



BC Tourism and Hospitality Education: 2013 Status Report

An update on the status of the BC Tourism Learning System—developed by the BC Tourism Learning System Task Force and articulation committee members, towards our goal:

To be a world-recognized network of innovative, top-quality tourism, hospitality, adventure and culinary programs.

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A. Introduction

This report is the product of a volunteer group of BC tourism and hospitality educators established at the annual provincial tourism educators' meeting at Douglas College, known as the BC Tourism Learning System Task Force. The group agreed to work together to¹:

- Review the current landscape within which BC tourism & hospitality programs are operating.
- Review how programs are addressing tourism industry labour market development issues and needs.
- Review student mobility (provincially, nationally and internationally).
- Review the economic impact of tourism and tourism education.
- Determine how to best position and market BC tourism and hospitality programs in the national and global context.
- Review the history of and current status of the "tourism learning system", and identify any issues and opportunities.
- Make recommendations for the future.

In 2012, the task force asked LinkBC to gather input from its education partners and support the development of a comprehensive status report—identifying current approaches, activity levels, stakeholders and success/challenges of tourism/hospitality education in British Columbia. It was also asked to compile recommendations from educators to help chart future directions.

Contributors

This report builds on "Where is the Tourism Learning System Going", a green paper (Brian White, RRU) developed for task force consideration and includes components from a "Draft TLS - Status Report" (Jonathan Rouse, Okanagan College). Guidance was obtained from Dave Twynam (VIU), BC TLS task force members (see below), tourism/hospitality articulation committee chairs and members, and LinkBC network stakeholders.

B. Intended Audience for this Report

This report was written for the following audiences:

- Government and political leaders in the fields of both tourism and education (secondary and post-secondary levels).
- BC tourism and hospitality educators.
- Senior administrators of colleges and universities.
- Administrators of government ministries and related organizations responsible for education and tourism (provincial and federal) (e.g. Destination BC, DFAIT, BCCIE).
- Leaders of industry associations and partner organizations (e.g. go2, TIABC).
- Destination Management Organizations



It may also be of use to any person advocating for the importance of tourism education in BC.

¹ MOTION: to establish a task force to examine in the context of BC as a centre of excellence for tourism education and the dimensions of elements such as labor force development, student mobility and economic impact. The task force will report back to this committee within 6 months. (Brian White Seconded by Laura Thurnheer -- Motion Carried. Task Force chaired by Brian White; committee members Rob Hood, Nicole Beaulieu, Michael Conlin, Dave Tikkanen, Jacqueline Clark and Jonathan Rouse).

Aligning with Provincial Directions

This Status Report takes into consideration, and its recommendations are designed to align with, these other related strategic plans:

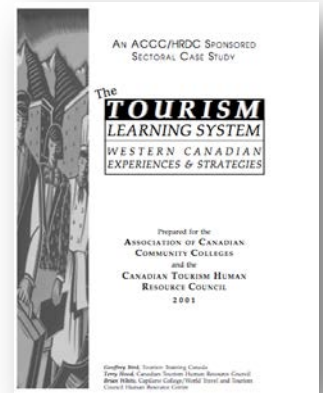
- 2012-2014 Strategic Plan for LinkBC: the tourism & hospitality education network
- 2012 BC Tourism Labour Market Strategy (go2)
- 2012-2016 Gaining the Edge: A Strategy for Tourism in BC
- 2011 Canada's Federal Tourism Strategy: Welcoming the World
- 2012: BC International Education Strategy
- 2012-2017: The Next Phase: Five Year plan for Aboriginal Cultural Tourism in BC
- 2012-2014: Study Tourism in BC Marketing Plan (LinkBC)

C: The BC Tourism Learning System: A Brief History

The informally-named *BC Tourism Learning System (TLS)* was developed by a consortium of BC tourism educators in the 1990s to help build a professional tourism and hospitality workforce in British Columbia.

The Tourism Learning System was established with the following six key objectives²:

- To ensure a high quality of service, competitiveness, productivity, and sustainability for the tourism industry.
- To improve the success of graduates enrolled in tourism-related programs.
- To tie into the industry's overall strategic direction.
- To provide continuous skills development opportunities for those already in the industry.
- To help employers know what education and training is credible.
- To enhance commitment of employers and government to HRD for the tourism industry.



Tourism Education in a Changing British Columbia Landscape

Over the past 20 years there have been significant demographic and structural economic changes that have impacted both labour market demand and the delivery of tourism and hospitality education and training in BC. This section of the Status Report provides a précis of the trends and issues that have emerged over the last decade, with particular attention to global influences and opportunities currently of note to BC post-secondary educators.

In order to effectively determine future directions and the optimum approach for tourism/hospitality education development in British Columbia, it's important to understand the history of BC tourism education over the last few decades.

Tourism Education in BC – the 1980s-1990s Boom

Historically, tourism and hospitality education³ has been fraught with challenges and issues. These include the fundamental question by some of whether tourism is a discipline worthy of study in its own right, to the necessity of developing specialized curricula and programs to address niches in our industry – for example: adventure, ecotourism and tourism marketing.

² From the 2001 document that outline the principles behind the TLS framework: The Tourism Learning System: Western Canadian Experiences & Strategies—Association of Canadian Community Colleges/Canadian Tourism Human Resources Council (G. Bird, T. Hood, B. White)

³ While the Tourism Learning System includes 'adventure tourism and outdoor recreation', 'hospitality management', 'tourism management', and 'culinary arts' programs—these will be referred to as 'tourism' in this document.

A turning point in BC was a groundbreaking report commissioned by the province to identify tourism education & training needs. In *Tourism: The Quest for Professionalism* (1986) its author, Anna Pollock, stated:

“There is a general public perception of the industry as a non-professional industry which offers jobs to people with few skills. Employees view it as an area which they can move into without prior training and can enter and leave at their leisure. It is not seen as a ‘career’ industry nor is the word professionalism associated with it. The implications of this situation are high turnover rates, the perception that jobs are ‘dead end’ occupations, low employee quality, and poor attitudes and motivations. Managers generally lack knowledge in the human resource management area of their business. Employees lack motivation and positive attitude towards the nature and importance of service.”



The mid to late 1980s was, to a large extent, the beginning of the BC tourism education framework we recognize today. Why did tourism become a subject of increased interest at this time? Explanations include a provincial response to “outdated” thinking about a rapidly changing economy from resource-based practices (timber, fish and minerals) to a new-information based society. “Brain power” and ideas assumed more importance than horsepower and tangible resources in determining wealth and competitive advantage. A paradigm shift was in progress, with tourism and tourism education positioned to play a significant role. Combined with Vancouver’s hosting of the 1986 World Exposition (Expo 86), seen by many as a catalyst in creating a more sophisticated provincial tourism industry, these provincial economic changes led to a time of expanded tourism credential development.

BC, in addition to many other jurisdictions, saw a number of tourism programs and credentials introduced in the post-Expo ’86 period, but programs were often vague and uniform in description⁴. From the outset there was confusion with the intent and purpose of the growing number of programs (and credentials) by both students and employers. For many students, insufficient evidence of program content and purpose for these new tourism credentials meant that features such as institutional location and quality of facilities often became the deciding factors as to where one chose to study. Employers were primarily engaged in an ad-hoc manner through the use of advisory panels and committees to the academic institutions. Tourism programs were developed with this input; however they were designed to fit the academic framework (timing, delivery) with little acknowledgement of industry needs re scheduling etc. Little communication took place between the four or five colleges and the university (SFU) that had just started to recognize the value in providing management-level education for the industry.

The TLS: Collaborating to Compete

The first attempts to address these challenges were initiated in 1989 when four BC community colleges agreed to pool knowledge and talent in the development of a common provincial industry-validated initiative: *The Tourism Supervisory Development Program (TSDP)*. A detailed curriculum and instructor resources for the TSDP courses were developed with funding support and coordination from AVED and the (then) Pacific Rim Institute of Tourism (PRIT). This project demonstrated the benefits of collaboration amongst institutions, and paved the way for the work to follow. During this same period (1988-1990), SFU took the lead on executive development education for the industry and, with PRIT, was also the first host institution for what was to become the annual BC Tourism Educators Conference.

By the early 1990’s many new programs were coming on line at BC colleges and universities and a concerted effort was made to address the proliferation of programs, the nomenclature of credentials, growing human resource needs and complexities of industry, and the desire for government to better understand and manage tourism education. The Ministry had expressed concerns to the first TECC (the Tourism Educators’ Coordinating Committee) about the proliferation of new tourism degree granting programs in the UK and Australia—and the subsequent challenges graduates were facing getting

⁴ For example the most common diploma-level nomenclature remains “Tourism Management or Hospitality Management”

these credentials accepted in the industry. To avoid this situation, a decision was made by three institutions to work collaboratively on the first British Columbia BTM degree (Capilano College—in collaboration with the Open University, University College of the Cariboo and Malaspina University College).

