

2019 PROVINCIAL HOSPITALITY ARTICULATION MEETING NORTH ISLAND COLLEGE -  
COMOX VALLEY CAMPUS ROOM TYE 113

Monday, April 29, 2019 1:00 – 4:30pm  
North Island College, Courtenay Campus  
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Chair: Wendy Anderson/Selkirk College  
Co-Chair: Mark Elliott/Douglas College

Call to order: 1:12pm

Attended:

Wendy Anderson	Selkirk College
Anna-Marie Rautenbach	College of the Rockies
Shawna Broekhuizen	Vancouver Community College
Moira McDonald	Royal Roads University
Richard Stride	Camosun College
David Pritchard	Camosun College
Judith Chomitz	Thompson River University
Pedro Caraballoacosta	North Island College
Benjamin Fabier	LaSalle College, Vanc
Willy Aroca	Fairleigh Dickinson University
Jonelle Knowles	Vancouver Island University
Peter Briscoe	Vancouver Island University
Daniel Jordi	Vancouver Island University
Mark Elliott	Douglas College

1. Introductions

Wendy Anderson welcomed everyone and thanked them for attending. Brief introduction followed

2. Approval of agenda

- Wendy Anderson requested that a short discussion on online learning in Hospitality be added to the agenda

Motion Jonelle Knowles

To approve minutes with the addition recommended by Wendy Anderson

Seconded by Shawna Broekhuizen

Carried

3. Round table – review of institutional reports

- a) ROYAL ROADS - Moira McDonald
- We have 30 students going into 2<sup>nd</sup> year for both Tourism and Hospitality
  - Dr. Philip Steenkamp is the new president as of June 2018.
  - Langford Westshore project. 1.2 million received toward feasibility study to add to ¼ million already received. Royal Roads University and the City of Langford have signed a memorandum of understanding (MOU) to explore opportunities that promote economic prosperity, sustainability and growth through education that address the needs of a growing West Shore.
  - Undergraduate programs has new west campus.
  - New resident housing is slated for the future. Exploring Housing undergraduates b
- b) VANCOUVER COMMUNITY COLLEGE - Shawna Broekhuizen
- Programs are 100% International with waitlists. Two steams for academic. Sally Gibson position is now available for research. She is now doing independent study from Montreal. There is lots going on. How are you finding recruitment for instructors?...challenging to find instructors when you have only a 3 course load/75% to offer them. Research and caption have been challenging.
- c) COLLEGE OF ROCKIES/INVERMERE - Anna-Marie Rautenbach
- Smaller load of Spring intake. Semester starting in May. Students combined in September with 2 courses in Spring. Today we have 24 new students. These students will not necessarily move to 2<sup>nd</sup> year.
  - What are the demographics? 99% Punjab and southern area. From the total of 48, 9 are women. Students going on paid CO-OP in summer for the first-time starting middle of June. Take one concentrated/compressed course in Spring. Schedule has been arranged to accommodate Tourism industry in the community.
- d) CAMOSUN COLLEGE - Richard Stride
- 2-year diploma program 16-month PD program. 45 students in first year 34 in 2<sup>nd</sup> year and 20 in PD. Taking in 14 students in Jan intake. Application numbers have dropped somewhat. Staying at 40% for diploma program due to language and practical skills requirement. PDs are mostly International with wide variety of countries. 10 graduates, with 14 cohorts in Aboriginal program. Carl and Lee wrapping up project with Kenya...consulting and developing program curriculum, infrastructure. Hoping to start Jan 2020.
  - Meet 2x a year to review industry demands, etc. predominately from the local area.
- e) THOMPSON RIVER UNIVERSITY - Judith Chomitz
- 40 students in first year. 3 domestic 6 Chinese, the rest from Indian. We had to cap numbers because of practicality of only 40 working.
  - In the past we had International students mainly from China. The students from India are taking their studies very seriously and want this being a career path for them and often come with previous experience.
  - New President Brett Fairburn...Dean search is still on with anticipation of a new dean to be announced in May. Retirement, sabbatical and illness has kept department staff levels low...they need to review diploma programs.
  - In the past, attrition rate was usually 35 – 30% with this year being more around 10%
- f) NORTH ISLAND COLLEGE - Pedro Caraballoacosta
- 100 students. Mostly International students mostly from Indian.
  - We have partnered with Crown Island Golf Course to run applied courses...it is a good partnership which has provided lots of visibility out there.

