bluff, AR
<http://www.uapb.edu>



Florida Gulf Coast University*
Fort Myers, FL
<https://www.fgcu.edu>



University of District of Columbia
DC
<https://www.udc.edu>



Livingstone College
Salisbury, NC
<https://livingstone.edu>



**University of Maryland
Eastern Shore**
Princess Anne, MD
<https://www.umes.edu>



Monroe College*
New York
<https://www.monroecollege.edu>



Virginia State University
Petersburg, VA
<https://www.vsu.edu>



Morgan State University
Baltimore, MD
<https://www.morgan.edu>



Virginia Union University
Richmond, VA
<https://www.vuu.edu>

CREATING MORE OPPORTUNITIES AND EXECUTIVE LEADERSHIP POSITIONS FOR PEOPLE OF COLOR IN THE HOSPITALITY INDUSTRY

Andrew Ingraham and Kenneth Fearn
NABHOOD

Michael Thomas Paz, Ph.D. and Victor Younger
Cornell University

Sean Edmund Rogers, Ph.D.
University of Rhode Island

Michael Cheng, Ph.D.
Florida International University

Barron H. Harvey, Ph.D., CPA
Howard University

Srikanth Beldona, Ph.D., and Francis Kwansa, Ph.D.
University of Delaware

Michael Hooper
Hilton Miami Airport Blue Lagoon

Leonard Jackson, Ph.D.
Georgia State University

Deanne Williams-Bryant, Ed.D.
Bethune-Cookman University

EXECUTIVE SUMMARY

While racial diversity exists at lower levels in the hospitality industry, very few African Americans ascend to top leadership roles.

A number of barriers prevent Black hospitality professional from progressing to executive leadership, including lack of mentorship and access to social networks, feelings of isolation and the absence of support, and discrimination and bias, among others.

These barriers are not insurmountable. While some are systemic and others are rooted in individuals, all of the barriers can be dismantled if current hospitality executives are willing to take actions steps to create the conditions that will allow more African Americans to rise to the top of our industry.

THE PROBLEM

Many large companies, including many in the hospitality industry, publicly tout their commitment to diversity and state that having an inclusive workforce is a strategic business priority. As a result, firms often institute formal diversity initiatives and hire personnel to lead organizational inclusion efforts. For example, Hilton and Hyatt (and others) have Global Heads of Diversity and Inclusion, and Marriott maintains “long standing partnerships with over 30 diversity organizations” whose “missions align with [its] diversity and inclusion efforts.”¹

Despite their pro-diversity and inclusion stances and initiatives, companies have not been very successful in bringing about significant racial diversity in executive leadership, and top roles in practically all organizations and occupations remain overwhelmingly white and male.² This is indeed the case in the hospitality industry.

Demographic data collected by the Castell Project for over 630 U.S. hospitality companies, encompassing more than 6,300 executives, provides insight into the dearth of Black representation among the ranks of hospitality executives. Black people make up 17.9% of employees in the hospitality industry and are overrepresented in the hospitality industry overall (compared to being 13.8% of the overall U.S. population). Despite this:³

- Black people hold 0.7% of CEO positions within U.S. hospitality firms
- Black men hold 0.5% of CEO positions while Black women hold 0.2%
- At the Director level and above, Black people hold a mere 1.5% of positions (1.0% by Black men and 0.5% by Black women)

As a group of hospitality industry veterans with wide-ranging professional experiences, along with scholars and academics who are engaged in the education and preparation of future generations of hospitality professionals and leaders, we are concerned about the enduring absence of Black and African American executives in our industry. We provide this roadmap to illuminate a positive path forward and offer ourselves as a resource in this endeavor.

CAUSES & CONSEQUENCES OF THE PROBLEM

Organizational science reveals several barriers impeding African Americans from thriving at work and progressing to executive leadership positions.

Isolation and Lack of Support

Underrepresentation at work leads to stereotyping, being marginalized, and feelings of isolation.⁴ A recent study of Black profession-

als identified three main inhibitors to upward mobility: “lack of leadership development training and industry-specific expertise, lack of support for career enhancement, and organizational diversity climate and stereotyping.”⁵

Lack of Mentors and Access to Social Networks

Black employees at all levels find it difficult to tap into and level the social networks that enable advancement to leadership and executive roles.⁶ Black women are victims of the double-whammy of race and gender bias and face steep difficulties in finding mentors and being taken seriously, especially in male-dominated working environments.⁷ While Black men do have a better chance of forming gender-based ties with white male colleagues, they are frequently stereotyped as less competent and not well suited for high-status executive work.⁸

The Middle-Management Plateau

Many scholars have written about Black professionals hitting a “middle-management plateau” in which, despite having many years of mid-level management experience, they lack the organizational visibility and personal mentorship needed to break into upper echelons of executive leadership.⁹ In the worst case, professionals who hit this plateau become frustrated with their lack of career mobility and might consider leaving their organizations or industry altogether.¹⁰ Scholars have begun to call the phenomenon of Blacks and other minorities being recruited into firms but eventually quitting because they’ve hit a middle-management plateau or find the psychological costs of working at an organization unbearable the “leaky pipeline.”¹¹

Lack of Genuine Commitment to Diversity by Executives and Board Members

While some company executives have argued that their organizations do not have a large internal pool from which to promote Black and other minority employees into leadership roles, a Witt/Keiffer study notes that a lack of genuine commitment on the part of executives and board members might also explain the lack of diversity and inclusion at higher ranks.¹²

Attribution Bias and the Fallacy of Lowering Standards for Black Employees

Individuals tend to believe that their own good fortune is a result of their hard work and intelligence, whereas the achievements of others are mostly due to luck or other reasons not under their control.¹³ This works its way into organizational life in that Black employees, who are societally already assumed to be less proficient, have their professional achievements called into question or discounted as a fluke or due to luck. As current Morehouse University president and Harvard Business School professor emeritus David Thomas noted, “If you’re not expecting positive performance from a particular group, such as Black men, you may attribute their success to external factors, like affirmative action or luck.”¹⁴

The Burden of Working Two Jobs in One

Black professionals are often expected by their leaders, or feel personally compelled, to participate in diversity and inclusion activities in addition to their own job responsibilities. As an African American finance industry manager noted in a recent study, “Diversity recruiting activities can be the kiss of death. The natural instinct is to be with people like you. But then you realize, there’s a big conflict. Those events aren’t on your boss’s radar and you have work to be done. I almost lost my job because my time and attention kept getting diverted – and I was party to it.”¹⁵

The Glass Cliff

Oftentimes, Black professionals are given a shot at leadership during periods of organizational crisis. Particularly in the case of women, research concludes that women are preferred for leadership roles during crises because of the perception that they possess greater levels of several characteristics that are critical for crisis management, including emotional intelligence, sympathy, intuition, understanding, and sympathy.¹⁶ This phenomenon of ascending to leadership during organizational turmoil is referred to as the glass cliff because of the high-risk nature of accepting such an assignment. Scholars have noted that minorities appointed to glass cliff assignments are expected to be corporate saviors despite significant lack of resources, limited social capital, unrealistic expectations,



crushing pressure to perform, shorter time frames, unusually high visibility throughout the organization, and impatience from executives and board members.¹⁷ Even under normal circumstances, minority leaders are given less time in position to achieve success, and when they do achieve success they are recognized less than white leaders.¹⁸