This degree development project was part of a planning initiative was initially referred to as the BC Tourism *Education* System, but to acknowledge all levels of education and training, the articulation committees of the day changed this to the *BC Tourism Learning System (TLS)*. This approach to work collaboratively on provincial tourism program development was defined at the time as “a comprehensive and coordinated human resource development strategy for the tourism industry”. It included the following guiding principles:

- **Industry-Endorsed Education and Training Standards** – for example: core learning outcomes based on provincial/national standards for secondary and post secondary tourism/hospitality education.
- **Career Awareness and Marketing** – for example: website messaging, print collateral such as brochures and posters (see poster below) and formal/structured high school presentations by industry professionals and tourism educators.
- **Articulation and Laddering** – for example: secondary students receiving preferred entry into diploma level tourism/hospitality programs.
- **Credential Recognition and Prior Learning Assessment** – for example: public-private articulation standards and criteria.
- **Joint Planning** – for example: program submission guidelines outlining criteria for new program approval.
- **Professional Development and Communication** amongst educators - for example: an annual professional development event (Tourism Educators Conference).

The 1998 BC Tourism Career Paths Poster on this page illustrates that by the end of the decade much work had been done to position BC as a leader in tourism education systems development. Highlights shown on the poster include TLS features including a career-awareness program (“Tourism: you decide how far to go”), ladder, industry-validated core curriculum (secondary | post-secondary | public | private), industry skills training and credentials (certificate | diploma | degree | post-grad) and logos of participating industry associations.



During the late 1990s and 2000s, BC post-secondary institutions continued to work together on reviewing and updating common curricula and collaborating on the annual conference. In 2000, *PRIT* ceased to operate, In 2003 *go2* commenced operation and in 2005 the two “centres of excellence” (The *BC Centre for Tourism Leadership and Innovation* and the *BC Centre for Hospitality Leadership and Innovation*) were established by AVED to once again serve BC colleges and universities involved with tourism education. The centres were supported by both the advanced education and tourism ministries. In 2007 the centres merged and became *LinkBC: the tourism & hospitality education network*, with primary support coming from the BC Ministry of Jobs, Tourism and Skills Development and the provincial host institution, Capilano University.

Ongoing Change and Labour Market Challenges for Tourism

The shift in capital flows that started in the 1970s led to the flight of much Canadian manufacturing employment to China, India and other developing economies (*Higher Learning and the Labour Market in a Changing World, Ministry of Advanced Education May 2008, p. 5*). Tourism continues to be an important income and employment generator for BC, to some extent mitigating these impacts, but the soaring Canadian dollar, recession in the US, and heightened security arrangements at the border have resulted in an overall decrease in US visitor entries 2001-2012.

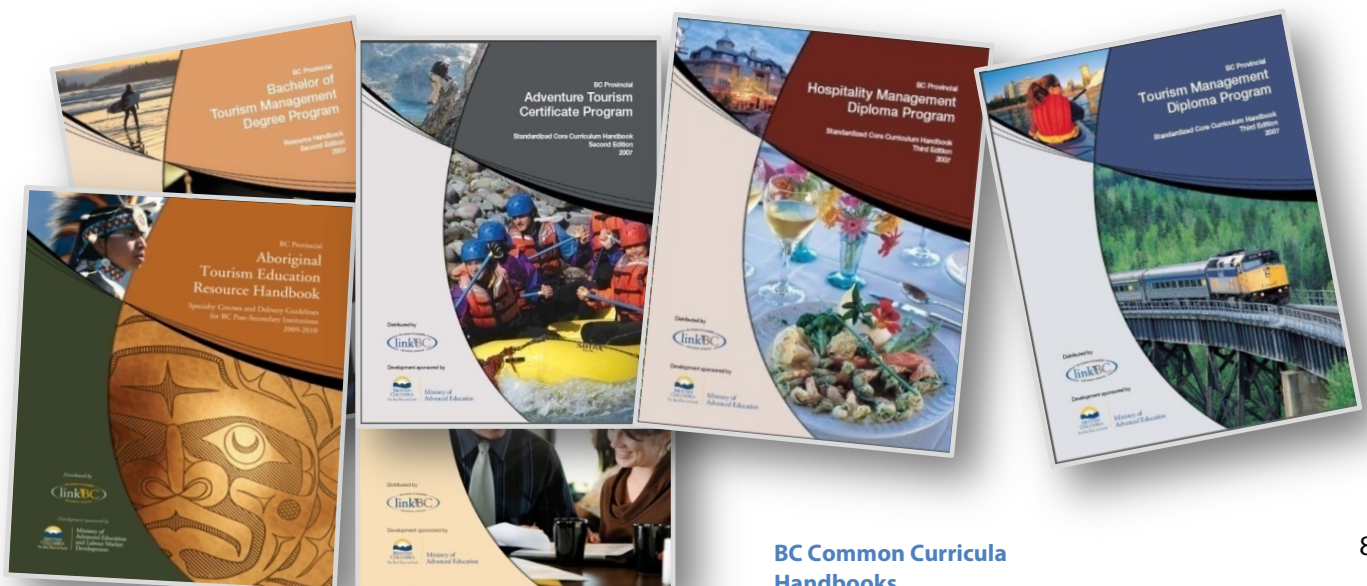
Service sector jobs account for 78% of total employment in the emerging 'knowledge-based economy', and in the period 2005-2015, 460,000 new jobs are projected in BC versus 650,000 vacancies from retirement by aging baby boomers. (ibid., p. 14) The tourism and hospitality industry will be significantly impacted by the aging of the baby boom generation and by the declining birthrate, and foreign worker programs have been initiated to compensate for the declining domestic workforce. This picture is one of interest to BC tourism and hospitality programs, particularly because the overall organizational structure of the provincial industry is also undergoing change. The overall future for the industry appears bright, but a volatile economic and political environment makes program planning a challenge.

The Education Community's Response

Over the past decade, BC tourism programs have responded to the changing environment: college programs have evolved, with a number offering degree-level credentials (e.g. the Bachelor of Hospitality Management at VCC), "teaching" universities have expanded in number, overall numbers of tourism and hospitality program offerings continue to rise slowly, and new graduate-level programs (Royal Roads University and Vancouver Island University) have been established. However, partly as a result of declining enrolment, and restrictions on FTE funding, many of these programs are increasingly focused on attracting international students. Most tourism programs have weathered the recent fiscal cutbacks in BC's post-secondary system -- enjoying stable (or adjusting to somewhat reduced) enrollment and funding (one exception: the close of the Hospitality Management Program at the College of New Caledonia).

In 2008, a further extension of the learning system began with culinary programs. A new cook apprenticeship model was developed by (then) Propel (the Industry Training Organization (ITO) for the Industry Training Authority (ITA) responsible for cook, baking and meat cutting apprenticeships – now go2). A key difference between other core curricula developed for the TLS and the apprenticeship model was in methodology: the modifications for cook apprenticeship curriculum through Propel were industry-driven and opposed to educator-driven (and then industry-validated) for the TLS. Regardless, both sets of TLS initiatives do attempt to develop similar provincial quality-control approaches such as:

- Core curriculum based on industry-endorsed standards
- Progressive credentialing and laddering opportunities
- Greater quality assurance throughout system collaboration (public and private); and
- More clearly defined career pathways and credentials



This section has provided a brief overview of provincial TLS efforts, primarily over the past 25 years. During this period, and more rapidly in the last few years, the advent of the internet and the integration of global financial markets has moved the tourism education market rapidly towards global integration, involving extensive use of e-learning, agents and brokers, and international educational partnerships/articulation.

Tourism has also had the effect of standardizing services globally, and it should be no surprise that the standardization of global curricula is well advanced as well. Brand and market reputation have become dominant issues for post-secondary institutions as this process unfolds, and the desire to attract more international students moves publically-funded institutions towards self-generated overseas revenue as domestic resources start to decline.

In summary, while tourism education has grown to be respected and valued as a part of BC's tourism industry and of the province's academic landscape, challenges to our system remain if we want our tourism, hospitality, adventure and culinary arts programs to compete on the international stage. The next section outlines some of these.

D. Current Challenges

Most BC tourism/hospitality programs are contending with a similar range of challenges regarding the differentiation of programs:

- **Inconsistent awareness levels of student and employers** about the content differences between programs,
- **Lack of clarity among some employers about the role of curriculum/programming at various levels:** academic (university), applied academic (university/college) or vocational/applied academic (college).
- **Variable level of brand awareness** that differentiates institution/programs – this is often achieved through curriculum, accreditation, faculty profile, delivery methods etc.