- Housing is almost confirmed for on campus for 40 units. Discussions are underway for hospitality facilities to be included such as a new restaurant to run Intro to Culinary program and maybe conference and meeting space.
- g) LASALLE COLLEGE, VANC - Benjamin Faber.
- New CAO is Zafar Syed is from McMaster University. LCI has 23 campuses over 5 continents. School of Creative Arts and Hospitality. We offer diplomas and certificates with 4 intakes a year. Curriculum focuses on restaurant kitchen hotel side with some exposure to being in kitchen/culinary. Student lead bistro that is doing very well. This year it is the first time they run the front of the house. CO-OP and practicums (99hours), students are 80% international
  - 2-year diploma or degree is being looked at.
- h) FARILY DICKINSON UNIVERSITY - Willy Aroca
- 65 in Bachelor of Arts. 69 In Masters, Fall enrollment average is 25
  - Staffing changes. Jarrett Bachman is the Program Coordinator. We are looking at growing numbers and bringing in 2 new instructors. We have a good team and good bank from adjunct faculty that are loyal.
  - Campus is growing fast and they are looking for more space and permanent location. Two courses for master program for developing sustainability mindset. QAB is We are reviewing our program this year. Considering a MA in Hospitality Management in an online format. Current student numbers are at 90% International with increase in numbers from India.
  - Looking at own school for Hospitality trying to create Master program using all 3 campuses-waiting for approval.
  - International student of Hospitality largest number to date. Provost retired
  - Next Friday, first project where students present their thesis to people from industry observing which may result in more hires.
  - Next summer we will run the first 2-week summer trip from Kamloops to Okanogan for 6 credits.
- i) VANCOUVER ISLAND UNIVERSITY - Peter Briscoe
- Exciting times, 50-year anniversary coming up. Lots of growth, expanded number in for new students and faculty...looking to hire more (3 or 4 more). We are dramatically internationally focused. There is a different mindset with students from different countries.
  - Bachelor of Hospitality Management with 175 with cap at 200.
  - Recently, upon review from Board, we will approve of graduate program...well received across the industry.
  - Higher load of Graduate program will stress current personnel.
  - Very experimental based, facilities on campus with learning lab on campus. Deliberate International focus with Tanzania with long 3-year process. International partnership with our students and sending local, domestic students abroad.
  - Lots of brief appointments
  - When you are looking at International speeding, language challenge, diploma program challenged with English requirement. High level of International students department specific support for help with English ISOLS...also increase to no band below 6.5. Discussion: Others are saying even meeting 6 is challenging. College and preparation course also help covering rules and regulation, how to study, etc.

- check out Business Foundation Course at Algonquin College in Ottawa. Every business student is required to take it there. Program is 1.5 hours a week over 16-weeks
  - Other schools are offering ongoing support throughout their program.
- j) DOUGLAS COLLEGE - Mark Elliott
- 4 programs 20 year and 2-year program and two smaller PDD program.
  - Average 350 students
  - We are seeing pickup on Vietnamese students who are very focused on career in Hospitality.
  - Looking at portal into a Degree in Business Admin. Not sure of numbers for next session. Graduation rate is 70%
- k) SELKIRK COLLEGE - Wendy Anderson
- Harry Pringle retired replaced by Laura Williams
  - Challenge with housing due to increase in International students and growing population in Kootenays. Working with city to find solution
  - Spring intake starts next week. Students take 2 classes in Spring and then they have lesser course load in Fall, etc.
  - Our Dean will be leaving...looking for new one.
  - Training dining room/lab very busy with 80 covers Thursday and Friday Nights plus events. First years are serving and bartending, 2<sup>nd</sup> year management. Working along side professional cooking students in training dining room.
  - There is a high demand from industry but not enough students to fill positions. 75% had work terms by February for summer work terms.
  - Graduate rate is 95% strong.
  - No program changes this year.
  - Recent PGCM program doing well with one year in kitchen and one year more academic.
  - RHOT program only 40/60 mix between international and domestic
  - Post graduate programs are 100% international full with strong Indian influence.

Discussion: Are you finding Industry needs coming from atypical service areas such as bank and car sales? Many are finding the same including requests from Hospitals.

- Ryerson is developing a Luxury brand program for other programs.

How does everyone feel about accepting fast food work experiences...some do but others feel it is a quick out to not find a quality placement. Some accept it if student clearly articulates that this is a career path for them. Some have examples of those who did a lot better in front line fast food operations.

#### 4. Core Grid

- a) Mark circulated this in the last 5 year. He suggested it may be time to retire it as far as facilitating student transfers. Numbers may not be enough to coordinate this. 4
- How many are doing transfer based on grid?

Discussion: It is a reference but not a lot of transfers being done. Many of the IReps are not updating it. It might be easier for address individual student requests and then code up. Is if it is not updated, I would hate to have to start from the very beginning. Grid has some good material...but also good as a tool. Review of grid is helpful when doing a review of program curriculum.

