

Dan Reeve: Hi! This is the Applied Learning podcast with your host, Dan Reeve. This week I sit down with Carl Everitt and we talk about how, in hospitality, Applied Learning is the norm and not some exceptional practice. Enjoy!

Carl Everitt: I'm the chair of the Hospitality Tourism and Management Program here at Camosun. I am responsible for approximately 150 learners in two program areas. So we have a diploma, two year diploma program and we have a post degree diploma program for students who already have an undergraduate degree and are choosing to come back and potentially have a career change or build on existing skills that they have from other careers or other parts of the world. We have two very unique credentials that we are providing to our learners community. And our program is based out of the Dunlop House and has been for the last 44 years.

We have a deep and rich history in applied learning and it is completely embedded in what we do. And to quote one of my faculty, "It's not what we teach, it's how we teach it." That is really is our philosophy. You see a restaurant on the outside of the house, and you see a student pub and you go to events that we put on, but it's all the by-products that the students are getting from those experiences that make this a bit something bigger than the skills and we use a very holistic approach to that. And yeah, it's a big, it's a big monster that we deal with here.

And we have five core applied courses that we use in our programming areas, and they are event management, which is one of our core capstone classes. We have mixology, which is just very hands-on, mixing drinks, making drinks, understanding how a bar works and how to interact with guests and what it means to run a bar. We have a student run pub class, which is called beverage operations, and that is a class which is first semester class for first year students. And basically within four weeks, they are actually running a pub, we get them up and moving and they run the operation. They do everything from the menu to the drinks, the entertainment, everything is run through a student pub.

And again, it's not the theme that we're trying to get to teach our students it's all the other piece of teamwork, leadership, management, critical thinking, interpersonal skills, transferable skills, those are all the by-products of that initial class. And that building and bonding as a cohort occurs in that class. The other class that we run is our HMT 190, which is the restaurant operations class, teaches front and back end of a restaurant operation. We did both facets of the operation. Again, it's those critical thinking skills, teamwork skills, some skills that will make them successful in their industry that will transfer them and parachute them into the world of the local industry.

And in that class, their capstone project is owning a restaurant, that's your goal. Start here, 14 weeks later, you're opening up a restaurant to the public. And the way we bring people in for that is we use our industry partners. We'll bring in 30 people from industry, general managers, food and beverage managers and we'll invite them for lunch and students will open that restaurant. Very, very hands-on. So, the other one that is kind of a bit of a flagship of what we do here and the kind of the pinnacle piece

which our diplomacy students have to go through and that's the Dunlop house restaurant.

Carl Everitt: Students in teams of between 14, and 16 will run the restaurant and they will open up the restaurant. The restaurant opened up three weeks ago. They'll run it for 14 weeks and they will rotate through lunch and dinner. And they will rotate through every role of a restaurant. Everything from a controller, so the financial aspects, to the manager, to a server, to a dishwasher, every facet of a restaurant, and you do it in a team. And again, by-products of that class are teamwork, leadership, critical thinking, interpersonal skills, solving guests' problems.

It's all those things that sit around that. On the face of it when people look in, it looks like a restaurant, but all these cool things are happening on the inside. And I described it as an incubator, it really is. It's the incubator and it's where our students grow. It's where they grow and develop themselves individually and as teams. So it's a big piece of what we do. And those are our five core courses. And built around that is our academic classes. So, I have business classes, I have core business classes like marketing, strategy, accounting, finance, HR, all those pieces that are extremely transferable within the industry of business.

And then around that layer are two mandatory work terms. Students are expected to go out into industry, and students all over the world, anywhere from Whistler, Banff, UK, Australia, China... It is such a diverse spectrum of places that students go to. Those are kind of the pieces and the layers of what we do. I would say quite honestly, we are leader in what we do in terms of hospitality education. A lot of programs have shifted away from applied for obvious reasons, very expensive to run, cost per FTE is phenomenal. You might not want to put that in the report but as administrators, it drives them crazy.

But when they see the benefits and sometimes it's hard to measure those benefits of what the type of graduate we are sending out, and we are very, very fortunate to have the support of a very supportive local industry, very integrated. We are in a situation after 44 years where grads are higher than grads, and they've made it to management positions and now they're hiring our students and we have a really great program advisory committee that's supportive, they direct our curriculum but also hire our students for work terms.

In terms of employment opportunities right now, the world is your oyster. We have twice the amount of postings for the amount of students we have. It's just unreal and demand is really good. We're in a good space and I mean, ebbs and flows with the way they come is doing, but generally, we are never in a situation where a student is scrambling for the work term, it's usually, it's an abundance. It's a very unique model and it's expensive to run. But the positive outputs in my opinion outweigh that cost of doing it. We've built our programming around Applied Learning. It is at the core of what we do and everything else is around that.

