Sue Beeton · Alison Morrison   *Editors*

# The Study of Food, Tourism, Hospitality and Events

## 21st-Century Approaches

Springer

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*Editors*
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# Foreword

This book offers a contemporary major case study showing comprehensively and in detail how a forward looking institution in the field of food, tourism, hospitality and events gradually develops and secures new practices and programs which effectively cater for student needs and industry priorities in changing times. The many contributors from within the institution demonstrate, from their quite varied perspectives and roles, how a well-regarded and established vocational institute can reinvent itself in staged and progressive steps to respond to three big challenges: a shift in the balance in student preferences towards higher education and away from, or alongside, traditional vocational courses; the need for a responsive institution to focus more on the needs of learners by carefully measuring, documenting and researching their achievements; and in a world where employment opportunities are changing rapidly, ensuring staff and students is increasingly connected with industry, aware of the changing circumstances and actively participating in work-integrated learning.

These three challenges form the basis of moving what was the first Australian trade college for the food industry, the William Angliss Food Trade School of the 1940s, through its evolution as Australia's largest provider of vocational and higher education for the foods, tourism and hospitality industry, to grappling today with harmonising its VET and higher education programs into a cohesive set of offerings based on unified principles and philosophy across the entire institute, gaining the authority to self-accredit its courses and so in time to become recognised as a specialist university in its defined field of study.

Looking at the many widely drawn separate contributions from institute staff which constitute the four major sections of the book gives me confidence that the goal is achievable and that the institute will succeed in the turnaround it has set itself, but due to the scale and complexity of the external challenges, the road ahead is unlikely to be simple and straightforward. My confidence stems also from the Introduction and Conclusion chapters which bookend these central specific detailed chapters.

In the beginning and end chapters, the corporate and strategic leaders show they respect their institution's own evolving history and they build on this rather than dismantle it, they have anticipated the changes in both the education landscape and the industry landscape and so have sought to best position the institution through seizing opportunities as well as coping with the downsides, and importantly, they have chosen well in bringing to the daily leadership of the institute knowledgeable and future-oriented people who will sustain the strategic direction and not be deterred by the inevitable roadblocks that will arise.

But leaders alone are not enough. As more than 20 individual staff contributors show across different and diverse topics, there exists a cohesive level of shared understanding that should result in confident resolve and collaborative effort when needed for the attaining of major goals.

Thanks also to the key design role of the editors who are associated with the institute in advisory capacities, the completion of this book is a significant milestone on the road ahead. I hope the book excites interest and is read in parallel institutions around the world. It describes an institution honestly and openly taking a confident stand to create its own future in the midst of local and global changes of context.

Melbourne, Australia                                           Professor Kwong Lee Dow
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**Kwong Lee Dow** AO has run two universities and conducted at least 17 education-related reviews. He has advised governments and chaired or contributed to more than a dozen councils and boards in Australia, Hong Kong, Singapore, New Zealand and Saudi Arabia. Among others, he is a member of the Academic Board of William Angliss Institute.

# Contents

# Editors and Contributors

## About the Editors

**Sue Beeton** is the Foundation Chair of the College of Eminent Professors at William Angliss Institute, and has held academic and management positions at La Trobe University. She is Vice President of the Travel and Tourism Research Association and founded the Asia-Pacific Chapter. She has published widely in the areas of film tourism, ecotourism, land management and community development.

**Alison Morrison** is an Eminent Professor at William Angliss Institute. She has held professorial posts at the Universities of Strathclyde, Surrey, and Victoria in Melbourne. She has widely published in her areas of academic expertise including hospitality and entrepreneurship.

## Contributors

**Ken Albala** is Professor of History at the University of the Pacific in Stockton, California and Chair of the Food Studies M.A. program in San Francisco. He is the author or editor of 24 books on food including academic monographs, encyclopaedias, handbooks, cookbooks and popular food histories. He was co-editor of the journal Food, Culture and Society, and now edits Rowman and Littlefield Studies in Food and Gastronomy. Ken is a member of the College of Eminent Professors at William Angliss Institute.