Where is Grid housed? - DropBox. It is an Excel spreadsheet with common core courses and intuitions and which course matches up against institutions. Rob Ferguson created it. If everyone looked at their own area and updated it on an annual basis. Chair may be made responsible to update it. Sharing this document is still valuable.

- b) Maintain document – It is a good point of reference for program review and when requests are being made to transfer. What is lacking is students are not able to access this. Institutions can set up data for themselves. There is a challenge when it is course by course, strong articulation by block works well but challenging by the one of. although even if you do block agreements, they can equate individuals' courses. Great thing about grid is keeps team together and aligned.

Motion Judith Chomitz

Keep Hospitality Grid, and update it on an annual basis prior to TECH using an agreed upon shared drive.

Seconded by Anna-Marie Rautenbach

Carried

#### 5. Online courses

- Who are doing online courses? Online suite at TRU on tourism is very outdated. They want work on this because there is a huge market, Dean of Open Learning is excited to offer this cross learning. We are hoping to put more energy to do this. Retiring out instructors may be interested in more online course teaching.
- LaSalle College Alacon based ALCI online program including blended program. Specifically, Culinary programs
- Douglas College - Idea was blended learning in the past but idea cooled right off because many felt that we owe our students face to face learning
- Wendy taking VCC ELearning certificate on how to create quality on-line learning experience. Interactive engaged focus is now evolving. Huge need because of the flexibility of learning styles and population preference of learning.
- Shawna Broekhuizen - Two online courses, Research and Cap Independent study program tried a pilot but it posed problems because it was too soon for students to participate in this type of learning.
- Anna-Marie Rautenbach - There is space to do better with online courses. Open to try it but there is resistance. Google hangout is used in class so why not online
- Wendy Anderson - having online grid options available too. We are looking at Intro to Tourism online including offering it to high school students for transfer credits.
- Peter Briscoe - Convenience factors, invigilation and security challenge, also material needs to be updated, standardization and same rigor in development and instructed.
- Jonelle Knowles - Masters online and engaging process. Faculty was there but design was focused more on student level. There was a lot of depth to it. Engagement is necessarily going to happen in online. There has to be intent to do this. Different markets for who are good candidates for online learning.
- VIU has an online Event Management certificate.

#### 6. Preparation for tomorrow

- Tourism and Culinary and maybe Business faculty will be joining us.

- Into to Tourism text and 1<sup>st</sup> year core course, Aboriginal Tourism chapter is included written by Keith Henry (sent out). One of the challenges is teaching that chapter to International students, we need to step back and add Indigenous background and history. Core Learning outcomes do not include anything around Indigenous Tourism. Not considering doing something super specific but we should perhaps consider something general within our diploma program core outcomes, as many communities will have individual differences. We need to move forward although we may make mistakes.
- Diane Biin from Camosun will be joining us...create Foundations Guide which is a good reference for Core Curriculum. NIC Sarah Child will also be joining us to guide discussion.
- Richard Stride Dean Camosun College - Many of the institutions may have to update material as a result of the Truth and Reconciliations Commission results. Room within structure of framework to consider specific areas. Good opportunity to look how institutions are handling international range of learning and timing in Canadian content. Approaches to delivery, acknowledgements and intro to indigenous persons to bring perspective. We have to challenge content and growth and intention. Bigger loss is not doing anything because we are paralyzed about doing wrong.
- Peter Briscoe. Raised concern that core components be developed in appropriate consultation with experts. International students don't have point of reference. How can we fuse it into a learning document so it makes sense and resonates with these students?
- Anna-Marie Rautenbach - Draft survey to VP students services to learning community to draft indigenous policies
- Judith Chomitz - I am already finding lack of space to introduce more material and course curriculum. What do we give up? I would also like to introduce Data Analytics.
- Groups suggested we revisit tomorrow It is not included in course compound.

What happen with LINK BC? TLS Discussion?

- Beverages in classrooms...is it alcohol based? Some do and others do not. One doesn't because they are at High School. Special occasion license is hard to get which has changed how to manage this. Some institutions student waivers are signed for wine tasting and have to produce age appropriate ID. Those that do not drink alcohol do a work around to accommodate this including food wine pairing.
- Judith Chomitz – wages are high in high-level venues such as Shangrila in Vanc over \$24 for housekeeping. They are also looking for students who know how to use OPERA server.
- Discussion occurred re best learning for PMS property management system
- OPERA doesn't offer an educational option for the cloud. Annual fee is 2000/year. Anna-Marie recommends Inroads Solutions and Acknowledge for accounting.
- As a group can we get Opera by ORACLE

Make own plans tonight. Winey Dinner Tuesday.

