

HTM*4090
Hospitality Development, Design and Sustainability
Fall Semester 2023
0.5 Credits

General Course Information

Instructor	Julia Segal
Email	jsegal01@uoguelph.ca
Office Hours	Please send an email or speak to me in class to schedule a meeting
Department/School	School of Hospitality, Food & Tourism Management (HFTM)
Class Schedule	Lectures: Mon & Friday @ 11:30 x 1.5 hours in MCKN 115
Pre-requisites	14.0 credits, including 1 of HTM*1000, HTM*1060, HTM*2020)
Restrictions	REAL*3890
Classroom	MCKN 115

Course Description

This course focuses on the development, design, and management of the hospitality-built environment. It explores issues related to the concept development, planning and development of hospitality properties & spaces, provides an introduction to property and asset management as related to the hospitality industry, and examines universal design as applied to the 'servicescape', all within the broad context of sustainability.

Course Learning Outcomes

Upon successfully completing this course, you will:

1. Demonstrate a strong understanding of the impacts that hospitality and tourism facilities have on operational profitability and guest satisfaction. (HOL, LO5.2, LO5.3)
2. Identify the different components of a building system and explain their relevance to the management and operation of hospitality and tourism facilities. This will be accomplished both individually through in-class participation and through an assessment. (HOL, LO1, LO2, LO4, LO5.3)
3. Appreciate the links between hospitality and tourism facilities and an operation's servicescape. (HOL, LO5, LO5.1, LO5.2)
4. Explain key principles of Universal Design and human-centered design, and how these can be and are applied in the development and design of hospitality and tourism facilities. (HOL, LO1, LO3, LO5.2)
5. Apply the concepts of environmental sustainability in the development and design of hospitality and tourism facilities. (LO3)
6. Evaluate the role of corporate social responsibility in the management and operation of hospitality and tourism facilities. (LO3)
7. Evaluate the impact and influence of consumer trends and preferences on the management and design of hospitality and tourism facilities. (HOL, LO3, LO5.1)
8. Show a critical and holistic appreciation of the principles of sustainability as it pertains to the design, development, management and operation of hospitality and tourism facilities. (HOL, LO1, LO3, LO4, LO5.2)

Summary of Course Content and Materials

Hospitality Development, Design, and Sustainability is a course that focuses on the role of experience design, real estate facilities, and business operations which make up the service environment. Whether this is a restaurant, hotel, or other structure for sports, events and activities, the facility itself plays a dominant and ubiquitous part of the overarching hospitality experience. Designing, managing and making ongoing strategic decisions about physical hospitality spaces and facilities is a key component of any hospitality business. As an asset, it is an item that holds value to owners, with the potential to increase or decrease in value over time. Therefore, we must explore some of the ideas around managing that asset to maintain that value over time. Due to the inseparable nature of hospitality and the physical space it operates in, we need to think of the facility as a means to earn revenues and profit. From the experiential perspective, hospitality spaces are filled with humans -- customers, employees, owners and otherwise. All these individuals interact with and within the intentional design and management of the facility, having experiences, either positive or negative. We will spend time diving deep into the design, development and management of the physical environment on people and how it impacts them.

There is a significant volume of content in this course and students should be prepared for the time investment required to gain knowledge and experience so that they can engage in course interactions, be prepared for class content, and demonstrate their knowledge and skills in senior level assessments.

Assessments

As a senior level course, it is important that all students can demonstrate that they have achieved a comprehensive level of understanding in the materials. Course assessments are in the form of assignments and projects, as well as participation. Students must achieve a minimum grade of 50% in each of the two areas to pass this course.

Assessments in this class will be made up of assignments and projects referring to the course material. There will be no exams or tests in this class.

There will be both individual and group assessments in this course. These assessments are intended to allow students to engage with and demonstrate knowledge of the course concepts, especially through their own experiences and lens. Students will be expected to demonstrate research skills, critical thinking skills, synthesis skills, communication skills, and writing skills of different kinds.

Course Assessment: (Schedule provided in CourseLink)

Participation	Due	
General class participation <ul style="list-style-type: none">This grade is for participation in class activities, discussions and other engagement opportunities throughout the course.	Ongoing	10%
Assignments		
Introductory Survey & Short Statement (Individual) <ul style="list-style-type: none">This assignment consists of completing an introductory survey and turning in a short statement paper.The short statement paper will be a response to series of personal prompts, and should be no less than 500-wordsInteractive class discussions will flow from this paper.Additional information will be provided.	Week 2 (Sept 17)	15%
Guest Journey Map & Layout (Group)	Week 6	20%

<ul style="list-style-type: none"> • This assignment is based on class content around experience design and guest journey mapping • Groups will create a “Guest Journey Map” study for an existing or potential facility • The assignment will include a visualized Journey Map, a floorplan study of movement and bottlenecks in the space, and a written summary • Additional information will be provided. 	(Oct 22)	
<p>Position Paper - Persuasive Sustainability Design (Individual)</p> <ul style="list-style-type: none"> • Students will choose a sustainability topic to write a research-based persuasive paper. • The goal of this paper is to persuade an imagined “client” to incorporate the sustainability idea or measure being argued into their designs. • This paper will include research, case studies and the students’ personal position to create a persuasive narrative • Students will have the opportunity to get feedback on their topic proposal prior to starting their paper. • Final paper will be approximately 2000 words in length, include a minimum of 8 references (a combination of practitioner and academic sources), and at least two case studies • The paper should use APA 7 formatting for in-document and bibliographical referencing. • Additional information will be provided. 	Week 10 (Nov 19)	20%
<p>Concept Pitch (Group)</p> <ul style="list-style-type: none"> • For this assignment, groups will pitch a new hospitality, tourism or sports concept (must be within a physical space or facility). The pitch will include: <ul style="list-style-type: none"> ○ Concept details, location and market analysis ○ Facility details such as location, size, and layout ○ Experience design elements ○ Required permits and licenses specific to the concept ○ Sustainability measures ○ Other facility design and development considerations ○ This assignment will be in the form of a Slide Deck and accompanying notes • Additional information will be provided. 	December 10th	35%
Total		100%

