



WORLD TOURISM ALLIANCE

2020

REPORT ON INTERNATIONAL TOURISM EDUCATION

World Tourism Alliance

China Tourism Education Association (CTEA)

Nankai University College of Tourism and Service Management



Foreword

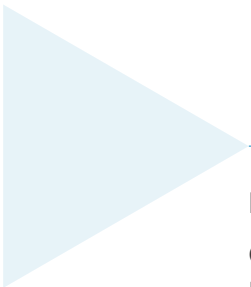
Nowadays, tourism has become one of the fastest growing industries in the global economy. It plays an important role in promoting social progress, economic growth, cultural exchanges, employment and entrepreneurship, cultural inheritance and transmission, as well as poverty alleviation and reduction. In 2020, the global tourism was thrown into suspension of business due to the outbreak of COVID-19 which poses new challenges for the tourism practitioners, related industry managers, researchers and educators around the world.

As is known to all, talent is the cornerstone of industry development while education is the cradle for training talent. In order to promote the experience exchanges, cooperation and development of global tourism education community, and realize the core concept and goal of "Better Tourism, Better World", the World Tourism Alliance (WTA) and the China Tourism Education Association (CTEA) have joined forces with the College of Tourism and Service Management at Nankai University, the School of Tourism Management at Sun Yat-sen University, the School of Tourism and Hotel Management at Dongbei University of Finance & Economics (STHM-DUFE), the School of Tourism Sciences at Beijing International Studies University, the Tourism College of Zhejiang, and



other well-known domestic tourism schools and agreed to compile the International Tourism Education Report 2020 in January 2020 and publish it during the "WTA-Xianghu Dialogue 2020" period. The report consists of three parts. The first part of international tourism education development and training system gives a systematic introduction of the changes and development of tourism education in China, the United Kingdom and the United States; the second part of explorations and thinking on tourism education explains the explorations and thinking of scholars, education managers, employers and other parties related to tourism education from quality assurance, international construction, education project innovations, industry expectations and other perspectives; and the third part of the future of tourism education explains the prospects by Chinese and foreign scholars on the development of tourism education.

Published on a regular basis, this report aims to promote the sharing and exchanges of theoretical achievements and practical experience of global tourism educators in such fields as educational concept, discipline construction, education management, teaching methods, new technology applications, industry-university-research cooperation, and educational innovations, boost the development of green economy led by tourism industry in less developed economies, and build a community of shared future for mankind featuring the model of "Joint Building and Shared Benefits", for win-win results and common prosperity.



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Chapter 1:

International Tourism Education Development and Talent Training System

Tourism Management Undergraduate Education in China

“Double High Plan” Leads New Development of Vocational Education of Tourism in China

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Hospitality and Tourism Higher Education in the United States – Education System and Future Trends

WTA

Tourism Management Undergraduate Education in China

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“ **Abstract** After more than 40 years of development, China's tourism management undergraduate education has gone through the three stages of inception, growth, and normalization during which it has transitioned from a single program to a program cluster including tourism management, hospitality management, exhibition economy and management, tourism management and service education. Along with China's accelerated promotion of the connotative development of higher education, tourism management undergraduate education is facing new challenges and problems. How to address these challenges and problems has become a common concern in China's education and industry circles. On the basis of reviewing the development stage of tourism management undergraduate education, this chapter analyzes its development status from five perspectives: program classification, development scale, regional distribution, university structure, and student numbers. In addition, the talent training status is explored by sorting out forms of enrollment, training goals, curriculum system, faculty, and quality management. Finally, the approaches to constructing first-class programs, designing first-class curricula, and cultivating first-class talents are discussed in detail.

► **Keywords:** Tourism management; program development; talent training; “Double Ten-Thousand Plan”

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Introduction

Over the past 40 years of reform and opening-up, China's tourism industry has made remarkable progress and has grown China into an important tourist destination in the world. According to international tourism data in 2018 released

by the Worldwide Tourism Organism, China ranks fourth in the number of international tourist arrivals and continues to lead global outbound travel in terms of expenditure (world Tourism Organization). These data fully illustrate the important position of China's tourism industry in the world. With continuous improvement in terms of the scale and status of China's tourism industry, tourism management undergraduate education has gradually developed from its inception and growing stages through to normalization, and is showing a strong and dynamic development trend, such as the establishment of the Tourism Management Teaching Guidance Committee (TMTGC), the promulgation of national standards for teaching quality, and the certification of national first-class programs.

At present, three backgrounds that have already been established need to be considered when promoting the development of tourism management undergraduate education in China. Firstly, there are the successive initiatives of “Double First-Class Plan”, the “Double Ten-Thousand Plan”, and the “Six Excellence and One Brilliance Plan 2.0” to promote the connotative development of higher education reconstructed the development layout and formed a new pattern focusing on disciplines, curricula, courses, and talent training. Secondly, there are the two development concepts of "taking undergraduate education as the core" and "improving the ability of colleges and universities to serve economic and social development". Thirdly, that the tourism management undergraduate education pays more attention to the comprehensive quality, practical skills and innovative ability of students. Under these backgrounds, tourism management undergraduate education needs to rely on industrial practice and use modern technology to promote the construction of first-class programs, first-class curricula, and first-class talent training. To this end, it is necessary to systematically research and review the development history as well as the current status of tourism management undergraduate education to identify current problems and challenges and finally propose relevant constructive solutions and ways of moving forward.

1. Historical Review

Tourism management undergraduate education, as the foundation for supporting the development of the tourism industry, evolved gradually over a period of 40 years to form an extensive programs system including tourism

management, hospitality management, exhibition economy and management, tourism management and service education. In this process, marked by the establishment of a number of tourism colleges and universities, most notably, the Shanghai Institute of Tourism which formed in 1979, the development of China's tourism higher education has experienced three developmental stages: inception between 1979-1998, growing between 1999-2012, and normalizing from 2013. These three development stages of China's tourism higher education are almost in sync with the development stages of China's tourism industry (Jiechang & Jinhai 2018).

1.1 1978-1998: Inception Stage

In this stage, China's tourism higher education, like the development of the tourism industry, is in the changing environment of the times. The positioning of China's tourism industry began to transform into promoting economic development, where the tourism industry management shifted from basic administrative management to more specialized industry management. The comprehensive standards, service standards and facilities standards are incorporated into the China National Tourism Administration (now reorganized into the Ministry of Culture and Tourism, MCT). At the same time, in order to further stimulate market vitality, the pattern of joint development of inbound tourism, domestic tourism and outbound tourism began to be established. In addition, the demand for skilled and managerial talents by travel companies, restaurants, scenic spots and other tourism companies started to increase. It is against these background that China's tourism higher education started to take off.

The beginning of China's tourism higher education is marked by the following events, which are also summarized in Table 1. (1) In 1979, the establishment of the Shanghai Institute of Tourism opened China's tourism higher education. The school is affiliated to the China National Tourism Administration (now the MCT) and its main task was to cultivate senior tourism talents to serve the needs of the country's reform and opening-up. (2) In 1981, the China Education Commission approved the establishment of undergraduate tourism programs at the following institutions: Nankai University, Beijing International Studies University, Hangzhou University, Dalian University of Foreign Languages, Northwest University, Xi'an International Studies University, Changchun University, Sun Yat-sen University, and therefore, represented the start of undergraduate education in tourism management in China. Subsequently, many colleges and universities set up

tourism-related programs based on their own disciplinary advantages.

China's tourism management had also undergone changes in the way it is presented in the national program catalogue. In 1985, the State Education Commission began to revise the 1963 edition of the *Universal Programs Catalogue in colleges and universities* and issued a new edition in 1989. In the new version of *Social Science Undergraduate Programs Catalogue and Introduction in Colleges and Universities*, the tourism economics (1018) was presented under Economics and Management Science, and the hospitality enterprise management (1045) was also piloted. This revision effectively categorizes the tourism undergraduate program as a subject in its own right for the first time. In 1993, the *Undergraduate Programs Catalogue and Introduction in Colleges and Universities* revised by the State Education Commission adjusted the tourism undergraduate program. Tourism economics was withdrawn, and tourism management (020209) was set up under Business Management (0202) within Economics (02). This revision emphasizes the management nature of tourism management. In the 1998 edition of the *Undergraduate Programs Catalogue in Colleges and Universities*, the Ministry of Education (MOE) once again adjusted the attribution of tourism management program s. Specifically, Management Science (11) was separated from the original Economics discipline and became an independent discipline category. Correspondingly, tourism management (110206) became a program in Business Management (1102) under Management Science.

Table 1. The Important events in the inception stage of tourism higher education

year	events	meanings
1979	The establishment of the Shanghai Institute of Tourism	Opening China's tourism higher education
1981	Eight universities set up tourism undergraduate programs	Opening China's tourism undergraduate education
1989	Revising <i>Social Science Undergraduate Programs Catalogue and Introduction in Colleges and Universities</i>	Identifying tourism economics undergraduate program
1993	Revising <i>Undergraduate Programs Catalogue and Introduction in Colleges and Universities</i>	Identifying tourism management undergraduate program
1998	Revising <i>Undergraduate Programs Catalogue in Colleges and Universities</i>	Adjusting the attribution of disciplines in tourism management

1.2 1999-2012: Growing Stage

The growing stage saw a period of continuous adjustment and optimization of tourism management undergraduate education, as well as being a period of mass development associated with tourism activity. In 1999, the State Council issued the *National Holiday and Memorial Day Holiday Measures* and decided to combine the Spring Festival, Labor Day and National Day with the two days before and after the holiday to form a seven-day golden week. This policy greatly promoted the development of both domestic tourism and outbound tourism. In 2001, China officially joined the World Trade Organization, and made specific commitments in the market access and treatment of the tourism industry, which brought both opportunities and challenges to the development of China's inbound and outbound tourism(Wen & Xixia 2005). In 2009, the State Council released the *Views on Accelerating the Development of Tourism*, which proposed the ambitious goal of "cultivating tourism as a strategic pillar industry of the national economy and a modern service industry that engenders satisfaction in people." This positioning further clarifies the important status of tourism in China's economic development. In 2011, the State Council designated May 19 as "China Tourism Day", which pushed tourism activity into the era of mass tourism.

The growing stage of China's tourism management undergraduate education is marked by the following events that are summarized in Table 2. (1) The development of China's tourism management undergraduate education at this stage focused on education and teaching reform. In 2000, the MOE implemented the "New Century Higher Education Teaching Reform Project." In terms of the study of tourism management undergraduate education, Li Tian of Yunnan University, Yong Ma of Hubei University, and Jiang Du of Beijing International Studies University jointly undertook *Research on the teaching reform and development strategy of Tourism Management Education* and compiled the first book that systematically studied Chinese tourism management undergraduate education. The book was published by the Higher Education Press in 2007. (2) In 2001, the "Teaching Reform and Development Strategy of Tourism Management Education in Colleges and Universities in the New Century" seminar organized by the MOE, the Tourism Bureau (now the MCT), the Tourism Group of Business Management Teaching Guidance Committee(TGBMTGC), and the Higher Education Press was held at the tourism college of Hainan University. This conference discussed two aspects of the teaching reform and textbook construction of the tourism management program in the 21st century (Dongmei & Lili 2001). (3) In 2004, the China Tourism Education Summit Forum was held

Table 2. The important events in the growing stage of tourism undergraduate education

year	event		meaning
2000	<i>Research on the teaching reform and development strategy of Tourism Management Education</i> is funded by MOE		Promoting the teaching reform of tourism management undergraduate education
2001	“Teaching Reform and Development Strategy of Tourism Management Education in Colleges and Universities in the New Century” seminar was held at the tourism college of Hainan University		Forming a consensus on teaching reform and textbook construction
2004	The China Tourism Education Summit Forum was held at the Zhuhai Campus of Sun Yat-sen University		Promoting the integration of tourism higher education and tourism industry practice
2008	The China Tourism Education Association was established		Promoting the improvement of talents quality and the construction of tourism faculty
2007	Organized by TGBMTGC	Tourism Management Discipline Construction Work Conference (Shanghai)	Promoting education and teaching reform, project application, textbook construction, and international cooperation
2007		Tourism Management Discipline Construction Seminar between national key colleges and universities (Chongqing)	
2008		China’s Tourism Higher Education Review and Prospect Seminar (Shenzhen)	
2009		International Symposium on Globalization of Tourism Education (Shanghai)	
2012	Revising <i>Undergraduate Programs Catalogue in Colleges and Universities</i>		Identifying the composition of tourism management-related programs

at the Zhuhai Campus of Sun Yat-sen University. This forum established two themes of "Tourism Education and Social Development" and "Viewing China's future development direction of tourism higher education from the perspective of the dislocation of supply and demand between tourism education and tourism industry", which are of great significance for promoting the integration of tourism higher education and tourism industry practice. (4) In 2008, the China Tourism Education Association was established to promote the quality improvement of tourism talents and the construction of tourism faculty. It is also worth noting that since tourism management was classified under Business Management in 1998, the TGBMTGC became the main promoter for the development of the tourism management program by organizing various conferences. With the joint efforts of tourism scholars, colleges and universities and other institutions, significant

breakthroughs were made in the construction of tourism management. A number of nation-level programs construction, quality curricula, teaching teams and other educational reform projects were also funded.

At this stage, the program setting of tourism management undergraduate education had been further adjusted and optimized. Compared with the 1998 version, the Undergraduate Programs Catalogue in Colleges and Universities issued by the MOE in 2012 stipulated two changes. Firstly, the Tourism Management (1209), as a discipline type was set under Management (12), which is at the same level as Business Management (1202). Secondly, three programs were added, namely, hospitality management (120902), exhibition economy and management (120903), which together with tourism management (120901K) belong to the Tourism Management.

1.3 Since 2013: Normalizing Stage

The normalizing stage saw a period of constant development of China's tourism industry, and also was a period of transformation of tourism management undergraduate education into normative distinction. Many aspects of the macro environment such as, high-speed railways, Internet, blockchain, artificial intelligence, the digital economy and other scientific technologies have continued to deepen the impact of China's tourism industry. What's more, tourism industry management has become more normative. The *Tourism Law of the People's Republic of China*, as the first law in the history of China's tourism development, came into effect on October 1, 2013, and clearly defined the rights and obligations of tourism managers, operators, and tourists. In addition, the status of the tourism industry continues to improve. The scale of the three tourism markets and their contribution to employment have long been at the front of the world tourism. Overall, China's tourism industry gradually started to shift from mass tourism to quality tourism, which is reflected in the constant standardization of industry management, the continued development of the industry, and the increasing optimization of the industry foundation. In this process, tourism management undergraduate education is also moving towards normalization and high quality.

The normalizing stage of China's tourism management undergraduate education mainly includes the following important events which are summarized in Table 3. (1) In 2013, the MOE issued the *Notice of the MOE on Establishing the Teaching Guidance Committee of Higher Education Institutions from 2013 to 2017*. Since Tourism Management became a discipline type in Management

in 2012, the TMTGC was established accordingly. The main task of the TMTGC is to accept the entrustment of the MOE to carry out research, consultation, guidance, evaluation, and service of undergraduate teaching colleges and universities. The establishment of the TMTGC has provided clear leadership in the normative development of tourism management-related programs. (2) Since its establishment in 2013, the TMTGC began to compile the *National Standards for Teaching Quality of Tourism Management Undergraduate Programs in Colleges and Universities*, and submitted its final version to the MOE in 2017. In 2018, it was officially announced as one of the components of the *National Standards of Teaching Quality of Undergraduate Programs in Colleges and Universities* and became a guiding document for regulating program development and improving teaching quality. (3) In 2019, the MOE decided to launch “Double Ten-Thousand Plan” for the construction of First-Class Undergraduate Programs, which aims to build about 10,000 national first-class undergraduate programs and 10,000 provincial first-class undergraduate programs in 2019-2021. Under the organization and selection of the TMTGC, 48 programs were approved as national first-class undergraduate programs in 2020. The implementation of this construction plan will play a leading role in China's tourism management undergraduate education. In the future development, the first-class programs and first-class curricula construction plan of tourism management will be further promoted and implemented. At the same time, the release of the *Undergraduate Programs Catalogue in Colleges and Universities (2020 Edition)* further clarifies the attribute and composition of Tourism Management.

Table 3. The important events in the normalizing stage of tourism undergraduate education

year	event	meaning
2013	TMTGC was established	Carrying out research, consultation, guidance, evaluation, and service of undergraduate teaching in colleges and universities
2018	<i>National Standards for Teaching Quality of Tourism Management Undergraduate Programs in Colleges and Universities</i> was announced	Regulating program development and improving teaching quality
2019	“Double Ten-Thousand Plan” for the Construction of First-Class Undergraduate Programs was launched	Promoting Connotative development of tourism management-related programs
2020	<i>Undergraduate Programs Catalogue in Colleges and Universities (2020 Edition)</i> was released	Stipulating the attribute and composition of Tourism Management again

2. Current State

Since reform and opening-up policy in 1978, China's tourism management undergraduate education has experienced the three stages of inception, growing and normalizing. In this process, the program system associated with Tourism Management was basically formed, the scale of number of colleges and universities continued to increase, the distribution pattern remained stable, the type structure became more enriched, and the student numbers steadily increased.

2.1 Program Classification

The *Undergraduate Programs Catalogue in Colleges and Universities* issued in 2012 adjusted tourism-related programs. Tourism Management (1209) became a subject under Management (12), including 4 programs of tourism management (120901K), hospitality management (120902), exhibition economy and management (120903), tourism management and service education (120904T). From the perspective of the development stage, China's tourism higher education has experienced the growth process from "tourism economics program to tourism management program and through to Tourism Management discipline type", and has developed from a single program into a program cluster, indicating that China's tourism higher education is constantly maturing. From the perspective of program composition, the cultivation of comprehensive tourism talents mainly depends on the nature of the tourism management. Hospitality management, exhibition economy and management rely on related specific industries to train management talents with theoretical analysis and operation skills. Tourism management and service education are mainly established in normal colleges and universities to train tourism education talents. In terms of training goals, The *National Standards for Teaching Quality of Tourism Management Programs in Colleges and Universities* stipulates the objectives of tourism management-related programs as follows: cultivating application-oriented talents who master the basic theory, expertise and professional skills of modern tourism management, possessing international vision, management capabilities, service awareness and an innovative spirit, engaging in tourism-related operations, management, planning, consulting, training, education, etc(Li, Shuhong & Yingjiong 2018, p.896-900).