And students integrate their business prep courses, they integrate their core courses and it goes back and forth. It's a really neat model and we're very proud of it. We know that it works. Do we need to constantly fine tune it and readjust as time goes on? Absolutely. I think that's what's making us sustainable fiscally and socially as well, we are in a place where...we're accountable, we have to fiscally sustain what we do. We're fortunate we're in a place right now, where we are able to offset a lot of our costs through international education. About 30% of our learners are international. I believe we have a good balance between international donors and domestic partners and we are able to manage that fairly well.

Carl Everitt: I think that's the big, that's the overview, the big overview of what it is.

Dan Reeve: Can I get to the first time question because I think you've covered and given us a really clear overview of what it is you do and also the sort of the goals behind what you do. I want to talk a little bit about it. The first principle is about intention and you've spoken to it a little bit but knowing that in your field, in hospitality, Applied Learning is not some new phenomenon, Applied Learning, as you said, is at the core of what you do, what is your intention when you're tweaking a program or thinking about a program? You know, you have things to teach them and you know that the methodology will be primarily through all these great applied learning practices. But what is the intention?

Carl Everitt: We take a bit of, it's a bit of a two-fold approach. We look at the skills that are necessary for a student to be successfully employed in the industry. We look at those areas, and we fine tune and then we go back and forth through our program advisory committee, we consult an industry constantly, twice a year, about what it is that are the new trends, the new things, the new systems that are coming into place that will make a student successful in the industry. So, we look at the skill side of things, but then we also look at the transferable skills, the things that are going to get you promoted. So things like leadership management, critical thinking, looking at ways to develop an individual that self-awareness pieces.

And how are we doing on that side of the house, how are we fine tuning those pieces and how are we developing our students and how are our faculty developing themselves to be able to teach those skills or to create situations where they can support those skills. And really that's a lot of it. I mean we rely on scenarios and things to play out in through our restaurant, through our event management class, through our pop class, for them to practice those skill sets. For example if you get a guest that's coming, they haven't taken the reservation or they haven't brought the order correctly or they didn't bring the right wine that they had ordered. That is a learning moment.

That is something we can't put into a case study or we can't make up. That is a learning moment for the student. And then there's the instructor and the student. It's a coaching moment. The faculty will coach the students. So we intentionalize through situations, I guess, and through skills, and through building transferable skills.

Dan Reeve: It's very nice to hear about a mistake, positive area, where mistakes are inevitable, especially in a busy restaurant, but seeing it as teachable, coachable and in some ways

expected and that's where we can... an intentional growth that sort of builds in, knowing that things will go a little bit sideways as part of your intention. Let's move on from curriculum preparedness and planning. If you make changes in the way you do things, how do you know you're ready to try something new in the practice because the question is how do you know you're ready to try a new applied learning activity? Everything you do is pretty much applied learning so how do you know you're ready to try a new experience?

Carl Everitt: Well, I think a lot of it for the faculty is them knowing what's going on out in the industry and that connection to the industry and what are the trends and kind of what's the beat of the industry and the pulse of the industry, because then we can adjust the way we do things. And we're constantly in this place of refinement, it's never finished. It's never a completed thing. I like to think of our program and curriculum in the program as evolutionary, it's never completed. We are constantly looking at ways of improving the way we do things. And, it's a very different world to the traditional chalk and talk classroom. I teach in both worlds, and it's messy.

It's intentionally messy, I guess is kind of my quote for you. And that's the way we want it. We want it to be roar and messy and things to... and curve balls to come people's way. But it takes a special type of faculty to be able to work in that world. And I think we've got a great team here. I'm really... we've had some great hires and we got people that philosophically believe in Applied Learning and the way we teach it. Without that type of preparedness and planning and having those right people in the background, you can't have good outcomes. And I believe we've got a good team and we're always kind of mentoring each other. I think that's a key piece to that. We've got ... we've got this kind of a system where... I started in the program 12 years ago when I was mentored by faculty and kind of... as I came through Applied Learning and started teaching it and then now I'm hiring people and I'm mentoring people to teach applied learning.

And we want to keep that going, that continuum and continuation of handing the torch, and what's the right word for it? Succession planning, thank you.

Dan Reeve: Since you have a lot of experience in this, how do you plan out an Applied Learning activity and thought process...really sort of gain to your thought process when you consider equipment, logistics, learning materials for your students? Because your discipline is so hands-on...you know... when other people are looking to do applied learning, we may be going: "well I've got this great idea but I don't know where to get the stuff or I don't know how to align this all up". Well, maybe you can walk through your process.