**Tom Baum** is a Professor and Head of the Department of Human Resource Management in the Strathclyde Business School, University of Strathclyde in Glasgow and a specialist in the study of employment, education and training in the context of the international tourism and hospitality industry. He has over 35 years' experience in vocational and higher education and has published ten books and over 175 scientific papers in the context of vocational education and training. He is a member of the College of Eminent Professors at William Angliss Institute.

**Robert Broggian** has an extensive background in curriculum design and development in the tourism and hospitality sector. Prior to joining William Angliss Institute as the Senior Educator in Quality and Curriculum, he was the Academic Director at Ashton College and has also served as the Hospitality Coordinator at the Melbourne Institute of Tourism and Hospitality.

**Andrew Dolphin** is Associate Dean (Higher Education Operations) at William Angliss Institute. His expertise includes Adult Education, Comparative Education and Curriculum Theory. Andrew moved to education from a long hotel and restaurant management background including the design and development of a purpose built training restaurant for disadvantaged and underprivileged community groups. He has developed and delivered curriculum for industry, vocational and higher education settings.

**Marcela Fang's** research focus is on leadership, and leadership development and evaluation programs. She is Lecturer in Management at William Angliss Institute where she lectures in strategic management, innovation and marketing. Her previous academic positions include lecturing at Victoria University.

**Laurin Fortune** is Head of Academic Operations, the Hotel School, Melbourne. Prior to her appointment to the Hotel School, she was a Lecturer in Finance at William Angliss Institute.

**Ian Frost** is a Lecturer in Hospitality Operations in the Faculty of Higher Education programs at William Angliss Institute. His particular subject area is wine studies although this extends to food and beverage operations. He has worked in VET and HE and has a wealth of restaurant and hotel management experience in Australia and the UK. Ian initiated and ran the Victorian TAFE Barista competition for some years to help promote collaboration between TAFE institutes and to improve the skills of all associated students.

**David Gilligan** has been as an Executive Chef at the Victorian Arts Centre, operated his own café/food business and represented Australia twice at the Culinary Olympics receiving three gold medals. He is now Chef/Industry Trainer, William Angliss Institute His research interests include food and travel.

**Emma Gronow** is a Lecturer at William Angliss Institute in the areas of Accounting and Revenue Management. She also supports the Faculty in governance and curriculum development. Particular areas of interest are governance, the student learning experience and hotel data analytics. She is currently the only CHIA (Certifiate of Hotel Industry Analytics) certified instructor in Australia.

**Susan Sykes Hendee** is based in the US and is an Eminent Professor at William Angliss Institute. Her research is in "emotional intelligence" and computerization. She is certified by the American Culinary Federation as a Certified Culinary Educator and awarded fellow of The American Academy of Chefs. She teaches hospitality, foods and culinary management with emphasis on gastronomy and cultural foods.

**Karon Hepner** has over 30 years' experience in the Hospitality, Events, Foods and Education industries with positions held in the Human Resources and Learning and Development sectors with the following organisations, Compass Group (Australia) P/L; Delaware North (Australia); Royal Automobile Club Victoria (RACV); Australian Venue Services; Tourism Training Victoria; Hilton Hotels and RMIT. She is the National Training Manger at William Angliss Institute, including all Indigenous delivery Australia wide.

**Natasha Hobbs** is a long term tutor and lecturer at William Angliss Institute and has variously worked at a range of other educational organisations. Her industry experience spans over 10 years at a managerial level in the leisure and corporate travel fields as well as business development within the tourism and hospitality industries.

**Fran Kerlin** is the Manager, City Activation, Strategic Partnerships at the City of Melbourne. She is responsible for leading, managing and developing the City Activation and Strategic Partnership direction for the Business and Tourism branch at City of Melbourne.

**Paul Kloppenborg** is the Manager of Learning and Information Services at William Angliss Institute and is currently completing his Ph.D. At the core of the study is the move by Technical and Further Education (TAFE) institutions into Higher Education (HE), and the role of TAFE libraries in supporting that move.

**Effie Lagos** is a Lecturer in Event Management at William Angliss Institute. Effie has over 20 years of industry experience having worked with tourism operators as a tour leader and as an event coordinator in a range of events including sporting, educational and business events. Key research areas: branding transformative experiences. She is currently completing her Ph.D. on the consumption of pilgrimage tourism.