Meeting adjourned at the call of the chair at 4:04PM

2019 PROVINCIAL HOSPITALITY ARTICULATION MEETING

NORTH ISLAND COLLEGE - COMOX VALLEY CAMPUS ROOM TYE 203

Tuesday, April 30th, 2019

Chair: Wendy Anderson /Selkirk College

Call to order: 8:30am

In attendance:

Benjamin Faber	LaSalle College Vancouver
Dave Pritchard	Camosun College
Carl Everill	Camosun College
Richard Stride	Camosun College
Mark Elliott	Douglas College
Alan Rice	Okanagan College
Willy Oroca	Fairleigh Douglas University
Judith Chomitz	Thompson River University
Jennifer Case	North Island College
Jonelle Knowles	Vancouver Island College
Shawna Broekhuizen	Vancouver Community College
Mary-Ann Hummel	SAIT, Calgary
Wendy Anderson	Selkirk College
Moira McDonald	Royal Roads University
Steve Kamps	College of the Rockies
Anna-Marie Rautenbach	College of the Rockies
Rachel Dodds	Ryerson University
Rob Hood	Thompson Rivers University
Rob Ferguson	Vancouver Island University
Eugene Thomlinson	Royal Roads University
Dianne Biin	Camosun College
Pedro Caraballoacosta	North Island College
David Pinel	North Island College

Harley Elias	North Island College
Peter Briscoe	Vancouver Island University
Sara Child	North Island College

1. Wendy Anderson welcomed Tourism and Hospitality participants who quickly introduced themselves.

- Fernanda Paré representing K'ómoks First Nation and NIC Elder in Residence

Welcome from the Unceded traditional territory area of the K'ómoks First Nations

2. BCCAT (BC Council on Admissions & Transfer) updates and articulation Q & A

- Mike Winsemann sick and not able to make it. In October of 2018, Mike Winsemann was appointed to the new role of Director, Transfer & Technology, following Meg Stainsby's return to Douglas College. Mike Winsemann has been with BCAAT for over seven years in other roles. If you have an opportunity to listen to him, he is entertaining and very knowledgeable.

- Research that has been done... Brian doing TLS revitalization that will be presented this afternoon, BCCAT working hard to developing Pan Canadian protocols to enable institutes to transfer credits from province to province.

- Submit submissions for the BCCAT awards (3 categories – Leadership Award, Rising Star Award and Franklin Gelin Lifetime Achievement Award). Deadline for nominations is June 28, 2019. Those awards will be handed out at 2019 Joint Annual Meeting on Nov. 1 at the Pinnacle Harbourfront Hotel in downtown Vancouver

- Call for funding for research, look at opportunities, release time and ability to dive deeply into specific issue of relevance. E.g. International transfer is one area - building an online model for International transfers. Trying to interpret transcripts from different institutes - BCAAT central list would help. This is a complicated approach with some countries who have large private networks. There are databases in Burnaby, WES (World Education Services) in Ontario. International credit practices publication can be viewed on BCAAT website which is a good resource.

3. Update Hospitality

At April 29 Hospitality meeting we talked:

- about Hospitality Grid, an excel grid sheet but not embedded in institution transfer system...can we use it for course to course transfer. Possibility of giving Grid to BCAAT and look to them and the institutions' resources to create a formal approach for reference. As BCAAT resources become more robust, the student planner aspect can become better.

- Strong uptake of students with high international involvement with higher Indian population. High number of retired Instructors. Housing is a concern in several institutes.

- Talked about online course and Wendy felt that one or two courses could benefit or perhaps be online with a blended approach.
- Hospitality Grid is helpful and will be taken to the next level. Look at individual course to course and block courses to update and crossover. Look at use for both Tourism and Hospitality, great place to have a conversation.
- Added discussion from today's meeting:
- BCAAT might be able to formalize this process better than approaching individual institutes.
- OPERA – Oracle PMS system, one of the problems with working with Oracle is getting them to focus on the Educational component. Hoping as a group, we have a large group of institutions to train on this system – hoping to get more cooperation.

Added discussion:

- Maybe ask other Hotel Chains to support this argument such as Fairmount and Marriott Hotels. Challenges occur even at the industry level. Mary-Ann Hummel /SAIT can connect anyone with instructors who teach this system to students.
  - NIC is still using INControl, does not have any issues with processes and administration and suggests useful for framework to transfer to an OPERA system.
  - Support from OPERA/Oracle seems to be problematic. Problems from industry and education installation in the cloud version. Mark suggested an e-learning version combined with INControl provides good foundation. Getting them to recognize the educational component would be beneficial.
4. Update from Tourism articulation group
- Many similar reports from their institutes. Chatting about using Google suite for better communication.
  - Themes versus Topics conversation? Moved away for core courses & outcomes to core themes.
  - In 2017 we made a joint declaration to support call to action for Truth and Reconciliation. How to do that in a regional and local way? We speak about development and the relation with that agreement.