Carl Everitt: Yeah, I guess for me I start with the end in mind, what is it we're trying to achieve? What is it we're trying to achieve and where is it we want to go? What is it we want the students to be able to do and then from there I kind of back cast back to means and structure of the faculty kind of think about, "Well, how can we do that?" We are very, very fortunate that we can be creative and innovative in what we do. We do things like field schools, we do 2 field schools a year to Islam. And really, we get to go out to the

industry and meet with industry and kind of tinker and play around and apply some of our assignments from a theoretical based class and our applied classes into situations with industry. And we create those situations where industry and students are in the same room and we let the conversations come alive.

We ask the leading questions and we step back and we let those things happen. And we let the relationship between the industry and the student occur and that's a pretty cool moment when those things are firing on all cylinders because it's student centric. The activity has to be student centric. That's the pinnacle of the...that's the center of the circle, right. And for them that experience has to be for them. And faculty, we're coaches and facilitators, right? Yes, we have content specific knowledge, but we do a lot of coaching and facilitating and I think it's a nice place to be. I mean, it can be a little scary when things start to go sideways.

Dan Reeve: We'll talk about that.

Carl Everitt: Yeah, sure but it can be the... one of the most rewarding, well, it is one of the most rewarding jobs I've ever had. It's a lot of work and don't get me wrong, it does take a lot of work. It takes a lot of support and you need that safety net around it, but provided it's safe and there's no risk to the students, the dean is okay with it. My boss is okay with it. We let these things happen and then it's that stepping back and kind of learning from that experience, and building one.

Dan Reeve: It seems like you've talked a lot about the... I love your line about putting students and industry together and stepping back, and that, I think, pairs nicely with the next kind of theme, which is authenticity. It seems like not only do you want your students to be ready for the authentic work that they are going to launch themselves into, but they actually do that here prior to. So when you're thinking about authentic activities, what is it about your student experience, whether it's one activity or the whole program that ties it to current and foundational elements in your field? It sounds like you talk a lot with industry and so that is your... that's your first tool to connect it, but how do you know that this is the experience that not only industry is saying "look, you got to be mindful of X or Y" but did your students feel like this was a real thing?

Carl Everitt: Well, I think it's a couple of... you know, it's listening to all stakeholders. It's having that ability to know and feel the pulse and feel the feel of a student audience. Again and that has changed drastically in the last five years. What students were looking for five years ago, versus what they're looking for today is very, very different. Understand that... understand what the industry is looking for, in terms of the employee and what type of people would need to work to provide them, but also finding that place in the middle where the activity that we're going to do, the project that we're going to do, the field school we're going to do, the event that they going to do, is meaningful and manageable for the students.

That always has to be at the heart of this, because I mean, sometimes you get these great ideas and great concepts and "wouldn't that be a great applied learning activity", but you got to kind of run it in and you got to kind of keep it within the context of the

parameters of the course. And I think we've done a pretty good job of fitting courses and building our applied learning experiences at classes into the parameters of the college system because the college system is pretty black and white and pretty, pretty square box. It has to fit inside that square box. We are the peg. We were definitely a peg and it is challenging and it challenges us to fit that peg into the square box.

Carl Everitt: I am very optimistic and I'm very, very encouraged to hear conversations around, how do we make that shift? How do we make our curriculum more pliable, more agile? So that we can make these experiences embedded, not all the time, right? I'm very... I'm hearing those conversations. I think that's exciting. That is what makes authenticity, I think. It is having all those pieces and everything lined up nicely so that every piece of... every one of those stakeholders creates that, equals authenticity. Authenticity is very, very important in this and I completely agree with this. This model is great, I mean, it does. It says it all.

My colleague was presenting this yesterday. I sat there with a cold shiver go down my back because it is... for someone... we're so passionate about this stuff. We truly believe when someone's [inaudible 00:20:31] taking on the lead in self-improvement it's great, it really is.

Dan Reeve: Okay, let's move on now. We're going to talk a bit, and I know you've got lots of saying here, about reflection, as a practice that there's an intuitive nature to all teaching, but especially Applied Learning. We want to talk a bit about sort of different levels, of ways, in which there's a practice of reflection. We'll start with what reflective questions or practices do you have students consider once they've completed like an activity, whether that's "Hey, we have a restaurant last night," is there a debrief in the morning or that night? What kind of ...how do you think about the questions you want students to get used to talk about critical thinking? Things were great and this thing went terrible. How do you?