These “awareness and promotion” challenges are critical to understand and resolve as tourism programs mature within institutions, and collaborate to deal with an evolving competitive environment, nationally and internationally. For instance, BC's competition globally, particularly from the perspective of student recruitment and promotion, must have a clear and defined educational focus. The tourism education programs in BC can be better marketed to students and industry if presented as part of a system and by describing each program's contribution to the system. This analogy often holds true for industry recruitment as well, as they too need to be informed and aware of the strengths and intent of various programs, be it academic or vocational. Successful institutions and tourism programs are those with the right product (curriculum, nomenclature, format), the right culture (excellence and commitment to professionalism), and the ability to offer genuine employment or further education opportunities.

The TLS has been critical to the evolution and validation of tourism education in BC, and has greatly increased the profile, awareness, program quality and diversity of tourism/hospitality programs in BC. In fact, the collaborative approach is now being demonstrated by the Heads of Ontario Hospitality/Tourism Programs (HOHTO) who are now undertaking province-wide curriculum development projects, in conjunction with the CTHRC.

The approaches and activities engaged within the TLS to establish and position tourism education to its current state have, for the most part, been successful. There are, however a number of current issues that schools are dealing with, resulting in the following internal limitations:

- Reduced scholarly activity and advancement of the body of tourism/hospitality industry knowledge.
- Shifting funding models and being accountable to external bodies (ie: ITA for culinary arts).
- Succession planning challenges, with a growing “cohort” of retiring educators responsible for developing these learning models, and the need to attract and develop the next generation of talented and innovative tourism educators

- Classroom and program facilities in some institutions are aging; there has been only modest investment in facilities, labs and equipment (province-wide) compared to other jurisdictions such as Alberta and Ontario.

This Report also acknowledges these external challenges:

- Our major overseas competitors are engaged in a thorough review of nation-wide tourism curricula. A recent presentation at the 2012 Council on Australasian Universities of Tourism and Hospitality Education (CAUTHE) conference was titled *The Helicopter View: Global Perspective and Trends Impacting Tourism & Hospitality Education*.
- MOOCs (Massive Open Online Courses) and other similar online developments—one example: a consortium of 10 top-tier universities will soon offer fully online, credit-bearing undergraduate courses through a partnership with 2U, a company that facilitates online learning.

The present course of BC tourism education appears to be less influenced by academics and the education community, and more from the external factors of the changing times, with issues and topics such as sustainability and global management growing in importance. The broad dynamic forces currently influencing change in our industry include:

Demographic Shifts | Increased Individual Mobility | Structural Shifts in the Global Economy | Climate Change and its Impact on Tourism | Industry Security Issues | Technological Advancements | Online Learning | Globalization | Shrinking Public Resources | Public Accountability | The Changing Nature of Tourists | The General Relationship Between Prosperity and Education

If we can show that our colleges and universities can respond effectively to this changing landscape, we can continue to build on our current strengths in attracting an increased market-share of students to our BC programs. Sometimes the challenge to respond is more internal at the universities given the limitations of traditional administration and operational policies that seek standardization and control.

British Columbia’s public post-secondary institutions have developed a strong reputation for academic quality.

Combine this reputation with the desire of many people to immigrate to Canada, and a potential competitive advantage emerges in attracting international students for tourism and hospitality studies. Given the projected high demand for workers and management in the industry, and the shortages we are already experiencing, the internationalization of our tourism and hospitality programs becomes inevitable. This has been acknowledged as a key driver behind the new *BC International Education Strategy* (MAEIT, 2012).

Recent changes in work permit regulations have extended the possibility for international students to stay in Canada after graduation, further increasing the attractiveness of Canada as an educational destination. This policy change particularly addresses the industry demand for qualified younger immigrants in management-oriented programs, because both the education and work experience count significantly when applying for permanent residency.

Due to its success over the past two decades, many elements of the TLS have been copied here in Canada and in the Caribbean, as other jurisdictions develop learning models to advance their tourism education programming.

The factors that characterize student life in this province help to position BC as a globally competitive tourism learning destination. The need for a skilled and competitive provincial workforce to sustain our tourism industry is concurrent with the need to provide additional support to our colleges and universities, and the need to respond effectively to global influences/opportunities. By revisiting and revitalizing the key elements of the TLS, we will collectively be able to sustain the quality, integrity and reputation of our programs at the same time we increase our competitive advantage. We can offer a globally-competitive education product, a stimulating culture for students and the ability to offer genuine employment or further education opportunities.

E. The BC Tourism Learning System: An Inventory

The first step in improving the competitiveness of the TLS is to examine the current 'state of the system'. This section presents a snapshot of current activity throughout the province.

Public Post-Secondary Institutions and Tourism-related Programs

The following public colleges and universities offer tourism-related programming as of early 2013:

- BC Institute of Technology
- Camosun College
- Capilano University
- College of the Rockies
- Douglas College
- Native Education College
- North Island College
- Northern Lights College
- Northwest Community College
- Okanagan College
- Royal Roads University
- Selkirk College
- Simon Fraser University
- Thompson Rivers University
- University of the Fraser Valley
- University of Northern BC
- University of Victoria
- Vancouver Community College
- Vancouver Island University
- Yukon College



Collectively, these institutions are promoted and supported by *LinkBC: the tourism & hospitality education network*. In 2012 LinkBC commissioned an inventory of programs available through its network of **21 public colleges and universities** (each with articulated programs that follow the provincial tourism core curricula, or similar guidelines, and three private PSEs meeting equivalent standards).

As of the inventory date there were **146 tourism-related programs** offered throughout the network, summarized as follows:

Credentials Offered

21 Apprenticeships | 2 Associate Certificates | 50 Certificates | 48 Diplomas | 11 Undergraduate Degrees | 6 Grad/Management Certificates | 3 Masters Degrees |

17 Adventure Programs

Adventure Tourism Business Diploma | Adventure Tourism Diploma | Mountain Bike Operations | Wilderness Leadership Program | Outdoor Recreation Management | Adventure Sports | Mountain Guide | Rock Guide | Mountain Adventure Skills Training | Ski Guide | Alpine Hiking Guide | Climbing Gym Instructor | Adventure Guide | Adventure Management | Adventure Tourism Business Operations Certificate & Diploma | Coastal Eco-Adventure Tourism | Coastal Adventure Tourism

38 Culinary Programs

Cook's Assistant Program | Culinary Arts Professional Cooking Program | Professional Cook I (6) | Professional Cook II (6) | Professional Cook III (3) | Cook Training | Culinary Arts (4) | Pastry Arts | Advanced Culinary Arts | Baking and Pastry Arts (Baker) Apprentice | Culinary Arts (Cook) Apprentice | Asian Culinary Arts | Baking and Pastry Arts | Artisan Baking | Baking and Pastry Arts - ESL | Baking and Pastry Arts - Patisserie Specialty | Cooking - ESL | Culinary Arts - Aboriginal Specialty | Culinary Arts Management | Baking and Pastry Management | Sommelier | Baking - Commercial | Culinary Arts Hospitality | Baking and Pastry Arts - Artisan Baking ESL for International students |

39 Hospitality Operations & Management Programs

Hospitality Management Diploma (7) | Hospitality Certificate | Hospitality Co-op Certificate | Hospitality Operations Certificate | Hospitality & Resort Business Management Diploma | Hospitality & Resort Management Diploma | Hospitality & Tourism Management Diploma CITC 5 star endorsement | Hospitality Cruise Business Diploma | Hospitality Cruise Diploma | Hospitality Resort Business Management Co-op Diploma | Hotel Management Diploma | Destination Resort Management | Hospitality Continuing Education | Business Administration Major in Hospitality Management | Hospitality and Flight Attendant Preparation Diploma | Hospitality and Tourism Management Diploma | Room Divisions Management | Food and Beverage Management | Human Resources Management | Marketing and Sales Management | Hospitality Certification | Club Management | Hospitality Distance Learning | Bachelor of Arts in International Hotel Management | Graduate Certificate in Hospitality Management | Resort and Hotel Management (2) | Ski Resort Operations and Management | Bachelor of Hospitality Management (BHM) (2) | BHM for Industry Executives | Food Service Management Certificate | Rooms Division Management | Hospitality Operations Diploma

52 Tourism Operations & Management Programs

Marketing Management - Tourism Management Option (3) | Marketing Management - Event Marketing | Travel Counseling | Golf Management | Golf Operations (2) | Tourism Co-op Certificate | Tourism Certificate | Travel Agent Certificate with CITC's 3 Star Endorsement | Travel & Tourism Business Management Co-op Diploma with CITC's 5 Star Endorsement | Travel & Tourism Diploma 5 Star CITC Endorsed (2) | Business in Tourism | Tourism Operations | Bachelor of Tourism Management | Tourism Management Co-op | Tourism Management for International Students | Tourism Marketing Citation Program | Tourism Management Diploma | Flight Attendant Preparation Diploma Program | Outdoor Recreation and Tourism Management | Bachelor of Commerce (service management) | Bachelor of Tourism Management | Tourism and Recreation Management Certificate | Tourism and Recreation Management Diploma | Travel and Tourism Management | Business Administration Major in Travel and Tourism Management Diploma Program | Travel, Tourism and Flight Attendant Preparation Diploma Program | Travel and Tourism Management Diploma | Aboriginal Tourism (3) | Tourism and Hospitality Management(2) | Bachelor of Arts in Global Tourism Management | Graduate Certificate in Destination Development | Graduate Certificate in Sustainable Tourism | Graduate Certificate in Sustainable Community Development | Graduate Certificate in Tourism Leadership | Master of Arts in Tourism Management | Resource and Environmental Management | Event Management Online | Bachelor of Tourism Management | Events & Convention Management | Sport Event Management | Master of Arts in Sustainable Leisure Management | Event Management Certificate | Marketing & Sales Management