**Garth Lategan** has extensive industry experience in running nightclubs, festivals and events. Garth is the Event Producer for World Vegan Day Melbourne which is now the 3rd largest vegan festival in the world. He is a Trainer and Assessor in the Tourism and Event Department at William Angliss Institute.

**Leonie Lockstone-Binney** is Associate Dean (Research) at William Angliss Institute, joining the organisation in June 2015. Previously, Leonie was employed at Victoria University as Associate Professor of Event Management and Discipline Head of Tourism, Hospitality and Events. Building on her Ph.D. study of the management of volunteers and paid staff in the cultural tourism sector, Leonie's main area of research expertise since 2000 relates to volunteering, specifically in event and tourism settings.

**Liz Lotter** is a Hospitality Trainer and Program developer at William Angliss Institute. She has over 20 years hospitality industry experience in the front of house, develops and trains for Angliss National and International industry projects. She lived at Ayers Rock Resort for 3 years to implement the Indigenous traineeship program in 2011 and continues to facilitate such programs and other initiatives at the Institute.

**Oswin Maurer** is an innovative academic with extensive international experience in key roles such as the implementation of internationally-accredited undergraduate, graduate and postgraduate programmes. His areas of interest and expertise include strategic market management, international business, food industry management, internationalisation, and tourism management/economics. He has authored/co-authored a wide range of publications and is a member of the College of Eminent Professors at William Angliss Institute.

**Madelene McWha** has received numerous teaching awards, focusing on the use of new and engaging educational technologies. She is a Tourism Lecturer at William Angliss Institute and a recipient of an Australian Postgraduate Award. She is passionate about her research and has published in top-tier academic tourism journals. Her current key academic interests include tourism and the media, digitalism and sustainability and ethics in travel.

**John O'Donnell** has 40 years working within the hospitality and tourism industry, from casual footman at Government House and assistant manager at the Botanical Hotel, to catering to film crews, working as a wine waiter at Stephanie's Restaurant and even as a flight attendant with Qantas International, and a guide/driver for wine tours. He is the RPL Coordinator Tourism, Events and Hospitality and Lecturer in Wine Tourism, Sustainability at William Angliss Institute.

**Faith Ong** is a specialist in volunteer tourism in the Faculty of Higher Education at William Angliss Institute. In addition to publishing within the areas of tourism and leisure, Faith has taught research methods, sustainable operations, and tourism, hospitality and event management at a tertiary level. With previous experience in corporate events and hospitality, she has incorporated industry experience into her teaching and research.

**Lynn Richardson** is Non-Executive Chair of the Environmental Group Ltd. and Director of Sustain: The Australian Food Network. She is a lecturer at William Angliss Institute, where she led the development of the Bachelor of Resort and Hotel Management program.

**Angela Tsimiklis'** current research surrounds traditional Italian gelato. She has been involved in the Hospitality industry for over 26 years and has worked with some highly regarded chefs in the United Kingdom and in China. She is the Program Leader for Patisserie and Bakery programs at William Angliss Institute, leading a team of 30 Patisserie and Bakery chefs that provide innovative training programs through currency and sustainability of skills development.

**Kim Marianne Williams** is a Lecturer in the Faculty of Higher Education at William Angliss Institute. She lectures in event management and human resources. Her research background is diverse but tends to focus on human resources issues, with a prime emphasis on professional development and training.

**Melanie Williams** Prior to joining William Angliss Institute as Associate Dean (Scholarship), Melanie Williams was employed as Senior Advisor, Learning and Teaching in the College of Design and Social Context at RMIT University. Melanie's doctoral studies investigated worldview transformation through engagement in scenario learning. She continues to build on this work through employing a transformative and futures-oriented approach to academic development and scholarly practice.

**Caroline Winter** is Lecturer at William Angliss Institute. She has worked at the University of Southern Queensland, La Trobe University, Charles Sturt University and Federation University where she taught tourism, management and research methods. Caroline is interested in the natural environment and sustainability. Dr. Winter's current and primary research focus concerns the First World War (1914–1918), and the way in which social memory and remembrance are formed through tourist activities.