Additional discussion:

- Conversation about use of the Grid and problems. honoring of two years, learning outcomes from 2-year diploma will transfer into 3rd year.
- go2HR will not be the institution to offer Serving it Right. It presents a new world for go2HR - Super Host, safety programs will remain with them. With no Serving it Right funding has being significantly cut.
- Has everyone nominated a TIPS (Tourism Industry Partners) scholarship student? Someone suggested that you could submit more than one student. If you do, rank them. In

addition to scholarships, other industry innovation funds including available perhaps even building renovations available.

5. Indigenous program content - Discussion guided by Dianne Biin (Camosun College) & Sara Child (NIC)

- Culinary Arts (Chefs) instructors joined the discussion
- Discussion will be somewhat organic and take away what you can from a personal learning experiment, curriculum impact, etc.
  - a) Dianne Binn – get to know each other on a different level and discuss as a group how to introduce Indigenous space, Indigenous guides
- asked about a cultural introduction from participants covering where parents came from and where they are currently living (visitor). Dianne thanked you for sharing your cultural background
- Sara Child NIC Mt. Waddington Regional Campus's position. Sara is instructor in NIC's Awi'nakola land-based ABE program being offered at Mount Waddington; this pilot ABE program sprung out of the Truth and Reconciliation talks of Mount Waddington staff
- Dianne, comes from an entrepreneurial background. Work at Camosun working mainly with indigenous students, now Indigenous Coordinator working with 1700 staff and instructors
- Indigenization at Camosun College started about 2003 to 2004 to conduct work with each other, how we engage and create a safe and trusting place to learn as well as working on curriculum development. We have been offering courses in partner communities, lots of work with own indigenous centred programs on our campus. Two campuses offering services to indigenous students, working with the different communities for almost 30 years.
- Indigenization is a deliberate bringing together of indigenous knowledge systems and approaches with Western knowledge systems and approaches within post-secondary education
- Indigenization is relational and collaborate involving various levels of transformative, from inclusion, to integration to infusion of Indigenous perspectives and approaches to education (BC Campus Indigenization Guide - Teachers and Instructors)
- Indigenize your practise by building new relationships with indigenous pedagogy and knowledge
- Requires leadership and knowing oneself.

Takes time to transfer these practices and knowledge across all academic areas.

Note: Permission given to take pictures of notes and Dianne will also make them available.

#### LEVELS OF INDIGENIZATION

- Fear of the unknown (I don't know what I don't know; I don't want to appropriate but be appropriate)
- Fear of Change (Yes, but...I don't know who to talk to...I don't have time)

- Fear of Losing Control and Power (Racism of lower expectation...I know but I don't care)
- Resisting Process (how to create and hold indigenous values in a good way. Overworking indigenous staff, we don't have enough resources approach)
- Rejecting and Asserting Control
- K- 12 will be more familiar with history and importance of realm of reconciliation
- Recognizes that there are so many latent and hidden systems in institutes...how do we talk and share information and move this information from through local and regional levels.
- Use the Four Corner-Post Model
- Curriculum processes (looking at learning outcomes and teaching practises) – all new courses have to address this. E.g. learning in circles, cultural components, experiential learning
- Services to students (cultural, emotion and spiritual support)
- Employee education
- Policy and Planning Indigenous
- Many people take advantage of this training and often many times because they gain new wisdom each time.
- Indigenization is now embedded in the institution mandate. How to build a learning environment?

10:00 Refreshment Break Indigenous content cont.

Rooted in:

- TRC Call to Action
- UNDRIP (United Nations Declaration on the Rights of Indigenous People)
- PRAXIS (practice, as distinguished from theory. the gap between theory and praxis, text and world) ...hoping that actions are planned
- LENS – from all our different lens including our individual perspectives and the different indigenous communities we serve.

Sara talks from her perspective of her community and NIC. In the opinion of our communities NIC has taken has many inroads but can improve.