The large majority of the above programs are offered on a regularly scheduled basis but some are offered on a demand-only basis. The following public-institution programs are not currently considered part of the Tourism Learning System (based on lack of articulation and/or lack of core curriculum):

- Burnaby School District - Adult Continuing Education – Airport Check-in, Flight Attendant, Travel & Airline Program (serves as an example of secondary & post-secondary continuing education departments)
- Langara College - Nutrition and Food Service Management Program, Recreation Leadership Program, Recreational Management Degree Program, Airport Check-in Agent Certificate (through continuing studies)
- Nicola Valley Institute of Technology. NVIT has a tourism management program outlined in its calendar but this has not been offered for a number of years.
- Other BC college and university continuing education divisions regular offer industry skills-certificate programs such as Serving it Right, FoodSafe and WorldHost and short courses such as "Running a Bed & Breakfast Operation".

Private Institution Tourism-Related Programs

In addition, the following private PSIs are a *sample* of those also offering tourism-related programs⁵:

- Art Institute of Vancouver and The International Culinary School at AIV: Culinary Arts and Events Management⁶
- Canadian Tourism College: Adventure, Hospitality and Airline-focused programs
- Canadian Outdoor Leadership Training (COLT): Canadian Outdoor Leadership Program
- Cascade Culinary Arts School: Culinary Arts Apprenticeship Training Program
- Columbia Bible College: Outdoor Leadership
- Eton College: Hospitality Management, Flight Attendant, and Travel and Tourism Management Programs
- Fairleigh Dickinson University: Bachelor of Arts in Individualized Studies – Hospitality Management
- Greystone College: Convention Management Diploma, Hospitality Management Diploma
- Imperial Hotel Management College: Hotel Management Programs
- Northwest Culinary Academy of Vancouver: Professional Culinary & Pastry/Bread Making Programs
- Pacific Institute of Culinary Arts: Professional Culinary Arts Programs
- Professional Development Institute of Tourism (Parksville): Range of AHLA hospitality programs
- Ridge Meadows College: Hospitality Operations Certificate.
- Sprott-Shaw Community College: Tourism/Hospitality Management Diploma & Degree Programs (Vernon, Surrey, Penticton, New Westminster, Nanaimo, Kelowna).
- Universal Learning Institute (Surrey, Richmond, Vancouver): Event Planning, Hospitality, Tourism & Travel
- Vancouver Premier College of Hotel Management: Events and Hospitality Operations/Management Programs

Of these, Eton College, Canadian Tourism College, and Vancouver Premier College are currently recognized as LinkBC *affiliates* because they:

- Offer programs that draw from BC Tourism Learning System core curricula.
- Hold articulation agreements with public institutions (graduates can complete their education at a LinkBC partner).
- Hold PCTIA (Private Career Training Institutions Agency) accreditation and the EQA designation.

These programs are eligible for consideration and are reviewed by the LinkBC advisory board only after they have been also accepted to the BCCAT-sponsored provincial articulation committee for the appropriate program area.

Secondary Tourism Career-Preparation Programs

At the secondary level, tourism-related career preparation programs are offered through a range of senior-secondary level courses. Data supplied by the Ministry of Education shows a disconcerting decline in the number of students taking both cook training and tourism career preparation courses:

	2009/2010	2010/2011	2011/2012
PROFESSIONAL COOK 1 11A	1977	1414	1400
PROFESSIONAL COOK 1 11B	610	452	498
PROFESSIONAL COOK 1 11C	238	169	154
PROFESSIONAL COOK 1 12A	1313	799	844
PROFESSIONAL COOK 1 12B	715	469	517
PROFESSIONAL COOK 1 12C	408	281	260
TOURISM 11	1424	1167	802
TOURISM 12	1513	1126	1236

⁵ As listed on the go2 Tourism Training Directory which includes most tourism related training available in the province:
<http://www.go2hr.ca/TourismBrEducation/TourismTrainingDirectory/tabid/109/Default.aspx>

⁶ At the time of publishing some programs, including culinary training at the Art Institute and adventure at Columbia Bible College, were being considered for official inclusion in the LinkBC network as “affiliate” programs.

Many colleges/universities have productive working links with individual secondary schools in their regions, but there is no longer a coordinated provincial approach to linking BC secondary school tourism programs with those at the post-secondary level. In the 1990's there was policy direction and support from the Ministry of Education for ladder curriculum development, (including Tourism 11 and 12) and an active Secondary Tourism Educators Group. This current gap represents a potentially weak component in further system development.

The only coordinated support today for Grade 10-12 tourism programs comes from the Canadian Tourism Human Resource Council with 36 BC secondary schools (2011) benefiting from affiliation with the internationally-recognized *Canadian Academy of Travel and Tourism (CATT)* program: www.cattcanada.ca/en. CATT offers programs at three levels: Level 1, Level 2 and Gold Level.



There are the equivalent of over **4000 full-time** students enrolled in **tourism-related** programs at BC's colleges and universities

College/University Enrollment/Graduation Figures

In 2010, the Ministry of Advanced Education reported enrolments in the LinkBC network public post-secondary programs (with some crossover to leisure and purely recreation-based programs) at approximately **5,800 students (4,000 FTEs)**. This represents a modest but steady increase from 2006, when these statistics were first requested by LinkBC, to 2011, but remaining flat between 2011 and 2011.

BC Student Outcomes surveys over the 2006-2011 period, also completed by MAEIT, show the average percentage of certificate and diploma graduates that are in tourism-related employment: Culinary programs (83%), Culinary Apprenticeships (93%), Parks, Leisure & Recreation Programs (67%), and Hospitality & Tourism Management Programs (78%). Solid data regarding industry retention of graduates is not readily available, along with

information about the value of tourism credentials to career progression, even though anecdotal evidence suggests a strong correlation. Recently go2 has created a provincial tourism LMI research strategy and it is hoped that collaboration between LinkBC, tourism educators and go2 in support of this strategy will lead to graduate retention data being collected for educator and industry usage.

In addition to the 36 BC secondary schools offering the CATT programs mentioned above, there are a number of other schools that offer individual tourism/hospitality/recreation/culinary-related courses at the senior-secondary level. This pool of youth remains a logical potential "feeder group" for the province's college and university tourism programs and the decline noted in the z.

This section has provided a snapshot of the wide range of tourism learning options that continue to be available in BC at both the post-secondary and secondary level. The next section assesses the performance and perception of tourism and hospitality programs in other jurisdictions.

F. Comparative Assessment

In preparation for this report, BC tourism/hospitality educators have expressed a strong desire to increase the numbers of out-of-province students choosing to study tourism in BC. International education has become an increasingly competitive space over the last decade. It is imperative that BC programs position themselves competitively vis-à-vis other countries and jurisdictions. Some examples of how other countries are collectively promoting their tourism programs follow, and help give a sense of the competition.

Switzerland

A world leader in hospitality education, Switzerland is home to one of the few tourism education networks comparable to LinkBC. The Swiss Education Group markets programs and supports quality assurance at Culinary Institute Switzerland, César Ritz Hospitality College, Brig & Lucerne, Hotel Institute Montreux HIM, IHTTI International School of Hotel Management, and Swiss Hotel Management School. Their student-facing website at www.swisseducation.com features program information, 'request a brochure', 'book a visit', and an 'ask a school' form (student inquiry) as well as supporting information on the organization.



Australia

Until recently, Australia helped set the benchmark for international education marketing. In 2011, however, the estimated \$18 billion international education industry in Australia fell by almost 10 percent. Causes cited included "changes in policy, including rules for visas and skilled migration, and attacks on Indian students" (The Australian, 2011). Additional factors included the stronger performance of the Australian dollar. While visa reviews were underway at the time of writing, the head of the International Education of Australia blamed "lack of strategic vision" and "knee-jerk" political decision-making (ibid). Despite this downturn, however, Dr Guhr anticipates that the Australian market will rebound through 2013, partially through marketing initiatives and recruitment networks such as Globalinks (formerly Australearn). A new Australian education brand of "Future Unlimited" may contribute to a reinvigoration of key markets.



