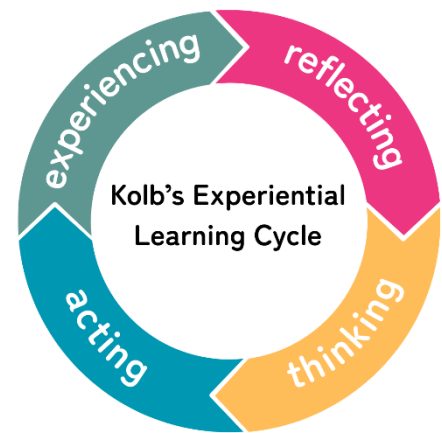


Teaching Statement: Chadley R. Hollas

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Teaching tourism means preparing students to navigate one of the world's most complex and impactful industries. My philosophy is to equip students not only with professional and managerial tools but also with the ability to think critically about tourism's social, cultural, and environmental consequences. I want students to leave my classroom as capable professionals and thoughtful global citizens who can recognize tourism's great potential for communities while also addressing its risks and inequities.

My approach is rooted in experiential and constructivist models of learning. I aim to design curricula where students actively apply concepts in real-world contexts, whether it is analyzing visitor data, engaging with community stakeholders, or exploring their local environments to understand how tourism shapes everyday life. I draw on Kolb's experiential learning cycle, encouraging students to test their knowledge in practice, reflect on outcomes, and adapt along the way. Assignments build progressively across a course term, reinforcing skills and deepening understanding through iteration.



To make course material accessible and engaging, I incorporate a wide range of resources, from films, case studies, current events, and imaginative exercises. These help connect abstract theories that inspire our teaching to the on-the-ground realities of tourism. I emphasize active learning through low-stakes reflections and collaborative class activities, which bring diverse voices to the front of the classroom and allow students to see themselves not just as passive recipients of teaching but as active knowledge producers.

A central theme of my teaching is encouraging students to recognize that tourism research and practice are never neutral. Just as spatial scientists remind us that "all maps lie," I challenge students to see how survey design, marketing campaigns, and policy decisions carry ethical and social implications. Assignments ask them to justify methodological and analytical choices, translate technical concepts into accessible language, and situate tourism within its broader contexts. In this way, students develop not only proficiency but also reflexivity and responsibility as future professionals.

My teaching also draws on my own experience as both a learner and educator. As a teaching assistant for a social science methods course, I guided students in designing their own projects, helping them apply methodological tools in pursuit of meaningful research questions. Through my curriculum development work with state agencies, I learned to adapt teaching materials for diverse

audiences, skills I now bring back into the university classroom to connect academic knowledge with applied practice. These experiences reinforce my belief that students learn best when they see how classroom skills can be mobilized beyond the classroom walls. I have also invested in my own development as an educator, including participation in the University of Georgia's annual Active Learning Summit and completion of a University Teaching course as part of my graduate curriculum.

Finally, I approach teaching with compassion and inclusivity. I recognize that students' lives do not begin and end at the classroom door, and I design courses with flexibility and empathy for varied learning styles, backgrounds, and challenges. I strive to create a classroom culture where students feel comfortable taking intellectual risks, asking difficult questions, and drawing from their own experiences. I want them to see me not only as an evaluator but also as a mentor and collaborator in their learning journey.

Alongside my academic training, I bring to the classroom an intimate understanding of tourism and hospitality gained through years of professional experience. As a Director of Tourism, a hospitality and events manager, and an entrepreneur, among other roles, I have seen firsthand the professional challenges that students will soon face. I integrate these lessons into my teaching, so students benefit from my practical experience. I also have an active network of former colleagues, friends, and collaborators in the industry who help me make connections for students between their passions, their classroom experience, and their future.

Ultimately, my goal is to cultivate the curiosity and ethical awareness that will allow my students and mentees to shape a positive future for tourism.