Racially-Influenced Attrition

Research has uncovered several instances where Black leaders are more likely to leave their organizations than white employees. Black workers are more likely to be aware of and sensitive to the existence of “ambient racial discrimination” within an organization (whether or not it is affecting them personally), and this awareness is positively related to turnover intentions.¹⁹ And of course, actual anti-Black racial discrimination leads to attrition.²⁰ The extent to which Black employees feel as though their employer respects their personal characteristics, including race, and treats them and others like them fairly also affects one’s organizational commitment and decision to stay or leave.²¹

Bias in Employment Decision-Making

Black workers and leaders often fall victim to systemic biases and discrimination during the performance appraisal process, when being selected (or not) for job assignments, and during deliberations about promotions and advancement.²² Additionally, many of the same traits that are seen as favorable for white leaders – such as being dominant

and aggressive – are viewed as threatening and unprofessional when displayed by Black professionals.²³ In fact, research shows that Black executives benefit from having disarming and nonthreatening behaviors and physical characteristics, qualities referred to as the Black “teddy-bear effect.”²⁴

SOLUTIONS & ACTION STEPS TO HELP FIX THE PROBLEM

Below, we present action steps your organizations can and should take to improve the employment and advancement experiences of African American employees. These are derived from research on what works as well as our own experiences. The first four in particular are ones we believe are of utmost priority – your help is needed right now to make these a reality.

- Become leading sponsors of and participants in a Hospitality Executive Leadership Fellows program that NABHOOD and other organizations will establish. To be clear, this will require an investment of your dollars and time. This “fellows program” will have the specific goal of grooming mid-career African American managers for executive leadership roles in hospitality. It will be a year-long program in which participants receive direct mentorship from company leaders, network with professionals across the hospitality industry, and are then purposefully positioned for and slotted into executive leadership roles. It is a deliberate and carefully-planned pipeline program

NABHOOD: CREATING MORE FOR PEOPLE OF COLOR IN THE HOSPITALITY INDUSTRY

that BEGINS at the middle-manager level and LEADS to the executive ranks. This is NOT a management trainee program. This is the last stop before the C-suite.

- Set specific African American participation goals within existing General Manager development programs to increase representation at the individual property level.
- Participate in a “badge” or “gold star” certification program NABHOOD will create which recognizes hospitality industry firms for following best practices when it comes to the employment and promotion of African American employees. This is similar to “best place to work” and other designations but is purposefully focused on the African American workforce given the disparities faced by this group.
- Track employment and advancement statistics for African Americans at all levels within your company and make that information publicly available.
- Provide initial and ongoing support for Black owners and developers through targeted loan/key money programs and increased representation on owner advisory boards
- Support Black communities by setting publicly-available targets for spending with Black-owned businesses, including contracting firms
- Explicitly incentivize all managers and executives to follow through on these commitments through performance-based pay tied to diversity outcome metrics.

The remaining action steps are ones we encourage your companies to commit to making part of your corporate culture and ethos over the long haul:

- Create initiatives specifically aimed at improvements for Black employees. Chang-

ing organizational demographics has been shown to be more effective when managers and leaders are tasked with developing and executing interventions that are specifically targeted to improve representation of certain groups, such as racial minorities and women.²⁵

- Recognize, value, and pay for the formal and informal diversity and inclusion work that Black workers perform for your organization. Such work as serving on diversity committees or participating in minority recruitment events, which can be critical to the success of predominantly white organizations, often goes unnoticed and rarely gets rewarded.²⁶
- Make diversity mentoring a central practice in your organization. A “climate for mentoring” among senior executives and minorities, as well as cross-gender, cross-cultural, and cross-generational mentoring leads to greater job satisfaction and lower turnover among minority employees.²⁷ Additionally, establish formal support systems both horizontally (e.g., affinity groups for Black employees to support and network with one another) and vertically (between senior leaders and high-potential Black managerial employees).
- Invest in the success of African American employees not only because it makes business sense, but also because it’s the right thing to do. Be clear about your organization’s rationale for promoting diversity and inclusion.²⁸ It is especially important to not frame outreach to and support for Black employees as merely, or even primarily, a “business case.” Although it is the case that a more diverse workforce can provide strategic competitive advantages through gaining access to and legitimacy with ex-

panded markets and demographics²⁹, a purely business case motive for diversity and inclusion runs counter to increasing calls for social justice and the moral case for diversity.³⁰

- Promote African Americans from within and look to hire internal Black prospective leaders and executives before engaging in external searches.³¹
- Really use exit interview data to understand why Black employees are departing your organization. Consider the possibility that resignations are signaling larger systemic organizational problems and seek feedback from exiting workers on how to improve the situation for remaining and future Black professionals.³²
- Recognize the role that Black employees, and especially Black leaders, play in mitigating anti-Black bias within firms. Research shows that having more African Americans in an organization for all employees to interact with, and pairing Black leaders as mentors to non-Black employees, reduces overall racist attitudes and behaviors of whites against Blacks.³³
- Be specific about your support for Black employees. Labels like “diversity” are increasingly becoming “fuzzy terms” which broadly cover a range of identities, personal characteristics, and even experiences.³⁴ Even terms like “people of color,” which undoubtedly are meant to be inclusive and sensitive to a wide range of groups, run the risk of overlooking historical disadvantage and patterns of exclusion specifically faced by African Americans. Many firms proudly tout their commitment to diversity and inclusion at the same time Black employees decry hostile organizational climates and a frustrating lack of upward mobility.