2.2 Development Scale

With the development of China's tourism industry and the increasing demand for tourism talents, more and more colleges and universities have established tourism management-related programs. As can be seen in Table 4, In 2016, 565 colleges and universities in China established tourism management-related programs, which increased to 569 in 2017(Li & Xinzhi 2018, p.29-49). In 2018 and 2019, the number of colleges and universities with enrollment qualifications increased to 585 and 597, respectively. In terms of a specific program, although the tourism management program still occupies a dominant position in the discipline type, the pattern of "one program" is gradually being broken as evidenced in the development trends. The number of colleges and universities with tourism management program shows a slow increase, from 462 in 2016 to 481 in 2019, and the proportion declined from 81.8% in 2016 to 80.6% in 2019. The number of colleges and universities with hospitality management program increased significantly, from 188 in 2016 to 233 in 2019, and the proportion increased from 33.3% in 2016 to 39% in 2019. The number and proportion of colleges and universities with exhibition economy and management program also show an upward trend, the number increased from 88 in 2016 to 114 in 2019, and the proportion increased from 15.6% to 19.1%. However, the number of colleges and universities with tourism management and service education program remained relatively stable throughout this period.

Table 4. The changes in the number of colleges and universities with tourism management-related programs

year	tourism management-related programs	tourism management	hospitality management	exhibition economy and management	tourism management and service education
2016	565	462	188	88	17
2017	569	467	204	91	15
2018	585	474	219	102	18
2019	597	481	233	114	18

Source: the catalogue of colleges and universities with tourism management-related programs

2.3 Regional Distribution

Currently, colleges and universities with tourism management-related programs are distributed in 31 provinces of China, showing a stable but uneven distribution pattern. In 2016, there were 203 (35.93%), 183 (32.39%), and 159 (28.14%) such colleges and universities in the eastern, central, and western regions, respectively. In 2019, this respective distribution changed to 234 (39.2%), 189 (31.66%), and 174 (29.15%). According to these data, it can be found that China's tourism colleges and universities are still mainly concentrated in the eastern region, and the increase is greater than that in the central and western regions. When examining the distribution from the provincial level (Table 5), there were more than 30 such colleges and universities in Hunan (32), Jiangsu (32), Henan (31), Hubei (30) in 2016. In 2019, the provinces with more than 30 such colleges and universities are Henan (35), Hunan (34), Jiangsu (33), Guangdong (32), Sichuan (31), Shandong (30), and Hubei (30). However, the number of colleges and universities in Hainan, Tibet, Qinghai, and Ningxia has always been less than or equal to 5. Therefore, it can be concluded that the regional distribution of colleges and universities shows an uneven pattern from the perspective of regional and provincial levels.

Table 5. The provincial distribution of colleges and universities with tourism management-related programs in 2016 and 2019

2016				2019			
province	No.	province	No.	province	No.	province	No.
Jiangsu	32	Anhui	18	Henan	35	Guizhou	19
Hunan	32	Chongqing	16	Hunan	34	Heilongjiang	18
Henan	31	Shanghai	15	Jiangsu	33	Anhui	18
Hubei	30	Zhejiang	15	Guangdong	32	Chongqing	16
Sichuan	28	Guizhou	15	Sichuan	31	Shanxi	15
Shandong	27	Shanxi	13	Shandong	30	Shanghai	15
Liaoning	24	Beijing	12	Hubei	30	Beijing	14
Hebei	22	Tianjin	11	Hebei	25	Xinjiang	12
Shaanxi	22	Xinjiang	11	Zhejiang	25	Tianjin	10
Yunnan	21	Gansu	10	Liaoning	24	Inner Mongolia	10
Jilin	20	Inner Mongolia	9	Yunnan	24	Gansu	10
Fujian	20	Hainan	5	Fujian	21	Hainan	5
Jiangxi	20	Qinghai	3	Guangxi	21	Qinghai	4
Guangdong	20	Tibet	2	Shaanxi	21	Tibet	3
Guangxi	20	Ningxia	2	Jiangxi	20	Ningxia	3
Heilongjiang	19			Jilin	19		

Source: the catalogue of colleges and universities with tourism management-related programs

2.4 University Structure

Colleges and universities with tourism management-related programs in China have obvious structural characteristics in terms of levels and categories. As evidenced in Table 6, through at first, inspecting the hierarchical structure of colleges and universities to explore the overall level, it can be seen among the 597 universities in 2019, that 55 “Double First-Class” universities have tourism management-related programs, accounting for 40.1% of total “Double First-Class” universities and 9.2% of tourism colleges and universities. This structural feature illustrates Chinese tourism management undergraduates do not receive adequate attention in top universities. According to the attributes, enrollment units can be divided into three categories: universities, colleges and independent colleges¹. Among the 597 tourism colleges in 2019, there were 207 universities, accounting for 34.7%, 265 colleges, accounting for 44.4%, and 125 independent

Table 6. The structure of university with tourism management-related programs in 2019

level	No.	attribute	No.	type	No.
“double first-class”	55	university	207	comprehensive	192
regular	542	college	265	normal	141
		independent colleges	125	engineering	107
				finance and economics	79
				agriculture and forestry	34
				language	20
				nationality	14
				medicine	4
				art	3
				sport	2
				media	1

Source: the catalogue of colleges and universities with tourism management-related programs

1 Note: In order to make the expression more concise and clearer, the university terms are used uniformly in this chapter.

colleges, accounting for 21.0%. It is worth noting that colleges and independent colleges are also the mainstay of new enrollment units added in 2018 and 2019. This trend shows that the applied characteristics in the tourism management undergraduate education in China are becoming more and more obvious, which plays an important role in cultivating comprehensive tourism talents. From the perspective of the types of colleges and universities, the top four types are comprehensive colleges and universities (192), normal colleges and universities (141), science and engineering colleges and universities (107), and finance and economics colleges and universities (79). The types of universities with fewer than 5 colleges are medicine (4), art (3), sports (2), and media (1). On the whole, the types of tourism colleges are no longer dominated by traditional ones (Honggen 1999). Medicine, sports, arts and other types of colleges and universities all began to get involved in tourism management programs. The type structure of colleges and universities presents a diversified and distinctive feature.

Table 7. The student numbers in tourism management-related programs (10,000)

year	tourism management-related program		tourism management		hospitality management		exhibition economy and management		tourism management and service education	
	enrollment	total	enrollment	total	enrollment	total	enrollment	total	enrollment	total
2016	5.8	22.1	3.4	14.8	1.5	4.6	0.5	1.8	0.4	0.9
2017	5.9	21.8	3.5	15.0	1.4	4.2	0.5	1.8	0.5	0.8
2018	6.0	22.6	3.6	15.4	1.5	4.4	0.5	1.9	0.4	1.0
2019	6.2	23.2	3.6	15.7	1.5	4.6	0.6	2.0	0.4	1.2

Source: The data for 2014-2017 is from the MCT, and the data for 2018-2019 is calculated based on the newly added programs.

2.5 Student Numbers

The number of students choosing tourism management-related programs in China has shown a steady upward trend in recent years as shown in Table 7. According to the data released by the MCT, in 2016, China's tourism management-related programs amounted to a staggering 58,000 students, and the total number in colleges and universities reached 21,000. Among them, tourism management, hospitality management, exhibition economy and management enrolled 34,000, 15,000, and 5,000 students respectively, and

the total number in colleges and universities was 148,000, 46,000, and 18,000. Although Table 4 already shows that the number of new tourism management programs is not as obvious as that of hospitality management programs, the number of enrollments in tourism management programs is relatively greater, which in turn makes the difference in the total enrollments increase between tourism management and hotel management small.

3. Talent Training

After more than 40 years of development, the scale and structure of China's colleges and universities with tourism management-related programs continues to expand and optimize, thus, providing a solid development foundation for improving the quality of talent training. To clarify the basic status of tourism talent training, this chapter takes 51 "Double First-class" universities with tourism management programs and access to relevant materials as the research objects, for the purpose of analyzing the forms of enrollment, training goals, curriculum system and faculty.

3.1 Forms of Enrollment

In general, there are two forms of enrollment for tourism management-related programs: specific program and discipline type. Because recruiting students by discipline type not only can effectively solve the problem of chaotic program setting and low enrollment efficiency in universities, but also overcomes the 'blindness' of students in choosing a program, it has become the preferred enrollment form for many universities.

In the context of higher education in China, tourism management-related programs are still under the disciplines of management, geography, and economics in many universities, resulting in a more diverse form of enrollment. The author selected 51 "Double First-class" universities with tourism management-related programs in China, and determined the forms of enrollment according to their enrollment plans and regulations. Judging from the survey results as shown in Table 8, "Double First-class" universities mainly recruit students by three types, namely, Business Management, Tourism Management, and Sociology. However, in addition to these, there are three forms of enrollment through Economic Management, economic management experimental class,

and the liberal arts experimental class which are exploratory measures taken by some universities in the field of education reform, aiming to improve the quality and efficiency of talent cultivation by integrating relevant programs between different schools and departments within the universities.

It can be seen in Table 8, that universities who recruit students by discipline type account for a large proportion, and this trend will continue to develop. This is also the mainstream trend in the development of Chinese higher education. Among the "double first-class" universities with tourism management, 28 universities enroll students by specific program, accounting for 54.9%. What's more, 12 universities regard business management as a discipline type, 6 colleges rely on tourism management disciplines, 2 universities recruit students based on economic management, and 1 university recruits students based on sociology. In addition, tourism management also appeared in the economic management experimental class established by 2 universities and the liberal arts experimental class established by 1 university. Overall, the form of enrollment into tourism management reflects a diversified and exploratory development trend.

Table 8. The Enrollment forms of "Double First-class" universities with tourism management-related program in 2019

Enrollment forms	No.	Enrollment forms	No.
Tourism management (specific program)	28	Economic Management	1
Business Management	12	economic management experimental class	2
Tourism Management	6	liberal arts experimental class	1
Sociology	1		

Source: according to the enrollment plan and regulation of each university

3.2 Training Goals

The *National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities* released in 2018 contain detailed regulations on the training goals, curriculum system, faculty, and employment direction of tourism management-related programs. Many universities have also adjusted their talent training programs based on this standard. By analyzing the

training goals of 51 "Double First-class" universities, it was found that the aim of existing programs is basically to develop training goals according to three aspects: ability requirements, employment direction, and talent positioning.

The training goals of the tourism management program mainly include theoretical knowledge, basic skills, innovative ability, international vision, etc., and there are no obvious differences between universities. Employment direction usually involves the four types of tourism administrative departments, namely, tourism enterprises and institutions, tourism education and scientific research institutions, middle and high-level tourism schools. Specifically, about 58% of colleges and universities pay attention to tourism administrative departments and enterprises, and 42% of colleges and universities attach importance to tourism education and research institutions and middle and high-level tourism schools. For the positioning of talents, there are 16 universities that propose to cultivate applied talents and compound talents, and 18 universities that cultivate middle and senior talents. It is worth noting that Dalian Maritime University and Beijing Sport University have incorporated their own disciplinary advantages into their training goals, relying on the cruise yacht industry and sports tourism to train tourism management talents, and then form their own program features.

Although the number of "double first-class" universities having hospitality management, exhibition economy and management programs is relatively small, there are obvious differences in training goals, mainly reflected in the direction of employment. The employment direction of hospitality management is mainly concentrated in the field of hotel accommodation. The employment direction of the exhibition economy and management is more diversified, mainly including conferences, exhibitions, festivals, etiquette, events, performances, cultural communication and tourism.

3.3 Curriculum System

In the context of Chinese higher education, the curriculum system generally includes four parts: general education courses, basic courses, professional courses, and practical teaching. Among them, professional courses, as a concentrated manifestation of program-related theoretical knowledge, are the most important part of the higher education curriculum system. The *National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities* stipulates a professional curriculum system of "4 + 3" for tourism management-related programs, including four core courses and three specialty courses. Among them, the four core courses are Tourism

Introduction, Tourism Hospitality, Tourism Destination Management, and Tourism Consumer Behavior. For tourism management, the specialty courses are Tourism Economics, Tourism Resource Management, and Tourism Law. The hospitality management specialty courses are Hospitality Management Introduction, Hotel Operation Management, and Hotel Customer Management. Finally, the specialty courses of exhibition economy and management are Exhibition Management Introduction, Exhibition Project Management, Exhibition Planning and Design.

Of the 45 "Double First-class" universities with available course data and as illustrated in Figure.1, 39 universities offer courses related to the Tourism Introduction, 4 offer courses related to tourism hospitality, 8 offer courses related to Tourism Destination Management, 12 offer courses related to Tourism Consumer Behavior, 33 offer courses related to Tourism Economics, whilst 28 offer courses related to Tourism Resource Management, and 21 universities offer courses related to Tourism Law. However, there are only 3 universities offering 7 courses at the same time, a situation that indicates that the current curriculum system of China's tourism management programs needs to be further improved. Through the analysis of data from 6 "double first-class" universities in the field of exhibition economy and management courses, it was found that only one of the

Figure.1 The professional curricula of "Double First-class" universities with tourism management programs

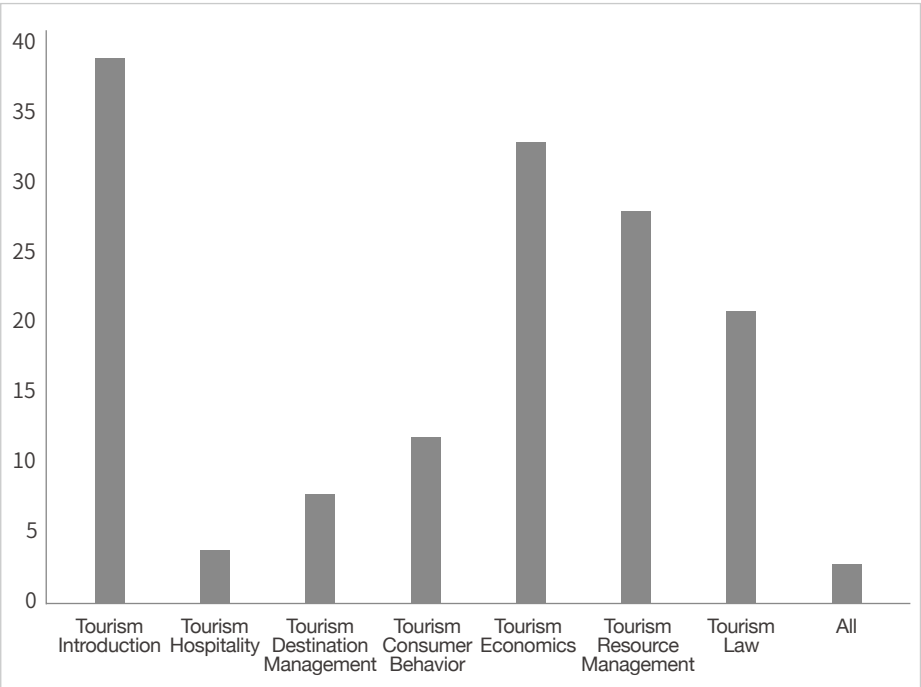
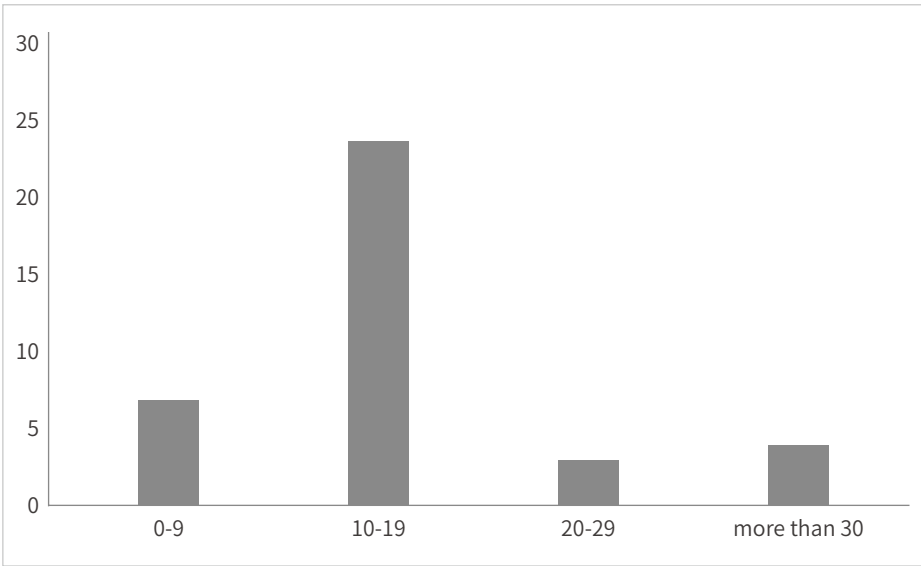


Figure.2 The faculty number of "Double First-class" universities with tourism management program



universities offered 4 core courses in Tourism Management, and 5 universities offered 3 specialty courses. This pattern shows that the popularity of Tourism Management core courses in the exhibition economy and management is not high.

3.4 Faculty

The National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities describes the scale and structure of teachers in tourism management-related programs, requiring that the total number of teachers should be no less than 10, the proportion of lecturers and above should be no less than 80%, and the proportion of senior titles should be no less than 20%. By visiting the official website of the "Double First-class" universities with tourism management-related programs to survey the number of professors (researchers), associate professors (associate researchers, assistant professors) and lecturers, 39 universities were finally selected as the analysis objects. The survey results are depicted in Figure. 2 and show that only 7 colleges have fewer than 10 teachers, and that most colleges basically meet the requirements of national standards. In addition, the numbers of teachers in 24 universities is between 10-19, and the numbers of teachers in 3 universities (Ningbo University, Hainan University, Yunnan University) is between 20-29.

There are 4 universities (Hainan University, Nankai University, Sun Yat-sen University, Sichuan University) with more than 30 students, of which Hainan University ranks first, with 53 full-time teachers.

From the perspective of faculty structure, There are 24 universities with more than 20% of teachers with senior titles, and the top 10 universities as listed in Table 9 are: Guangxi University (50%), Beijing Jiaotong University (42.9%), Xiamen University (42.9%), Sichuan University(40), Jinan University (40%), Shandong University(38.5%), Liaoning University (36.4%), Sun Yat-sen University (34.3%), Southwest University of Finance and Economics (33.3%), and Nanjing Forestry University (33.3%). There are 36 universities with more than 40% of teachers with associate professor or professor titles. The top ten universities are: Beijing Jiaotong University (100%), Shandong University (100%), Xiamen University (100%), China University of Geosciences (Wuhan) (100%), Sun Yat-sen University (91.4%), Beijing Forestry University (90.9%), South China Normal University (90.9%), Ocean University of China (84.6%), Southwest University of Finance and Economics (83.3%), and Guangxi University (83.3%).