**Jeffrey Wrathall** is a Lecturer in the Faculty of Higher Education and Course Co-ordinator of the Bachelor of Event Management at William Angliss Institute. He previously worked at Monash University for 18 years. He holds a Ph.D. in Education which examined alternative designs for the content and delivery of M.B.A. programs offered by Western Universities in China. Jeff has also worked as the Director of Australia-China Executive Training and has managed a range of training and team-building events for Chinese executives in Australia and China. He has published widely in these areas.

# Part I
# Introduction

# Chapter 1
# Introduction

**Alison Morrison and Sue Beeton**

**Abstract** This chapter sets the scene for the content of the book. It places it within the international vocational and higher education environment, examines key drivers of change generally and within the context of the food, tourism, hospitality and events fields of study. Macro trends are identified and discussed including the changing nature of the world of education, the pervasive nature of technology both in the educational and professional arenas, transformations in the workplace, and global citizenry for a sustainable future. Conclusions are drawn relative to the future of education in the respective fields of study, and appropriate 21st century approaches for teaching, research, scholarship.

**Keywords** Pedagogies · Vocational education · Higher education · Scholarship

The content of this book is an amalgam of contributions authored by educators, and eminent experts involved in the food, tourism, hospitality and events fields of study. The key objective is to push the boundaries of understanding relative to scholarly and innovative ways to teach trades, craft skills, and applied knowledge. Further, it embraces strong engagement with industry, and civil society in the co-creation of learning and knowledge. The context is a specialist educational centre for food, tourism, hospitality and events which has a 75-year history of offering trades qualifications, and in more recent times has moved to offer Bachelor level qualifications. Its ambition is to become Australia's University of Specialisation for Tourism, Hospitality, Foods and Events. Thus, the content of this book represents one strand of activity in transforming an organisational culture and workforce towards realising that ambition, as Chapter 23 elaborates. It has engaged authors in discussing, reflecting and critiquing 21st century approaches to scholarship and research in the trades and applied professions using case examples of innovative practise from across William Angliss Institute. Importantly in a dual vocational education and training (VET) and higher education (HE) environment, it drew together a representative and supported community as outlined in Chapter 2. The following provides a 21st century

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context within which to locate the chapter contributions, discussion of VET and HE in general, and specific to the food, tourism, hospitality and events fields of study.

The first two decades of this century have been characterised by rapidity in terms of turbulence, creative destruction, and renewal that confront, blur boundaries, and impact local, national and global environments. Such transformational forces raise the question of how universities and other institutions concerned with VET and HE are evolving and addressing contemporary challenges and positioning within an unknowable future. Furthermore, as the respective domains become increasingly seamless, discourse and practice need to embrace the opportunities of the VET/HE nexus, reconceptualising research and scholarship strategies fit for the 21st century. This is supported Davis (2017) who advocates that Universities, colleges, TAFEs, and on-line providers all have much to share with students, and it should be possible for consumers to move seamlessly through different modes of institution. Further, Barnett (2005) hints of new relationships between research, scholarship, and teaching. He questions if there are spaces for present activities to be practised anew, or even for new activities. However, Barnett also ponders as to the extent these activities are pulling apart from each other, or whether they might be brought together in more illuminating ways. This observation is all the more pertinent within the context of VET and HE domains that may offer opportunities of new spaces at their intersections. However, a key challenge is recognised as to how best to nurture appropriate organisational cultures and behaviours. For example, Simmons and Lea (2013) provide some insight from a research perspective, proposing that it is unlikely in the foreseeable future that dominantly VET institutes would make much headway in competing with HE on the production of original research. They advocate that it may be preferable to engage in a wide range of scholarship more suited to the VET context. Furthermore, they found a clear pattern of engagement in scholarly activity within a mixed VET/HE context that contributed to strengthening links with employers, and its ability to enhance the curriculum offer to students. In addition, a growing confidence was identified in not wishing to emulate the type of research being undertaken by many university academics, but to stay more focused on producing scholarly outputs, which will have more immediate and local impacts. These findings emphasise the importance of 'provider context' and how it offers scope to promote forms of scholarly activity more suited to the strategic position of an institute in its' given policy context.