Australia is also home to The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) "an independent international accreditation body that specializes in tourism, hospitality, culinary arts and events education" (<http://the-ice.org/about-us/who-we-are>). Founding members include 10 Australian post-secondary institutions. THE ICE markets educational experiences at these and select international institutions through web portals including <http://the-ice.org/future-students>.



It is worth monitoring how colleagues in Australia respond to global influences. For instance, as this Status Report was developed, CAUTHE announced a workshop for tourism & hospitality educators *"aimed at educators and education managers interested in the future of tourism and hospitality education in Australia. The purpose of the workshop is to explore global and national drivers that will shape the future of tourism and hospitality education to enable participants to clarify policy, debate strategy and confront the challenges faced at a time of transformation."*

So as we consider the future of BC tourism education, we have the potential to be informed by similar exercises in other destinations that compete with BC and Canada for international tourism students.

The United States

The US is the world's largest attractor of international students. Collaborative initiatives include Education USA, a global network of more than 400 advising centres supported by the Bureau of Educational and Cultural Affairs at the U.S. Department of State.

Tourism and hospitality education options in the US, while not seeming to market collaboratively, often serve as stand-alone draws for international students. Some institutions with global reputations in the field include:

Cornell School of Hotel Administration: "Founded in 1922, Cornell University's School of Hotel Administration it is regarded as the world leader in its field. The school's highly talented and motivated students learn from 60 full-time faculty members - all experts in their chosen disciplines, and all dedicated to teaching, research and service."



Cornell University
School of Hotel
Administration

The School of Hospitality Business at Michigan State University: “an industry-specific school that has launched the careers of thousands of leaders in hospitality and service professions and transformed the landscape of hospitality education. Hailed as the original hospitality business school MSU is ranked among the top hospitality programs in the nation.”

University of Nevada at Las Vegas, William F. Harrah College of Hotel Administration: “The school provides valuable internships and mentors. The hospitality-management bachelor’s-degree program provides a broad educational approach to a career in the hospitality industry. The school is ranked #4 in the world by the Journal of Hospitality & Tourism Research.”

Fairleigh Dickinson University, International School of Hospitality and Tourism Management: (this school has a presence in Vancouver): “rated by Princeton Review’s “Gourman Report” as one of the top-15, four-year hospitality management programs out of more than 200 in the United States. Every year the International School of Hospitality and Tourism Management offers over 2,000 internship and career-track positions.”

Chaplin School of Hospitality & Tourism Management, Florida International University: “over 1500 undergraduate and graduate students from across the United States and around the world choose FIU for its outstanding reputation, advantageous locations, impressive faculty, rich curriculum, and fast-track career advantages in the international hotel, foodservice and tourism industries.”

Virginia Tech, Pamplin College of Business, Dept. of Hospitality and Tourism Management: “consistently ranked among the world’s top-10 hospitality-tourism-and-management programs. The department is regarded as a tier-one recruiting school for many of the top hospitality corporations in the United States, including Hilton, Marriott, Sodexo, and many others.”

While individual schools and tourism programs are very well-recognized within the industry and some international student communities, the US appears to lack a coordinated marketing approach. The international education industry in the United States is seeing explosive growth in the Chinese market but declines from over 100 other countries. Careful attention to this changing situation may represent an additional opportunity for Canadian tourism-related programs and institutions – and the developing “Study Tourism in BC” marketing plan.

The UK and Ireland

The U.K. and Ireland have been world leaders in tourism student recruitment. The Irish site “PickTourism.ie” is a nation-wide web-based marketing strategy supported by print resources such as “Pick Tourism Magazine” focusing on recruiting domestic and international students into tourism programs and the tourism workforce. Another resource developed collaboratively is the “Failte Ireland Tourism Awareness Programme” for students, enabling them to transition to more senior levels of tourism education.

PICKTOURISM.IE

However, international education in the UK is suffering some setbacks. According to the Times Higher Education (Matthews, July 2011), “applications to full-time MBA courses, where international students make up 90 per cent of the intake, were down by a fifth in 2011 compared with the previous year”, largely attributed to poor press in India for the 15 previous months. The government had made changes to the VISA program that resulted in students not being able to stay for 2 years’ work post-graduation. In a follow-up interview entitled “How do overseas students feel? Milked and bilked”, the author outlined an art exhibition in which graduating international masters-level students expressed their feelings through artwork, with “the most common theme ... that international students felt that they were seen as ‘walking cash’, a ‘cash machine’ or a ‘cash cow’”. In July, it was announced that the UK had given border agents the power to turn away student Visa holders” if they doubted the applicant was “genuine” as an attempt to counter potential fraud. BC programs hoping to succeed in the international marketplace will do well to keep apprised of these international trends.

Alberta: Closer to home, The Financial Post reported in March 2013 that Alberta is also dealing with tourism HR issues. “Finding employees is a problem for the tourism industry, and the province is encouraging post-secondary institutions to increase their enrollment and offerings in areas of study such as destination marketing, tourism and hospitality”

G. Organizations Governing and Supporting Tourism/Hospitality Education

Government Ministries

Two key ministries directly relate to tourism education:

- The BC Ministry of Jobs, Tourism, and Skills Training (and responsible for labour) (Hon. Pat Bell)
- The Ministry of Advanced Education, Innovation and Technology (Hon. John Yap)

In addition, the BC Ministry of Education (Hon. George Abbott) governs the K-12 system, currently somewhat disengaged with the post-secondary system as it relates to tourism programming (see commentary on page 16).

Support Mechanisms

Articulation Committees (BCCAT)

The BC Council on Admissions & Transfer (BCCAT) oversees the BC Transfer System, enabling important links between the BC post-secondary institutions, the education ministries, and the public and private education sectors. BCCAT facilitates admission, articulation, and transfer arrangements among BC post-secondary institutions for the benefit of students. This involves:

- providing coordination and support for transfer and articulation in the BC system,
- promoting student mobility through system-wide collaboration and extensive research on student movement and credit transfer, and
- developing and managing online resources (BCTransferGuide.ca and EducationPlanner.ca) to assist students in their education planning.

BCCAT oversees the activities of 4 articulation committees for tourism education in the province of BC: **tourism management, hospitality management, professional cook training, and adventure tourism**. The travel programs articulation committee ceased to operate a number of years ago, a reflection of the diminishing number of travel-counseling programs.

The Tourism Educators Conference

Each year, the Tourism Educators Conference is hosted by a BC college/university, with articulation committee meetings scheduled as pre-conference sessions. This annual gathering of tourism/hospitality educators is unique in the country and has become the looked-forward-to-forum for the exchange of program and system development ideas. The conference is organized by the host school from the network—with marketing support from LinkBC and sponsorship from industry HR organizations such as go2 and WorldHost. Since 1991, it has been offered annually, with the exception of the year 2002. See Appendix C for a list of hosts/locations.

go2

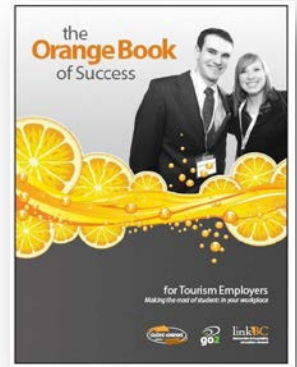
Formerly known as the Hospitality Industry Education Advisory Committee (HIEAC), the organization was re-branded as go2 in 2003, on the recommendation of an 18-month provincial tourism HR task force involving more than 100 industry representatives and stakeholders around the province. The organization reflected a new direction and expanded mandate as the “go-to” place for all the industry's people management needs (www.go2hr.ca). Their key activities include:

- Tourism Career Awareness (program now being revised)
- Tourism Labour Market Research and HR Planning
- Industry Compensation Survey
- Education for Employers on HR Best Practices



- Industry Training Initiatives (including CTHRC's *emerit* – see below)
- Industry Health & Safety
- Temporary Foreign Worker Guide

go2 also facilitated the *2012 BC Tourism Labour Market Strategy* that identified 100,000 job openings in the sector over the next decade. Whereas go2 works directly with the industry and employers, LinkBC networks education providers and provides value-added marketing and student engagement services to that sector. Go2 and LinkBC work collaboratively on a number of initiatives including the Orange Book of Success (career planning for students, work experience guidelines for employers) and the provincial Student Case Competition at the industry conference.



Canadian Tourism Human Resource Council (CTHRC)

One of Canada's leading HR sectoral councils, the CTHRC is responsible for developing industry standards, and related *emerit* certification and training resources. Go2 is its representative in BC. It has produced learning outcomes versions of key standards for post-secondary usage and provides a number of resources of interest to tourism educators. The CTHRC-hosted National Tourism Educators Forum is an annual professional development and project-generating group. It is currently developing a set of QA guidelines for Canadian tourism/hospitality education programs. BC tourism educators (including the chairs of the tourism & hospitality articulation committees) are actively involved.