Table 9. Faculty structure of the top 10 universities in tourism management-related programs

Name	No.	Senior Title	Associate Title	Intermediate Title
Hainan University	53	28.3%	32.1%	39.6%
Nankai University	37	21.6%	48.6%	29.7%
Sun Yat-sen University	35	34.3%	57.1%	8.6%
Sichuan University	30	40.0%	33.3%	26.7%
Yunnan University	27	25.9%	33.3%	40.7%
Ningbo University	23	30.4%	39.1%	30.4%
South China University of Technology	21	23.8%	38.1%	38.1%
Guangxi University	18	50.0%	33.3%	16.7%
Hunan Normal University	17	29.4%	41.2%	29.4%
Chengdu University of Technology	17	23.5%	29.4%	47.1%

Source: According to the official website of each university

In general, the faculty structure of the “Double First-Class” universities basically meet the requirements of the *National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities*. However, it should be noted that because these universities are of significant strength in China, the faculty is naturally stronger in these compared to other universities.

3.5 Quality Management

Tourism management undergraduate education has been in a volatile development process for a long time since its birth. Many problems are inevitably encountered in discipline construction, program development, and talent training, etc., which significantly contributed to the slow development rate for the quality management of programs. What is gratifying is that some colleges and universities rely on their disciplinary advantages to build their tourism management programs, accumulating significant amounts of development experience, thus qualifying for international certification, such as the United Nations World Tourism Organization Tourism Education Quality Certification (UNWTO-TedQual). However, this international certification is only applicable to a small number of colleges and universities and has very strict requirements. For most other colleges and universities in China, quality management based on the National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities can be considered in the early stages of development.

(1) International Certification: UNWTO-TedQual

UNWTO-TedQual is a global tourism education quality certification project supported by the United Nations World Tourism Organization Themis Foundation (UNWTO Themis Foundation), which is responsible for the implementation of research projects, education and training of the World Tourism Organization, as well as evaluation and certification of the quality of tourism education institutions worldwide. At present, the colleges and universities that have obtained this certification in the tourism management-related programs on the Chinese mainland include the Sun Yat-sen University (tourism management, exhibition economy and management), Beijing International Studies University (tourism management, hospitality management, exhibition economy and management), Xi’an Eurasia University (tourism management,), South China Normal University (tourism management, hospitality management, exhibition economy and management), Jinan University (tourism management, hospitality management, exhibition economy and management), Huangshan University

(tourism management, hospitality management,) and Zhuhai College of Jilin University(tourism management).

(2) National Standard: National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities

The formulation of “national standards” aims to clarify the basic requirements of undergraduate programs in Tourism Management, guide the direction of program development, encourage colleges and universities to identify their advantages and characteristics, improve the quality of program teaching, and promote colleges and universities to serve economic and social development. In terms of content system, the “national standard” mainly includes six parts: training goals, training specifications, curriculum system, faculty, teaching conditions, and teaching effects. These are also the main components in higher education used to build a quality assurance target system. Since its release in January 2018, many colleges and universities in China have adjusted their talent training programs and built a quality management system based on this standard.

4. Issues and Challenges

After more than 40 years of development, China's tourism management undergraduate education has reached significant milestones and achieved much acclaim. But at the same time, it should also be noted that in the current new era, the development of tourism management undergraduate education still faces a series of problems and challenges, the most salient of these are discussed in the following sections.

4.1 Intensifying Competition

Although the discipline status of tourism management has been unprecedentedly improved since 2012, tourism management-related programs are still under the auspices of business management in many colleges and universities as a secondary discipline (YIN & MENG 2018, p. 261-282). In this context, even if some colleges and universities have already started to recruit students by discipline type, it is still a common situation in colleges and universities to recruit students for tourism management-related programs

through the business management route. For colleges and universities that recruit students according to Tourism Management, the way of enrolling students does not lead to a significant degree of competition in terms of ‘scrambling’ students. However, for colleges and universities that recruit students according to Business Management or other discipline types, tourism management programs will face fierce competition. Compared with other programs, tourism management-related programs have obvious problems such as unclear knowledge boundaries and low skill requirements. Meanwhile, the tourism industry also has practical problems such as high mobility of personnel and low average wages (Huimin, Raphael & Yu 2007). These detrimental situations will adversely affect student choice of programs, which will lead to the weakness of tourism management-related programs compared to other programs.

4.2 Weak Advantages and Features

After analyzing some of the "Double First-class" talent training programs in universities, it is found that many universities show obvious homogeneity in training goals, curriculum systems, faculty, etc., which makes talent training lack features. In terms of training goals, most universities have no differences in ability requirements, employment direction, and talent positioning, and they are not sufficiently integrated with subject advantages and industrial development. It is worth noting that some universities have outstanding performance in this respect, such as Dalian Maritime University and Beijing Sport University. However, in terms of the curriculum system, most universities ignore the development of specialty courses while designing the teaching content around the core courses. In terms of faculty, most senior titles of the staff in the field of tourism management are from geography, economics and other disciplines. This situation can essentially confine some teachers' understanding of the tourism management-related programs to be viewed through the prisms of their original subject backgrounds, which may influence the construction and transfer of theoretical knowledge. Of course, it should be noted that the training of China's Tourism Management professionals is still in the stage of dynamic adjustment and improvement, which is a long-term process.

4.3 Lack of Deep Integration of Culture and Tourism

Since the newly established MCT was formally established in April 2018, the in-depth integration of culture and tourism has accelerated at a national level. This is undoubtedly a new opportunity for the development of tourism management higher education, but it is also a significant new challenge. At present, China's tourism management undergraduate education still lacks cultural integration in terms of program settings, training goals, curriculum system, and faculty. For China's tourism management undergraduate education, how to effectively absorb and learn from the professional knowledge of cultural industry, history, design, planning, architecture, ecology, etc., and how to promote the integration of culture and tourism in training programs, curricula, textbook compilation, faculty, etc., still face huge challenges. Therefore, in the development process of China's tourism management-related programs, it is necessary to draw on the experience of colleges and universities abroad to promote the coordinated cultivation of talents in culture and tourism.

5. Construction Plans

The connotative development of Chinese higher education essentially consists of three interconnected plans, namely the “Double First-Class Plan”, the “Double Ten-Thousand Plan”, and the “Six Excellence and One Brilliance Plan 2.0”. Among them, the “Double Ten-Thousand Plan” and the “Six Excellence and One Brilliance Plan 2.0” are directly related to tourism management-related programs. Promoting the construction of tourism management undergraduate education needs to rely on these construction plans.

5.1 Building First-Class Programs

In April 2019, the MOE issued the Notice on the Implementation of the “Double Ten-Thousand Plan” for the Construction of First-Class Undergraduate Programs, which aims to build about 10,000 national first-class undergraduate programs and 10,000 provincial first-class undergraduate programs in 2019-2021. In December 2019, the MOE announced 4054 national first-class program pilots and 6,210 provincial first-class program pilots, including 41 national first-

class tourism management, 5 hospitality management and 2 exhibition economy and management.

(1) Training pattern

The talent training pattern is a theoretical model and operation style for the whole process of talent training formulated for the realization of specific training goals (Zefang 2012). It is a programmatic approach for program construction, and includes three core elements. First of all, the most important thing is to define the goal of talent training. This can be based on the training goals stipulated in the National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities and advantages of university, formulating practical, innovative, and unique talent training goals and integrating cultural and tourism elements into the training goals. Secondly, designing a talent training program to clarify the training specifications, curriculum composition, teaching staff, teaching management, evaluation system, and other modules. Finally, through the establishment of teaching plans to implement the training goals and training programs into specific dimensions such as time, space, tasks, and assessment. By formulating training goals, training programs, and training plans, the advantages and characteristics of the talent training pattern are reflected.

(2) Faculty

The faculty is at the core of program construction and undertakes the dual roles of spreading knowledge and organizing teaching. In terms of disseminating knowledge, its scales, technical title structure, level, etc. directly affect the quality of talent training. In carrying out teaching, teachers play a program role in influencing teaching effects in terms of concept interpretation, theoretical explanation, classroom discussion, case analysis, and teaching practice. How to determine the standard of faculty in tourism management is of significance. The National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities set requirements on the scale, structure, background, level, teaching, and development planning of a university faculty; these requirements can in effect be used as the basic standard.

(3) Practice platforms

The practice platform is an important channel for applying theoretical knowledge to industrial practice. Therefore, it is necessary to build high-quality practice platforms on and off-campus. To build an on-campus practice platform, it is necessary to improve the applicability of courses such as tourism planning,

tourism information technology, and tour guide services through campus training rooms, museums, outdoor courses, etc. All with the premise of comprehensively considering the content of Tourism Management courses. In terms of off-campus practice bases, a series of multiple teaching practice bases reflecting scenic spot management, folklore protection, smart technology, and investment operation can be developed through collaboration, separate creation.

(4) International cooperation

International cooperation is an important way to improve the level of programs and cultivate high-quality talents. Promoting the construction of first-class undergraduate programs requires three methods. The first is to expand channels for international cooperation (Jian 2019). Adopting models such as the mutual assignment of students, the co-sponsoring school, segmented cooperation, and overseas practice to train tourism talents with international vision and competitiveness. The second is to highlight the various characteristics. Different regions and types of tourism colleges and universities can adopt different ways of cooperation. The developed regions can explore the mode of co-sponsoring school and overseas practice, while the developing regions are mainly based on the mutual assignment of students and segmented cooperation. The third is to promote the international exchange of teachers. Cooperating with foreign high-level colleges and universities to regularly select subject leaders and excellent teachers to go abroad for visits, further study, and learn excellent foreign teaching concepts and management experience.

(5) Education reform

Education reform research projects mainly use new concepts and methods to improve the quality of program teaching. To carry out exploratory research in teaching theory, it is necessary to focus on the faculty, curriculum system, teaching mode, etc. on the basis of the development requirements of the tourism industry and the prevailing trend of the times. Promoting practical teaching reform requires constant exploration of new extracurricular practical projects. At the same time, tourism colleges and universities need to pay attention to summarizing teaching reforms, combing through teaching and exploring teaching models, and actively nurture the provincial and national teaching achievement awards.

5.2 Designing First-Class Curricula

In October 2019, the MOE issued the Implementation Opinions on the Construction of First-Class Undergraduate Courses, which aims to build about 10,000 national first-class undergraduate courses and 10,000 provincial first-class undergraduate courses. Currently, first-class courses are still in the selection process. Promoting the construction of first-class courses of tourism management-related programs can be carried out in terms of curriculum content, teaching forms, teaching methods, and assessment methods.

(1) Curriculum content

Designing the course content to achieve the goal of student knowledge growth and ability improvement. In operation, the course content design must rely on the "4 + 3" program compulsory course system, reflecting the development of the tourism industry and using specific practical cases. At the same time, the course content and cases should focus on the integrated development of culture and tourism.

(2) Teaching forms

The teaching forms are mainly manifested in the various first-class courses, including online courses, offline courses, online and offline mixed courses, virtual simulation experiment teaching courses, and social practice courses. It should be noted that the prescribed curriculum system of "4+3" is also the basis for the creation of tourism management-related program courses.

(3) Teaching methods

The purpose of designing teaching methods is to enable students to learn how to use theoretical knowledge to explain tourism development practices and cultivate industry perception. Incorporating modern scientific and technological methods in the design of teaching methods, and guiding students to actively pay attention to various tourism phenomena generated by the tourism industry through group discussions, debate activities, and field research.

(4) Assessment methods

Implementing procedural assessment methods instead of result-based assessment to focus on student enthusiasm and initiative in the learning process. In terms of assessment basis, teachers should actively carry out group discussions, outdoor activities, field research, and make appropriate records to systematically evaluate student learning effects.

5.3 Cultivating First-Class Talents

In April 2019, the “Six Excellence and One Brilliance Plan 2.0” was launched in Tianjin to promote the construction of new engineering, new medical sciences, new agricultural sciences, and new liberal arts, and further improve the ability of colleges and universities to serve economic and social development. The construction of new liberal arts in tourism management-related programs needs to be carried out from the integration of technology and teaching, interdisciplinary platform, and cooperative education mechanism.

(1) Integration of technology and teaching

The technology-teaching integration model is a measure that integrates modern science and technology into the teaching process to improve the teaching level and talent quality. In terms of teaching form, by applying big data, artificial intelligence, virtual reality and other technologies to build smart classrooms and smart laboratories, students can perceive the wide application of technology in modern tourism based on learning basic theoretical knowledge. Besides, it is also possible to promote the transformation of the teaching form through field investigations, taking the application of regional digital tourism as cases, to guide students to pay attention to the integration trend of technology and tourism, and improve student understanding of industrial development. In terms of curriculum form, the key to promoting the integration of technology and teaching is to create a batch of online, online-offline integration courses. Applying technology to curriculum design enables quality courses to be shared across time and space, thereby providing students with diverse learning opportunities and comprehensively improving the quality of talent training.

(2) Interdisciplinary platform

The construction of an interdisciplinary platform is an initiative to develop interdisciplinary talents based on determining the theoretical knowledge and curriculum system of the tourism discipline. To build an interdisciplinary platform for Tourism Management, it is necessary to promote the integration of tourism management-related programs with business management, industrial economics, human geography, consumer psychology, computer science, information technology and other disciplines to cultivate comprehensive talents. The focus of platform construction mainly includes the interdisciplinary curriculum system, teaching team, research topics, and so on.

(3) Cooperative education mechanism

The cooperative education mechanism is an operation mode in which colleges

and universities, governments, enterprises, research institutions, etc. are the main bodies to jointly cultivate talents. From the perspective of the composition system, the cooperative education mechanism includes four aspects: goals, teachers, resources, and management. The purpose of establishing the target cooperation mechanism is to revise the training plan to clarify employer skills and quality requirements for talents. It is, therefore, important to focus on: Establishing a faculty cooperation mechanism to achieve communication and cooperation between full-time teachers in the school and part-time teachers outside the school, and promote the exchange of different educational concepts. Establishing a resource sharing mechanism to promote the sharing of education and practice resources among students, teachers, and employers. Establishing a cooperative management mechanism to realize the normal operation of joint talent training.

6. Conclusions

Since 2019, a series of programs in the field of higher education in China have given unprecedented attention to undergraduate education, program construction, and talent training. With such a background, this chapter takes the tourism management undergraduate education as the research object and analyzes it from the five perspectives of history review, current state, talent training, issues and challenges, construction plan, and draws the following conclusions.

(1) Three stages: inception, growing and normalizing. Based on the adjustment of the attribution of the tourism management program and the development scale of tourism management undergraduate education, the period between 1979-1998 was defined as the inception stage and included the important events of the establishment of undergraduate programs and the introduction of the tourism management program. Between 1999-2012 is characterized as the growing stage, and the most notable and meaningful event in this period was the upgrade of tourism management from a single program to a program cluster, and a program system was basically formed. Tourism management undergraduate education gradually came into the normalizing stage in 2013. Symbolic events include the establishment of the TMTGC and the release of the National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities.

(2) Current state: program classification, development scale, regional distribution, university structure, and student numbers. In terms of program classification, tourism management undergraduate education includes four programs: tourism management, hotel management, exhibition economy and management, tourism management and service education. In 2019, there are 481 colleges and universities with tourism management, 233 with hospitality management, 114 with exhibition economy and management, and 18 with tourism management and service education. In terms of development scale, there are 597 colleges and universities offering tourism management -related programs in 2019. The number of students enrolled on these related programs in colleges and universities is 62,000, and the total number of students at colleges and universities is 232,000. In terms of regional distribution, the respective distributions of colleges and universities in the eastern, central, and western regions in 2019 were 234 (39.2%), 189 (31.6%) and 174 (29.15%). In terms of university attributes, there are 207 colleges and universities (34.7%), 265 colleges (44.4%), and 125 independent colleges (21.0%) that have tourism management-related programs.

(3) Talent training: enrollment forms, training goals, curriculum system, faculty, and quality management. The form of enrollment into tourism management-related programs include enrollment by specific programs and enrollment by discipline type. In terms of training goals, the plan is basically to develop training goals according to the three aspects of ability requirements, employment direction, and talent positioning. In terms of the curriculum system, the professional curricula include 4 core courses (Tourism Introduction, Tourism Hospitality, Tourism Destination Management, Tourism Consumer Behavior) and 3 specialty courses. The total number of teachers should be no less than 10, the proportion of lecturers and above should be no less than 80%, and the proportion of senior titles should be no less than 20%. For quality management, some colleges and universities have been certified by the UNWTO-TedQual, while most domestic colleges and universities established a quality management system based on the National Standards for Teaching Quality of Tourism Management Undergraduates in Colleges and Universities.

(4) Issues and challenges: increased competition, unclear advantages, lack of integration of culture and travel. Enrollment based on the discipline type increases the degree of competition in program construction. The homogeneity of colleges and universities in the field of talent training makes the program construction lack advantages. The in-depth integration of culture and tourism,

the limitations of program settings in colleges and universities have brought challenges to the collaborative training of cultural and tourism talents.

(5) Construction plans: first-class program, curricula and talents. Take the connotative development of tourism management higher education as the overall direction and goal. Promoting first-class program construction needs to focus on the five fields of training pattern, faculty, practice platform, international cooperation, and education reform. Designing first-class curriculum should be carried out from curriculum content, teaching forms, teaching methods, and assessment methods. The core of the cultivation of first-class talents lies in the integration of technology and teaching, interdisciplinary platform, and cooperative education mechanism.

On the whole, research on the development history, current situation, issues and paths of China's tourism management undergraduate education is helpful to promote the connotative development of tourism management higher education and improve the ability of tourism colleges and universities to serve social and economic development. At the same time, it can also provide reference for other program construction and development in China.

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“Double High Plan” Leads New Development of Vocational Education of Tourism in China

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1. Implementation of “Double High Plan” of Vocational Education

Higher vocational education is an important part of China's modern vocational education system, providing strong talent and intellectual support for the country's economic and social development. The development of higher vocational education in China has experienced the exploration stage (1949-1977), recovery and development stage (1978-1999), scaling up and expansion stage (2000-2009) and transformation and innovation stage (2010 to date). As China enters a new era and faces the optimization and upgrading of its industrial structure and the new national development strategy, it is imperative for the country to train a number of high-quality and skilled personnel. In 2019, the State Council of China issued the *Implementation Plan of the National Vocational Education Reform and launched the implementation of the Construction Plan of High-level Higher Vocational Schools and Majors with Chinese Characteristics* (“Double High Plan”), aiming to concentrate efforts on building a number of world-class higher vocational schools and major clusters with Chinese characteristics that lead reform and support development, form policies, systems and standards that effectively support the high-quality development of vocational education, drive the continuous further reform of higher vocational education and achieve high-quality development, thus playing a demonstrative and leading role in the reform and development of higher vocational education and training tens of millions of high-quality technical and skilled personnel. The "Double High Plan"

is a pioneering action to expedite the implementation of the *Implementation Plan of the National Vocational Education Reform*, which will lead China's higher vocational education into a new era of high-quality development.