#### TRUTH AND RECONCILIATION COMMISSION OF CANADA

- Troubled relations between Aboriginal and non-Aboriginal Canadians
- Attractable to education Institutions
- Failed to teach, over many generations; language loss, cultural genocide, perpetual racism
- Education is the key to reconciliation

- Education must remedy the gaps in historical that perpetuates ignorance and racisms
- Wellness: the restoration of wellness in our communities...reconnect and restore practise; how to be well within our families; communities (we are one); connection to land - reconnection and restore our land
- Colonization resulted in Language loss and prevention (values that keep us well are connected with language), Cultural Genocide, Racism
- Indigenous wellness includes providing platform and creating healthy relationships between indigenous and non indigenous peoples and communities which includes students, partnerships, environment, community, program curriculum, etc.
- Indigenous Understanding > Non-indigenous \*pan-indigenous...has to pretrain to outcomes. Infuse indigenous understanding and world view into our understanding. Understanding needs to include shared responsibility and understanding.
- Local perspectives are a key ingredient to understanding. If it is missing, we are not establishing relationship grounded in respect. Ways of relating, knowing and being and doing will lead to restorative process. NIC is now doing a partnership with VIU focusing on restorative program with growing amount of language infusion (needs to be embedded in program)
- The indigenous machine plan needs to work together - International, non-indigenous residents and indigenous students. Looking for equity.
- Repeat - Indigenous Process includes planning, experience and debrief...has to be ongoing and deliberate over many generations
- Department/Interdepartmental Responsibilities
- Strategic Plan: Indigenize, revise annual re-envision and reevaluate. At the same time the Indigenous people need to be involved in the Strategic plan: Engage, Revise, Re-envision, Re-evaluate

Break into groups and discuss:

As a group, where are we in our Indigenous plan; talk about introducing indigenous outcomes in to our program.

NOTE: Please send Action item that resulted from our group discussions to Wendy Anderson at wanderson@selkirk.ca

As we went through the discussions, what is learning outcomes we need to include: Individual, community, cultural authentic, sustainable relevant, perspectives, viewpoints, relationships. One of the important ingredients is Restorative.

Share pearls of wisdom gained from group discussions:

- We had a rich conversation - challenge to find one piece, we all need to be comfortable to be uncomfortable, to take some risks individually and with our institutions

- Commitment statement resulted: to explore opportunities for sharing experience and knowledge of cultural understanding in “their” traditional environments (instead of ours) as it pertains to our subject matter.

- We developed seven ILOS in all our programs, look them up Confederation Canada. e.g. in a business class, go out businesses in Canada to incorporate indigenous initiatives in their business.

- Not double standards, or niches, student learning to be fair and not different standards

- Do not have all the answers, welcome and wording we can share

- Creating space on campus to bring content and emotional space that is relevant in culinary programs

- What do we do with space in programs? We are ready to go forward but need to capture tangible actions; what are our institutions doing to support this; fear of silo groups

- Importance of listening to different perspectives and values

- Married to decolonization to make us more comfortable or uncomfortable with this process

- We are now talking about and starting process and have ideas that we can take back to our institutes.

Wendy hoped we continue discussions and build on these.

If you wish access to slides, contact Sarah at [sara.child@nic.bc.ca](mailto:sara.child@nic.bc.ca)

6. TLS revitalization discussion Brian White Royal Roads

- purpose of possibilities and probabilities of redeveloping and get a rerun at Tourism status report.

- We are often dependant on revenue from international students. We don't have a snapshot on where we are going

- Why should we bring this up now...there is a shift in government funding. E.g. go2HR. There may be a bit of money available to review status report.

- Change in turnover in corporate membership with many aging and retiring. Effort of past hard work and relationships needs to be maintained

- Policy and where things are going...seems to be discussion about where Advanced Education and Tourism going. Change of government over past years hasn't been supportive but this may change with new government.

Impacted by foreign workers – numbers came down, there is a sense that our industry is not getting proper recognition by government. Now is the time to update status report to assist in gaining recognition.

- There are so many changes with gaps in education including using Google analytics; benchmark to see where we are; appetite in Government to support this.
- Next step is how we can do this with time and resources available. Possibly of \$20,000 to \$25,000 available funding. Brian can not do it but will assist as best he can and will partner with someone
- There are warning signs for us if there is a change in government which will impact their support and recognition of our industry.
- You can't move again unless you have a baseline and then we can then influence government policies and recognition. Our graduates are assisting with this process.