WorldHost

WorldHost Training Services was launched as the SuperHost® program in 1985, offering customer service training for EXPO '86. Since then, the program has expanded, evolved and rebranded to become the standard for customer service excellence in BC, as well as an internationally recognized leader in training for the tourism industry.



At the time of writing, the following network partners serve as delivery organizations for the program⁷:

Camosun College | Capilano University | College of New Caledonia | College of the Rockies | Douglas College | North Island College | Northern Lights College | Northwest Community College | Thompson Rivers University | University of Victoria | Vancouver Community College | Vancouver Island University

Note that in many circumstances WorldHost is delivered by continuing education departments and not by the tourism program specifically. There may be opportunities for greater synergy here, in addition to ensuring all network partners offer access to the WorldHost service-delivery programs.

BC Council for International Education

The BC Council for International Education (BCCIE) is committed to advancing the international education interests of the province of British Columbia. It supports activities in four strategic areas: Leadership, Market Support, Communication & Service and Internationalization.



In 2012 BCCIE signed a Memorandum of Understanding with the LinkBC network, and each organization has agreed to collaborate for mutual benefit, particularly in the area of brand alignment and joint promotional efforts.

H. Current Image/Perception of Tourism Education

Before making program-strengthening and marketing recommendations, it is worth considering the current perceptions stakeholders have of tourism/hospitality education, and determine if any issues need to be factored into the discussions.

Institutional Perspective

BC tourism and hospitality programs have made significant strides over the past 20 years, and there now is a “critical mass” of quality programming that allows us to collaboratively promote these programs. For the most part “program niches” are well-defined and there is little “unnecessary” duplication or competition. Based on the reports at the 2012 tourism/hospitality articulation committee meetings, however, some institutions in the network are casting a wary eye towards the future of own tourism programs, and continued support from the institutions. While the experience varies from program to program, some of the challenges include:

- High cost per FTE to deliver programs (field trips, hands-on training, etc.) in tandem with shrinking budgets.
- Continued lesser perception of tourism programs vis-à-vis other, more traditional disciplines (e.g. business, sciences).
- Lack of understanding of need for/characteristics of tourism-specific education.
- Enrolment challenges in some (but not all) jurisdictions (with the resulting increased reliance on international students).
- Uncertainty about what impact (+ or -) that new tourism programs (some graduate level), proposed by some BC institutions, might have on the system.

Industry Perspective

Most BC tourism/hospitality education programs have an industry advisory committee. These individuals ensure program administrators are informed about changing industry trends and needs, and can offer suggestions for continual program improvements. Some of the recent *StudentConnect* services provided to network schools have also worked to position students and graduate positively in the eyes of future employers (e.g. Student-Industry Rendezvous; Provincial Tourism Student Case Completion).

These are positive industry-education linkages—however, there has been no recent provincial survey soliciting the feedback of industry on the current range of BC offerings. Go2 was asked to provide general observations on industry’s perspectives of programs, based on their recent extensive industry consultation that led to the new *BC Tourism Labour Market Strategy*. Their response:

BC tourism employers are strong supporters of the BC post-secondary tourism education and training system – including both public and private programs. Tourism and hospitality graduates have very strong employment outcomes after graduation, averaging in the 80-90% range, and often higher for training that involves direct employer engagement, such as trades training and programs with internship and co-op components.

go2 remains committed to ensuring that employers are better aware of options and get engaged in the system. It is incumbent on all of us to demonstrate the value of tourism and hospitality program graduates, by evaluating graduate career progression, compensation, and positive economic benefits for employers who hire the many excellent graduates of the tourism education and training system.

Student Perspective

Anecdotal comments over the past few years from program administrators indicate that tourism/hospitality programs are attracting a “higher caliber” of student, partially because the programs have become somewhat more “mainstream” and more recognized disciplines—in the eyes of more individuals.

In fall of 2012, LinkBC conducted in-class (written) surveys with hundreds of current tourism and hospitality management students across the province. While research did not cover program content and structure, it did reflect on their motivations for choosing their field of study, their reasons for choosing their specific program, and input into future marketing efforts.

Students listed the following *motivations* for choosing to study tourism (hospitality, outdoor recreation), ranked in order of frequency⁸:

- 1. A love of travel**
- 2. A desire for applied, practical education**
- 3. An affinity for working with people and a desire to meet to new people**
4. Already in the industry
5. BC has a lot to offer/ want to showcase BC
6. Ability to work abroad and/or at home
7. Only option available

The top three responses were significantly more frequent and higher ranked than the rest. When it came to their specific program or institution, students stated they were influenced by:

1. Opinions and statements from friends and family (word of mouth)
2. Need to fill gaps in knowledge/ learn about other parts of industry
3. Perception of increased career opportunities
4. Program’s proximity to home or affordability
5. Hands-on learning model
6. Perception of program as “laid-back”, fun
7. Short program length
8. Ability to transfer

When asked for how we could improve collective marketing of tourism programs, students shared their ideas, grouped as follows and ranked by response level:

1. Increase awareness of career options and benefits of working in the industry
2. Promotion/ advertising
3. In-class presentations at high schools and colleges
4. Highlight student/alumni program reviews, success stories, testimonials
5. Social media
6. Help with funding
7. Info nights
8. Advertising in tourism businesses

Value-Added Programs and Services

BC network partners and affiliates have access to a number of services not available in other jurisdictions. These include:

- Student-Industry Rendezvous, an annual networking gathering of over 300 students and 50 employers
- The Orange Book of Success, a career planning resource and workshop helping students transition to industry

⁸ Students answered an open-ended question and responses were coded post-survey.

- Case Competition at the HOST (Tourism and Hospitality Industry) Conference, with conference registration
- Project Change, a sustainability-focused virtual competition supported with tens of thousands of dollars in industry prizes
- StudyTourismBC.ca, an online marketing platform and information source for current, potential, and past students

These components serve to enhance student experience as well as complement recruitment efforts at partner and affiliate schools.

I. Questions We Asked

At the 2012 Tourism Educators Conference, hosted by Selkirk College in Nelson, the TLS Task Force generated some key questions that were addressed by tourism and hospitality educators. The responses helped inform the recommendations in the next section of the report.

The questions were:

Competitiveness
<ul style="list-style-type: none"> • What is needed (system-wide) to keep BC tourism/hospitality programs competitive? • Is there still a desire to collaborate?
Collaborative Marketing
<ul style="list-style-type: none"> • How do we build on initial joint marketing efforts to position BC as a preferred tourism learning destination? • What are innovative ways all BC tourism and hospitality programs can be promoted collaboratively to increase overall market share? • How should common target markets be identified? • What suggestions do you have for strengthening the www.studytourismbc.ca site (now undergoing review).this site links to 4 separate URLs (tourism, hospitality, adventure programs and culinary).
Common Curriculum Resources
<ul style="list-style-type: none"> • Do the provincial TLS curriculum handbooks still have utility? • If no, what alternative approach might be considered? • If yes: <ul style="list-style-type: none"> • Should they be serving different purposes? How could they be improved? • Who should be responsible for reviewing and maintaining them? For coordinating the process?⁹ • How often should each handbook be updated (some were last reviewed in 2006-2007)? • Where should the resources come from that would pay for this process?
Responsiveness
How can tourism/hospitality programs best respond to emerging and evolving trends in enrollment patterns, labour market changes, industry requirements and immigration policies?
Other Innovative Ideas
What are other ways that BC tourism and hospitality education programs could/should be collaborating?

J. Recommendations for Future Success (draft)

A key objective of this Status Report is to ensure BC maintains a competitive edge in the field of tourism education, and increases its impact as a significant contributor to the BC economy. The goal:

To be a world-recognized network of innovative, top-quality tourism, hospitality, adventure and culinary programs.

⁹ In the 2011 independent review of LinkBC operations undertaken by Grant Thornton, this was the only inconclusive area.

This report has provided:

- A historical context of the BC Tourism Learning System.
- An inventory of current programs and activity.
- An environmental scan.
- A synopsis of current opportunities, and challenges.

In this section, the project Task Force now presents a set of **draft** recommendations—for the consideration of tourism, hospitality, adventure & culinary articulation committees, and program administrators at all college/universities. Collectively action in these areas will reinvigorate the BC TLS, support collaborative marketing efforts and make a positive impact on provincial tourism education.

These recommendations should be discussed, prioritized and refined during March-April 2013. With the completion of this report, and finalized recommendations, an executive summary will be presented to the TIABC Leaders' Summit in April 2013, TEC in May 2013, the new Destination BC Board, both Ministers of Advanced Education and Tourism, and industry/education partners.