The "Double High Plan" embodies the principle of "supporting the best and top players". More than RMB 2 billion is invested every year to build around 50 high-level higher vocational schools and about 150 high-level major clusters. The emphasis is on the fields with a shortage of technical and skilled personnel, including modern agriculture, advanced manufacturing, modern service industry and strategic emerging industries. After selection, 56 high-level higher vocational schools with Chinese characteristics and 141 schools with plans for major construction have been selected for the construction, covering 29 provinces and 18 out of 19 major categories. These selected schools represent the development strength and level of China's higher vocational schools, and their construction plans constitute the blueprint for the construction of high-level higher vocational schools with Chinese characteristics.

The "Double High Plan" has comprehensively deployed ten reform and development tasks, which not only embodies the basic mission of higher vocational schools, but also highlights the distinctive characteristics of China's first-class higher vocational schools.

2. Higher Vocational Education Against the Background of "Double High Plan"

Among the first-round construction organizations of the "Double Height Plan", the tourism major clusters of 5 higher vocational colleges are included in the major construction plan. These tourism major clusters also have the following common characteristics:

First, the five tourism major clusters are all transformed and iterated from traditional tourism major clusters to modern ones, which represents the highest level of vocational education of tourism in the field of national vocational education and symbolizes a major historical opportunity for the vocational education of tourism to march towards high quality and high level.

Secondly, the higher vocational schools with the five tourism major clusters are all located in the important tourism cities in China, and the construction of the major clusters is closely dependent on the regional tourism industry and

economic development, training excellent and high-quality skilled talent for the tourism industry.

Third, the clustering logic of the five tourism major clusters includes three types, based on major category, industrial versatile talent and cross-boundary requirements, as well as on occupational posts. The five tourism major clusters' connection with the industrial chain and occupational post chain is external demands, while coordination of majors and resource sharing are internal demands. During the establishment process, the major clusters integrate both internal and external demands and aim at "high level", laying a foundation for "high starting point", "high standard" and "new breakthrough" in the future construction achievements.

Table 1. Tourism Major Clusters under “Double High Plan”

No.	Province/ City	School Name	Name of Major Cluster	Majors Included
1	Zhejiang (Hangzhou)	Tourism College of Zhejiang	Tour Guide	Tour Guide, Scenic Spot Development and Management, E-commerce and Study Tour Management and Service
2	Shandong (Qingdao)	Qingdao Vocational and Technical College of Hotel Management	Hotel Management	Hotel Management, Cooking Skills and Nutrition, Tourism Management and Exhibition Planning and Management
3	Hunan (Changsha)	Changsha Commerce & Tourism College	Catering Management	Catering Management, Tourism Management, Exhibition Planning and Management, Cooking Skills and Nutrition and Leisure Services and Management
4	Shaanxi (Xi'an)	Shaanxi Vocational & Technical College	Tourism Management	Tourism Management, Hotel Management, Travel English and Flight Attendant
5	Hainan (Haikou)	Hainan College of Economics and Business	Tourism Management	Tourism Management, Hotel Management, Cooking Skills and Nutrition, Marketing and Sports Operation and Management

The above five colleges have seized the good opportunity of the national “Double High Plan” to promote the reform of vocational education of tourism with the general requirement of “local dependence, recognition by the industry and international exchange” and the overall thinking of “with reform as the essential, teachers and students as the foundation, industry as the basis, major as the core and openness as the channel” in terms of major development, personnel training, social services, internal governance, teaching staff construction, international exchanges and cooperation in the following five years.

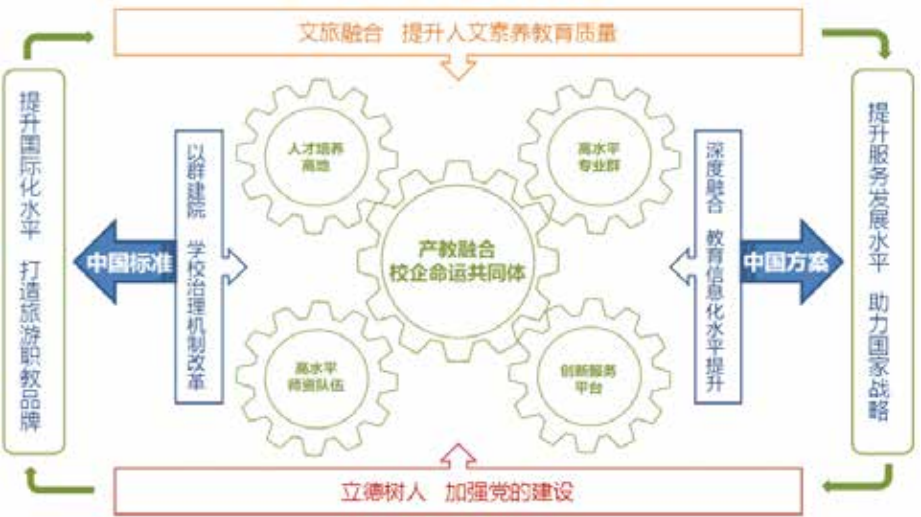
3. Exploration and Practice of the Construction of "Double High Plan", with Tourism College of Zhejiang (TCZJ) as an Example

According to the construction requirements of the *Implementation Plan of the National Vocational Education Reform* and “Double High Plan”, vocational colleges have carried out top-level design for high-level schools and high-level major clusters, and made clear the implementation path. Based on the development situation of tourism industry, the local conditions of colleges, and the situation of colleges, they have developed construction plans with both generality and individuality.

3.1 Framework System of Top-level Planning Tasks

According to the requirements of the national documents, TCZJ has set up ten tasks universally applicable to higher vocational colleges and one task to reflect individuality.

Figure 1. Framework System of TCZJ’s Construction Task of “Double High Plan”



3.2 Meticulous Design of Project Construction Path

Strengthen moral education and cultivate people, and lead high-level construction with Party building. Three action plans, including “strengthening of political development of the Party”, “comprehensive implementation of strengthening moral education and cultivating people” and “promotion of high-quality development of grass-roots Party building”, are implemented to promote China's vocational education of tourism to a higher level under the guidance of first-class Party building.

Well-rounded education is carried out to build a center for cultivation of technical and skilled personnel. The reform of the talent training mode featuring “four integrations” (i.e. integration of culture and tourism, integration of morality and skills, integration of colleges and enterprises and integration into the world) is furthered. A number of high-level practical training bases are jointly built by the government, schools, industries and enterprises to cultivate versatile talent in tourism with moral and technical skills for China's tourism industry.

Breakthroughs are made in the mechanism to build a service platform for innovation of technologies and skills. A number of high-level scientific research platforms for cultural and tourism development are built to produce high-level scientific research achievements and provide first-class and high-quality industry and education services; collaborative innovation center clusters of tourism clusters integrating industry and education are set up to promote the innovation of technical skills, which in turn facilitates cultivation of tourism talent, and a “think tank” serving the Chinese tourism industry is established, thus forming the “Zhejiang Tourism Mode” with industry-education integration of higher vocational colleges.

Advantage clusters help create a high-level tourism major cluster. An excellent talent training system featuring “alliance driving, trans-disciplinary integration and skill iteration” is built to promote the transformation and upgrading of culture and tourism industries, so as to cultivate a number of “Internet plus modern tour guide” versatile talent needed for the high-end development of modern tourism and create a training hub of Chinese tour guides with first-class talent training quality, first-class service ability and first-class global influence, and a benchmark of major clusters for innovative services of industry-college-research cooperation.

Excellence is pursued to build a high-level “double-position” teaching team.

The reform of personnel system is furthered with a focus on the construction of a high-level teaching team featuring “‘double-position’ teachers with both abilities, international characteristics, industrial cooperation and integration of culture with tourism”, so as to improve the working mechanism of talent introduction, training, evaluation and incentive, cultivate a team of major cluster leaders and backbone teachers with profound professional attainments, industry authority and international communicative competence, and train a group of technical skill masters with superb skills.

Industry-education integration improves the level of college-enterprise cooperation. Various forms of in-depth cooperation between colleges and enterprises are continuously promoted to form a community of colleges and enterprises with a shared future and provide intellectual support and talent support for the development of tourism industry and enterprises. Explorations are made in establishment of an industry college with mixed ownership and a mechanism for joint investment, resource sharing, joint enrollment, joint formulation of talent training programs, joint cultivation of talent, joint teaching, integrated cultures, joint responsibility for employment, and sharing of efficiency in school management.

Precise assistance helps improve the development of services. Services are provided for major national strategies actively, and active actions are taken in such fields as poverty alleviation, rural revitalization and “the Belt and Road Initiative”; closer cooperation is established with cultural and tourism authorities at all levels, thus forming a multi-level and multi-form school-local cooperation system.

Schools are established based on major clusters to improve the school management. A priority is given to the promotion of four major tasks, i.e. “improving the internal governance structure, furthering the cooperative school-running pattern with participation of college, government, enterprise and society, innovating the secondary college management mechanism, and optimizing the internal quality assurance system”. In addition, an open, interconnected and inclusive school governance structure and operating mechanism are established and improved to provide a strong guarantee for the sound development of schools.

In-depth integration improves IT-based level. Under the condition of “information technology plus”, a new learner-centered education ecology is built to form a smart campus construction system featuring “intelligent teaching support, network-based process, self-service public service, smart intelligent

campus management, and data-based scientific governance”, thus promoting all-round development of people and providing a successful model for IT-based development of higher vocational education.

Two-way communication improves the level of internationalization. “Double breakthroughs” are made in serving the construction of “the Belt and Road Initiative” and outputting educational resources, and there are “double influences” of international brand of China's vocational education of tourism and achievements of Sino-foreign cooperative education. In addition, “double improvements” are made in international level of colleges and global development of teachers and students. Leading positions are kept in the overall level of internationalization among the higher vocational colleges in the province, global influence among those in the country and in education output for serving the construction of “the Belt and Road Initiative”.

Integration of culture with tourism improves the quality of humanistic education. A humanistic quality curriculum system is built with four modules (i.e. sinology, philosophy, art and etiquette) highly integrated with major clusters; teachers' own humanistic quality is improved to infiltrate humanistic quality education into major teaching; high-grade campus culture and “campus cultural activity base” are built; an academic and cultural system focusing on humanistic quality is established; high-quality exchanges and cooperation on humanistic quality education are carried out at home and abroad to build a brand campaign for humanistic quality education.

3.3 Innovation-driven Hierarchy Management of Projects

To effectively promote the “Double High Construction” task, TCZJ decomposes the construction task into major projects, key projects and general projects according to the importance, innovation and difficulty, and implements hierarchical management.

Major projects refer to the innovative projects, collaborative projects across departments and difficult projects involved in the construction task of the “Double High Plan”. There are 10 major projects, including 3 major reform projects, 5 key business projects and 2 construction support projects. These are the core tasks and strong guarantees for promoting the construction of the “Double Height Plan”.

Key projects refer to the key tasks involved in the construction task of “Double High Plan” and in the business fields of functional departments. There are 40 key projects. General projects refer to the routine tasks of functional departments and secondary teaching departments involved in the construction task of the “Double High Plan”.

Table 2. TCZJ’s Major Projects of "Double Height Plan"

No.	Major Projects	Project Types
1	Comprehensive reform of “talent cultivation by faculty in the whole process and an all-round way”	Major reform projects
2	“Industry-education integration” mechanism innovation	
3	“Establishment of schools based on major clusters” management mechanism reform	
4	High-quality achievements in talent training	Key business projects
5	High-quality achievements in construction of teaching staff	
6	Construction of entrepreneurship & innovation education base	
7	Overall promotion project of smart campus	
8	Establishment of tour guide major cluster	Construction support project
9	Overall planning and expansion of school-running space	
10	The promotion of “double high” construction tasks and quality supervision	

4. The Focus of Higher Vocational College of Tourism for Development Against the Background of "Double High Plan"

4.1 Focus on The Reform and Innovation of School Governance Mechanism

Mechanism innovation and management reform are the basic guarantee for realizing the construction target of "Double High Plan". On the one hand, higher vocational colleges of tourism should strongly promote the innovation of industry-education integration mechanism, build the platform of industry-education integration, innovate the mode of school-enterprise cooperation and

establish a school-enterprise community with a shared future, thus forming a school-running pattern of vocational education with extensive participation of enterprises and social forces; on the other hand, higher vocational colleges of tourism should promote the modernization of internal governance, stimulate the innovation vitality through the innovation of management system, and focus on solving the outstanding problems of insufficient innovation motivation of teachers and students and low enthusiasm of enterprises in the industry to participate in school running and construction of majors.

Through the reform and innovation of the school governance mechanism, the school-running mechanism with the participation of colleges, industries, enterprises and communities should be established and improved to promote the modernization of governance capacity; the construction and management mechanism of major clusters should be innovated to explore the construction of secondary departments with major clusters and realize the entity operation of major clusters; innovations should be made in the construction mechanism of teaching staff to attract leading talent and skill masters in the industry to serve as teachers in colleges, improve the talent growth mechanism, establish and improve the competitive personnel management system, and create a good environment for outstanding talents to stand out; innovations should be also made in scientific research and social service mechanisms, not only by building a platform for industry-college-research collaborative innovation, but also by strengthening the incentive mechanism for the transformation of scientific and technological achievements, so as to motivate teachers and students to participate in technological innovation and social services.

4.2 Focus on the Construction of High-level Major Clusters

High-level major clusters are the key to the “Double High Plan”. The core contents of construction of high-level major clusters can be summarized into three parts: clustering logic of industry-education connection, the construction of teaching organization with obvious industry advantages, and the curriculum development based on ability. Higher vocational colleges of tourism should raise the construction of major clusters to the strategic level of quality development, characteristic development and brand development, take the major clusters as an important method of optimization of major structure and an important carrier of co-construction and sharing of resources, focus on the reform of talent training mode, reform of teachers, teaching materials and methods, internal and external

training and quality monitoring, etc. Through the construction of major clusters, colleges will be guided for accurate positioning, condense characteristics and take the path of differentiated development, thus forming a college brand with significant identification and influence.

4.3 Focus on Construction of High-level Teaching Staff

According to the “Double High Plan”, sufficient high-level “double-position” teachers (full-time and party-time) should be trained with high standards and reasonable arrangements. Vocational colleges of tourism should make a good plan for the development of “double-position” teachers in terms of the construction of high-level colleges and major clusters and leading the high-quality development of vocational education. It is necessary to find out the problems existing in the “double-position” teaching staff of the college and take system innovation as the breakthrough to cultivate four high-level “double-position” teaching teams, i.e. leaders of major clusters with industry authority and global influence that can lead the development of major clusters; build a team of backbone teachers with strong teaching ability that can improve product technology and solve technical problems of enterprises; train masters with unique skills; try every means to employ high-level part-time teachers from tourism enterprises to teach and guide students, impart technical skills, and build a teaching team composed of high-level part-time teachers.

4.4 Focus on Overcoming Shortcomings in Key Elements of Talent Training

When the “Double High Plan” was launched, compared with the excellent higher vocational colleges in China, the vocational colleges of tourism do not have obvious advantages. For instance, the management philosophy is not advanced and symbolic achievements are insufficient; comparative advantages in training of tourism talent are not obvious; there is a lack of leaders with discourse power in tourism industry; the construction idea of training sites of some majors is backward, not match with major development and practical teaching; facing the new situation of integration of culture with tourism, the vocational colleges of tourism need to keep pace with the times in promoting the dynamic adjustment of major structure and carrying out the construction of teaching standards of majors;

the modernization of governance capacity and system still needs to be improved. The vocational colleges of tourism should correctly understand the realistic foundation and deficiencies of their own during the development. According to the construction standards of the “Double High Plan”, they should improve weak links as soon as possible, highlight characteristics and strive to cultivate more and better high-quality skilled talent, thus boosting the great development of integration of culture with tourism.

5. Outlook and Trend of Vocational Education of Tourism

In the coming five years, the five colleges with “Double High Plan”, as the key colleges undertaking the mission of training high-quality skilled talent in China's tourism industry, will comprehensively further the reform of vocational education of tourism and promote its modernization. We are full of expectations and eager to foresee the model of China's vocational education of tourism built by the colleges under the “Double High Plan” five years later, which will lead the development of China's vocational education of tourism by demonstration. Other tourism colleges and majors in the provinces of China can learn from the experience and model needed for their development. China's vocational education of tourism can be built into a “Chinese brand” with Chinese characteristics and global influence, thus providing “Chinese wisdom” and “Chinese solution” for the innovative development of vocational education of tourism in the world.

Talent Development and Education in Tourism in the United Kingdom

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This chapter examines the development of tourism education in the United Kingdom. The chapter is structured into six sections. First, it defines and describes the nature of tourism education. Second, to provide a context for the development of tourism education it describes the structure and nature of the university sector in the United Kingdom. Third, it explains how tourism education developed within this sector. Fourth, it considers the current state of tourism education post-Covid 19. Fifth, it suggests how human talent can be developed within the tourism sector, and Sixth it suggests how the British experience may offer some guidance to countries seeking to develop tourism education.

1. The Nature of Tourism Education

Although we have an agreed definition of a tourist ‘who is a visitor (domestic, inbound or outbound) and is classified as a tourist or (overnight visitor) if his/her trip includes an overnight stay or, as a same-day visitor (excursionist.) (UNWTO 2020 a) We do not have a generally recognised and accepted definition of the tourism sector although the UNWTO (2020b) describes tourism ‘as a social, cultural and economic phenomenon which entails the movement of people to countries and places outside their usual environment for personal or business/professional reasons.’ We do recognise the components of tourism to include travel in its many forms (to a destination away from one’s usual place of residence and for a temporary stay); to include accommodation (of various types to include hotels, apartments, camping sites, cruises, etc.); and the purpose of travel to include many activities such as participation in recreation and leisure. As we consider and enumerate the many reasons that motivate people to become

tourists, it has become common to regard tourism as a component of a trio of activities comprising tourism, travel, and hospitality. Some people regard the term hospitality industry as the best comprehensive term to include all three components. As noted below (section 3) in the post-war period beginning in the 1950’s, tourism education emerged at undergraduate level and was presented as a context for the study of hotel management which was emerging as a specialist sub-set of general management. Tourists attracted attention because they were creating a new and dynamic market sector with different requirements to business travellers. As a new client base, it had to be studied, understood, and managed to satisfy its specific needs. It was this growing trend particularly in post-war Europe and expanding on a global basis, which stimulated the growth of tourism studies at both undergraduate and postgraduate levels. These studies identified the connectivity of demand from the tourist for transport, accommodation, recreation and leisure pursuits and helped create the concept of the tourism supply chain, and consequently, widened the scope of tourism studies.

Tourism education developed in a very unstructured way. Although this chapter will concentrate on the higher education sector, much of the tourism educational provision was at the sub university level including in polytechnic institutions and colleges. The main characteristic of these courses was that they were practical training for specific jobs such as hotel staff, travel agency employment, guide training as examples. Most courses were developed in consultation with industry organisations and sponsors, with the curricula reflecting the need to master specific skills and knowledge relevant to the jobs. Essentially these were training courses whereas the university pathways were more analytical, theoretical and management oriented.