Carl Everitt: So again, we deliberately plan activities that are reflective or a debrief exercise by nature. Examples that I would give would be a restaurant class. So they ran the restaurant last night, I know that once the last guest left and the restaurant be cleaned up, and then for about 45 minutes, there would be a full on debrief of how that night went. Everyone, the managers and the chef's would get to speak about their thoughts, reflect on what went well, what didn't work well before we're going to work on for the following week. And everybody gets to get input. They read the guests comment cards that the guests made about the experience.

There's usually a question of the day like, what did you learn about yourself today? What do you learn about yourself and what are you going to work on next week? That is one piece and the second piece of that is they're required to maintain a journal throughout that course. And there are some open ended questions that students are forced to reflect on as part of their grade. And then that goes back and forth between the instructor and the students, and the faculty will then comment back to the student on areas for improvement. And this private relationship between student and faculty and their performance and things that they can work on.

Carl Everitt: And it's been very successful with... we tried it about three... we did the... started the journey about three years ago and students love it. I mean, they really embrace it. They take it up. It's a personal thing. It's not a right or wrong answer. And particularly our internationals like it as well because they feel listened to. It's a great vehicle for getting things off your chest. And if there's an issue for... with that individual, the faculty can then see it from within. Reflection is a big piece of... a big part of what we do. It occurs in the pub class after a pub, they have a big deep brief session.

And they even take it to a bit further with the pub. They actually... they do reflection and analysis. They take all their numbers from a business perspective, all the numbers that they've... the sales, the revenue that they've generated and the cost of doing that pub. And they put them on the board into the class for the following week. And they'll do some analysis like with these real numbers, real people spending real money in a real situation. And where's the money being spent? Why was the money spent here, not here, right? There's some analysis pieces there as well, but reflection is very, very important on what we do.

We use it in field schools as well. The last two... if we do an experience on a field school, if there's a presenter and they got to ask questions to the presenter, we will set up some situations where they have to interview presenters and industry professionals. So yeah, it's a big piece of what we do.

Dan Reeve: Okay, so can you pinpoint like... how do you pinpoint a time or a break when student reflection is critical? I mean, obviously practice, if you go through a cycle of students and you're like, "Hey, when you reflect you say, that might have been the point to where we could have said, let's just see what happens here." How do you?

Carl Everitt: I think with those five courses that I talked about, we sit down at least once, twice a semester, and we have an alignment exercise. We talk about what you're doing in mixology, what I'm doing with my pub class, what you're doing in events, what you're doing in the operations class, what are some of the assessment pieces that and how does that all line up so that we're not reflecting the hell out of the program. We're creating some balance and we were looking for the right places for a reflective exercise to occur. And we're all kind of on the same page so that's a key piece. And as the chair, I manage that process and make sure that everybody's on the same page and we're not over killing reflection.

We find that... the highlights in it and I think it's just generally. I've used it personally in a situation in an events class where an event didn't happen. I've used it as a way to kind of for the students to step back and kind of really look at why that event didn't happen. And it was quite successful, it was very successful. I think the students would have actually... with their sober second thoughts, I think they would have found it easy to break through and make the event happen than have to sit down and write the reflective paper that are requiring them to do in addition to all the work that they had done up to that.

Carl Everitt: It wasn't a punitive thing, but it was a way of kind of like, "what's happened here? What went wrong?" kind of thing.

Dan Reeve: And that sort of lemons out of lemonade, you didn't get to run the event, fine, you get to reflect on why the event didn't go. And maybe that is... in some ways opens up new ideas or ways of perspective.

Carl Everitt: How would you do different next time? It was a big... I'd never tinkered with it before, I tried it out, because fortunately touch with that was the only event we've ever had to cancel. And it worked. It worked well, I mean, it was a hard pill to swallow for the students that we had shut this event down. But I think there's an enormous amount of growth there. [crosstalk 00:26:44] But we really missed it on this one.

Dan Reeve: And that is definitely a real life skill in the world.

Carl Everitt: Absolutely, we all make big mistakes.

Dan Reeve: How many restaurants have never gotten the point that something's not working?

Carl Everitt: Exactly, but keep continue on. They can't step back because they're in the spiral, right. And they can't pull themselves out of this process. Well, "what are we doing here? This is madness".

Dan Reeve: Okay, I think we've gotten a nice sort of array and you really... because there was a question on "what and how" but you really expand on the methodology used for your students to get them whether it's journaling or grouping and then also balancing that with your faculty making sure that there's, you don't have to reflect every 10 minutes sometimes you just need to do. But there are important points to reflect and opportunities to reflect that just sort of spring up naturally like some kind of event go sideways.

Carl Everitt: Exactly, or the guests walks in and they are really, really upset because they had to pay for parking. They didn't realize that I come in here for 40 years or whatever how long the restaurants been open and all of a sudden you brought their world because now they have to pay for parking. So that's a perfect... but how are we going to deal with that?