REFERENCES

- 1 Retrieved from <https://newsroom.hilton.com/corporate/news/hilton-names-global-head-of-diversity-inclusion>; https://www.kellogg.northwestern.edu/faculty/directory/stoudemire_tyronne.aspx; <https://www.marriott.com/diversity/diversity-and-inclusion.mi>
- 2 Berrey, E. C. (2011). Why diversity became orthodox in higher education, and how it changed the meaning of race on campus. *Critical Sociology*, 37(5), 573-596.
- Edelman, L. B. (2016). *Working law: Courts, corporations, and symbolic civil rights*. University of Chicago Press.
- 3 Sample data was hand collected by the Castell Project from publicly available data and includes employees with the titles of CEO, President, Managing Director, Partner, Principal, Chief, Executive Vice President, Senior Vice President, Vice President, and Director.
- 4 Wingfield, A. H. Views from the other side: Black professionals' perceptions of diversity management. In Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.), *Race, Work, and Leadership: New Perspectives on the Black Experience* (pp. 173-188). Boston, MA: Harvard Business Review Press.
- 5 Roberts, L. M., Blake-Beard, S., Creary, S., Edgehill, B., & Ghai, S. Overcoming barriers to developing and retaining diverse talent in health-care professions. In Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.), *Race, Work, and Leadership: New Perspectives on the Black Experience* (pp. 189-208). Boston, MA: Harvard Business Review Press.
- 6 Kaplan, V. (2006). *Structural inequality: Black architects in the United States*. Rowman & Littlefield.
- 7 Smith, E. L. B., & Nkomo, S. M. (2003). *Our separate ways: Black and white women and the struggle for professional identity*. Harvard Business Press.
- 8 Wingfield, A. H. (2013). *No more invisible man: Race and gender in men's work*. Temple University Press.
- 9 Larson, L. (2006). Getting to the "C suite". What will it take to see diversity across health care leadership?. *Trustee: the journal for hospital governing boards*, 59(3), 12-4.
- 10 Voges, N. (2006). Diversity in the executive suite. Modern healthcare salutes the top 25 minority executives in healthcare, who say their colleagues still face numerous obstacles. *Modern healthcare*, 36(15), 6-7.
- 11 Roberts, L. M., Blake-Beard, S., Creary, S., Edgehill, B., & Ghai, S. Overcoming barriers to developing and retaining diverse talent in health-care professions. In Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.), *Race, Work, and Leadership: New Perspectives on the Black Experience* (pp. 189-208). Boston, MA: Harvard Business Review Press.
- 12 Retrieved from <https://www.wittkiewer.com/webfoo/wp-content/uploads/Closing-the-Gap-in-Healthcare-Leadership-Diversity-Final.pdf>
- 13 Gilbert, D. T., & Malone, P. S. (1995). The correspondence bias. *Psychological bulletin*, 117(1), 21.
- 14 Retrieved from <https://fortune.com/longform/black-executives-men-c-suite/>
- 15 Toigo Foundation (Sims, N., Toigo, S., Allen, M., & Cornelius, T). From C-suite to startups. In Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.), *Race, Work, and Leadership: New Perspectives on the Black Experience* (pp. 209-222). Boston, MA: Harvard Business Review Press.
- 16 Cook, A., & Glass, C. (2013). Glass cliffs and organizational saviors: Barriers to minority leadership in work organizations?. *Social Problems*, 60(2), 168-187.
- 17 Oelbaum, Y. S. (2016). *Understanding the glass cliff effect: Why are female leaders being pushed toward the edge?* Unpublished doctoral dissertation. The Graduate Center, City University of New York.
- 18 Obenauer, W. G., & Langer, N. (2019). Inclusion is not a slam dunk: A study of differential leadership outcomes in the absence of a glass cliff. *The Leadership Quarterly*, 30(6), 101334.
- 19 Chrobot-Mason, D., Ragins, B. R., & Linnehan, F. (2013). Second hand smoke: Ambient racial harassment at work. *Journal of Managerial Psychology*.
- 20 Nunez-Smith, M., Pilgrim, N., Wynia, M., Desai, M. M., Bright, C., Krumholz, H. M., & Bradley, E. H. (2009). Health care workplace discrimination and physician turnover. *Journal of the National Medical Association*, 101(12), 1274-1282.
- 21 McKay, P. F., Avery, D. R., Tonidandel, S., Morris, M. A., Hernandez, M., & Hebl, M. R. (2007). Racial differences in employee retention: Are diversity climate perceptions the key?. *Personnel psychology*, 60(1), 35-62.
- 22 Baldi, S., & McBrier, D. B. (1997). Do the determinants of promotion differ for blacks and whites? Evidence from the US labor market. *Work and Occupations*, 24(4), 478-497; Pager, D., Bonikowski, B., & Western, B. (2009). Discrimination in a low-wage labor market: A field experiment. *American sociological review*, 74(5), 777-799; Stauffer, J. M., & Buckley, M. R. (2005). The existence and nature of racial bias in supervisory ratings. *Journal of applied psychology*, 90(3), 586.
- 23 Neubert, M. J., & Taggar, S. (2004). Pathways to informal leadership: The moderating role of gender on the relationship of individual differences and team member network centrality to informal leadership emergence. *The Leadership Quarterly*, 15(2), 175-194.
- 24 Livingston, R. W., & Pearce, N. A. (2009). The teddy-bear effect: Does having a baby face benefit black chief executive officers?. *Psychological science*, 20(10), 1229-1236.
- 25 Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American sociological review*, 71(4), 589-617.
- 26 Wingfield, A. H. Views from the other side: Black professionals' perceptions of diversity management. In Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.), *Race, Work, and Leadership: New Perspectives on the Black Experience* (pp. 173-188). Boston, MA: Harvard Business Review Press. 27 Dolan, T. C. (1993). Mentoring in the 1990s. *Healthcare executive*, 8(6), 3-3.
- 28 Roberts, L. M., Blake-Beard, S., Creary, S., Edgehill, B., & Ghai, S. Overcoming barriers to developing and retaining diverse talent in health-care professions. In Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.), *Race, Work, and Leadership: New Perspectives on the Black Experience* (pp. 189-208). Boston, MA: Harvard Business Review Press. 29 Cox, T. H., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *Academy of Management Perspectives*, 5(3), 45-56. 30 Edgley, C., Sharma, N., & Anderson-Gough, F. (2016). Diversity and professionalism in the big four firms: Expectation, celebration and weapon in the battle for talent. *Critical Perspectives on Accounting*, 35, 13-34.
- 31 Roberts, L. M., Blake-Beard, S., Creary, S., Edgehill, B., & Ghai, S. Overcoming barriers to developing and retaining diverse talent in health-care professions. In Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.), *Race, Work, and Leadership: New Perspectives on the Black Experience* (pp. 189-208). Boston, MA: Harvard Business Review Press.
- 32 Ibid.
- 33 Maluso, D. (1995). Shaking hands with a clenched fist: Interpersonal racism. In B.E. Lott & D. E. Maluso (Eds.), *The social psychology of interpersonal discrimination* (pp. 50-79). New York, NY: Guilford Press.
- 34 Edgley, C., Sharma, N., & Anderson-Gough, F. (2016). Diversity and professionalism in the big four firms: Expectation, celebration and weapon in the battle for talent. *Critical Perspectives on Accounting*, 35, 13-34.

BLACK REPRESENTATION IN HOSPITALITY INDUSTRY LEADERSHIP

Peggy Berg, Chair
Castell Project, Inc.

EXECUTIVE SUMMARY

We produced the first Black Representation in the Hospitality Industry as the nation grappled with civil unrest around the treatment of Black people. The data in that report immediately preceded the COVID-19 shutdown. This second annual report is a snapshot one year later, as the COVID-19 pandemic winds down. In spite of industry statements of support, Black employees lost share of hospitality industry employment and remained under-represented in leadership over the past year.

- Black representation in leadership for the public face of the hospitality industry fell from year-end 2019 to year-end 2020. At year-end 2020, only 11 percent of the 801 hotel company websites reviewed for this study showed Black executives (director through CEO) compared to 16 percent of 630 company websites in 2019.
- Black executives represented 1.6 percent of hospitality industry executives at the director through CEO level on company websites in 2020. This is 10.9 times lower than their 17.5 percent share of hospitality industry employment. This indicates that advancement is not equitable for Black employees in the hospitality industry.
- One in 5.7 industry employees¹ is Black compared to one of 49 vice presidents and one of 58 EVP/SVPs shown on hospitality company websites at year end 2020.
- There were 5.7 white to each Black employee in year-end 2020. Black employees lost share from 2019 when there were 5.3 white to each Black employee. The hospitality industry employs Black workers at 44.6 percent above their 12.1 percent pro rata share of the employed US civilian labor force.¹
- Average employment in Traveler Accommodation fell 35 percent (by 479,000 people) from 2019 to 2020, according to the US Bureau of Labor Statistics (BLS).¹ The hospitality industry let go a higher proportion of its Black workforce than other employees. Black employees comprised 17.5 percent of traveler accommodation employees in 2020, down from 18.8 percent in 2019. The hospitality industry also let go a higher proportion of Black employees than the overall average for US businesses. In 2020, 12.1 percent of all people employed were Black, down only slightly from 12.3 percent in 2019.