Teaching and Learning Practices

This course will be a unique experience; most people who begin in this course have not yet considered in detail the role that hospitality space design plays in overall experience, operation and execution of services. For example, hotel students know that a building contains guest rooms, banquet space, common areas, and areas in the heart of the property where staff works. However, have you really spent time exploring the design of the space, or the value of that space as an asset to the company that owns it? Or the responsibilities around maintaining that facility which fall on managers running the operation? Or how about the impact and experiences that the space and place

have on people working in and moving through the environment? We will explore all these areas in a multi-faceted way in this course.

Weekly classes will vary in style and approach. Some days, we will have more traditional exchanges of information. In other classes, we will pivot to alternative learning activities. These could include guest speakers (live or remote), meeting at other locations close by for some field learning, or interactive guided class discussions. Information about these will be presented in advance and you are responsible to be properly prepared for these activities. There will often be weekly content for you to engage with outside of class time; it is your responsibility to consume this content prior to class, including weekly assigned readings or other materials. Be sure to plan your schedules in advance so that you have time to properly prepare each week – the better you prepare before class, the more engaging you will find the course.

All required readings for this course and other assignment materials will be posted on our CourseLink classroom site. The content in this course is new to most of you and it is important that you get sufficient levels of detail and explanation; as senior students, it is expected that you will attend / read / listen to all assigned materials and raise relevant, timely questions each week. All assigned material and class content has the potential to be part of assessments.

Course Communications

This is an important section. Learning is an activity, not an event. As a senior post-secondary student, you are responsible for your own learning activities, while I am responsible to communicate information about content to you (in class and through course materials), as well as place it into context.

General course information, such as this course outline, will get posted to our online learning management system, as will assignments and other documents. However, we have 3 hours a week together in class – and I do use our time together to share additional information, talk about assignments, etc. Scheduled class time could contain content explanation, advice on and materials for assignments, discussions about projects, or guest speakers. Talking about and sharing information during scheduled class time is a fair and legitimate mode of class communication.

If you have missed a class, for whatever reason, and are framing an email to either me or our teaching assistant that asks, “Did I miss anything?”, the answer will undoubtedly be “Yes”. So, I would suggest that during the first week of the course, you introduce yourself to a few classmates (old friends or make some new ones) and share your contact information. Forming a ‘team’ of course peers will help you get to know others in the class and create a quick network of factfinders in case anyone misses bits throughout the term.

Of course, you are always welcome to connect with me and our TA. The above advice is to encourage you to take steps with your peers and be selective in who you ask which questions to.

Guidelines Around COVID

Ongoing health situations remain fluid. The University of Guelph sets the protocols and guidelines that must be followed by staff, students, faculty, and visitors. Please be sure that you have reviewed all information relating to COVID protocols and any other health-related restrictions for face-to-face interaction in class and on campus. Any changes made by the University once the course has started will be also shared through our CourseLink announcements and email.

Please remember that we are community members within the class and on campus. If you are experiencing symptoms of illness, it is always best to remain at home and connect with your peer team (see above section!) about missed content.

A couple of quick links:

COVID Information for Students:

<https://www.uoguelph.ca/covid19/covid-info-for-students>

UofG Wellness Centre:

<https://wellness.uoguelph.ca/>

Course Resources

Required Texts:

- All required texts will be in the form of articles, scholarly journals and other .pdf files provided through CourseLink

Course Policies

Grading Policies

Unless arrangements have been made with your instructor, late penalties will be applied at 10% of the total grade earned per day (deducted from the total mark). Extensions will only be granted based on valid medical or personal reasons and need to be requested via email to the instructor as soon as possible (prior to the due date). Late assignments will not be accepted once graded assignments have been returned to the class at large unless circumstances permit, and alternative arrangements have been made.

Students who find themselves unable to meet course requirements due to medical or personal reasons should review the regulations on academic consideration in the Academic Calendar. It is recommended that they discuss their situation with their instructor, program counselor or other academic counselor as appropriate as early as possible.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Email

I strive to respond to all properly formatted student emails within 24-48 hours during the working week (Mon-Fri) and regular working hours. Please practice proper email etiquette in your communications. It is good practice to include our course code in your subject line.

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. E-mail is the official route of communication between the university and its students.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is in the Undergraduate Calendar: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty, and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Equity, Diversity, and Inclusion Statement

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Recording and shared content in this course is provided for the sole use of authorized student and may not be reproduced or shared without the written consent of the instructor.


Drop date

The last date to drop one-semester courses, without academic penalty is the last day of classes, December 1, 2023. For regulations and procedures for Dropping Courses, see the Academic Calendar: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

More information about Dropping Courses can also be found here: [https://www.uoguelph.ca/registrar/coursesaddrop](https://www.uoguelph.ca/registrar/coursesadddrop)

Important University Dates

The schedule of important university dates can be found at: <https://calendar.uoguelph.ca/undergraduate-calendar/schedule-dates/>

Date Submitted to Chair:	8/18/2023
Chair Signature (Approval):	
Date Approved by Chair:	August 29, 2023