Dan Reeve: When it turns out you're not actually responsible for parking, but-

Carl Everitt: Like... we have no control over that as a restaurant but we made that into a big learning option. What did the students do, they came up with this idea, when the guests arrive, we'll make sure we have change ready for them. We'll greet them and we'll explain to them. And we'll have this off at the pass. And just a solution, proactive-focused ways of doing things. And that's what we are heading for.

Dan Reeve: Okay, so let's move on. Now we're going to talk a little bit... and there'll be a little overlap. So I do apologize.

Carl Everitt: That's okay.

Dan Reeve: We're going to talk a little bit about orientation, training and engagement. How do you prepare yourself? Or how do you prepare your faculty to guide an experiential learning activity, which is again, much of what you do? Is there... you've said coaching and mentoring and having faculty that can roll with the punches are kind of all keystones to what you hope your faculty can do. But maybe you can walk us through that sort of preparation for "okay we're going to be, this is the first day, the new cohort is opening the pub" That must be a bit of a... you know

Carl Everitt: Yeah, and I think... it's a great question. In all of our courses we have a big [inaudible 00:29:19] big leading time in terms of orientation to the course on most courses. You spend the first two hours of course explaining the assignments and that's it, you're off to the races in your electives along here. Applied learning, what we do here is we will spend, it's not uncommon to spend the first two weeks of a 14 week semester having course labs and orientating those students to what it is we're doing. This is the goal, this is how we're going to get there.

So, faculty got a plan of how we're going to orientate all those students so that they are feeling confident and prepared for this challenge and task ahead of them. That's one big one, that's done in the restaurant class. It's also done in the pub class. So, the first four weeks of the semester is orientation. "These are the skills. We're going to do a little bit of a boot camp, and these are the things that we're going to... we're going to teach you to get you up to speed so that you can open this pub in four weeks' time". So, setting them up for success, not just throwing them out. In the events class, it's a little bit different. In the event management class, they're all coming back from their work term. They've already done a first year program. It's a capstone course. There is very little orientation.

There's maybe a couple of hours in the class. They hit the ground running. They are into four teams and they're delivering four events in 10 weeks, boom, boom, boom, because we've set them up, they've gelled a cohort, they've been out there in an industry, they've got the fundamentals of teamwork and leadership. Now "you're on your own and there's a culture on the site to help you here". So, it's a different... it varies at different levels. And we just did a [inaudible (30:59)] to the group and the strengths of the group but fundamentally it has to be in place, especially in first-year classes and you don't want to... you want to set this whole thing up for success.

Carl Everitt: We don't want to be thrown into the lions. And again, it will vary from year to year. I mean, we have groups that have come in that have tons of industry experience, tons of context and for them, the transition is a lot easier. The trend that we've seen over the last couple of years is less experience, specifically from our international learners, that are not having a lot of experience. Just culturally, they don't parallel work and going to school at the same time, like we do here in North America.

Carl Everitt: They go to university and then they go to an industry. We're seeing a bit of a different student, and we're retooling and readjusting some of the ways. We're killing some

things back. And in terms of support, we've created some support system specifically for international learners, because, I mean, these applied classes there... an international learner will come in and look at your angle, "You want me to do what?" They won't say it, but they'll look at you in the face, and you can see this fear on their face, or "you want me to run a restaurant, you want me to open a restaurant in a team" like I just... speaking something... I just think it won't happen.

And within two weeks, three weeks, boom, they're down there and it's happening. We have the support from the orientation perspective on one side. We also have a person working as an instructional assistant. That's kind of keep popping up the backfield like... they're in the background and they are working with the international learners on that cultural shift from where they've come from, to where they're at and to what they've got to do. And those pieces we've been running that for about three or four years now. Very good and successful. It's been... I mean, if you talk to an international now graduate, if they went to those classes, how it helped them, they'll give you some pretty good feedback.

It's having the right support pieces in place as well as knowing your audience.

Dan Reeve: Right. So, one of the big... the way Applied Learning process kind of works to students is explaining, when you explain "why we're doing this" and... how do you connect that to the "how we're doing this"? I feel like those two parts are always pretty vital. The why being the kind of the meta teaching is we're doing this "because" and we're doing it "like this".

Carl Everitt: Well, I think the way I've done it personally, the way a lot of our faculty doing this is our end game. This is where we want to be, this is my challenge to you as the instructor. This is how we are all... this is what we're all going to do as a team, as a group, as a class. We're going to open up a restaurant or we're going to run an event or we're going to do whatever it is. Tell them what the end game is, tell them out the goal, and we're all going to do it and we're all going to be successful. So setting that stage is really, really important of what it is we're going to do. Then comes the "how".