2. The Structure and Governance of University Level Education in The United Kingdom

Currently there are 171 higher education institutions in the United Kingdom of which 110 are designated universities. There is a great diversity in how these institutions and universities were established, structured and are governed. (Wikipedia 2020.) The ancient universities such as St. Andrew’s, Glasgow and Aberdeen in Scotland were established by papal bull; others by royal

charter, Act of Parliament and more recently, under the Further and Higher Education Act, 1972 and the Higher Education and Research Act, 2017. Degree awarding powers and the 'university' title are protected by law. All United Kingdom universities are private institutions and are governed by virtue of their constitutions and establishment articles.

Although private institutions, most, are heavily dependent on government funding to complement their income streams from teaching, research, endowments, and gifts. However, much of the reputation and standing of individual universities derive from their research output and its perceived quality. Since 1986 the government has introduced a Research Assessment Exercise (renamed Research Framework Exercise for 2020) on a four/five-year cycle and using a peer-reviewed analysis of research output. The exercise to be completed in 2020 will rank research output by Unit of Assessment (a cluster of related subject areas) and overall university performance. The evaluation will be used by government to inform research funding allocations to each subject area and to universities from 2022 for the next cycle period. Tourism is included in Unit 24 within Sports and Exercise Science, Leisure and Tourism. There is always considerable debate as to where tourism should be allocated, as there is debate and contention about the R.E.F. itself. However, there is no debate around how important the achieved subject and university rankings are; they are regarded as being a major contribution to the prestige and attraction of the university for potential students.

As independent institutions universities can determine which subjects they teach and to formulate the curricula to support the classes. In some subject areas such as medicine, law, engineering, architecture, the curricula must be approved by the responsible professional bodies who would otherwise not recognise the coverage and quality of the degree programmes. In tourism studies there is no single representative body, and this is one reason for the problem of devising an agreed tourism curriculum common to every tourism course. (Airey, 2008 a)

Other than through funding decisions, government does not directly intervene in the higher education sector. It exercises influence through policy statements and there is a minister for universities in the cabinet. However, the funding responsibility is an especially important means of government influencing educational policy and particularly, research. The very substantial funding going to selected universities to seek a covid-19 vaccine is indicative of this strategy.

3. How Tourism Education Developed in the United Kingdom

Tourism education in the United Kingdom developed as a response to the growing importance of the tourism industry in the economy, as a new source of employment, and a consequent need for trained people. Tourism is a wide-spread activity attracting visitors to rural and urban environments. The college and higher education institutions were geographically well spread in the country and provided focal points for courses development and allowed specific institutions to provide courses relevant to their local needs. These practice-based needs closely reflected the instruction required to competently undertake jobs such as in hotels, travel agencies, airlines, catering, information, and guiding training. Certification was at diploma level, often in conjunction with specific industry organisations. An important feature was to include some form of industry attachment to familiarize the student with work experience. It was, and remains, a pattern of training closely related to the specific needs of potential employers. In 1971, the provision of tourism education bifurcated with the Universities of Strathclyde and Surrey introducing postgraduate courses in tourism management at master's level and offering doctoral studies. These innovations were followed by the University of Ulster and the University of Wales, Cardiff, giving the four constituent countries of the United Kingdom their own tourism higher education centres. These changes were noticeable for several reasons.

As knowledge grew about domestic and international tourism it was recognised that tourism was becoming a global phenomenon with tourism demand in terms of international tourism arrivals having increased from 1950 at a rate of average 4 per cent per year to reach a global figure of 1.442 billion in 2019. In the initial post-war period, most tourism arrivals centred on the countries of Western Europe and North America; now it is a truly global phenomena with, for example, 30 per cent global arrivals being recorded in Asia and the Pacific region. Not only were international tourist trips increasing, they were being distributed to many long-haul destinations and to the developing countries. This redistribution obviously had economic impacts and consequences, but also impacts on societies and the environment. In short, tourism evolved to become a relatively new field of study in the social sciences. As a multidisciplinary subject based on the behaviour of tourists it fitted well into a range of social science subjects and attracted researchers equipped with methodologies able to analyse tourism trends and behaviours which, through analysis, facilitated

the management and control of the activity. Creation and development of new techniques such as big data analysis, artificial intelligence and the continuing evolution of information communications technology facilitated both the collection and analysis of data. However, these technological innovations not only affected the management of the tourism industry, but also its structure.

From the 1950's there was a fairly settled approach to formulating tourist trips. Potential holidaymakers went to their local travel agents who could devise specific tourism trips or perhaps buy a travel package prepared by a tour operator who in turn assembled the packages by purchasing transport from airlines, train operators, buses and cruise ships. Accommodation was purchased from hoteliers; entertainment and sight-seeing excursions from local operators; and special services such as guides and interpreters. As tourism developed many of the larger tour operators amalgamated with similar businesses, operated their own transport services, and bought hotels. By owning these services, they increased the amount of profit per tour by not having to outsource all their requirements. They also increased their risk of market failure on their business model of low profit margins with high turnover. The smaller tour operators developed a model of higher profit margins on specialist tours with much lower volume. However, the major change agent affecting the structure of the industry was the growing use of the internet which allowed the tourist to separately buy his/her own tour components and to by-pass the travel agent. In many countries the traditional premises-based travel agent has been replaced by the online agent and many tourists are now dealing directly with tour operators, transport companies and hoteliers. The changes in the tourist industry has impacted on both college and university level courses and on how the businesses marketing themselves to their potential customers. The continuing evolution of I.T.C and its impact on how business was done had major implications for curricula development; it was no longer simply the accumulation and teaching of tourism knowledge to undertake a task or job but also the necessity to use the latest available technology to increase work efficiency and effectiveness. So, at the sub-degree level many courses developed to include instruction in the operation of many industry reservation systems and processes making the students more 'hands-on capable' for potential employers.

At postgraduate level emphasis was given to a more macro- analysis of trends and changes in the tourism industry at local, national, and international levels. As a generalisation, it would be fair to say that postgraduate students were looking towards managerial careers in the tourism industry where their overall knowledge of tourism, how it developed and of current changes and trends, enabled them

to use this as a context to undertake managerial tasks. University level courses, as noted by Stergiou (2005), provided them with a way of thinking, an approach to problem solving and a tourism education rather than a tourism training. Many postgraduates gravitated towards jobs in the public sector including government and worked as tourism analysts and planners. As tourism as an industry grew and became increasingly important in the local, national, and international economies, so was the need to avoid its many negative consequences, and plan for its future growth and maximise its benefits.

It should be noted that the wide range of managerial career options made a common postgraduate curriculum difficult to agree. Each university could launch its own tourism degree and devised a curriculum which met its objectives. In addition to having a core curriculum which would include issues such as how tourism developed; its benefits and costs related to economic, social and environmental impacts; service industry relationships; analysis of current problems, opportunities and trends; government regulation and interventions; tourism policies and planning. Around these core issues each course could focus on a bias. Of the four founding universities the University of Strathclyde had a specialist in tourism in developing countries; the University of Surrey in private sector tourism; University of Ulster in the hospitality sector, and the University of Wales in business tourism. Some of these courses were developed in consultation with both the public and private sectors, but essentially reflected the interests of the academics in post at the time. There was no government intervention in creating these courses other than through funding of student places and research activities, and no external bodies empowered to validate them. Quality and reputation derived from the graduates themselves, their eventual career performance and of course, tourism research output. It would take time to establish the study of tourism in the university sphere and in the social sciences because of its multisectoral and multidisciplinary nature

In the period from approximately 1950 to 1970 most tourism research in the United Kingdom and globally was dominated by economists and geographers. From 1970 to 1980 environmentalists and sociologists began to contribute more, particularly relating to examining the negative impacts of some tourism developments. From 1980 onward, as the industry became increasingly important it attracted a wider range of observations from other social scientists, including psychologists, business strategists and marketing specialists. As improvements and development of ITC continued, other research contributions emerged including from mathematicians interested in Big Data analysis and a general increase in quantitative research. Given this wide and diverse range of

academic interest, it was no surprise that the issue of curriculum development was an ongoing concern as Airey (2008: 102) noted. He identified four stages necessary before recognising tourism as a mature study area; ‘...if the following are an indication of maturity; a community of scholars with the support standing of dedicated journals; other publications and scholarly conferences; a curriculum which is not constrained to a particular territory and there is a measure of agreement; an appreciation that teaching is as much about encouraging students to challenge and think, as it is about passing on knowledge; a recognition in common with other social sciences that tourism has taken a cultural turn; and an ability for scholars to be self-critical and aware of the nature of the truth of their work; then tourism has reached a point of maturity.’

4. The Current State of Tourism Education in the United Kingdom Post Covid-19

As with all other countries, the Covid-19 pandemic has had severe effects on the United Kingdom economy and, on tourism. Domestically, the lockdown regulations introduced on 23 March 2020 are beginning to be relaxed. However, restrictions remain in the tourism sector including airline operations, with many businesses not opening or opening on a restricted basis. The closure of the United Kingdom border has virtually eliminated inbound and outbound tourism. As of May 2020, figures show that in 2018, the United Kingdom attracted 40.9 million international visitors who contributed £28.4 billion to the economy making tourism one of the country’s largest foreign exchange earners, and the third ranked services exports. Domestic tourism saw British residents make 119 million overnight trips totalling 372 million nights away and generating £24 billion to the economy. (Tourism Sector Deal Gov.UK. 2019.) In total, tourism contributed approximately 10% to the country’s Gross Domestic Product. These figures are impressive but also provide a context for other issues.

First, in the United Kingdom tourism is a seasonal activity with visitors peaking between April and September. The Covid-19 lockdown and restrictions has virtually eliminated the tourist summer season where most businesses generate profits to sustain them throughout the year, and a consequent loss of jobs, knock-on effects on the tourism supply chain, and an uncertainty as to when a tourism revival may take place. Another problem is that the top ten countries generating visitors to the United Kingdom (60% by volume and 52% by value)

are themselves experiencing severe outbreaks of Covid-19. (Visit Britain 2019.)

Second, the Covid-19 outbreak has not only directly impacted on the British economy but also on the education sector. The higher education sector has enjoyed a long period of growth not only in the creation of new universities post 1992, but also increases in course diversity and growing student numbers including overseas recruitment. Several universities have also expanded their outreach to establish overseas campuses. Covid-19 has effectively closed the borders to overseas recruitment and consequently left many universities with difficult financial problems, unused accommodation, in a scramble to recruit domestic students, and with the challenges of having to introduce online teaching.

Third, tourism graduates like many others, are facing exceedingly difficult employment prospects. Perhaps tourism employment is among the most difficult for government intervention to support as much of the operating requirement are for face-to-face interactions, often difficult to manage and expensive to implement necessary protective measures. Some businesses such as hotels, restaurants, air services are examples of tourism services which cannot be profitably operated when restrictions limit customer numbers. There is a further problem where customer confidence is low, and they are not prepared to meet in potentially crowded places. Almost 99% of Britain’s aircraft are currently grounded; nobody knows when the ‘new normal’, that is, pre-Covid-19 levels of demand will be achieved.

Fourth, tourism is not only a seasonal activity, but one which is particularly sensitive to external events which cannot be controlled. An example of this is Covid-19 but previous disease outbreaks such as SARS (Severe Acute Respiratory Syndrome), H1N1 (swine fever), MERS (Middle East Respiratory Syndrome), have had devastating consequences for some countries; a similar example would be the global financial crisis of 2008-9. Tourism is essentially a secondary industry; it relies on other activities to generate income to allow people to travel. An example in recent years would be the decline in Russian outbound tourists to Asia as a consequence of economic problems in that country.

So, the current position of tourism education is uncertain, not to any lack of quality, but to prevailing economic problems. If the economy continues to struggle in the foreseeable future as many analysts expect, job prospects in the tourism industry will be problematic. This will affect student recruitment and many courses may have to be closed. A trend which is becoming more apparent

in other countries is to merge specialist tourism departments into larger business schools. The fit might be close, but a consequence is that tourism could lose its stand-alone identity, its specialist journals, conferences, and association with the industry. This will undo its identity in the social sciences pantheon which Airey (op. cit.) suggests has taken 40 years to create.

5. How to Develop Human Talent for the Tourism Industry

First, to develop talent for the tourism industry the initial step must be to attract the best students to study tourism. The Chinese nation-wide university entrance examination grade students according to their examination performance. However, students usually have limited knowledge of which types of jobs and career opportunities there are in tourism. Greater efforts need to be made by universities, industry, and government to fill this knowledge gap. This can be done in many ways from the traditional educational open days held in various locations, through tourism associations and increasingly, online media outlets. This information should be targeted not only at potential students but also at parents who are usually influential in their children's choice of study subject. Emphasis should be given to the important role of tourism in China in the domestic, outbound, and inbound markets. Use the tourism supply chain to create awareness of the wide range of careers in tourism – economic, social, environmental; hospitality and transport sectors; and in the cultural, leisure and the recreational spheres. Too many potential tourism students view the subject as being mainly focused on travel industry management and travel agency work, being unaware of the greater scope for career development.

Second, curriculum development and enhancement is important. The taught curriculum must be current and reflect the knowledge base and skills required to work effectively in the tourism industry. Core components of the curriculum should include: (1) tourism knowledge to be taught to the student to include both national and international coverage; to identify trends in tourism behaviour and data, why these trends have emerged, and what impacts they might have; (2) from this data analysis to consider what policy and planning issues for development and control of the tourism sector might arise, and how this strategy might be best formulated and implemented; (3) case studies of successful and unsuccessful tourism projects and what influenced the outcome; (4) in liaison

with tourism industry partners, to write a dissertation on a topic of relevance and interest to the industry; (5) supplement the core curriculum with specialist class in marketing, finance, human relations, management or whatever specialism the university can offer. To further strengthen the capability of the student there is a need for research methods training, foreign language instruction and a period of industry attachment.

Third, it is desirable to formulate course curriculum with industry partners. A partnership not only helps to ensure the relevance of the course, but also with the identification of industry dissertation topics and possible secondment opportunities. To strengthen the link between theory and practice some industry-led research projects could be identified. Strong industry partnerships can often provide for staff secondment to the industry for a period helping to further forge contacts and connections and providing a valuable opportunity to up-date staff skills.

Fourth, foreign languages training should be an integral part of tourism curriculum. Tourism is an international activity and language competency facilitates opportunities for career development and for academics, opens access to international associations and publications. It should be regarded as a fundamental part of China's strategy to internationalise its business including tourism.

Fifth, wherever appropriate, universities with tourism departments should seek to work with foreign partners to exchange knowledge, students, and staff. This not only provides international connectivity but the prospect of a period of foreign placement will provide an inducement to attract high quality students. However, care must be taken in selecting appropriate partners and these arrangements should preferably be approved by the Ministry of Education.

Development of tourism is not a short-term objective but rather should be regarded as a long-term commitment. In a highly competitive recruitment market for the best students it is necessary to build a reputation for quality teaching and research output. This cannot be done overnight and requires a strategy to position the tourism department not only as a study provider but to offer a specialism. In the way that the United Kingdom's four founding tourism universities quickly identified areas of specialism, so should China's leading universities who have tourism schools and departments.

6. Tourism Education: Lessons of Experience from the United Kingdom

Until 1971, tourism education was provided mainly by the sub- university institutions such as the colleges and polytechnic institutions. This situation was not surprising as tourism as a subject was introduced to provide a context for the teaching of hotel management. Even the term hotel management was a narrow focus on a section of the accommodation sector and as the more prevalent American expression hospitality management was introduced, it brought into focus aspects of the tourism supply chain such as transport, events, entertainment, leisure and recreational pursuits, all integral parts of supplying the tourism experience. More attention was given to the link between tourism and culture and the role of government in supporting the tourism industry. As mentioned above, tourism activity developed and was located not only in urban but also rural locations. In the latter, tourism was often perceived as a growth point where tourists were attracted to bring not only economic benefits but also to connect to local cultures and lifestyles. All four countries in the United Kingdom benefitted from the continuing demand for tourism and its associated services. In countries such as Scotland and Wales, tourism became dominant sectors in the economy; in England counties such as Devon, Cornwall were heavily reliant of tourism.

From this examination of tourism education in the United Kingdom, several observations can be made which could have relevance to China.

First, because of its multi-faceted nature tourism is provided not by a single supplier but a wide range of suppliers; it creates a growth point for development, its delivery relies on creating a supply chain which has a multiplier effect of employment and income. It also has an important advantage over other forms of development in that the tourist must travel to the attraction and the length of stay there and spending provides a local stimulus. In rural Scotland outside the central industrialised belt between Glasgow and Edinburgh areas such as Argyll, the Borders and the Hebridean islands have tourism as their main employment focus. At the same time. Glasgow and Edinburgh are themselves major tourist attractions both in Scotland and the United Kingdom. In China Beijing, Shanghai and Hainan island are different major tourist attractions; and in China tourism has been designated a pillar industry by the government.

Second, in the study of tourism, domestic demand should not be ignored. From previous experience of epidemics such as SARS in China and the foot

and moth outbreak in the United Kingdom both countries have experience of tourism being devastated by outbreaks of disease. In both cases, regulations and restrictions curtailed tourists' movements and adverse publicity decimated foreign tourist arrivals. Revival of demand came initially from domestic tourists and this will be the pattern after Covid-19. China is fortunate is having a huge domestic tourism market and as this revives it will bring much needed business to the tourism sector to sustain employment and incomes. Although there will be no generation of foreign exchange from domestic tourists (although there would be a saving from those who do not holiday abroad) and average expenditure per visit likely to be lower than foreign tourists, it will provide an economic stimulus and continue when foreign visitors begin to arrive again. In both the United Kingdom and China with ageing populations the 'seniors' market is likely to become more important and attract more social policy considerations.

Third, in China the centralised government model facilitates a more interventionist role in both education and the economy. This is an advantage and efforts should be increased to strengthen links with academia and the tourist industry. Industry partners operate in the tourism market and are usually sensitive to market trends and changes, and these are observed and researched by academics. The triumvirate of government, universities and industry partners is a powerful source of experience, knowledge and insight and can provide data and other information for policy and plan formulation. An example is the Belt and Road Initiative which is a major aspect of foreign policy and trade development initiatives focused on infrastructural development to facilitate regional and global interconnectivity. The comprehensive nature and geographical spread of the Initiative offers many opportunities for universities to become involved in, and to contribute to, the tourism aspects of it.