- Korn Ferry reports that Black leaders hold five percent of executive positions across all industries and four percent at S&P 500 companies. This compares to the hospitality industry at 1.6 percent.²
- HR is the field where Black leaders have found opportunity in the hospitality industry and 32 percent of Black hospitality industry executives are in HR.
- Intersectionality, the combined impact of race and gender, is more pronounced for Black women at each higher level. Work at the property level was dramatically reduced by the reduction in travel and by hotel closures. While many companies restructured at the corporate level, the pandemic created additional work in areas including asset management, finance, accounting, legal, human resources, etc. Statistics in this report reflect employment in corporate offices rather than at the property level.

INTRODUCTION

Our mission is to see women in more than one in three positions at all levels of hospitality industry leadership and ownership. May 10, 2021, Castell Project's second annual report benchmarking Black representation in hospitality industry leadership reflects a business that is deeply reliant on Black employees. It also reflects an industry that has not yet opened as much growth opportunity to Black workers as it has for other populations. Bureau of Labor Statistics reports indicate that Black employees in the hospitality industry have disproportionately lost jobs during the COVID-19 pandemic. Statistics also show disproportionately low Black representation in hospitality industry leadership. This has been a year when US companies have stepped up their commitment to Black workers. As the hospitality industry hires post-pandemic, its ability to attract employees will be affected by its ability to deliver equity and inclusion. According to McKinsey & Company, "for diverse companies, the likelihood of outperforming industry peers on profitability has increased over time, the penalties are getting steeper for those lacking diversity."³ This is a potentially expensive weakness for industry profitability. Further, it suggests a competitive advantage for hospitality companies that treat Black employees equitably and provide equitable opportunity for advancement.



PURPOSE OF CASTELL PROJECT

Castell Project, Inc., a 501c3 non-profit, implements initiatives that enable companies and their diverse employees to fully benefit from workforce participation. Castell Project initiatives include:

- Tracking performance on hospitality industry diversity with benchmark statistics, including this report
- Providing leadership training to accelerate women on the corporate ladder; Castell BUILD and Castell ELEVATE programs will be offered in 2021 with scholarships available for Black women
- Presenting the WSH List and Castell Award to enhance women's image through their presence on the podium, both for their own careers and to inspire others
- Hosting Castell@College panels showing college students, both women and men, the richness of careers in hospitality for people of all genders and races
- Launching Fortuna's Table to bring women and under-represented minorities into hotel ownership; in this entrepreneurial industry, ownership is a major route to leadership
- Contact and more information may be found at CastellProject.org. We would be delighted to work with you and your company.

STATEMENT FROM THE CASTELL PROJECT BOARD

We produce this statistical report to add clarity to discussions about Black representation

in the hospitality industry. Discrimination and bias are real and can only be addressed when they are recognized and enumerated. This is a pivotal moment. Because of the scale of business disruption during the pandemic, essentially every company in the hospitality industry is undergoing a corporate restructuring at the same time. How we bring people back to work, and who we bring back, will define the industry for years to come. This is a unique opportunity to re-shape the industry for a diverse future marketplace. When we produced the first Black Representation in the Hospitality Industry report in 2020, we evaluated the Castell Project and decided to deliberately advance diversity in this organization. Now, we are meeting measurable commitments for the organization and each of its initiatives. We are committed to programs that catalyze Black as well as female representation in hospitality industry leadership.

INSIGHT FROM THOUGHT LEADERS

We provide these insights from several Black thought leaders as change moves through the industry:

Tracy Prigmore, Managing Partner, TLTsolutions; Founder, She Has a Deal; Co-Chair Fortuna’s Table; Board Director Castell Project, Inc. With racial justice finally being a priority in this country, the hotel industry should be ultra-focused on growing the number of Black-owned hotels, management companies, and supplier businesses. When the ownership and investment side of the business is more diverse, the number of Blacks in leadership positions will grow, and the industry will become more inclusive, which should drive continuous innovation. Furthermore, diversity in ownership will uplift communities and build economic vitality, helping to close the racial wealth gap.

Andy Ingraham, President Founder & CEO, NABHOOD Jonathan Tisch, Chairman & CEO of Loews once asked me, “why are so many people of color leaving the industry?” I replied that the reason was access to promotion. Every study shows that our industry lacks diversity and upward mobility, specifically for people of color. Let’s all make a great industry better and demonstrate that “Black Lives Matter.” Diversity and inclusion can no longer just be buzz words but must be woven into the fabric of post COVID-19 pandemic rebuilding. Will the hospitality industry change and open its boardrooms and C-suites to minorities and people of color or is it a moment that will be forgotten? We all have a responsibility to do our part but top leaders must make the commitment because they set the standard.

Greg DeShields, Executive Director, PHL Diversity of the Philadelphia Convention & Visitors Bureau; Executive Director, Tourism Diversity Matters Group hotel selection is in-

creasingly sensitive to the diversity of lodging owners and leaders. Properties that deliver diversity while re-building post-pandemic will be better positioned in the group sector. As the hotel industry recovers, a substantial focus to advance diversity throughout industry leadership must be a priority. We must address the barriers and challenges to access. Tourism Diversity Matters (TDM) strives to be the collaborative leader for Diversity, Equity, and Inclusion (DE&I) initiatives that address the blind spots of ethnic disparities and provide decision-makers access, resources and tactics to develop more effective DE&I strategies that engage and retain a diverse workforce. Let’s all make a great industry better and demonstrate that “Black Lives Matter.” We must address the barriers and challenges to access. diversity in ownership will uplift communities and build economic vitality, helping to close the racial wealth gap

Tyronne Stoudemire, Vice President Global Equity Diversity & Inclusion, Hyatt Hotels Corporation Equitable advancement requires leadership from corporate and delivery from general managers. Over the past several years we have prioritized diversity, equity and inclusion programs to enable us to care for people so they can be their best. At the corporate level, our Global Diversity, Equity, and Inclusion Council and Diversity Business Resource Groups have helped create environments across the globe where all colleagues can be their authentic selves at work. At the property level, Hyatt general managers, Donte Johnson and Tracey Pool, provide insight into building diverse leadership for the post-pandemic industry.

Donte Johnson, General Manager, Hotel Revival Our leadership team at Hotel Revival looks demographically similar to our community. We simply do not place a premium

on characteristics or traits that don’t have a true impact on someone’s ability to perform a job. Engaging with any community primarily on the basis of attracting talent or business is being the friend that calls when they need a favor. We set out to genuinely pour our energy into the whole community - the creatives, the businesses, the thought leaders, the storytellers. The community has more to offer than labor and customers. Honoring that has been our approach.

Tracey Pool, General Manager, Hyatt Regency Baltimore A best practice I use (and recommend) to remove obstacles is connecting and building relationships. And when I say “connecting,” I don’t mean on a surface level. I’m not talking about handshakes or rubbing elbows, I’m talking about building actual relationships. I used to believe that if I simply worked really hard, my work would somehow be recognized and I would be catapulted to levels beyond where I was. I now know that advancement doesn’t necessarily work that way for everyone. “It’s all about who you know” has such a negative connotation, but the truth is this: not one of us has advanced without the support of others. Please connect with others who may not look like you, whether you are a sponsor or the person being sponsored.