Recommendations follow in these main categories:

1. Track Program Inputs and Outcomes and Share Results
2. Implement a Collaborative Marketing Plan for BC Tourism Programs
3. Maintain Strengths: Common Curricula Standards, Applied Learning
4. Embrace New Technology; Enable Flexible Learning
5. Increase Profile & Support for BC Tourism Programs (On-Campus and External)
6. Increase Opportunities for Network Education Partners
7. Rebuild Provincial Links with Secondary Tourism Programs
8. Invest in Capital Facilities, Equipment and Provincial Online Library Resources

Note that this report, at this stage, serves as an aggregate presentation of recommendations from across the province. The next step for the task force will be to work with educators across the province to develop a short-form action plan that builds on these recommendations and identifies lead agencies and funding sources.

1. Track Program Inputs and Outcomes and Share Results

In order to move the system forward, the group identified a need to formally inventory/track the 'system' on an annual basis. An annual status report could include trends around student profiles, enrolment data, graduate output and career path/success post-graduation. This type of annual data would contribute to program planning and decision-making, as well as help identify marketing opportunities both for individual institutions and programs, and the system as a whole.

Recommendations: Program Inventory and Outcomes
Develop a tourism education system outcomes research plan (working with go2 and MAEIT) to collect ongoing information about provincial enrollments, graduation rates, career progression in the industry etc.
Create an annual inventory of tourism and related programs for the province, including number of spaces and level of credentials.
Gather statistics on student enrolments and aggregate data on background information including percentage of domestic vs. international students, markets of origin, age and career background. Could also include information about students' motivations for registering in their programs.
Track program completion rates (ex: how many culinary graduates, level of completion such as PCI or diploma).
Track post-completion mobility (employment, geography, wages, etc.).
Produce a regular bulletin highlighting #'s of local and int'l students; shift in composition of programs linkage between labour market demand and graduation rates of program, etc. Distribute the bulletin to the education network.

2. Implement a Collaborative Marketing Plan for all BC Tourism and Related Programs

This one set of recommendations has already been commenced. They are aligned with the new 2-year *Study Tourism in BC* Marketing Plan (guided by a steering committee of individuals from tourism/hospitality programs, international education divisions, and the BCCIE) now being implemented by LinkBC. It is a collaborative plan to increase enrolments in tourism programs throughout the province, and is also designed to produce sustained efforts to ensure that smaller programs in all regions of the province are supported. The marketing plan addresses, but is not limited to, the following recommendations of the Task Force:

Recommendations: Collaborative Marketing and Promotion
Create a rich online and social media environment: A new website at www.studytourismnbc.ca will create an online community for the student lifecycle: future students, current students, and alumni. It will help engage potential students while sharing provincial value-added services for current students and alumni (Case Competition, Rendezvous, Project Change, Orange Book).
Partner with DMOs and other key organizations to increase reach: work with select groups including Hostelling International, Scouts and Guides Canada, DMOs, tourism operators, hospitality providers, and retailers (MEC, Atmosphere) to create social media, online, and in person relationships that enhance and share the brand message and personality of the campaign.
Maintain, and enhance, face-to-face contact with prospective students through visits to high schools, mega-info nights (regional info nights for all programs), and Student-Industry Rendezvous (include high school students interested in tourism). Collaborative presence at domestic trade shows (including the Education and Career Fairs in BC) will also be explored.
Create a provincial student and alumni association: network alumni across the province and create a critical mass of graduates (and high-performing students) for networking events to which potential students would be invited and brought into the fold. Tracking alumni (through surveys and at events) would also provide rich information about graduate performance – and provide a database of potential employers to bridge back to LinkBC's StudentConnect programs. Note: the alumni association should be a fee-free, opt-in only organization. It should not replace or undermine the existing alumni relationships with their individual institutions –rather it should provide virtual and in-person networking opportunities for students and alumni to engage with other like-minded new professionals from throughout the province.
Define education path options for potential students, and create fact sheets (resources) for parents and influencers.

3. Maintain Strengths: Common Standards, Applied Learning

Developed over twenty years, the unique industry-validated core content of BC tourism programs (as outlined in the MAEIT provincial handbooks – see page 9) has been a competitive edge for BC. Each school and program has been able to add its local “flavour” to the core, developed collaboratively between institutions. In addition, BC programs have become recognized for the quality of the experiential learning available to students. These recommendations will ensure these important features are strengthened, and that future province-wide efforts are informed through research:

Recommendations: Maintain System Strength through Common Curricula Standards, Applied Learning, and Evaluation
Develop an on-line platform for the hosting of, and regular “real-time” updating of provincial tourism core curricula, focusing on learning outcomes (diploma level) and themes (degree level) <ul style="list-style-type: none"> • BC Tourism Management Diploma Programs • BC Hospitality Management Diploma Programs • BC Tourism Management Degree Programs • BC Hospitality Management Degree Programs • BC Adventure Tourism Adventure Tourism Certificate Programs • BC Aboriginal Tourism Programs Provincial Guidelines
Support and develop tourism education programming targeted to specific underserved demographic sectors (eg Aboriginal youth, immigrants).
Develop and promote dual-degree arrangements with Canadian and overseas partners.
Make better use of advisory committee meetings to maintain currency of programs by regular review and updating of program learning outcomes in provincial core curricula.
Contribute to, and share, the best practices featured in the “Orange Book for Tourism Instructors/Institutions” (to be released 2013).
Continue to refine and promote laddered programs and articulation agreements between post-secondary institutions.
Work collaboratively to develop professional education opportunities for BC communities and resort destinations—that draws

on the expertise of the entire system.

4. Embrace New Technology; Enable Flexible Learning

As discussed earlier, many jurisdictions are now offering Massive Open Online Courses (MOOCs) and other versatile delivery options for students. Open source textbooks are also becoming more common.

Recommendations: Embrace New Technology; Enable Flexible learning

Document, and track, the delivery methods in place for BC tourism (and related) programs; share effective practices throughout the network

Create linked BC program 'packages' for students that create a comfortable entry point and introduction to culture, language, and academic standards, and then transition students to diploma/degree programs. Example: start at Douglas College (ESL and academic support), transfer to Vancouver Community College or Capilano U for completion. Market to and enroll students as a pre-determined package.

Stay abreast of program delivery trends such as online platforms and massive open online courses (MOOCs), and determine possibilities for the BC TLS.

Expand use of on-line learning platforms to increase accessibility for workers in the hospitality and tourism industries.

Pursue development of open-source textbook development for BC tourism students.

5. Increase the Profile & Support for BC Tourism Programs (On-Campus and External)

In the discussions leading to these Status Report recommendations, a number of individuals commented on the continued need to maintain and strengthen profile and support for BC tourism/hospitality programs: both within individual colleges and universities, and with external government and industry stakeholders.

Tourism programs are uniquely positioned to be highly visible forces for positive impacts on campus, and program chairs and deans are advised to share salient points about their programs with management colleagues at every opportunity. Provincially, the LinkBC network (board and staff) on behalf of all schools in the network, should continue to showcase and advocate for all tourism & hospitality programs at the provincial (and in some cases national) level. Recommendations include:

Recommendations: Increase Profile & Support for BC Tourism Programs

ON-CAMPUS OUTREACH & ADVOCACY

Position the tourism/hospitality department to organize and execute (or heavily support) components of campus-wide student orientation events. Arrange to coordinate and or be involved with other special campus-wide events open to all individuals across the institution). This may lead to budgetary savings for the institution, while creating a leadership presence for tourism programs/students on campus.

Invite the administrative team to engage in information presentations by industry organizations, LinkBC and other advocacy groups that can emphasize the profile and importance of the industry (and the programs) to the local region.

Invite administrative team to student events where alumni champions return to share their success stories with tourism/hospitality programs.

Ensure all members of campus administrative team receive a copy of "The Value of Tourism Education in BC" (Appendix B) prior to budget-setting time. This resource can assist management with understanding the complexities, and value, of tourism programs on campus, as well as provide a provincial context.

EXTERNAL OUTREACH & ADVOCACY

Identify and promote stronger connections with overseas institutions through student & faculty exchanges and 'international transfer agreements'.

Continue to advocate for BC tourism & hospitality education programs, and solicit support for ongoing provincial program development, from the Ministry of Advanced Education (or equivalent).

Continue to maintain a presence for students and volunteers at provincial industry conferences where BC tourism education programs can gain a positive profile. These include BC tourism/hospitality industry conferences (e.g. provincial case

competition, Our Future Leaders, Pat Corbett Leadership Award, conference volunteers). The main message: “BC tourism students are the future”.
Position BC TLS issues and recommendations as agenda items, and ensure provincial tourism instructors are in attendance – at TIABC, go2 and or other associations involved in tourism policy/advocacy.
Attend and promote tourism education at sector and regional associations’ annual conferences (Regional DMOs, CWSAA, BCHA etc.).
Continue to build, and clearly define, working relationships with go2, TIABC, AtBC, BCHA, regional DMOs and other industry associations.
Reinstate the “Educator-Industry Roundtable” that was hosted in 2008 and 2009, co-facilitated by the tourism articulation committees and LinkBC. These sessions provide for productive interaction between industry leaders and educators, present a forum candid feedback and ignite opportunities for collaboration across the sectors.
Ensure BC tourism educators play an active role in the <i>national tourism educators’ forum</i> hosted by the CTHRC.