Fourth, in the United Kingdom foreign languages training is a well - recognised weakness in the educational sector. Despite 45 years membership of the European Union, language training and the diversity of language options have declined as fewer students enrol for the degree programmes. Despite more Britons taking overseas holidays and an increasing number of foreign tourists arriving in the country, language teaching has been and continues to be in decline. For those perceived to be difficult languages such as Chinese, Russian and Japanese, there are fewer centres offering them. China has a long history of providing foreign languages instruction through a wide level of specialist institutions and at various levels. It is recommended that any tourism course and particularly at degree level, include language training.

Fifth, the Covid-19 pandemic has brought into prominence the need for, and

importance of online teaching. Although over the past 20 years more attention has been given to online courses and particularly in MOOC's (Massive Open Online Courses) the need for restricted face-to-face meetings and social distancing requirements have boosted online teaching from being an option to now a necessity. Teaching has moved from being a teacher-centred experience to a student-centred one with the connection being made online. This type of teaching is more expensive than the traditional classroom arrangements and may also be socially inferior to the usual university experience. However, for a territorially huge country like China and with its diverse population centres, online teaching enables students in even remote locations to access educational instruction, and through developments in ITC, even follow degree programmes on their personal phones. The introduction and roll-out of 5G technology will facilitate this process.

7. Conclusions

Covid-19 virus has affected every country, their economies, and societies; in particular, the tourism industry which is characterised by a massive inter-action of people on an international basis, has been devastated. Nobody can predict with any certainty when the restrictions of people and travel will be modified or even lifted. Media refers to the 'new normal' that is post-Covid-19 tourism which may have restrictions on behaviour and inter-actions completely different from the pre-Covid 19 era. Perhaps our best expectation is that as tourism has become an important part of people's lifestyles and in China has been declared a pillar industry, every effort will be made to revive it. Looking to the future we should do more to attract the best students to study the subject and better inform people of its relevance to society and the country.

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Hospitality and Tourism Higher Education in the United States – Education System and Future Trends

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Introduction

Travel and tourism play a vital role in the U.S. economy. Based on the Economic Impact Report (EIR) from the World Travel & Tourism Council, in 2019 travel and tourism accounted for 8.6 percent of the total U.S. economy and supported approximately 16.8 million jobs, which represented 10.7 percent of the total workforce (WTTC, 2020). According to a Deloitte report “2019 US Travel and Hospitality Outlook”, the US travel industry has experienced almost 10 consecutive years of growth along with the growing travel demand (Langford, Weissenberg, & Gasdia, 2019). Tourism is the 7th largest employer in the private sector and the largest small-business employer in the United States (U.S. Travel Association, 2020).

Hospitality and tourism education program started nearly 100 years ago, symbolled by Cornell University’s first undergraduate hospitality management degree program (The Best Schools, 2020). To date, in the U.S. there are approximately 360 colleges and universities that offer hospitality (253) and tourism-related (105) degree programs, including but not limited to hotel administration, hotel and restaurant management, hospitality management, tourism management, event management, and park, recreation and leisure studies (College Factual, 2020a, 2020b).

The hospitality and tourism degree programs range from Associate degree, Bachelor’s Degree, Master’s Degree, to Ph.D. Degree. Hospitality and tourism programs are also located in various schools or colleges such as College of Business (Cornell University, Virginia Tech), College of Health and Human

Sciences (Purdue University), College of Agriculture & Life Sciences (Texas A&M University), or a college of its own (e.g., William F. Harrah College of Hotel Administration in the University of Nevada – Las Vegas, and Rosen College of Hospitality Management in the University of Central Florida). The programs are also offered at different levels of institutions ranging from 2-year community college to 4-year universities, which can be further classified as teaching-oriented colleges (such as Associate Colleges, Baccalaureate Colleges), and research universities (such as Master’s Colleges and Universities, and Doctorate-granting Universities) following the Carnegie Classification of Institutions of Higher Education in the United States.

Hospitality and tourism programs typically obtain accreditation from specialized accreditors such as Accreditation Commission for Programs in Hospitality Administration (ACPHA), Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), and Association to Advance Collegiate Schools of Business International (AACSB International), in addition to the general accreditation from regional institution accreditors such as Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), and Northwest Commission on Colleges and Universities (NWCCU). The accreditation criteria generally include the program’s mission, vision, planning, administration, curriculum, student support services, faculty, instructional resources, physical and learning resources, financial resources, learning outcomes, and so on (ACPHA.org).

1. Undergraduate Education in Hospitality and Tourism in the U.S.

Hospitality and tourism industry offers a variety of occupations in different sectors, such as hotels, restaurants, resorts, cruise ships, online travel agencies (OTAs), destination marketing organizations, convention and visitors bureaus as well as hospitality and tourism industry associations. To meet the industry needs, colleges and universities in the U.S. provide degree programs in hotel, restaurant and/or tourism management, as well as specializations/tracks in certain subfields such as hotels and resorts, meeting and event planning, foodservice or catering management, theme park and attraction management, club management, and so on. Students who pursue a bachelor’s degree in hospitality and tourism management are expected to develop their own specialties. Associate degree programs typically require 60-70 credit hours, which allows students to complete

their study in approximately two years. Most students in the hospitality and tourism management bachelor's program should complete approximately 120 credit hours (four years of study), which include general education courses, major required courses, and elective courses.

The curriculum of current bachelor's programs in hospitality and tourism management have overlaps but they are different from each other. The major required core courses are more similar, including fundamental courses on six different industry foci: business, hospitality, lodging, foodservice, tourism, and others. For example, many programs offer courses like hospitality finance and revenue management, information technology, legal issues and professional development (Leung, Wen, & Jiang, 2018). Particularly, due to the fast development of technology, many programs offer the IT course to introduce emerging modern technologies to students and discuss how technologies could be integrated into the industry more successfully (Best Colleges, 2020).

The hospitality and tourism undergraduate programs in the U.S. value students' in-depth understanding and hands-on experience in the industry. Professors in the programs also commonly invite guest speakers in the industry to their classes. Ranging from global company CEOs to local hoteliers or restaurant owner, these guest speakers share their personal experiences on different topics, which are particular useful for students. To strengthen students' application of theory into practical experience, universities in the U.S. developed a series of industrial placement for undergraduate students in hospitality and tourism management education degrees (Christou & Chatzigeorgiou, 2019). Student internship in hospitality and tourism sectors is an essential component in the undergraduate education. Students are typically required to complete 600-1000 hours of internship or work experience in various sectors in the industry.

For example, at the University of South Carolina (USC), undergraduate students in hospitality management major have to complete at least two career-related work experiences or internships. Among which, the first work can be any in the industry during their sophomore year. Along with the curriculums on introductions to the industry, students could gain more hands-on experience and understanding of the industry. The second work experience is often completed during their junior or senior year. This job aims at fostering students' leadership experience, so that students are often encouraged to take a managerial or supervisory position that comes with more responsibilities.

Students take the primary responsibility for their own internship and work experience, but the programs usually maintain long-term connection with

hospitality and tourism companies to assist students in finding internship opportunities. The programs are also often equipped with faculty and staff such as experienced internship director to help students get the most out of opportunities with big hospitality and tourism companies and organizations. Many programs maintains annual career fair for students; for example, the Hotel, Restaurant and Tourism Management program at University of South Carolina sets up Experience Expo twice a year to invite more than 80 companies and organizations to recruit students for internship or full-time employment.

Although the hospitality programs in many countries value the topic of operation in the industry the most, the U.S. hospitality programs showed more diversity in offering courses (Leung *et al.*, 2018). However, according to a comparative research among 36 hospitality programs in the U.S., UK and Australia, U.S. hospitality programs concentrated more on general hospitality, foodservice and lodging industries (Leung *et al.*, 2018). Students in the U.S. hospitality and tourism management programs are also offered with major-specific studying abroad opportunities. For example, Michigan State university provides study abroad courses in Australia, China, Ecuador, Greece, Netherlands, and Norway; University of South Carolina provide a series of the study abroad opportunities, including the business of baseball in Japan, luxury management in Italy, sustainable tourism in the Galapagos island, or fashion and food in Paris (Degree programs, 2020). Studies on the study abroad programs showed that female students are more interested in these opportunities. Moreover, the general popular study abroad destination is Australia (Leung *et al.*, 2018), which may be contributed to the perceived similarity between the Australia and U.S. cultures as well as the language. Students also reported their interest in European study abroad chances.

Upon graduation, students could also benefit from university's alumni network, corporate engagement resources, career fairs and experienced faculties in making industry connections. The most popular job for students with a hospitality and tourism management degree in the U.S. is general hotel manager. At the mid-career level, this career earns an average starting salary between \$34,752 to \$62,430 annually, while with extensive experience, one could earn \$100,525 per year (Business management degree, 2020).

In a study that analyzed college students' motivations in choosing hospitality and tourism management major, the authors identified six reasons from 479 undergraduate students in the U.S., which are 'self-actualization,' 'job opportunity,' 'field attractiveness,' 'foreign experience,' 'external influence,' and 'ease of study' (Lee, Olds, & Lee, 2010). More specifically, students who are

motivated by self-actualization may think the tourism and hospitality industry is interesting, or regard serving others as an enjoyable thing to do, or out of the consideration that their skills learned from the program could be sufficient for them to work and develop themselves in the industry. Another important reason for those students to choose hospitality and tourism management program is the job opportunity provided in the industry, given the perception that the employment rate is high in the industry as well as the growing potential of tourism and hospitality industry. In the U.S., Hospitality Management major is offered in more universities and has more students than Tourism Management and Park, Recreation and Leisure Studies majors. Colleges and universities in the U.S. reported awarding 20,914 degrees in hospitality management in the 2017-2018 academic year, ranked the 57th most popular major in the United States (College Factual, 2020).

2. Graduate and Doctoral Education in Hospitality and Tourism in the U.S.

2.1 Graduate Programs in The U.S.

The future of hospitality and tourism education and research lies in its graduate programs, especially those offering research-based M.S. and Ph.D. degrees (Hoof, Wu, Zhang, & Mattila, 2013). Normally, four criteria are used to evaluate the graduate programs (Khan, Lee, & Park, 2013), e.g., curriculum (required credit hours, degree programs offered, core and selective courses, review of curriculum, and advisory board), student body (number of students, GMAT/GRE scores, type of assistantships, tuition and other funds, retention rate, work experience requirement, and internship requirement), resources (access to research information, industry alliances, external research grants, available funding, and online programs), and graduate faculty (full-/part-time faculty, terminal degrees, tenure status, research publications, research funds and grants, faculty-to-student ratios). Compared to master programs, the doctoral program emphasizes more on advising and faculty resources, research requirements, financial resources, and course offerings (Khan, Lee, & Park, 2013).

2.2 Master's Programs in Hospitality and Tourism

The master program of hospitality and tourism management in the United States usually takes two years; many universities also offer “4+1” accelerated master's programs to allow students to earn both a bachelor's degree and a master's degree in five years. The majority of programs offer a Master of Science (MS) degree. However, other options, such as the Master of Tourism and Hospitality Management (MTHM), Master of Entertainment Industry Management (MEIM) or MBA might be available (GradSchool, 2020). According to the survey conducted by Van Hoof, Wu, Zhang, and Mattila (2013), in the M.S. programs, U.S. hospitality programs admitted about 31 students a year and graduated an average of 20 students. Besides, female students made up a majority of the student bodies (61% female vs. 39% male) and M.S. programs enrolled more domestic (57%) than international (43%) students. The majority of the M.S. programs in hospitality and tourism in the U.S. offered partial (58%) to full (16%) financial support to their students.

Regarding the students admission, in addition to reference to standardized test scores (for example, GMAT, GRE, and TOEFL), undergraduate majors and GPA, the recommendation system also plays a vital role in the admission of master's students. An applicant is required to submit the information of the recommender and the recommendation letter to determine the quality and performance of the applicant.

In the United States, the master's programs in hospitality and tourism typically have two options for students: thesis option and non-thesis option, which emphasizes the research component and professional/practical component, respectively. Students can choose their track during the first year of graduate study based on their own interest.

The credit hours for both non-thesis and thesis track students are the same, ranging from 30-40 credit hours in most universities. Non-thesis track students need to complete required credit hours, along with an applied project or a comprehensive exam to obtain the Master's degree; no academic thesis is needed in the graduate study. The non-thesis track program normally emphasizes industry practice and requires students to complete a certain period of industrial internship. In contrast, a thesis track student needs to complete the required credit hours and an academic thesis under the guidance of a major professor/advisor in the program. A thesis committee of at least three faculty members needs to be formed to assist and evaluate the student's thesis

research and defense. The study plan for thesis track students also include certain research methodology and statistics courses to facilitate them to conduct the thesis research. The research training on the thesis project help the student in academic manuscript publication out of the thesis and his/her application for doctoral programs if s/he chooses to pursue a Ph.D. degree in the future.

Today, with the continuous development of online education, an increasing number of institutions have launched online master's degree programs, making hospitality and tourism management graduate education more popular and flexible. For example, Purdue University, University of Central Florida (UCF), Florida International University (FIU), University of Nevada – Las Vegas (UNLV), and Washington State University all offer 100% online business-focused hospitality degree to managers with HTM industry experience to advance their career. Many universities such as UCF, FIU, and UNLV have also waived the requirement of GRE/GMAT for applicants; some universities require a minimum of two or three years of full-time management experience for online degree program applicants.

2.3 Doctoral Programs in Hospitality and Tourism

The Ph.D. program in hospitality and tourism management is designed to meet the demand by industry and educational institutions for high quality academicians. Some early doctoral programs in hospitality and tourism in the U.S. were established on doctoral programs in other disciplines, such as business administration, education, health management, and human resource management (Yang & Mao, 2019). Following the fast development of hospitality and tourism discipline, the demand for talent pool in both academic research and teaching has been increasing. In recent years, with the exception of a few hospitality and tourism doctoral programs attached to business administration as a specialty or concentration, the majority of hospitality and tourism doctoral programs have its own independent degree program.

Doctoral students' admission relies on the assessment of the students' prior academic performance, past research experience and publication, motivation, and potential research capability. Therefore, beyond the default GRE/GMAT and TOEFL scores and undergraduate and graduate program transcripts, students' past academic publications and research experience, along with the recommendation letters, are the vital consideration in the admission of

doctoral students in the United States. Due to the needs and practical nature of hospitality and tourism course teaching, research, and industry connection, many doctoral programs in hospitality and tourism management also require or prefer applicants to have industry experience.

Having a hospitality and tourism management Ph.D. program in a university is quite “expensive”, which normally requires significant faculty and financial resources to support and sustain, as this program is not a revenue generator for the department or college. Approximately 84% of the Ph.D. programs offered full financial support and 16% of the programs partially funded their students (Van Hoof *et al.*, 2013). Regarding the full financial support, each doctoral student typically receives a tuition waiver of approximately US\$30,000 per year and is provided with \$20,000-\$30,000 assistantship financially with 20-hour work per week as a Graduate Assistant. In other words, each doctoral student's financial support for the department or college is about \$50,000-\$60,000 per year. Similar to master's programs in the U.S., there was a dominance of female students (55% female vs. 45% male) in the doctoral programs, and nearly 56% were international students (Van Hoof *et al.*, 2013).

Normally, Ph.D. programs in hospitality and tourism management are based on a four-year period of residential study following the completion of a master's degree in hospitality and tourism management or related fields. Ph.D. programs in the U.S. equip doctoral students with advanced theoretical, methodological and statistical knowledge via doctoral courses, research workshops and seminars. They also have the opportunities to participate in their major advisor/professor's research projects and collaborate with other faculty members in research publication. In addition, doctoral students are highly encouraged to submit their research abstracts to academic and professional conferences so they can attend and present their studies.

The doctoral program of hospitality and tourism management has been attempting to establish an independent discipline while maintaining the interdisciplinary characteristics, which is reflected in the curriculum of the doctoral programs. The major doctoral programs of hospitality and tourism management in the United States typically offer foundational courses on tourism research theory and research methods. In addition, doctoral students can enroll theory and method courses in other disciplines. Doctoral students in hospitality and tourism management usually spend the first two years taking various doctoral courses, and focus on dissertation research in the last two years of doctoral study. Taking University of South Carolina as an example, the Ph.D.

program requires 60 credit hours beyond the master's degree, including 16 hours devoted to original dissertation research.

In the United States, the doctoral student assessment in hospitality and tourism management is generally divided into four parts (Yang & Mao, 2019). The first part is the annual academic assessment, which mainly includes the assessment of course performance (GPA) and research productivity, including the quantity and quality of academic publications and conference presentations. The second part is the Qualifying Exam, which usually takes place after completing the basic courses in the first or second year. Doctoral students' knowledge system and research methods are evaluated in the exam. The Qualifying Exam include multiple components, such as tourism & hospitality theoretical foundations, research methods, and statistic know-hows. After successfully passing the Qualifying Exam, the Ph.D. students formally become Ph.D. Candidates. The third part of the assessment is dissertation proposal and comprehensive exams. The fourth part is the defense of the doctoral dissertation. Each doctoral student has his/her own designated major professor, i.e., advisor (or co-advisors) to guide them through the doctoral study. In the United States, a tenure track faculty member, no matter s/he is an assistant professor, associate professor, or full professor, is eligible to supervise graduate students and doctoral students as their major advisor, depending on the mutual research interests between the faculty and student and their individual intention to work together.

In addition to research cultivation, doctoral students are also trained on undergraduate teaching and research grant writing during their study. They are typically required to co-teach and/or independently teach one or two undergraduate courses in their 3rd and 4th year of doctoral study. Universities also provide numerous teaching and grant writing workshops and seminars to assist the doctoral students (and regular faculty members) to improve their teaching and grant writing skills. The common goals of hospitality and tourism doctoral program are advancing research in the field and generating excellent researchers, teachers, and educators for the hospitality and tourism academia. The job placement and career development of the Ph.D. students, to some extent, reflects the research capabilities and academic ranking of the doctoral program and the university.

3. Faculty Development

Faculty position in the U.S. higher education can be classified into two major categories: non-tenure-track and tenure-track positions. Non-tenure-track positions include lecturer, instructor, and adjunct faculty; the position do not require a Ph.D. degree but emphasize managerial industry experience and teaching responsibilities. The career choice for doctoral students in hospitality and tourism programs after earning the Ph.D. degree is usually an assistant professor position, the entry-level rank on the tenure track in higher education institutions. The ascending hierarchy after assistant professor follows as: associate professor (mid-level, usually tenured), professor (or "full professor", the highest rank in tenure track position other than those of special distinction), and distinguished, endowed professor (titles of special distinction vary by institution).