So how may VET and HE intersect? According to the Australian Government, VET is designed to deliver workplace-specific skills and knowledge; it covers a wide range of careers and industries, including trade and office work, retail, hospitality and technology. In terms of HE, there appears to be a consensual vision of it as the pursuit of higher order cognitive capabilities in the context of disciplinary knowledge, and that the nature and scope will be determined by the economic and political concerns of current decades (British Council 2012; Gibb and Haskins 2013). Furthermore, according to Barnett (1990: 155) a genuine higher learning is: subversive in the sense of subverting the student's taken-for-granted world; unsettling and disturbing as the student comes to see that things could always be other than they are, and there are no final answers.

Thus, it can be suggested that the VET/HE intersection is the symbiotic relationship between professional technical skills and knowledge, alongside the pursuit of higher order cognitive capabilities in the context of disciplinary knowledge. This transcends traditional boundaries with the aim to educate and future proof students in a rapidly changing world. Furthermore, the intersections are not just about the content of curricula space, it also encompasses VET/HE positioning in society. Thus, Gibb and Haskins (2013) suggest that the hybridisation of elements from educational institutes, industry and government will generate new organisational and social formats of production, transfer, and application of knowledge. Moreover, this vision encompasses not only the creative destruction that appears as a natural innovation dynamic (Schumpeter 1942), but also the creative renewal that arises within each of institution, industry and government, as well as at their intersections. Thus, across the tertiary educational sector, key impacts are driving organisational and workforce transformations as identified and examined in works, such as, Ernst and Young (2012), Lacy et al. (2017), Davis (2017), Arnett (2018). Mention is made of funding driven by accountability and performance metrics, adoption of marketing management principles, alignment to broader national political and economic objectives, and application of neoliberal economic management principles. They sit alongside other dynamic drivers of change, many of which are triggered by technological development, that impact on: organisational structures and business models; pedagogies and student engagement; the evolving role and skill set of academic teachers; and macro trends within the industries represented in the food, tourism, hospitality and events fields of study.

## Organisational Structures and Business Models

A move towards blended hybrid business models of collaboration is evident (Ernst and Young 2012). This has been stimulated by the massification, digitisation, and commodification of education through the prevalence of platform based Massive Open Online Course (MOOC) provision (King and Sen 2013). Many take the form of organisational structures that involve strategic partnerships between non-profit, for-profit, and traditional entities. For example, pioneers in the fields of tourism and hospitality are Cornell University, University of Queensland, and Hong Kong Poly University, in partnership with edX an online learning destination and MOOC provider founded by Harvard University and MIT. The stated vision is to offer all students a personalised learning experience with premium digital engagement. Information technologies and social media are supporting these new business models, and innovative approaches to enhance teaching and learning (Benckendorff and Zehrer 2017).

This alters both the interaction with students and the nature of the education system, requiring significant rethinking of roles and the ways in which knowledge is generated, disseminated and applied (Lacy et al 2017). Further, Hundrieser (2017) talks of the 'unbundling' of education, as students compile their own learning at their own pace, gaining a portfolio of micro-credentials, from more than one provider.

## Pedagogies and Student Engagement

Thus, student access to VET and HE education has broadened, drawing in multicultural participants located around the globe, as well as those residing within the home educational institution (Universities UK 2017). This emphasises the importance of understanding the diversity of student profile, biographies, 'unorthodox' behaviours and motivations in engaging with the educational experience across lifetimes (Ernst and Young 2012). The challenge for educators is sustaining engagement of the 'modern' student, shaped by technology, Internet access, mobile devices, and socially mediated communications. It requires them to 'step into' and connect with the student's world, contextualising learning in their lived experience, and immersing them in real-life, augmented and virtual reality pedagogies.

Traditional forms of such experiential learning, for example, learning laboratories, study abroad tours, internships, and communities of learning are now joined by the likes of virtual work integrated learning, computerised 'games', and digitised business simulations (Wiltshire and Rawlinson 2017). Starks and Carroll (2018) summarise that three enduring challenges for educators remain how to: intertwine traditional learning related to theories and concepts with an appreciation for the complexities of applying them in today's real world; convey the current use and application of performance metrics in today's business environment; and capture and keep learner engagement. This includes classroom and remote, outside the classroom for education in the classroom, the flipped classroom model, and remote learning where knowledge is gained online and interactively with a mix of internet-based content. It represents a transformation from classroom-based knowledge reporting; to students themselves directly experience having a hand in co-creating knowledge (King and Sen 2013).