METHODOLOGY AND SAMPLE METHODOLOGY

These statistics show the public face of hospitality industry leadership. (See Summary Table.) Two analysts captured information from the websites of hotel companies listed in the STR Directory of Hotel & Lodging Companies. Each entry was reviewed twice, once in the company website and then compared to the LinkedIn profile. Identification was made by visual inspection and self-identification could vary.

	Other Men	Black Men	Other Women	Black Women	Men	Women	Sample
Director							
2019	52.1%	1.0%	45.1%	1.8%	53.1%	46.9%	1327
2020	52.7%	0.7%	44.7%	1.9%	53.4%	46.6%	1285
VP							
2019	66.1%	1.1%	32.1%	0.7%	67.2%	32.8%	1267
2020	65.7%	1.2%	32.3%	0.8%	66.9%	33.1%	1247
EVP/SVP							
2019	76.1%	1.0%	22.4%	0.5%	77.1%	22.9%	624
2020	75.7%	1.0%	22.6%	0.7%	76.7%	23.3%	592
Chief							
2019	76.8%	0.3%	22.4%	0.5%	77.1%	22.9%	930
2020	75.5%	0.4%	23.4%	0.7%	75.9%	24.1%	980
CEO/President							
2019	92.7%	0.6%	6.6%	0.1%	93.3%	6.7%	823
2020	92.5%	0.8%	6.6%	0.1%	93.3%	6.7%	879

Source: The Castell Project, Inc.

BLACK REPRESENTATION IN HOSPITALITY INDUSTRY LEADERSHIP

Titles: Definitions for groups of titles used for this analysis follow.

Sample: This report presents statistics about a large sample of hospitality industry executives that their companies show on their corporate websites. Data includes hotel companies based in the US and Canada listed in the STR Directory of Hotel & Lodging Companies. The sample has a minimum of 5 hotels or 700 rooms. The dataset includes 7,243 people in 801 companies for 2020 and 6,692 people in 630 companies for 2019. Statistics shown reflect employees from the level of director through CEO.

Validity: This study only reflects the public face of the hospitality industry as reflected on hotel company websites. There are executives who are not shown on these websites. We also note that only a few top executives are listed for very large hotel companies that have robust diversity initiatives. We believe statistics for these companies are under-represented.

Virtually all companies show a CEO and/or president and the statistics are highly representative at these levels. At lower levels, sample size is substantial, but is less complete and therefore less representative. For the same reason, CEO / Presidents are over-represented in the overall averages in this report by the nature of positions shown on corporate websites.

LEVELS:

Definitions Titles are organized by level and grouped in this report as follows:

Director: People with the title of director, corporate director, senior director, etc. in all fields. However, hotel level directors (director of sales, etc.) and area directors (regional director of operations, for example) are excluded from this dataset.

Regional vice presidents are classified as directors in this dataset.

VP: Vice presidents in all fields. Vice presidents who also are C-suite chiefs are classified as chiefs. Those who also carry a partner or principal title are classified as partner/ principal.

EVP/SVP: Executive and senior vice presidents in all fields. Those who also carry a “chief” C-suite title are classified as chiefs.

Chief (C-suite): Executives with “chief-of-ficer” in their title – CFO, COO, CMO, CLO, etc. General counsels are classified as CLOs. Some chiefs also are presidents or SVPs, for instance. Dual titles including chief and director, VP or EVP/SVP are categorized by their chief role. Dual titles including president or CEO are classified as president or CEO and also shown in the distribution of chiefs.

Principal/Partner: Principal, partner, member, shareholder. Managing Director Managing directors, managing principals and senior managing directors as well as “head” titles.

President: President, owner and founder. Presidents with the additional title of CEO are

listed under CEO. Those who are also chiefs are included in the leadership statistics as presidents and are also included in the C-suite detail.

CEO: CEOs, as well as CEOs with additional titles such as CEO and chairman, president or managing director.

Board: Chairman and board director. We do not present board representation in this report. However, our report on [Diversity of Hospitality Industry Public Boards 2021](#) is available at [CastellProject.org](#).

BOARD OF THE CASTELL PROJECT, INC.

Peggy Berg, Chair, Castell Project, Inc.
Mary Beth Cutshall, Executive Vice President and Chief Development Officer, HVMG; Managing Partner, Amara Capital. Castell Project, Vice Chair
Eve Moore, Vice President of Operations, Legacy Ventures. Castell Project Secretary
Catherine Morgen, Partner, Morris, Man-

ning & Martin. Castell Project Treasurer
Chris Daly, President, Daly Gray. Castell MarComm committee chair

Fern Kanter, Executive Vice President, CHM Warnick. Castell@College committee chair

Kirk Kinsell, Principal, Panther Ridge Partners. Castell Partners and Funding committee chair

Tracy Prigmore, Founder and Managing Partner, TLTolutions; Founder, She Has a Deal. Fortuna’s Table committee co-chair

Rachel Moosa, Managing Director and Founder, The Hospitality Gig

Talene Staab, Vice President & Global Head of Tru by Hilton

Staff:

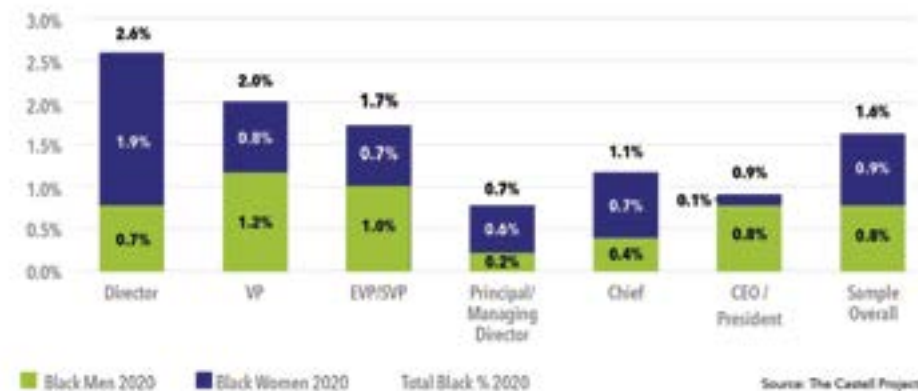
Deborah Cox, Vice President, Castell Project, Inc.

Jane Nguyen, Administrative Assistant, Castell Project, Inc.

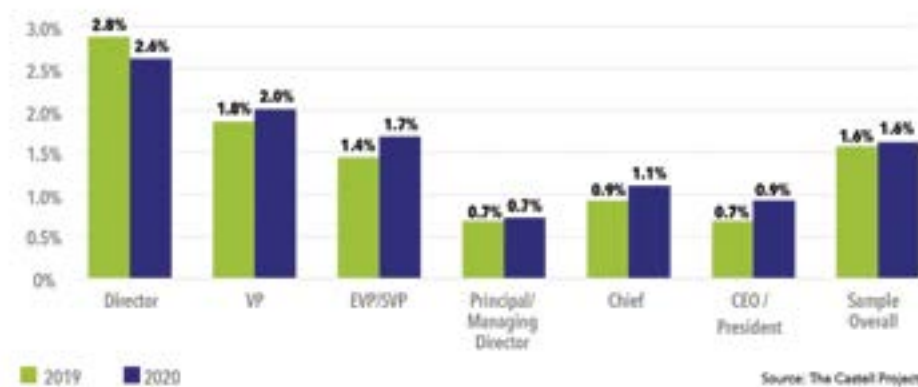
Share of Black Leaders by Gender

As shown in the following graphs, representation of Black leaders is extremely low in the hospitality industry, falling from 2.6 percent at the director level to 0.9 percent at the CEO/ President level. These statistics refer to mid-management directors working in corporate offices, not members of the board of directors.