It typically takes about six years for an assistant professor to be promoted to be an associate professor with tenure. The assessment covers the assistant professor's research, teaching, and service to the department/school, university and community. Failure to achieve tenure and promotion to associate professor results in contract termination after a one-year appointment, which is given to the assistant professor to pursue employment elsewhere. In contrast, tenured associate professors have more flexible time in advancing their academic rank to full professor, and they can remain at the associate level indefinitely at most institutions even if they are not promoted any further. The tenure system impels junior academics to "publish or perish" and to demonstrate excellence in research, teaching and service, and at the same time it provides long-term commitments to the tenured faculty with a permanent position in the institution which grants tenure. The tenure and academic rank is usually university-specific, which means that a faculty member may be re-assessed on tenure and academic rank if s/he joins another university. A tenured associate professor at one institution might be given assistant professorship or associate professorship without tenure at another university; in some other cases, s/he may receive a full professor position when moving to another university.

In the United States, there is also a distinctive system "Endowed Professorship". Unlike the school-funded "Distinguished Professor", the title of the Endowed Professorship is funded by the industry to fund top-level professors; at the same time, the Endowed Professorship receives industry resources/funding to promote academic research and applies related academic achievements to industry practices. The successful cases include the Marriott Endowed Professor of Pennsylvania State University, the Taco Bell Endowed

Professor of Washington State University and the SmartState Endowed Chair for Tourism and Economic Development of the University of South Carolina (Yang & Mao, 2019).

In the United States, faculty members receive annual review from the department and/or college to be assessed on their teaching evaluation, research productivity and grant, and service performance. In the academic career, the faculty are given professional development opportunities in institutions and academic community. Faculty members are often employed on a nine-month contract, with the summer time concentrated on research, conference travel, consultancy work, or extra course teaching. The faculty have numerous resources and support from the center of teaching excellence and university libraries on course development, teaching workshops, and teaching materials. Many universities offer free course registration for faculty members to meet their need of further knowledge advancement. The faculty are also provided research grant writing workshops; they are highly encouraged or required to seek internal and external grants to conduct research projects for solving real-world problems in hospitality and tourism industry and academic publications.

Additional education resources and faculty development opportunities include high-level associations in hospitality and tourism and their annual conferences. Major U.S. hospitality and tourism associations include but not limited to Travel and Tourism Research Association (TTRA), International Council on Hotel, Restaurant, and Institutional Education (I-CHRIE), International Society of Travel and Tourism Educators (ISTTE), and National Recreation and Park Association (NRPA). These associations provide great opportunities for academic administration, faculty and graduate students to involve in continuous interactions and idea exchanges, as well as the connection between academia and industry in hospitality and tourism. Their annual conferences and official journals also represent the top-level research advancement in the hospitality and tourism academia.

4. Trends in Hospitality and Tourism Education in the U.S.

In the future, hospitality and tourism management programs still need to follow the state-of-the-art trends in order to prepare students for the industry. Technology is the most disruptive change that hospitality and tourism industries

need to adapt to. Students could also be encouraged to propose the application of technology in the industry, for example, ways to free up time and resources, or better serve the guests and connect with them. In particular, given the current pandemic worldwide, the technology could be used to reduce the contact while maintaining employees' engagement with guests.

Moreover, the hospitality and tourism management degree programs should concentrate highly on developing students' soft skills rather than hard skills. One of the important skills is to understand the guests and the society. Guests in the hospitality industry are rather diverse, such as business and leisure, family and couple, or different generations of guests. Thus, to understand the particular guests' need in order to better serve them is important for employees in the industry.

With regard to the program education, the future of hospitality and tourism education will increasingly use more distance learning technologies. In addition to the traditional face-to-face classroom teaching and the growth of online master's programs, the COVID-19 pandemic has accelerated the hybrid teaching with online and offline components, and online teaching with synchronous and asynchronous course delivery, for all levels of degree programs.

As the general education system is shifting towards online learning or self-learning, programs should develop tools or rearrange resources for students. For example, the theory learning could be happened online, while face-to-face classes focus on the practical side or application in the real-life scenarios (EHL insights, 2020). Virtual reality may also be used in the education system. Students therefore could be trained to foster a creative and risk-taking mindset through experiencing case studies with those augmented reality. Moreover, technology could be used to help students in experiencing different cultures and customs. The trend will definitely need professors to transfer their ways of teaching and delivering knowledge. Last but not least, skills developed from the hospitality and tourism management program should not only help students get a job in the hospitality field, but also other sectors such as sales and training anywhere in the world. Therefore, the hospitality and tourism management program should not confine themselves in preparing students to the hospitality industry, but to extend to any company that values their interaction with customers (EHL insights, 2020). Only those programs that have the vision and insight can better prepare students in the future job market.

Another emerging issue on the U.S. hospitality and tourism workforce is the shortage of domestic qualified employees to meet the human resource needs,

particularly in the hotel and lodging sector, which makes the U.S. hospitality industry increasingly rely on immigrant workers so as to meet the increasing demand for employees. Based on a report from Chicago Council on Global Affairs, immigrants, who represent 13 percent of the U.S. population, account for 31 percent of hotel workers and 22 percent of food service workers; immigrant entrepreneurs represent 43 percent of small hotel and motel owners and 37 percent of small restaurant owners. Therefore, hospitality and tourism education and training in the U.S. should extend beyond the current degree programs in college and universities. More education and training solutions should be developed and delivered to these immigrant workers, including but not limited to workshops, seminars, short courses, and certificate programs on various subjects. In sum, diversity and inclusion are essential in both degree programs in higher education and training programs in the hospitality and tourism industry.

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Chapter 2:

Studies and Reflections on Tourism Education

Developing A World-Class Hospitality and Tourism Management Program

Education Exploration and Practice for Master of Tourism Administration (MTA) Degree in China

Education Quality Assurance System of Tourism College of Zhejiang

Experience and Inspirations of Joint Training in International Cooperation

China’s Experience and Inspirations of Cooperation with Foreign Countries in Running Schools:A case study on Guilin Tourism University

The Industry's Expectations for Tourism Education from the Perspective of Hilton Group

A Case for Greater Breadth and Numeracy in Tourism Education



Developing A World-Class Hospitality and Tourism Management Program

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“ Abstract We have witnessed a phenomenal growth of hospitality and tourism industry. The industry contributes to the economies at the local, state, country, and world levels. It also helps to create numerous jobs in the economy. The industry growth demands quality labor force to provide products and services to the domestic and international visitors. Hence, it is important to offer hospitality and tourism education programs to educate and train the much needed labor force. This paper attempts to take a case study approach toward the mechanisms of establishing a world-class hospitality and tourism management education program, using the William F. Harrah College of Hospitality at the University of Nevada Las Vegas as an example. The successes of the hospitality program will be discussed and a path for the future will be suggested.

”

Introduction

The hospitality and tourism industry is a growing and resilient industry. According to the statistics released by United Nations World Tourism Organization (UNWTO, 2020) and World Travel and Tourism Council (WTTC, 2020), prior to the COVID-19 pandemic, international tourism recorded 1.5 billion arrivals in 2019, 4% more than the previous year, which outpaced the global economy growth of 2.5% for the ninth consecutive year. This result was achieved despite disrupting forces such as Brexit, geopolitical and trade tensions, and the global economic slowdown. In terms of the direct, indirect, and induced economic impact, the tourism sector made US\$8.9 trillion contribution to the world’s GDP, 10.3% of global GDP; it also created 330 million jobs, that

is, 1 in 10 jobs around the world. All these indicators point to a promising future of the industry. In the United States, domestic and international travelers spent US\$1.1 trillion, directly supporting 9 million U.S. jobs (USTA, 2020). While the domestic expenditures rose by 4.4% from 2018, international travelers spent 1.8% less than 2018. The tourism industry plays a significant role in the Nevada economy. According to the US Bureau of Economic Analysis (2020), the total GDP of Nevada in 2019 reached more than US\$155 billion, out of which more than US\$23 billion were generated from arts, entertainment, recreation, accommodation, and foodservices (not including transportation and professional services related to hospitality and tourism businesses), contributing more than 15% to the state GDP. In particular, casinos in the state of Nevada generated more than US\$12 billion in revenue (Cieroty, 2020). For Southern Nevada, 37.6% of the total labor force, that is, 367,900 jobs are related to tourism (LVCVA, 2020). The city of Las Vegas is known as the Capital of Entertainment in the world, adult play-ground, and birthplace of integrated-resorts. With nearly 150,000 hotel rooms, Las Vegas provides a great variety of products and services to cater to the needs and wants of visitors from the country and other parts of the world.

With this backdrop, the above facts indicate that the hospitality and tourism education plays a critical role to educate the future labor force. The first hotel school Ecole hôtelière de Lausanne was established in 1893 in Switzerland. Thirty years later, the Cornell University built the School of Hotel Administration in 1922 in the USA. Serving as pioneers, both schools represented the beginning of formal education in hospitality operations and management in Europe and USA. In 1967, the University of Nevada Las Vegas began its first class in hotel management. Due to its unique location in Las Vegas, the hotel program experienced a fast growth after it became a stand-alone college over the past decades. For consecutive two years in 2017 and 2018, the William F. Harrah College of Hospitality (the Harrah College of Hospitality hereafter) was ranked the world's Number 1 in Hospitality and Leisure by the QS World University Rankings. In 2020, QS also recognized the college as number one in the country and number 2 in the world.

1. University and College

There are approximately 5,300 universities and colleges in the United States, ranging from public to private schools. The University of Nevada Las Vegas

(UNLV) is a public research university in Las Vegas, Nevada, USA. It includes the Shadow Lane Campus, east of the University Medical Center of Southern Nevada, which houses both School of Medicine and School of Dental Medicine. It held its first class in 1957. However, it was formerly part of the University of Nevada from 1957 to 1969. It was not until 1969 when the UNLV name was adopted. The 332-acre campus has more than 100 buildings with over 30,000 students, 1,000 academic staff, and 3,200 administrative staff. There are more than 20 academic colleges, divisions, and professional schools, offering more than 220 degree programs. According to the Carnegie Classification of Institutions of Higher Education (CCEHE, 2020), UNLV is now classified among "R1: Doctoral Universities - Very high research activity." This is a remarkable indicator of excellence since there are only 3% of universities that carry such a recognition in the country. (please visit www.unlv.edu for more university facts).

In 1967, the hospitality program began with 16 students. Home to more than 2,000 undergraduates and 150 master's and doctoral students, the Harrah College of Hospitality has about 50 full time faculty and 40 staff members. We also employ about 10 to 20 part-time instructors each semester, depending on the teaching needs. These part-time instructors work in the industry and devote their time to sharing their knowledge and skills to our students. The Harrah College of Hospitality offers a full range of hospitality focused programs at the undergraduate, master's, and doctoral levels.

Currently, for the undergraduate program, we offer a Bachelor of Science degree with one hospitality major, under which there are 3 concentrations, namely Meetings and Events, Restaurant Management, Golf Management, and Gaming Management. The Meetings and Events concentration is the most popular among the others. In addition, the Harrah College of Hospitality has several graduate degree programs. The first one is Master of Science in Hotel Administration program, which is a 36 credits two-year residency program. The second one is Master of Hospitality Administration, which is a 30 credits online program that is designed for industry executives. The third and fourth ones are in partnership with the UNLV's Lee Business School to offer two dual degree programs: Master of Science in Hotel Administration & Master of Science in Management Information Systems and Master of Business Administration & Master of Science in Hotel Administration. These two programs provide students with more options so that they can combine hospitality business with information technology and sharpen their business skills in hospitality business. Finally, the doctoral program in Hospitality Administration is one of the best programs in the nation. This 60 credit research-based Ph.D. program enjoys high reputation

and produces outstanding researchers and scholars for the field of hospitality and tourism. (Please visit www.unlv.edu/hospitality for more program related information).

2. A Model of Success

The Harrah College of Hospitality has been ranked as a top hospitality program in the world consistently for many years. The following sections will focus on the contributing factors to its success. The experiences gained should provide insightful implications to other hospitality and tourism schools in China that strive to develop and revamp their similar programs. These factors are identified as curriculum development and teaching facilities, faculty professional development and diversity, and industry integration and support.

2.1 Curriculum Development and Teaching Facilities

It is critical to develop an appropriate curriculum that reflects on the degree requirements and relates to the industry dynamics. Faculty members take the ownership of what students will learn. It is especially noteworthy to mention that a curriculum, once established, is not a static list of courses that are left on the bookshelf. Rather, it is a living document that provides a blueprint for all teaching and learning activities. The curriculum must be revisited regularly or irregularly based on pragmatic and industrial needs. At the same time, it is also important to design delivery mechanisms to ensure the effective learning on the part of students. Equally important are the state-of-art teaching facilities

The Harrah College of Hospitality follows the university's mandate of 120 credits for an undergraduate degree. In the past, we offered several degrees in our college undergraduate program, namely, Bachelor of Science in Hotel Administration, and Bachelor of Science in Culinary Arts Management, and Bachelor of Science in Gaming Management, not to mention the majors under each degree. When the financial tsunami hit in 2008, the college started to notice the downward trajectory of student enrollment. To cope with the decreasing growth of student enrollment, we reexamined our program offerings, solicited industry feedback, and held numerous discussions. The consensus was that we needed to revamp our curriculum. The existing setup was too rigid to

pigeonhole students to acquire a broad knowledge base. A new curriculum is needed to provide students with a deep understanding of the subject area of their own choice as well. It took more than 2 years for us to develop a new curriculum with a new core of hospitality courses along with internship and capstone classes. The new curriculum focused on 1 hospitality major with 4 concentrations: Meetings & Events Management, Restaurant Management, Gaming Management Concentration, and Professional Golf Management Concentration. Under the new curriculum, all students must finish 15 credit core courses; in addition, they have a choice to choose a concentration to explore in detail. It proves that the flexibility of the new curriculum allows students to have a broad knowledge base of hospitality in general but also to specialize in different segments of the industry. Interestingly, most of our students choose to finish their degree without a concentration so they can be marketable to a wide variety of positions after graduation. The fastest growing concentration is meeting and events management. Given the unique location of Las Vegas where the college is attached to, students consider it as a great advantage to study in this concentration.

The Harrah College of Hospitality has training kitchens, restaurants, bars, meeting space, and a gaming lab located in several buildings on campus. They are functional and serve the teaching and learning needs. However, with the Harrah College of Hospitality being a feather on the UNLV's cap due to the top rankings in the world, it is the university's long-held vision to build an academic facility solely dedicated to its top-ranked hospitality program. As the major capital project of the university, the state of Nevada provided US\$28 million and the college raised the other US\$28 million. We received tremendous support of the global hospitality community. The major hospitality and tourism industry donors include Caesars Entertainment, Las Vegas Sands, Konami Gaming, MGM Resorts International, Boyd Gaming Corporation, Red Rock Resorts Inc., J. Willard and Alice S. Marriott Foundation, and Engelstad Family Foundation. In 2018, the new Hospitality Hall was opened for the next generation of industry leaders. The new academic building features 93,500 square feet of learning, meeting, office space, and a state-of-the-art kitchen. It has earned the LEED Silver Certification with spacious common areas, advanced technology, and flexible classrooms that provide the ideal setting for students to master both the theoretical and practical elements of the hospitality industry. A student-run café teaches students how to plan and manage a hospitality operation. The PGA Golf Management learning center has sophisticated simulation labs for students to improve their swing skills.

2.2 Faculty Professional Development and Diversity

Faculty are the backbone of any academic institution. The quality of faculty is essential for achieving success in teaching, research, scholarly activities, and community engagement. From a practical standpoint, school or program rankings depend on how good your faculty are to a large extent. To have a diverse faculty is also important for academic institutions to bring in a plethora of perspectives to represent the interests of everyone. Part of the higher education mission is to educate students to become good citizens so that the students after they graduate will be the changing agent to fight for freedom, equality, and justice in society. A well-educated society should be a better world. Faculty governance is the key element in initiating, implementing, and ensuring the quality of educational programs.

The process to guaranteeing faculty quality begins at the time of hiring. To apply for a full-time position, one must have a terminal degree and adequate amount of industry experience. A department level search committee will be formed to conduct the search for faculty positions. The job descriptions must be approved by the human resources unit at the university. Through initial screening and phone interviews, candidates who ascend to the shortlist will be invited to campus interview. Each candidate will make a teaching and research (if applicable) presentation, respectively. They will also have an opportunity to meet with faculty, students, department chair, and deans. Feedback from faculty and students will be gathered anonymously. Finally, the search committee will recommend the candidates by highlighting their strengths and weaknesses to the dean who will make the final decision. This process provides transparency and objectivity in selecting the best candidate for the announced position.

For faculty positions in the Harrah College of Hospitality, there are two tracks: tenure-track and faculty-in-residence. A tenure-track faculty must hold a doctoral degree and will normally work 5 years before she/he can apply for tenure and promotion. The criteria include the faculty member's performance in teaching, research, other scholarly activities, and service. While the specific requirements differ from institution to institution, these areas of performance stay the same across all disciplines in higher education in the United States. Ideal candidates must demonstrate excellence in all areas of performance. External review must be solicited to achieve objectivity. For faculty-in-residence, they are evaluated mainly based on teaching and service since research is not a requirement for the position. Faculty-in-residence positions are promotable the same way as

tenure track. For both tracks, candidates must apply for promotion and tenure (if application). Then, the committees at the department and college levels will review the applications. Both the department chair and dean will write their evaluations before the package goes to the university level committee. There will be an appeal process in place in case there are disagreements or applications are denied. University and college bylaws safeguard the rights of faculty when disputes occur. Through such processes, we recruit and maintain high quality faculty. Thanks to the top-ranked program reputation, our college draws faculty from many parts the world. Our faculty are also roughly equally split between male and female. They bring diverse cultural and ethnic backgrounds and rich experiences to benefit our students.

The college provides other resources for professional development. Each year faculty have access to certain amount of funds to present at conferences, attend training, purchase data and software, and purchase books and other materials. Support is also available for faculty to engage in cutting-edge research projects and creative teaching activities. For example, in summer time when faculty are on 9 month contract and not required to work, they can apply for summer research grants so that they can continue to work on research projects; faculty can also apply for teaching fellowships that enable them to refresh their industry experience.

It should be recognized that our discipline of hospitality and tourism is an applied field of study. We encourage faculty to get involved in consultancy work and advisory roles in industry and professional organizations. Time wise, faculty are allowed to work on consultancy projects 1 day per week during regular semesters. The college also makes connections with industry partners to involve faculty in industry impactful research projects. For tenure-track and tenured faculty, they become active in serving on journal editorial boards and as reviewers for academic conferences and journals. They also volunteer to provide professional services to industry associations. By doing so, faculty keep abreast of the latest developments in the industry and help to solve industry related problems. At the same time, faculty can bring these experiences back to their classroom to teach students what is relevant to the industry needs.

There is also a great number of part-time faculty whom we hire to teach in our curriculum. Most of them are industry professionals and occupy executive positions in the industry. They are willing to share their industry and leadership experiences with students. This arrangement is well received by students who can not only learn technical know-how but also establish network with these industry executives. Some students find temporary and even permanent employment through this channel of communication.