## Academics and Teachers Role and Skill Sets

Other trends impacting traditional teaching, research and scholarship roles include: increasing managerial pressures on delivery against performance metrics expectations and culture; curricula reform to achieve pedagogic 'efficiencies' and economies of scale through deployment of technologies; and the growing role of contingent workers particularly in teaching students, replacing the originator of knowledge interface (Nelson and Strohl 2013; Lugosi and Jamieson 2017; Benckendorff and Zehrer

2017). These are influencing VET and HE workforce transformations. In particular, it suggests a redefinition of competencies, processes, and activities within a techno-context, as organisations re-shape and renew (Gibb and Haskins 2013). For instance, social media is embedded in activities to increase research impact or course delivery, reaching out to wider audiences through YouTube clips or podcasts of lectures, with today's students preferring to access their information via internet-connected mobile platforms. This moves beyond the concept of student/lecturer interaction in a shared and static physical space, with curated knowledge being translated into the communication media of the day for audiences that are perhaps less skilled in listening than previous generations (Lugosi and Jamieson 2017). However, Hackley (2014) counters that, while there is no turning back the tide of education digitisation, the integrity of the process demands the presence and authority of the academic. He argues that the media will obliterate the message, unless there is room in the digital university for the reassuring voice of the academic author and their skills of argument, inspiration, content curation and creation.

## Trends Within Fields of Study

The fields of study represented in this book have been the subject of study and pedagogical consideration in a range of recent publications informed by mainly Australian, European, New Zealand, and United States perspectives (for example, Chon et al. 2013; Prebezac et al. 2014; Dredge et al. 2014; Benckendorff and Zehrer 2017; Lashley 2017; Oskam et al. 2018; Mair 2018). In their respective texts, they identify macro trends in educational change, innovation and renewal. Many of these live within the institutional walls, while the habitat for others is the external environment. Of significance is the exponential speed and complexity of change that is creating discontinuities, volatility, ambiguity, and complexity. It demands for students to be educated to be spontaneous, imaginative, and creative in an increasingly unknowable future world of work, and society (Hindley and Wilson-Wunsch 2018). Further, it requires education and commerce redefinition to adopt innovative and disruptive approaches to continuous improvement and relevance within a 21st century professional context (Oskam et al. 2018). This emphasises that education is broader than training professional proficiency, to include understanding of how the profession is evolving in the changing macro environment, and what may warrant embedding in curricula. For example, some of the dominant, and intrinsically intertwined, macro trends impacting the industries associated with the food, tourism, hospitality and events fields of study are technology, workforce profile, and global citizenship.

- The profession is being profoundly transformed by technological advancements, pervading every aspect of contemporary industry operation and management (facial recognition, biometrics, digital payment platforms, big data analytics), employee and customer social behaviours (multiple social media platforms, service-service, privacy issues, photograph mediated experience), service pro-

cesses (add value to customer experience, efficiencies, convenience), business models (gig economy, peer-to-peer, platform based), and culinary production (molecular gastronomy, 3D food printers).

- Workforce profile is changing as technology increasingly enables the automation of production and service (artificial intelligence, robotics, drones) that replaces humanoids with androids. Back of house repetitive, and customer-facing roles can function efficiently without human presence, delivered by 'robotic service employees'. As a consequence, the space for hospitableness, as defined by direct guest/host interaction, narrows. Thus, some job profiles will become redundant, while new roles will evolve to include, for example, technology engineers, data analysts, chief technology officer, as new technology embeds in the value chain.
- Global citizenship is concerned with social responsibility, global awareness, and civic engagement. It aims to nurture understanding, cultural competencies, and engagement with the 'wicked problems' in the world, many of which exhibit strong links to food, tourism, hospitality, and events activities. These include the likes of climate change and global warming, sustainability, carbon offsetting, food miles, social justice, modern slavery labour, social responsibility, inequalities in the distribution of resources. This line of thought is reflected within the work of the Tourism Education Futures Initiative (Sheldon and Fesenmaier 2015), arguing for responsible stewardship of tourism destinations that calls out for a new paradigm of values based tourism education. In this respect, there has been support for incorporation of a blended liberal, professional, vocational education to ensure students are intellectually able to engage in complex issues and their solution, and develop broader view as global citizens (Stoner et al. 2014). This has been referred to as a philosophic turn to multiple ways of knowing subject matter (Tribe 2002; Dredge et al. 2012).