Black Men & Women Percent of Hospitality Company Leadership

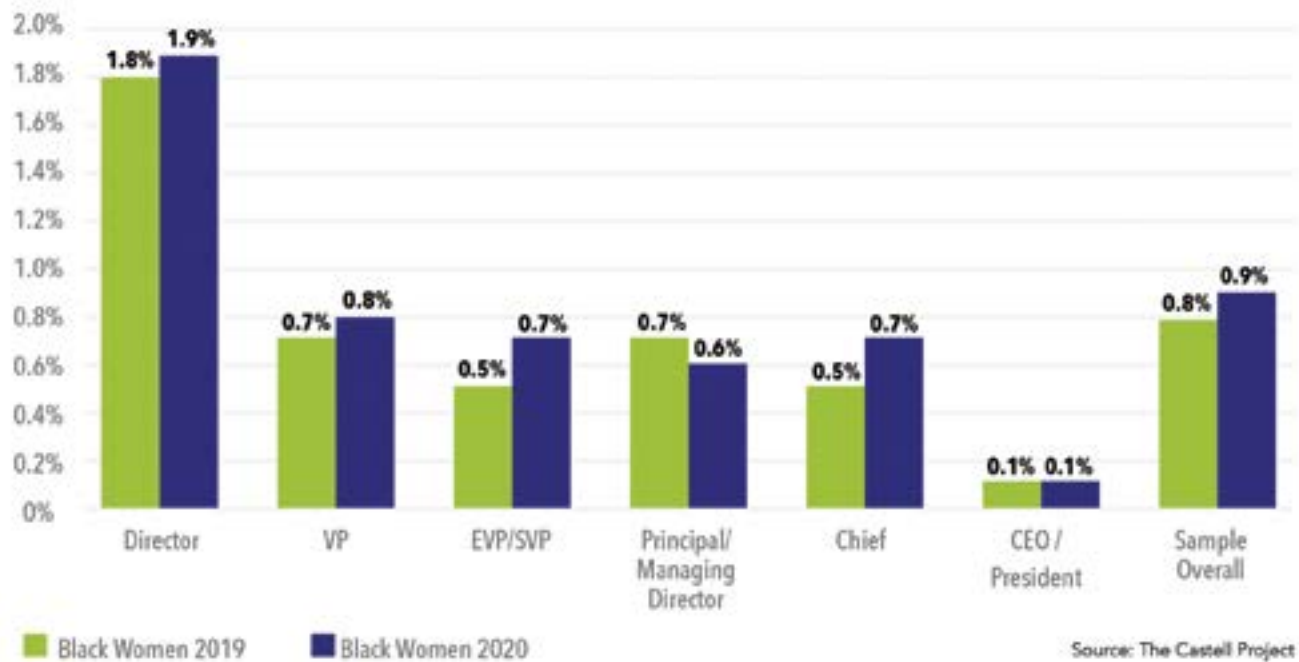


Black Representation as a Percent of Hospitality Company Leadership by Title

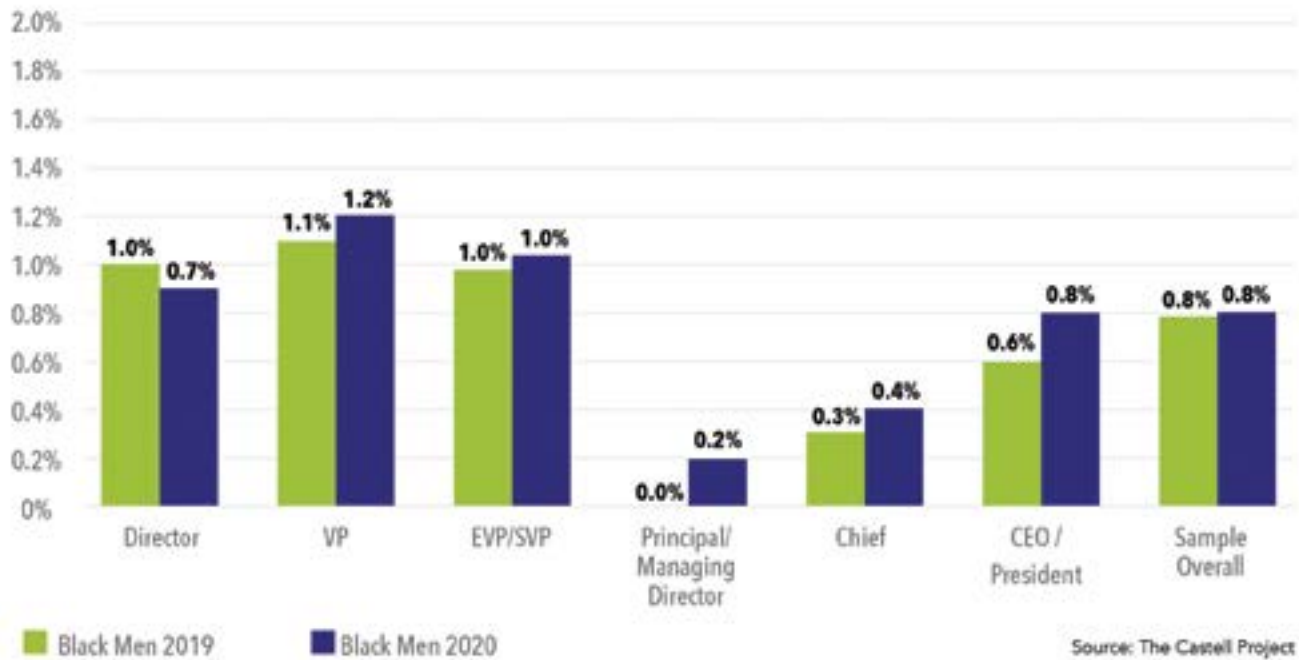


↑
 Black men and Black women made marginal gains in share in most of these positions from year-end 2019 to year-end 2020.