#### Questions:

- How long did it take to create the original document? It took over 18 months but it won't take that long this time because a lot of the initial data is available. Speed it up by hopefully being able to pay someone to assist with this assignment.
- Nice to have someone who is not at a senior level helping with this
- Changes to go2HR because they are no longer receiving funding for Serve it Right program.
- Valuable to assist institutions and lends itself well to graduate students...what do we do with this without a LinkBC. SSHRC Grant may be a first place to start and recruit upper level students or even collaborate another student from other institutes
- Sense of momentum of Tourism Industry (concern - they want cheap well-educated staff) Supernatural BC moving forward Ingenious Tourism, Wilderness and Tourism and other niche areas are moving this forward and onside of this.
- How many people are Tourism hiring this year? 17,000 graduating and how many are employed...is this a significant difference. We are not providing jobs, not just cheap labor but highly specialized jobs
- Who funded this project initially? Started Institute of Tourism long ago in the early 1990s.

#### Action:

- Rob Ferguson/ Vancouver Island University would be interested in getting some graduate students involved
- Brian suggested taking on the manageable before doing larger initiative such as Google Analytics, getting students involved and collaborating with other institutes

Action: Brian will work possibly with Eugene on creating a Green Paper with background with steps and layout approach and frame it as a job posting for researcher to be ready for the Fall to seek out interested and qualified students.

- Moira McDonald may have some funding that may be available. We can take this document and work on certain sections...look at table of contents, what is relevant, definitions.

There is a recent investment in Regional Tourism strategies...including building capacity

- Are we going to the wrong government? There is lots of initiatives at the Federal as well as Provincial level. Report coming out in Spring 2019 report regarding opportunities and funding available for this type of project.

• Two young ladies from BC Open Campus available in TYE 201 for consultation and will do a brief introduction

- Josie from BCcampus provided a brief introduction to the services they provided including the availability of open education resources for post-secondary education and partners.

- They have a library of over 270 open textbooks. Free for students to use; also print on demand copies for cost. Useful for High schools and post-secondary usage. Pressworks is available for online format.

- Open Education Grants are also available

Comment: Food and Beverage books need to be updated including aboriginal and statistics needs updated.

- BCcampus will be thinking of ways to update but it is a free source so individual institutes can update it.

Action: If there is money available, Wendy will try to access money so individual institutes can take on a chapter to update.

Dianne Biin was involved in a Project with Ministries of Education

- Indigenous work with different indigenous scholars to create series of guides within post-secondaries called Indigenization Project (2016-2018) received \$350000 which including distributions of seed grants and travel costs. Involved Ministry of advanced education, skills and training BCcampus

- Eight member project steering committee 30+ writers representing 14 institutions. External editors, open education team, collaborative projective team. Indigenous Education & Community Connection (IECC) and Métis Nation British Columbia (50 people throughout 2 years including K-12 curriculum) worked with Open Education team to provide accessible guide, etc. It is text heavy for a reason, i.e. to allow different formats and used as a foundation piece to bring your individual institutional touch.

• Bear, Behavior, Communication and Shared Model (4 resources)

1. Foundations meant to be taken as a self learning and reflective learning tool:

- Intro to Indigenous Peoples

- Colonization

- Decolonization (resurgent effort)

Metis Bibliography Resources

- Leaders and Administrators - written Camosun college

KTA What is indigenization?

- ChetwoodKahkah
- Leloo
- Sammon
- Winappee Future

2. Front Line, Administrators Resource book

3. Teachers and Instructors guides

4. Curriculum Developers guide

- Guides released in September.

- Ministry is looking at Research guide before it is released.

- Royal Rhodes has augmented the foundation piece and put it online and staff take training as part of their professional development training. Capilano has used Foundation and teachers guide as part of their teacher's training. Principles of Open Education and Indigenous training

Question to Dianne - what did you learn at the end of this project? Recognizing how deep our networks are, how much expertise, how much support and involvement from all areas there was and ability to come together. Trust in the culture in my traditional teaching and when time is right and work becomes passionate, it will become self supporting.

Many in the office are using the resources including the Foundation Guide that are being used by Students.

Realm of colonization is only becoming something we are comfortable talking about today.

7. K-12 Curriculum update, results, opportunities Dennis Green go2HR Industry Training

- Youth population in BC 15 – 24 has come down and going to continue to drop in the next five years -

- Impacts work force in a dramatic way

- Grades 10-12 peaked in the 2000s, 20,000 less a year.

- Changes to K-12 curriculum started in 2011, really focused on big ideas, what curriculum competencies what are the central learning standards. Less rigorous but need good resources to deliver, and frame of reference including career choices available. Help them find as much support in resources as possible

- New curriculum development began in 2011 final implementation of new content 2019.20

- Tourism 11/12 integrated into Applied, Design, Skills, & Technologies (ADST): Content – learning about the tourism industry, Competency – by using design thinking. No longer about

specific working in the industry and career preparation but using design thinking as it applies to tourism.