The foregoing provides illustrative example of the need for a fundamental re-think and redesign of curricula. From a technology perspective, by the time students graduate they will be applying for jobs that do not even exist today, and much of what they are currently taught will be obsolete (Sheldon and Fesenmaier 2015). Furthermore, since technology is poised to take the place of many technical tasks in the workforce, graduates skilled in communication and innovative thinking will become increasingly vital (Hundrieser 2017). In addition, it challenges traditional disciplinary boundaries as students are educated to solve post-disciplinary scenarios, building their competencies through a blend of the liberal and vocational, exegesis and praxis. As Benckendorff and Zehrer (2017) emphasise it is not a position of polarity, for as educators continue to develop the curriculum, many hybrid models are likely to emerge. Also of import, in an increasingly globalised knowledge economy it is important to attend to the competencies, dispositions and different cultural contexts of learners (Oxford University 2015). Further, management of cultural diversity in professional and personal contexts, abroad and at home, is a required competency in a globalised industry, involving soft skills, such as, inter-cultural communication (Hoefnagels and Schoemakers 2018).

In terms of the future, Dredge et al. (2013) identify significant scope for institutions to create a competitive advantage in the marketplace through program differentiation and quality, within a framework agreed by the subject community (Quality Assurance Agency, 2016; Whitelaw et al., 2015), and national regulators. Furthermore, Airey and Benckendorff (2017) emphasise that standards and benchmarking activities should balance the need for quality assurance, and the need for differentiation and innovation, empowering educators to innovate and improve the outcomes of teaching and learning. Finally, Dredge et al. (2014: 547) conclude:

> We must allow ourselves to dream of new possibilities in a post-industrial age, where there is high student and educator mobility, the education experience can be bundled in different ways, and artificial boundaries imposed on learning are dissolved. In this future, curriculum content will still matter, but the experience of learning, the deep, intimate connections between knowledge and daily life, and the capacity to develop critical, mindful and reflexive practice must be foregrounded if tourism, hospitality and events education is to make a difference.

## Book Structure

Against this 'big picture' backdrop confronting all stakeholders involved in VET and HE education globally stands the contributions in this book. They represent honest, 'raw', critical reflections of a reality experienced by front line educators, actively engaged in the research/teaching nexus in the specific context of food, tourism, hospitality, and events. Furthermore, it is within the context of an institute edging towards the distinct status of University of Specialisation.

Collectively, the individual chapters give insight into how innovative educational 21st century approaches evolve, informed by research, pedagogy, first-hand experience, technological advances, and novel ways of knowing and structuring discipline and subject materials. In addition, the content illustrates how an education provider's context has been able to produce something distinctive within the regulatory and accreditation frameworks of relevance.

The book commences with two introductory chapters relative to the changing landscape of education and framing scholarly activities. Thereafter, it is structured into four sub-sections that are broadly arranged in a chronological setting, from earlier studies and approaches, through the shift from vocational to more academic studies and research, finishing with a more forward-looking perspective, as follows:

1. The study of food, tourism, hospitality and events
2. From Vocational to Higher Education
3. Research informed teaching
4. Pushing the boundaries of scholarship.

Each section commences with the intellectually provoking international deliberations of one Eminent Professor in the field of food, tourism, hospitality and/or events, reflecting 21st Century challenges and concerns. Respectively they address:

- Regional, sustainable food experiences as a means of tourism offering differentiation and positioning;
- Ideal curricular design for a future integrated academic and vocational program focusing on food;
- Making research 'useful' in terms of enhancing practical value and impact for stakeholders; and
- How to fuel a praxis-exegesis cyclical model within the context of a life-long learning environment.