Black Women Percent of Hospitality Company Leadership



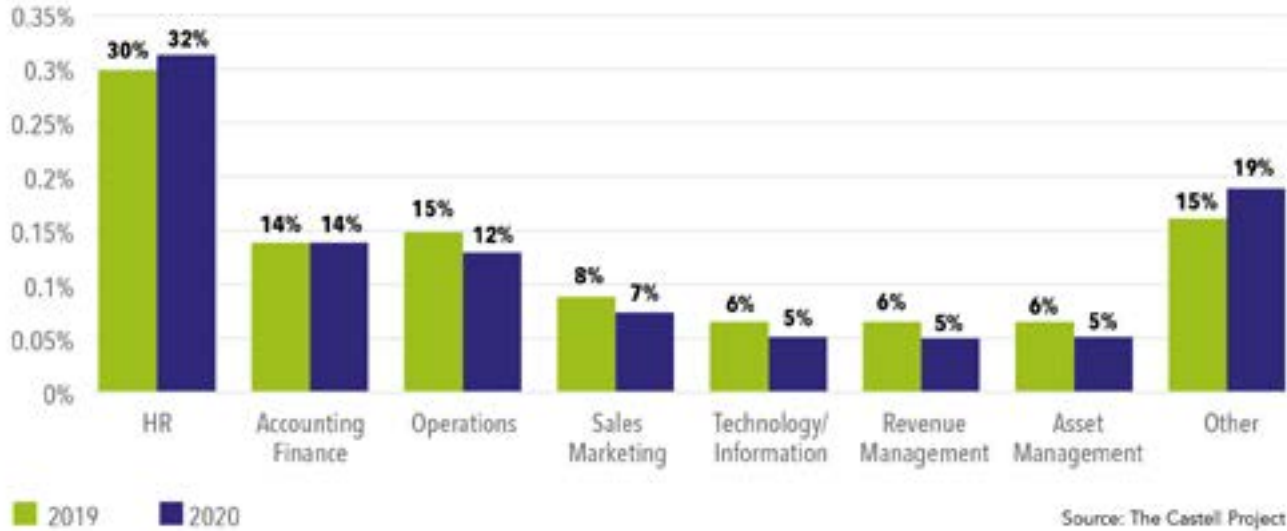
Black Men Percent of Hospitality Company Leadership



Share of Black Leaders by Field

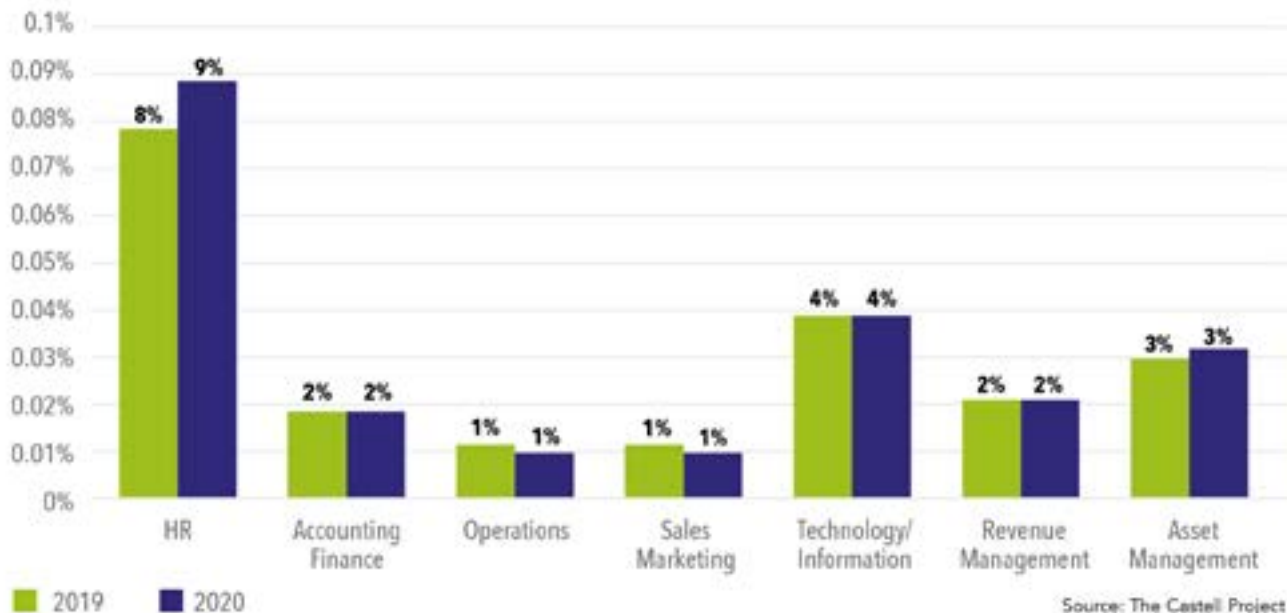
Black representation in leadership is heavily weighted toward human resources. HR employs over 30 percent of Black employees at the director to CEO levels. This table shows how Black leaders are distributed by field.

Distribution of Black Executives by Field (Director to CEO)



This table shows the share of each field held by Black people. Nine percent of HR executives are Black, which is substantially closer to pro rata representation at the director to CEO level than any other field in hospitality. The US population is 13.4 percent Black. Women, including Black women, hold the great majority of HR roles. Sales/marketing also has a few Black women. Black men are more likely to find opportunity in operations and accounting/finance.

Share of Black Executives by Field



Odds of Reaching Leadership

Without bias or disadvantage, Black employees could be expected to be represented in leadership at a rate proportionate to their share of the hospitality labor force. The following charts compare representation of Black executives to their proportionate share of one Black to 5.7 other traveler accommodation employees (17.5 percent)¹. The bars show the number of other executives to each Black executive, ranging from 38 to 109 depending on level. Black representation diminishes at higher levels. The odds improved for Black executives over the past year. However, this is partly because the sample includes more companies and the number of Black leaders in these roles is so small that a shift of one to three can drive the changes reflected in this chart.

Other Executives for Each Black Executive Compared to Pro Rata Share



Analyzing the odds by gender shows 94 other men for each Black man at these levels. Because all women are poorly represented at these levels, there are 30 other women for each Black woman.