- Large focus on Career Education: CE curriculum starting in Kindergarten, 8 Career Education credits needed for graduation
- Career Education language shift: It's about WHO you want to be when you grow up, versus WHAT you want to be.
- 2 new Career Ed courses for Grades 10 -12
- Focusing on preparing students for life and work after school
- High focus on mentorship, career exploration and experiential learning
- [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en\\_career-education\\_10-12\\_career-education-guide.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf)
- 11-12 program trends stat sheet handed out – usually schools that have kitchen will continue to run those programs even though numbers may rise or fall slightly
- Jobs, careers and pathways into Tourism and Hospitality careers.
- See numbers from Advanced Education and ITA. Enrollments show decline in certificates and more in degrees, diplomas and post degrees. Numbers represent both domestic and international students
- Trend for more international students who want to stay in Canada so more interested in longer 2 to 4-year program
- Enrollments are going down slightly but credentials are going up.
- Brian has school by school data if anyone wants it
- Note this data may be lagging by a year
- Curious about international and domestic balance. Brian will try and get this data
- Tourism and Hospitality Trend
- Less certificates, more diplomas and degrees
- Increase in apprenticeship certifications (program change had huge impact)
- Emergence of post-graduate certificates and diplomas
- International student numbers have increased substantially with decrease in domestic high school graduates
- Launched 3 SuperHost® Customer Service Training
- Online or classroom- Foundation of Service Quality
- Service for All 4-6 hours
- Destination Ambassador – classroom only- one day program approx. \$59 with classroom courses fee for each student for record keeping, material and certification \$35/seat.

Customized for every district through Visitors center and Chamber of Commerce. Some ContEd areas are offering. Been updated to be current. Could be very valuable for International programs using a blended program.

- Serving it right was tendered this year. We were the only organization who delivered it for the last 30 years
- Tendered to create new programming to augment current training with focus on low cost. Unfortunately, they did not gain bid cutting their revenues by 60%. They now need to rethink revenue sources and reducing expenses
- Unfortunately, they are now longer able to support The Winning Pitch and Student Industry Rendezvous including Case competition.
- Bev did send out information about Scholarship areas. [www.go2HR.ca/educator](http://www.go2HR.ca/educator) dedicated page for educator, including K-12 educators, resources for post-secondary educators including links to open textbooks. Building that inventory. Link to training map and get back to them to provide filters to specific training opportunities including experiential learning and CO-OP programs.

Refreshment break at 2:55pm

Kari/ Rep from AME/Learning textbook - Hospitality specific Accounting. Question, do you have text on Business Analytics-unfortunately no. see [WWW.AMELEARNING.COM](http://WWW.AMELEARNING.COM)

- Continued discussion on impact of go2HR not being able to do Winning Pitch/Case Competition and Industry Rendezvous
- Peter suggested that the Case Study is such a valuable educational experience for the students. Can we offer that in curriculum design; can it be done and what format.
- Maybe we can funnel money from other areas to support this valuable experience
- Some felt the Case competition is more important than the Rendezvous event...can monies for this be filtered into the Case Competition. There is lots of sponsorship from industry to address certain problems etc. What is missing is mainly manhours.
- Suggest going back to old format where teams are assigned task at the time of event. See real students work under pressure and puts everyone at the same level format. Find ways to have relationship with go2HR and minimize resources impact.
- Final bid for Service it Right has not been announced. Sense of ownership over materials...can it just be handed over Government who is now going to take a big portion of the revenue stream.
- Is there a way to get some of the associations especially the Restaurant Association to get province to allow go2HR to continue offering this...Harley shared that this was done but not successfully, letters and stats and many associations offered strong support
- Harley – will be going to board meeting on Friday; he will share results regarding implication of changes to go2HR support re Rendezvous and case competition going forward

- See what come from meetings and Wendy can then maybe have a virtual meeting about what we can do going forward.
- Harley will find out from go2HR how much the Case Study costs to deliver

Sidebar comment...we don't seem to have a lot of presence with Government especially regarding educational piece.

2020 Next Conference will be hosted by VCC. Group suggested later dates work well. Maybe Yukon 2021 then Camosun 2022.

PMS system discussion - Only 3 organizations are using OPERA PMS. Going as a force for getting an educational license for BC. Wendy, Judith and Educational component is being ignored by ORACLE. Do they have other supports with other Institutions? Yes, if you are actually an hotel. Coalition saying, they are interested in a BC licence; can you support this? Big weight, is international students that will be using their system globally.

Who will be the Chair for next year? Wendy will chair again next year. Mark made Motion to Incoming co-chair, Mark made motion made Monique for to be co-chair. Jonelle 2nd motion. Carried.

Dinner at Winery tonight

Meeting Adjourned.

DRAFT