While the sections and their concomitant chapters build on each other, presenting a cohesive yet complex story, they also stand-alone. Each chapter can be studied in its own right, contributing to their associated fields as well as overall scholarly study. We trust that they inform, inspire and challenge the reader, and look forward to further engagement with the wider scholarly community.

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# Chapter 2
# Framing Scholarly Practice

**Melanie Williams**

**Abstract**  William Angliss Institute (WAI) is introducing a framework to guide understandings and practices of scholarship for both vocational and higher education teachers. This chapter explains the impetus for this initiative and outlines the development of the institute's approach to scholarship with reference to the literature. A case study is presented, which investigates how the WAI Framework for Scholarly Practice was used to guide the authors in writing their chapters of this book. Based on their monthly reflections on their research and writing processes, the study explores how the authors engaged with the framework, how it facilitated their awareness and learning about scholarly practice, and the role that other forms of support played in assisting them to approach their research and writing in a scholarly manner. The study appears to indicate evidence of development in knowledge and practices of scholarship and a correlation between this development and the various forms of support offered to authors. The chapter concludes with observations about the framework's potential for transformation in the vocational education and training (VET) sector workforce more broadly.

**Keywords**  Scholarship · Scholarly practice · Scholarship of teaching and learning · Reflective practice · Co-creation

## Introduction

The impetus for WAI seeking to introduce a systematic approach to scholarship is its intention to pursue University of Specialisation status as the institution matures on its journey of providing education and training in the fields of food, hospitality, tourism and events. Under the Higher Education Standards Framework (Threshold Standards) 2015 legislation, the term 'University of Specialisation' designates a university that offers undergraduate and postgraduate programs, including masters and doctoral

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degrees by research, in only one or two broad fields of study (Commonwealth of Australia 2015). WAI delivers both vocational and higher education qualifications, all of which fall under the broad fields of food and hospitality or tourism. University of Specialisation status will pertain to the institution as a whole, embracing both sectoral offerings.

There are no satisfactory Australian models to follow in seeking to understand what 'University of Specialisation' might look like for WAI. There is currently only one such institution in Australia, the University of Divinity, which came into being as what may be described as a federation of previously existing Christian denominational colleges. Nor does the Australian dual-sector university model offer a suitable template. The dual-sector public universities tend to be dominated by higher education with a 'hard divide' between the sectors. The different regulatory frameworks, industrial instruments, funding regimes, histories and missions all contribute to frustrating attempted convergence between the sectors.

While WAI must also wrestle with the same structural constraints as its counterparts, it seeks mechanisms by which to create a more unified culture that enables students to experience learning as a sequenced continuum up the Australian Qualifications Framework and produces graduates who bear a common hallmark of their study at WAI. A universal framework for scholarly practice is one such mechanism, which can simultaneously serve to facilitate improvements in the quality of learning and teaching across the institution.

## Background to the Framework

In his seminal work *Scholarship Reconsidered*, Boyer (1990) advocated for broadening the restricted view of basic research as the primary form of scholarly activity. He proposed a more comprehensive and dynamic understanding of scholarship as four separate, yet overlapping functions that account for the full range of academic work: the scholarship of discovery (basic research), the scholarship of application (applied research)—subsequently known as the scholarship of engagement (Boyer 1996; Rice 2002), the scholarship of integration (making cross-disciplinary and contextual connections) and the scholarship of teaching. For the first time, teaching was elevated to a form of scholarship, equal in status with research.

While ground-breaking, Boyer's conception of the scholarship of teaching is nonetheless aligned primarily with what Barr and Tagg (1995) call the 'instruction paradigm'. In this paradigm, the focus is on what the teacher does as the source of knowledge. These authors argue that learning is a much more complex activity than simply making meaning out of transmitted knowledge and advocate for a 'learning paradigm', in which learners are seen as 'the co-creators of learning' (Barr and Tagg 1995: 15). The expanded notion of the Scholarship of Teaching and Learning (SoTL) captured this broadened focus. The shift in emphasis from what the teacher does to what the learner does has only increased in subsequent years (Biggs and Tang 2011).