6. Strengthen Opportunities for Network Education Partners

Discussions leading to this Status Report have suggested a more focused effort is needed to solidify connections between BC tourism programs and education and industry partners at home and abroad. These include:

Recommendations: Strengthen Opportunities for Network Partners
Improve working relationships with international hotel chains for work placements and recruitment of international students in BC.
Strengthen working relationships with Canada Immigration Services, and also with Trade Missions abroad.
Promote better working relationships with consulates to facilitate faculty scholarships and visits by overseas partner faculty to BC institutions.
Establish more collaborative programming with go2 in partnered foreign work-study programs.
Create new PD opportunities, and an <i>Educator-Connect</i> framework to support the increase of direct tourism faculty participation in local community tourism initiatives. (Including business operations assessments and contributions to municipal economic development /tourism development strategies).

7. Rebuild Provincial Links with Secondary Tourism Programs

Questions and opportunities come to mind when considering this area. Whatever became of the once very active STEG (the Secondary Tourism Educators’ Group)? What is the current provincial status of tourism career preparation? Is there an opportunity to re-engage the MOE? There is an opportunity to work with CTHRC/CATT programs and go2 as they re-launch their Tourism Career Awareness Program with one focus being secondary school students? These recommendations will help to increase the number of secondary schools students choosing tourism courses, and propel a greater number to transfer to BC post-secondary tourism programs.

Recommendations: Rebuild Links with Secondary Tourism Programs
Expand further provincial development of dual credit, ACE-IT, and other ‘bridging programs’ that transition BC secondary students directly to post-secondary programs
Re-engage with MOE to build/strengthen links between secondary tourism programming and PSIs.
Invite CATT programs to attend Student-Industry Rendezvous.
Invite CATT instructors to attend the Tourism Educators Conference, provide a ‘scholarship’ or ‘sponsorship’ program for secondary instructors who would like to attend but have insufficient PD funds.
Work with the (to be hired) Tourism Career Awareness Program manager (go2) to ensure consistency in messaging and approach with high schools. Education should be positioned as a key building block to a career in tourism.
Develop Orange Book for secondary students (career path from first job to studying tourism to supervisory and management-level positions), with potential career outcomes, strongly highlighting the value of BC PSI tourism programs (in partnership with go2).

Next Steps

This draft report has documented progress to date and outlined recommendations from the tourism and hospitality education community across BC. The task force is now sharing these draft recommendations and will refine this report with input from colleagues on the tourism, hospitality, adventure, and culinary articulation committees.

The updated status report will then be presented at the 2013 Tourism Educators Conference in May 2013 for further comment, and a workshop to review and prioritize the draft recommendations.

Following this review phase, the task force will develop a short-form action plan. The plan will distil the recommendations, provide suggestions for lead agencies, and identify potential funding sources. This plan can then be used by organizations including LinkBC, go2, sector associations, and ministries including Advanced Education and Jobs, Tourism, Skills Training as a road map for meeting the needs of the education community going forward. Together, we can ensure that BC has a world-recognized network of innovative, top-quality tourism, hospitality, adventure and culinary programs.

To contribute to the process, please contact the BC Tourism Education Task Force:

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Appendix A – BC Tourism Program Enrolments 2007-2011

Headcount,¹ Full-Time Equivalents (FTEs), and Credentials Awarded² in Hospitality and Tourism Programs³

B.C. Public Post-Secondary Institutions

Academic Year (AY) 2007-08 to 2010-11 (Headcount); Fiscal Year (FY) 2007-08 to 2010-11 (FTEs); Calendar Year (CY) 2007-2010 (Credentials Awarded).

[illegible]

Hospitality Administration/Management, General ^{6,7} (52.0901)	950	1,060	1,140	1,090	652	657	732	729	285	315	355	335
Tourism and Travel Services Management ⁷ (52.0903)	1,110	1,285	1,265	1,250	786	848	873	881	320	295	295	325
Hotel/Motel Administration/Management ⁷ (52.0904)	140	165	180	165	93	87	98	95	40	45	55	65
Resort Management (52.0906)	110	90	75	55	43	41	36	36	20	15	20	15
Hospitality Administration/Management Subtotal	2,310	2,600	2,660	2,560	1,574	1,633	1,740	1,741	665	670	725	740
Total	5,550	6,100	6,220	5,805	3,652	3,815	3,976	3,973	855	840	865	895

Sources: Student Transitions Project, 2011 Fall submission (Headcount and credentials); Central Data Warehouse, May 2012 Submission (FTEs).

1. Data include international students, and exclude offshore students. Students enrolled in more than one program in a given year are counted in each program, resulting in an overstated total. For example, if a student took a Culinary Arts program and Hospitality Management program in the same year, this student would be counted in both programs.

2. Not included are Apprenticeship, Short certificate and Other credential types, and programs awarding credentials for participation without evaluative components.

3. Programs are based on Classification of Instructional Program (CIP) codes. The following CIP codes are included in this report as Hospitality and Tourism programs: 12.05 (Culinary Arts and Related Services), 31.01 (Parks, Recreation and Leisure Studies), 31.03 (Parks, Recreation and Leisure Facilities Management), and 52.09 (Hospitality Administration/Management). For further detail please refer to the following link:

[Classification of Instructional Programs \(CIP\), Canada, 2000](#)

4. This program area also includes Cooking and Related Culinary Arts, General (12.0500), Bartending/Bartender (12.0502), Restaurant, Culinary and Catering Management/Manager (12.0504), and Culinary Arts and Related Services, Other (12.0599), since these four program areas had few students.

5. This program area also includes Parks, Recreation, Leisure, and Fitness Studies, Other (31.9999), which had very few students.

6. This program area also includes Restaurant/Food Services Management (52.0905), which had very few students.

FTE data for Royal Roads University for these program areas are not available. 2010-2011 #s=31 undergraduate and 41 graduate-level. Once added the total FTE estimates = approx 4000

Headcount and Credentials Awarded have been rounded to the nearest five. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.

Academic Year (AY) is from September 1 to August 31.

Fiscal Year (FY) is from April 1 to March 31.

Calendar Year (CY) is from January 1 to December 31.

Appendix B – BC Tourism Educators Conference – Locations, Hosts and Themes

1991 - Nanaimo: Yellow Point Lodge Nanaimo (hosts: SFU and Pacific Rim Institute of Tourism - PRIT)

1992 - Salmon Arm: Okanagan College/ houseboats (hosts: SFU, Okanagan Community College and PRIT)

1993 - Quadra Island: Tsa-kwa-luten Lodge, (hosts: SFU and PRIT)

1994 - Whistler: Whistler Conference Centre, (host: PRIT)

1995 - Whistler: Whistler Conference Centre, (host: PRIT)

1996 - Vernon: Silver Star Resort, (host: PRIT)

1997 -Harrison: Harrison Hot Springs Resort (host: PRIT)

1998 - Victoria: University of Victoria campus (hosts: University of Victoria and PRIT)

1999 - Kelowna: Okanagan University College campus (hosts: Okanagan U.C. and PRIT) a record 240 delegates and participants

2000 - Burnaby: Simon Fraser University campus (hosts: VCC , Capilano College and SFU) PRIT closes doors in 2000

2001 - Nelson: Selkirk College campus (host: Selkirk College)

----- *no conference* -----

2003 - Kamloops: Sun Peaks Resort (host: University College of the Cariboo – now Thompson Rivers University)

2004 - Vancouver: Vancouver Community College campus (host: VCC and Capilano College)

2005 - Whitehorse: Coach, Train and Boat fam. tour (host: Yukon College)

2006 - Victoria: Coast Harbourside Hotel and University of Victoria campus (host: UVIC; support from the BC Centre for Tourism Leadership and Innovation)

2007 - Vancouver: Coast Plaza at Stanley Park (combined with CTHRC National Tourism HR Forum. Coordination: the BC Centre for Tourism Leadership and Innovation)

2008 - Whistler: Fairmont Chateau Whistler (host: Capilano College and provincial planning group; Coordination: BCTLI and the BCHLI) *first TEC to include green meeting objectives*

2009 - Coastal BC: Re-positioning cruise: Vancouver-Ketchikan-Seattle (conference theme: coastal tourism/environmental issues and the cruise sector. Host: provincial planning group with Paula Carr, Camosun College. Coordination: the LinkBC Network)

2010 - Kelowna: Okanagan College campus (host: Okanagan College)

2011 - Coquitlam: “TEC Un-conference” Douglas College campus (host: Douglas College, with BCIT and Capilano University)

2012 - Nelson: Selkirk College campus (host: Selkirk College)

2013 - Victoria: Royal Roads University

2014 – Kamloops: TRU