Other Women for Each Black Woman Compared to Pro Rata Share



Other Men for Each Black Man Compared to Pro Rata Share

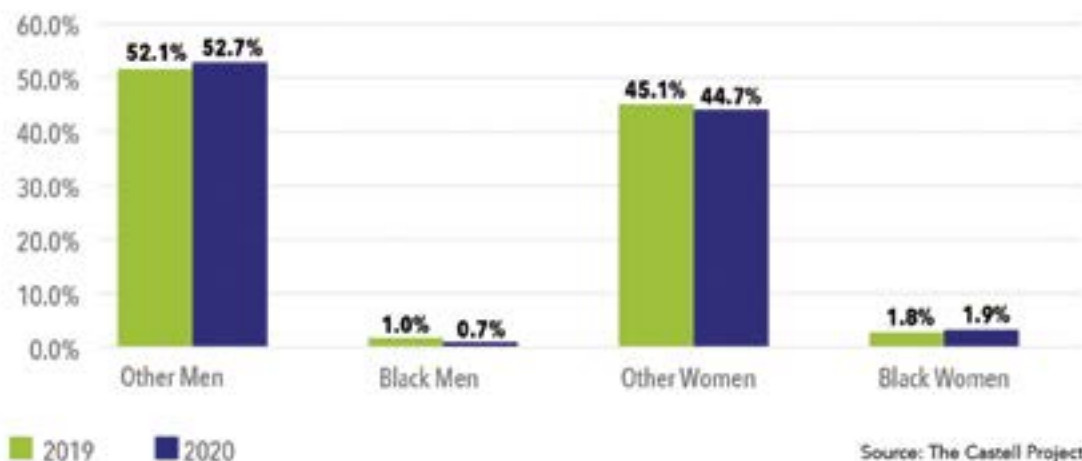


Black Representation by Title and Gender

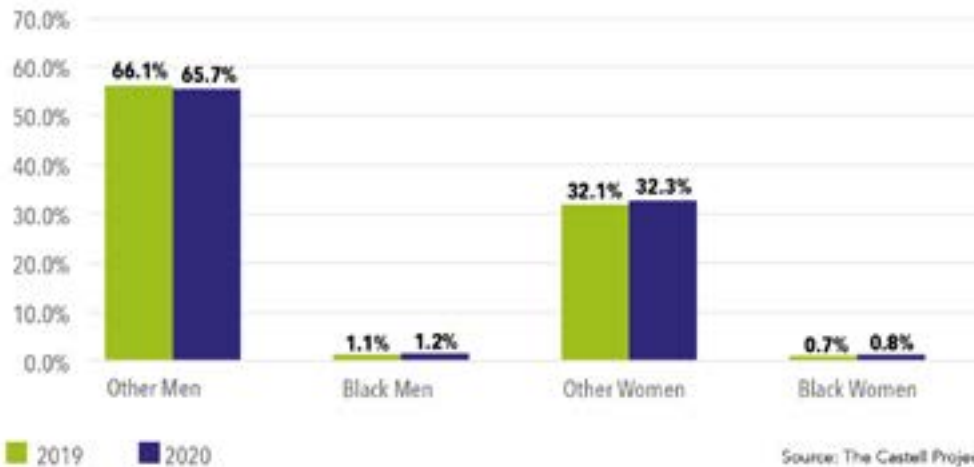
These charts show the distribution of jobs between Black men, Black women, other men and other women. Charts are pre-sented for the director, VP and EVP/SVP levels. At the staff level, women outnumber men in the hospitality industry. By the director level, women are less well-represented than men. Black representation is weak and Black men are even less represented than Black women. At each higher level, with its correspondingly higher compensation, representation diminishes.

Black women in particular lose ground both as a share of all vice presidents and relative to Black men. This intersectionality, the combined impact of race and gender, is more pronounced for Black women at each higher level.

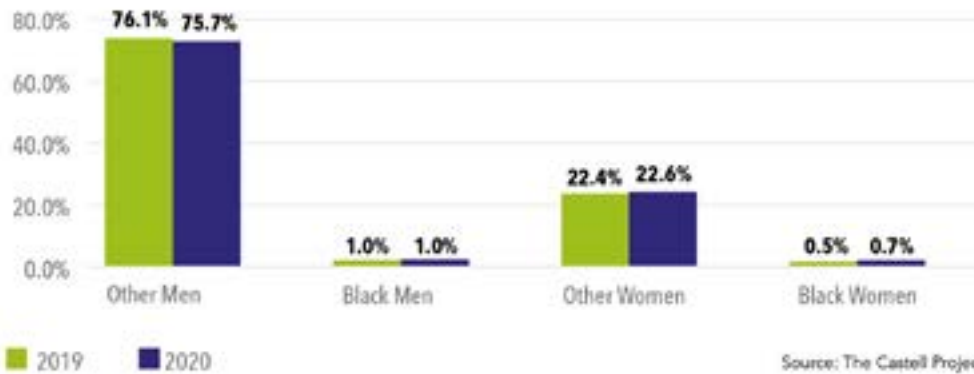
Directors by Race and Gender



Vice Presidents by Race and Gender



EVP/SVPs by Race and Gender



Operating Environment

Statistics summarizing the overall operating environment for Black employees in the hospitality industry are shown in the following table.

Operating Environment for Black Leaders and Employees

	2019	2020	Change
Traveler Accommodation Employees: Percent Black	18.8%	17.5%	-6.9%
Traveler Accommodation: Number of White for Each Black Employee	5.3	5.7	7.4%
Total US Employed: Percent Black	12.3%	12.1%	-1.6%
Hospitality Industry Director to CEO Level: Percent Black	1.6%	1.6%	
Korn Ferry S&P 500 Executives: Percent Black	5%		
Black Share of US Population: US Census	13.4%	13.4%	

Sources: US Bureau of Labor Statistics, US Census, Korn Ferry, Castell Project

The Consortium Journal of Hospitality & Tourism

Call for Papers

Volume 24

Editors: Beverly A. Bryant, North Carolina Central University
June Clarke, Delaware State University

The Historically Black Colleges and Universities Consortium of Hospitality and Tourism programs invites you to submit your research article for the forthcoming edition of The Consortium Journal of Hospitality and Tourism – Volume 22 and Issue 3.

Publication Type: ONLINE- ISSN: 2329-9479
PRINT ISSN: 1535-0568

The Consortium Journal is indexed with EBSCO and Cengage Publishers.

Timeframe:

- July 1, 2021: Open call for papers
- September 30, 2021: Abstracts due
- October 1, 2021: Notice of Acceptance
- February 1, 2022: Final Paper Due
- July 2022: Publication of Journal

The Consortium Journal of Hospitality and Tourism is a refereed Journal that is double-blind reviewed and includes research on all aspects of hospitality and Tourism. The Journal publishes theoretical, practical and empirical papers in all areas of Hospitality, Tourism, Travel, and Economics, especially related to African American and Diaspora issues.

Submission Instructions: Please send proposed paper title, name of author(s), and an abstract (300 words) to the editors, Drs. Beverly A. Bryant (bbryant@ncsu.edu) and June Clarke (jclarke@desu.edu) by September 30, 2021. Authors will be notified if they will be invited to submit a full paper by October 1, 2021. Full manuscripts should be submitted by February 1, 2022 and should utilize the following format: Abstract, Introduction, Review of Literature, Research Methods, Results, Conclusion and Practical applications to the hospitality and industry. References should be listed last. Charts and tables should be noted in the paper and included at the end of the submission. Submission's length should range between 3,000-5,000 words. Articles should be submitted based on the APA style of research.





Once the full paper is submitted, a waiver form will be emailed for the signature of the main author. The Consortium Journal looks forward to receiving research articles in response to the call and will be happy to respond to inquiries from interested parties.

If you have any questions, please contact:

Beverly A. Bryant, Editor
The Consortium Journal of Hospitality and Tourism.
Professor, Hospitality and Tourism Administration
School of Business,
North Carolina Central University, Durham, NC 27707
bbryant@nccu.edu

June Clarke, Associate Editor
The Consortium Journal of Hospitality and Tourism
Associate Professor, Hospitality
Management
School of Business
Delaware State University
Dover, Delaware
Jeclarke@dsu.edu

Consideration of this invitation is appreciated, we hope to hear from you soon, best wishes. Your participation in helping to produce new research will contribute to the written body of knowledge for hospitality educators and industry professionals.



Consortium Journal of Hospitality and Tourism

The Consortium Journal of Hospitality and Tourism is an official publication of the Historically and Predominantly Black Colleges and Universities, Consortium of Hospitality Educators.

The goal is to focus on a broad range of topics that are related to the areas of education, research, recruitment, and retention.

For a one year subscription of the Consortium Journal the fee is \$50.
To order a copy of the journal the fee is \$30.

Checks or money orders should be made payable to the
HPBCU Consortium of Hospitality Management
and should be sent to the following address:

Dr. Cynthia Mayo
HBCU Consortium
6106 Phelps Street
Glen Allen, VA 23060
E-mail: cmayopr19@yahoo.com



**The HBCU Consortium of
Hospitality Management Programs**

6106 Phelps Street • Glen Allen, VA 23060

Web Contact: cmayo6106@gmail.com