And that's really the piece that's kind of integral to the whole thing. It is laying it out in a sequential... and this is the key piece here... is sequencing the right activities in the right order so that you can get success in an efficient way. And then we're setting up the student for success. And that can take... and that sequence is so important because if you get the wrong thing in the wrong order, the outcome can be not positive, right? You can... you don't get the right scale for the right... for the students to be successful. So, sequencing is really important in terms of what it is. The example of it uses the student pub.

So, our students are... if we don't teach those right skills to open that pub in four weeks like how to operate a bar, how to be safe in the kitchen and food safe? How to serve drinks correctly. How to serving it right? How to operate a point of sale system? If we don't teach those skills in those four weeks, chances are that pub being successful are minimalized.

Dan Reeve: Right. And which skills are those that you teach first? Thinking that probably the skills you teach the day before are not the ones really to be the most deeply seated?

Carl Everitt: Exactly, we have to really think about what are we going to put those in, and based on the audiences. I mean, you may have a bunch of students in that group that... they've served in the industry for the last five years. You have to be careful with not patronizing them as well because they're walking in, five years' experience, they're a server, they're down at the "Bard & Banker" and they've got it figured out. But put them in another situation like in the back of house, they don't have those skill sets.

It's really... it's timing and sequencing of those skills on the "how" very, very critical and knowing your students, knowing the audience that you're dealing with... are key pieces and making sure that you have the right supports there, you know... to proper... instructor... we have instructional assistance and we have some lab assistance as well. And therefore, some of them are graduates of the program, some of them work in industry.

Dan Reeve: And then the "why" piece?

Carl Everitt: The "why" is always interesting and that's the key, in my opinion to a good instructor and applied learning... is to create that environment and that enthusiasm and that passion of why are we doing this? Why are we going on this journey? [inaudible 00:36:43] and that can be difficult for me. I've seen groups come through in first year and they've not completely fully bought into the idea of running a pub or in a restaurant that they're kind of teetering and they're kind of half in, half out and then all of a sudden a moment happens or they get a home run. They plan something out and it was a huge success. Their items sell out on the menu or they've had a really good... their team comes together... boom... they bought it. They're fully into this Applied Learning thing.

And it's that again, the ability of the instructor to be able to see that, and see those moments where, you can pull something out of this experience. Whether you're that person who's coming into this program, who's got 20 years industry experience, or that person who's just stepped off the plane from China who has zero experience. You can pull something out of these courses. And what we do with the experienced students is we use them to coach and mentor. "You want to be a leader in this industry and want to be a manager?" You're going to have to learn and work and coach people to be successful. And we get them to take on leadership roles and to... and to mentor and coach people and that challenges them as well, but you're absolutely right about the buy in and the "why" is critical because that can make or break on a course.

And if they're not buying it, you've got to readjust the way you do it.

Dan Reeve: One last part here. Does your preparation differ if you're working with the community partner and I happen to know that you and Steve Walker Napkin and Nicole Kilburn are working with [inaudible 00:38:21]. How does your prep differ if you know you're doing

he, whether it's an industry partner, or the sales or whoever, how does your prep different terms of-

Carl Everitt: The prep is... the key for us is relationship building, and that's key for any faculty that's going into community-based projects, community-based tourism, whatever it is, related events... it's relationship. The relationships are the heart of this and you have to have some good people on the other side of that fence. I shouldn't say fence but on the other side of the... in the community that you're not working with. And really building that strength through commitment, commitment on expectations. So, you have very clear open conversations about the expectations of whether it's an event we're running, or whether it's delivering a lunch for 600 people [inaudible 00:39:15].

Expectations have to be set on both sides. And what are we looking for and what is this... and trust and the trust comes over time. Trust is something that happens with delivery on what it is you say you're going to do. And we have a really good relationship with our place, we're into our seventh year founded on trust, [inaudible 00:39:37] we sat down with him and faculty and myself... sat down seven years ago and said, "We want to do something to give back, we want to teach our students social responsibility." And he said, "Well, what do you want to do?" Yeah, and actually he said "what would you like to answer". "What about us doing a fine dining dinner, 600 people, for people to come and use them" Fully booked.

And we work with the staff there and for the last seven years. We're now doing it twice a year because it's become so popular, and it's built on trust and a solid relationship. And it works out really well. It's a great opportunity for our students to engage in that idea of social responsibility. We can engage the community whether you're an employee of a business or the owner of a business. There are places for you to give back to the community. That is definitely a big, big one. Internally in the college, when I first started the event management class, I connect with childcare services. This is the staff member here, the manager there and then we sat down and we chatted and I said, "Okay we're going to get the students to put a wine makers' dinner on in four weeks, it's actually five weeks so that coming back."

She said, "You guys will never do that. I don't think this is going to be possible. You can try it, I'll support you" and they did it, they sold out the dinner. And they made a \$2,000 profit and they cut them a check. And that was a foundational relationship thing and we've done events with them every year since for the last five years and we do have a blues and brews event now where they... students put on... they work with three microbreweries in the community, all British bus pulls up started with a brewery here everybody gets 60 people get on a bus and drive around the city and stop off of these breweries.

Those kinds of things are relationship built. It's maintaining that and maintaining expectations and I think the right... the right partners that understand that this is a learning experience first and foremost. It's not a way to use our students as cheap labor or ways to abuse our students. This is a mutually beneficial partnership, a partnership is key, is the key word there.

Dan Reeve: OK. So, we've talked a little bit about... we've talked lots about reflection. Now I want to talk about reflection in terms of like monitoring and improvement. I recognize that sometimes... that committees don't always go as planned, sometimes for better and sometimes for worse. How do you assess your students experience in light of...you know... you have some goals that you've set out at the beginning of the course: open your restaurant, or run an event... When something doesn't go right, how do you take mind of that?

Carl Everitt: Well, I think for them, it's the way it's framed back to the students, and sitting down and kind of looking at that in a way that is reflective, right? and creates an environment that's "how do we pull the best"? "What worked well in this instance, and what didn't work so well and how would we fix that for next time?" How are we going to build on that and learn from that mistake? It's how it's framed to the students that is really, really important. And again, it takes a very skilled faculty to be able to do that and not walk around with... like... you dress this up all around face and it takes a faculty to kind of to roll with it. And again, the right teachers delivering those types of courses. It really does, that's probably the shorter answer to that one. It's having the right faculty manage that situation in a rapid way as well, having that kind of control or containing it.

Dan Reeve: Do you have... let's go right into this then. If things don't go as planned, what tools do you have in place to do a reset or backtrack?

Carl Everitt: I mean a lot of the things that we do, especially in the event management, in the restaurant... I've never seen the restaurant not open. It is always open except on snow closes and stuff... those are things that are external to the college, but if things do get out of control, we've had without names to the incidence, I think there has to be a risk assessment done of what it is we're doing right. And I mean, you can't plan for all eventualities but you can see from experience of working in the industry, you can know where your high risk areas are. Things like alcohol, liquor, very big risk, dealing with people that are under the influence of alcohol, liquor, high risk.

Those types of areas are the high risk areas, getting liquor licenses. It's managing that risk and seeing where that... and we also I mean, that is also embedded in the student experience as well. We get them to do risk management plans for events so they're also looking in on that as well to see... but you're also having to be five or six steps ahead of them in terms of what you see coming down the pipeline and how to respond to things or how to coach them so that something this big doesn't become this big.

Carl Everitt: That's important. That anticipation, that proactivity versus reactivity and keeping that in the back of your mind but not being at a point where you're running in there and taking over. That is a huge fine line in applied learning and I've seen that go sideways as well where faculty has a very low tolerance to stepping back and that's...you know, you need to be able to really step back and kind of...you know... the students are not hurting themselves or hurting anyone else. It's not an inherent risk to the institution, then it's okay to let that mistake happen.

Carl Everitt: And some people have different tolerances to that, it's being mindful and respectful of that.

Dan Reeve: What role do students play in the feedback loop? We've talked a lot about reflection, when things go right, when things go wrong. When you're setting up for the next year, do you have a... like a debrief at the end of the session or...?

Carl Everitt: Yeah, usually what will happen at the end of each course is, I will set up some mechanism for them to kind of give feedback on the course not the faculty, but the course. Kind of what worked well, what didn't work well and what could we do to improve that? We wish to create some mechanisms for feedback on the way we did it, whether it's through our food field schools, or whether it's through our flight classes. We're always seeking feedback on what can we do to improve things and get better from their perspective.

Dan Reeve: Excellent. Okay. So, assessment evaluation. How do you structure your formative and summative assessments of the students?

Carl Everitt: So, they come in, it's really interesting for the events. Well, it's kind of... they're on teams and each person has a role on that team so it's as an individual assessment and they have... each of those roles will have a deliverable that they have to complete, everything from showing up on time, as punctuality, to having the correct uniform, you know... expectations of what they would see in industry, to planning for the event like... how do they plan well, that they got all the pieces in place, the key deliverables and planning, their leadership if they're in a leadership role, how did they perform from a leadership perspective?

How organized were they, and how controlled... were they able to control the...once they'd done all those pieces, were they able to take control all of what it was that needed to get done? So, there's that individual assessment and then there's that teamwork assessment as well. They are a... integral pieces to the way we assess our learners and we use those as checkpoints throughout the course as well. So each week they will get a...if they're in the restaurant, they will get an assessment on their performance that'll get posted. And then if they're challenged with that, they can come in and have a conversation with faculty.

It's relatively immediate feedback.

Dan Reeve: Which typically is better.

Carl Everitt: Exactly, exactly. And that's not the worst thing we could do in this situation is accumulate all those assessments and then just firing them at two weeks before the end. How the hell would someone be able to go back and change those behaviors? You wouldn't be able to do that. It is... and it puts the faculty under the gun a little bit with flipping things around in terms of assessment. Now, if you've got a team of 18 students in your class, you've got 18 assessments for the next week so you know, just... I'm not

gonna candy coat it, it does take a little bit of work from the faculty, but the right committee faculty wants that student to be successful anyway.

Dan Reeve: So, the discussion seems obvious, but I'll just ask it: what evidence have you seen that Applied Learning activities deepen student understanding for concept or theory and idea?

Carl Everitt: What evidence do I have? Well, I would say our graduates, the feedback that we get from industries that they prefer to hire Camosun students, quotes on quotes: "They're job ready, they're ready to hit the ground". You know, we're a bootstrap industry regardless of whether you're the general manager or the bell person on the front desk, you need to be able to jump in and roll your sleeves up, whatever the situation and the feedback that we get from industry is that our students are prepared and they're ready. The feedback we get from our grads is they feel ready and prepared to enter the industry and I think that's our overarching message... is that they're ready to serve.

And I think that's the cool part about it. And it's... I don't use one particular call. I mean, they'll talk about Dunlop and they'll get nostalgic. But I don't think it would be one particular... I think it's the whole holistic experience that's given them the confidence to go out there and be successful.

Dan Reeve: So, the last part... piece here is acknowledgement and so, you know... it sounds like your students can really transform over a year or semester or a course not that maybe just something that just went right. How do you think about celebrating that student transformation?

Carl Everitt: Well, I think the debriefs in the after class, when I...if I teach that I always kind of... pull out the good stories from a student that's been really successful, who has really kind of stepped up or it's really challenged themselves or just really worked on something that they needed to work on. That's how we acknowledge, we acknowledge through... we have a lot of recent scholarships that are sponsored by industry, that's another one, any stars, any leaders, right, as we see, we acknowledge that through those... you have an awards evening, every year through the School of Business.

I think we are second only to the accounting department. In terms of the map, we have about 12,000 bucks a year in scholarships and awards and it's divided up between, different layers and different students, and different things that they've achieved and we acknowledge it. I will also... if we're at an industry like... we're at a field schooling and industry is hosting us I will award that scholarship in front of the industry, so that they can be recognized and acknowledged in front of the industry and their peers. But you're right, it is very important to celebrate that and to acknowledge that, it is what it is above and beyond. I mean, it's work and they're balancing academic classes with this applied class.

Carl Everitt: I mean, one example of the applied: we have a lab class, the Dunlop class is 11 and a half hours a week. It's a full credit class. They're here for four and a half hours on Tuesday, seven hours on Wednesday, in the middle of all that are directed [crosstalk

00:52:16] plus working, plus balancing family. They're stretched, they're really stretched. And you see them... sometimes we don't always see them at their best. When you see that they come back as grads, they're in a different place but we push them to the limits and some of them are very..."I'm glad that you challenge me" That is the response "because I know how far I can push myself".

Dan Reeve: Any final thoughts on the [inaudible 00:52:46]?

Carl Everitt: I just think the whole topic is very exciting. I think as a college, as a form of a big picture...you know... I think the interest and enthusiasm that's coming from other parts of the college around is exciting and inspiring. It really is. We're not... a problem is by no means... we haven't perfected this. I don't think we ever will. But we certainly strive to provide the best experience for our students. And if we need to make changes and adjustments along the way, we do that. I think that's what helps us. It is that openness and willingness to make changes as needed.

That's what's keeping us... that's what's given us the longevity for the last 44 years... and the guy that started it is still riding his bike around Victoria, Albert [inaudible (53:35)] you see his picture as you come down. This was his vision, this is the way that we want to teach Hospitality Management and we've managed to keep it alive despite budget cuts and all that fun stuff. We've managed to keep the dream alive and it's really cool when you run into a grad from 10, 15 years ago and they speak with all heart what this program different. They may not be in the industry anymore but they talk about how you did change them, put them on a different direction, gave them a new focus, it's a cool place [inaudible 00:54:18].

Dan Reeve: Great. Thank you very much for your time.

Carl Everitt: You're very welcome.