2.3 Industry Integration and Support

Given the applied nature of the field of hospitality and tourism, we can not emphasize the importance of connecting with the industry on all fronts. Such integration and support include efforts in curriculum design, student internship, mentorship program, teaching, and research. The last two were mostly discussed previously.

In 2015, the Harrah College of Hospitality invited more than 40 industry senior executives to participate in round table discussions. The purpose was to identify the industry's needs and assessment of students who work as interns and employees, along with the challenges that higher education faced. The perspective was forward-looking for 2025. The discussion centered on what higher education would look like, what knowledge and skills students would need, and how the college would do. The 2025 initiative resulted in a deep environmental analysis of hospitality education and what we currently offer. The consensus was a call for close collaboration with the industry. In the end, we assembled a team of faculty to work with an outside consultant to reevaluate our curriculum and course offerings in line with the industry needs.

The Harrah College of Hospitality has one of the few career services teams on campus. The career services staff organizes career fairs, invite employers to campus, and provide employment opportunities from the industry. Each year there are over 100 hospitality brands that come to campus to recruit and make presentations. Every undergraduate student in the college must complete an internship class before graduation. This is in addition to 1,000 practical hours that students must complete during the duration of their degree studies. The internship is a 3-credit bearing, instructor-led class. Students who take the internship class must follow the college internship guidelines to identify an industry employer. One major requirement is to make sure the students will be able to rotate through different functional departments or job functions, such that they will get full exposure in the job they perform. The instructor will review students' weekly reports and provide comments. Depending on the internship location, instructors will visit the employer where the student is interning to make sure both parties work well with each other and solve problems if any. Toward the end of internship, the employer will provide an evaluation report on student's overall performance, which carries a partial grade for the course. Each year we have more than 600 student internship placements. For the requirement of 1,000 practical hours, students must take the initiative to make contact with the industry for obtaining such industrial experience. This model works well because

it allows the students to step out of their comfort zone to reach out to the industry, facilitating them to be independent.

A major highlight with the industry integration is our mentor program. While we encourage our students to connect with the industry, the Harrah College of Hospitality provides students with the opportunity to meet industry professionals. This is accomplished through our career services to identify those executives who are willing to share their knowledge, experience, and advice to assist students in making better career choices. Students must apply to be part of this successful mentor program. Based on the common interests of students and professionals, we pair them up together. For example, if the student is interested in revenue management, a manager or director of revenue management from a hotel will be assigned to the student. This relationship is formed and fostered by a yearly welcome reception where students and mentors can get to know each other and network. After that, the student can meet his/her mentor on or off campus or in the mentor's workplace. For example, the student can come to sit in the department meetings or observe how the mentor works. The college organizes an annual awards reception to recognize the mentors for their dedication and support. Each year we have over 170 students who learn from their industry mentors.

The Harrah College of Hospitality creates opportunities for students to involve in industry events. Since 1974, the college partnered with Southern Glazer's Wine & Spirits to host a wine tasting event, with the proceeds going to the college scholarship fund. For the first event, there were less than 50 attendees; four decades later, it has gone from a wine tasting to a food and wine festival, and raised over a million dollars in scholarships. Known as "UNLVino," the tagline "Take a sip for scholarship" has become an iconic event in Las Vegas. In recent years, more than 400 to 600 hospitality students volunteered to work on the event and served over 100,000 wine lovers on average each year. In fact, it is more than a volunteer work. About 15 years ago, an UNLVino student event team was created to teach students how to manage a mega event. At the beginning of spring semester, the student management team is carefully screened and chosen to be responsible for event management, marketing, and culinary arrangement. Students work with the instructors and industry partner from the planning to the execution of a 3-day event, which is also a 3-credit bearing class. They learn from hands-on experience and interactions with industry and media professionals. Beginning this year, the long-running UNLVino would transform into EVOLUTION to signify Las Vegas Food and Wine Experience, which should have drawn great attention in Las Vegas and across the country. In addition to

Southern Glazer's Wines & Spirits, Caesars Entertainment would also be joining the partnership. Unfortunately, due to the outbreak of COVID-19, this event was postponed.

3. A Path Forward

This report discussed three key factors that had made the Harrah College of Hospitality to what it is today. There must be a plethora of factors contributing to the success of a top-ranked hospitality and tourism management education program such as the college leadership structure, college advisory board, and alumni association. These three factors are identified as the most important ingredients for success. Going forward, the college is poised to lead hospitality education to new heights. The hospitality and tourism industry is global in nature. It is of paramount significance that hospitality and tourism management education programs develop students to have a global mind-set. The Harrah College of Hospitality opened its first UNLV international campus in Singapore in 2006. Although the campus operation was discontinued, such international programming should be further explored. While it is important to create the UNLV campus as the hub of hospitality and education, a presence outside the United States will enhance the position and reputation of the college and university internationally.

As this report was being prepared, the Coronavirus hit and it still continues to spread in many parts of the world. The impact of COVID-19 is being felt by hospitality and tourism management education programs. Universities and colleges have been forced to remote instruction well into summer and possible fall semesters. Wisdom and creativity are needed during these unprecedented and challenging times to innovate education. It is inevitable that student enrollments will be affected. The immediate negative effect is the budget cuts at public schools. UNLV is no exception. The Harrah College of Hospitality should tap into the available resources outside the higher education system to raise more endowment funds to support its academic and administrative initiatives. Faculty should also be encouraged to write and secure external grants or contracts to fund their research projects. As the COVID-19 pandemic unfolds itself, we must put the safety and health of faculty, staff, and students as the top priority; we must revisit our curriculum to decide how to deliver the course content online the way we do in person; we must collaborate with the industry how to provide students with a quality practicum.

We believe that the hospitality and tourism industry is resilient and shall come out stronger than before. The spirit of hospitality is to bring people together and treat people the way you want to be treated. It is our sincere hope that hospitality and tourism management education programs carry this mission to develop students to be not just future leaders of the industry but also good people with kindness. Let's lead with hospitality!

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Education Exploration and Practice for Master of Tourism Administration (MTA) Degree in China

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“ Abstract As the first tourism management high-level talent training mechanism in China, the Master of Tourism Administration (MTA) Degree in China has gone through nearly ten years of exploration and practice, producing gratifying results in terms of enrollment, talent training, teacher team building, case development, system construction, etc. While affirming these development results, this paper further analyzes the current problems, opportunities and challenges facing our MTA education based on the basic status quo and characteristics of the development of MTA professional degree education in China. At last, this paper analyzes the development trend and countermeasures of China’s MTA education in the future.

► **Keywords:** MTA education; talent training; faculties

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Introduction

Talent is the primary productive force and the source of innovation for a state and nation. As the highest-level postgraduate education in national education, China has accumulated more than 10 million high-level talents for various industries as of 2020. This means that the postgraduate education in China has experienced a journey from small to large scale and from weak to strong capabilities, achieving a historic leap. As an important part of postgraduate education, the professional education of Master of Tourism Administration (MTA)

Degree in China has also made significant progress. Since 2011, the professional education of MTA degree in China has gone through nearly a decade of exploration and practice. Generally speaking, China has delivered good results of MTA education in terms of enrollment, talent training, case development, teacher team building, and system construction. However, there are still some limitations and deficiencies.

Since the 18th National Congress of the Communist Party of China (CPC), the Central Party Committee with Comrade Xi Jinping at its core has placed education in the strategic position of priority development, and put forward the requirements of bringing out the full potential for development of higher education and building a higher education power. Adhering to the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the postgraduate education in China has embarked on a new journey of comprehensively deepening reforms and striding forward to a postgraduate education power. Against the backdrop of a new era, the majority of MTA educators should take root in China, further develop graduate education with Chinese characteristics and international influence, and ensure the quality of education while expanding its scale and connotative development, so as to promote greater development of China’s MTA education both in scale and strength.

1. Development Status Quo of MTA Education in China

Professional degree postgraduate education is a postgraduate education degree with professional background, aimed at cultivating high-level application-oriented professionals for economic construction and social development. It has specific requirements and quality standards in terms of training goals, enrollment targets, curriculum setting, training modes, knowledge structure and ability structure, which is different from the requirements for the training of teaching and scientific research talents ^[1]. As shown in the statistics, there are currently 47 professional degree categories in China, covering major economic and social areas. In 2018, more than 360,000 professional degrees were awarded, accounting for 54.3% of the total number of master degrees awarded. Among them, more than 80,000 people have been awarded with professional degrees in economics and management, accounting for 22.4% of the total professional

degree awarded. It has been ten years since the MTA degree in China started enrolling students in 2011. As of late 2019, there were 104 colleges and universities that can award MTA degree nationwide.

1.1 Increase in Enrollment Scale Year By Year

(1) Enrollment scale

Since its establishment, the enrollment scale of MTA education in China has made breakthrough progress. Among them, the students actually registered increased from 319 in 2011 to 1,266 in 2019, a nearly four-fold increase. The data show that, the national MTA enrollment increased steadily before 2018. In 2019, as some colleges and universities failed to submit the enrollment statistics for 2019, there were some colleges and universities not included in the statistics, resulting in a decline in data (see Figure 1). In terms of the total applicants (see Figure 2), the total number of applicants in 2019 hit a new high, which was 4,386, 1,055 more than 3,331 in 2018. The registration situation remains in a good state. The increase in the number of students actually registered and the total number of applicants demonstrate to a certain extent that, the influence and popularity of China's MTA education are expanding and improving across the society.

Figure 1: Students actually registered for MTA in 2011-2019

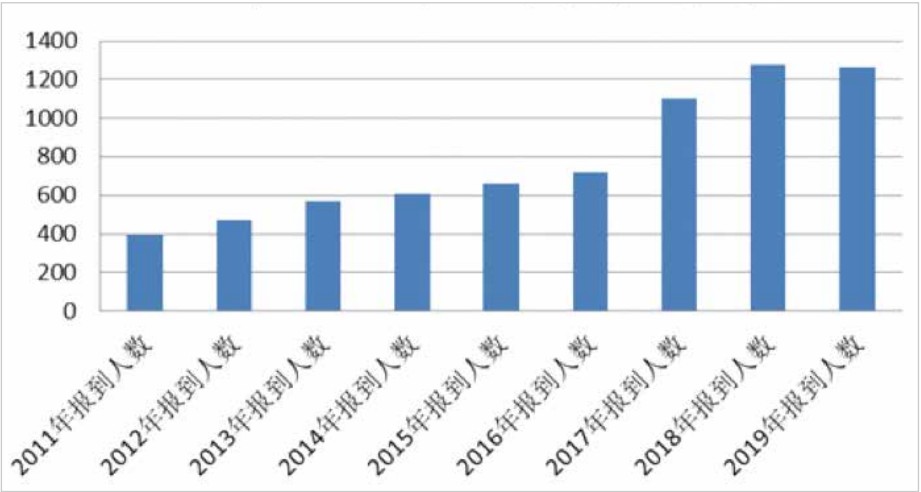
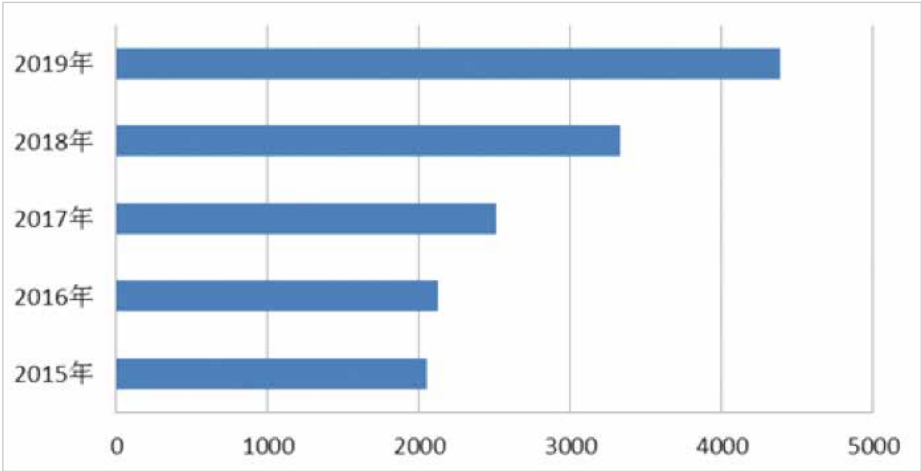


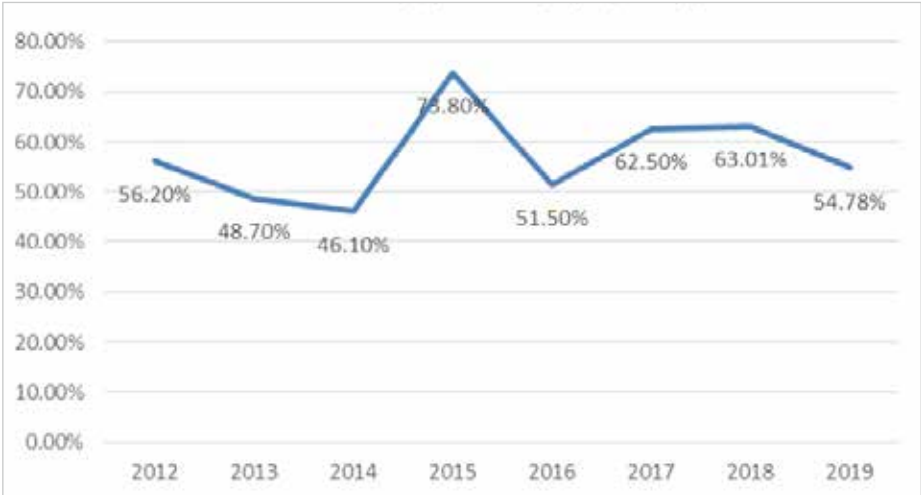
Figure 2: Summary of MTA application in 2015-2019



(2) Choice distribution of students

From the statistical data (see Figure 3), we can find that, the proportion of first choice admissions in MTA education in China decreased year by year during 2012-2014. In 2015, it rose to 73.80%, and then fell to about 50%, which is basically the same as the level 15 years ago. We should pay attention to this phenomenon. On the one hand, the proportion of first choice students who pass the initial united examination is too low. On the other hand, it also shows that it's necessary to improve the popularity and influence of MTA professional degree among various students. There is still a long way to go in terms of publicity and

Figure 3: Percentage of first choice admissions in 2012-2019



promotion. There is still a long way to go. After various colleges and universities have basically completed the quota in the enrollment plan, it is urgent to increase the proportion of MTA first-choice students in all admitted students.

1.2 Continuously Strengthen the Construction of Faculties

To continuously improve the quality of faculties for MTA degrees across China, the Secretariat of the National MTA Education Steering Committee had started organizing the national MTA core curriculum teacher training sessions since 2011 under the support of the Ministry of Culture and Tourism and the former National Tourism Administration. Up to now, the 10th training session has been held, with its course contents covering "tourism destination development and management", "tourism planning and strategic management", "tourism information system", "tourism investment and financial management", etc. At the same time, under the support of the Ministry of Culture and Tourism and the former National Tourism Administration, the "MTA Case Development and Case Teaching" teacher training session was held since March 2014, which has contributed to MTA case development and teaching work. As of late 2019, the teacher training sessions in two categories have completed the training for more than 1,200 full-time MTA teachers. In general, the organization of teacher training sessions for core curriculum and case teaching development has promoted better exchanges and common progress between MTA colleges across China in terms of core curriculum and case teaching and research, and strengthened the connection between theory and practice. However, it is still necessary to fully draw on excellent experience of foreign countries in related curriculum construction, so as to further improve the quality and teaching level of national MTA faculties.

1.3 Basically, Establish the Talent Training System

(1) Ten Thousand Tourism Talents Program

To promote the training of tourism professionals, the former National Tourism Administration has implemented the Ten Thousand Tourism Talents Research Project since 2015. The project is open to graduates and doctoral students in tourism-related majors in colleges and universities. It provides financial support

to 100 people for them to carry out basic theoretical research or applied research related to tourism each year. Each person will receive the research fund of RMB 5,000 for one-year project research. Since 2015-2018, the Secretariat of the National MTA Education Steering Committee has received a total of 1,352 application materials for the Ten Thousand Tourism Talents Research Project from more than 90 colleges and universities. Upon fair and equitable selection, a total of 529 projects were approved, with a selection rate of 39.13%. Through the implementation of the Ten Thousand Tourism Talents Program, an increasing number of masters and doctoral students in tourism management are actively participating in research on the application of tourism theories, which greatly improves their research enthusiasm and capabilities.

(2) Promote case teaching and construction

To further improve the quality of MTA education nationwide and comprehensively promote the development of national MTA teaching cases and curriculum construction, as of 2019, the Secretariat had organized and completed the solicitation and selection activities for six sessions of "National MTA Excellent Teaching Cases", as well as the publication of the first five national excellent teaching case collections, with a total of 50 excellent cases selected. The compilation of excellent cases and the publication of case collections effectively lift the teaching level of MTA education, enable students to better understand and apply the knowledge they have learned, and closely link theory with practice. Besides, it's conducive to encouraging MTA colleges and universities to focus on case teaching methods in the teaching process, and summarizing the excellent experience in the development of China's culture and tourism industry.

The National MTA Education Steering Committee has, based on this, encouraged colleges and universities that can award MTA degree to vigorously carry out case teaching. The Secretariat has also cooperated with outstanding tourism companies and destinations to jointly promote the construction of national MTA teaching case centers, continue to do a good job in the solicitation of outstanding cases, case development training, case storage construction, etc., promote the construction and sharing of MTA case resource bases and deepen the use and promotion of classroom case resources in teaching and classroom.

(3) Strengthen the construction of practice bases

Since the establishment of MTA professional degree, the National MTA Education Steering Committee has actively called for colleges and universities

to pay special attention to practical teaching and encouraged them to build practical bases. In terms of student training, the dual tutor system of "school tutor + industry tutor" is implemented. At present, colleges and universities that can award MTA degree in China have built their own teaching and student training practice bases. The practice system has begun to deliver results. Going forward, in order to facilitate the construction of national MTA education practice bases in an all-round manner, exert the driving force of excellent bases for other bases and provide practical teaching for students with MTA degrees nationwide, the Secretariat of the MTA Education Steering Committee will build a "national MTA practice demonstration base" according to the Standards on Construction of National MTA Practice Demonstration Bases already formulated.

1.4 Constantly Foster Institutional Construction

(1) Assessment mechanism

According to the *Notice of the Academic Degrees Committee of the State Council and the Ministry of Education on Carrying out Special Evaluation of Degree Authorization Sites in 2018 and the Evaluation Methods for the Qualification of Degree Authorization Sites*, the MTA Education Steering Committee organizes the evaluation on several MTA degree authorization sites every year, entrusted by the Academic Degrees Committee of the State Council. The evaluation focuses on inspecting the completeness of the postgraduate training system, involving the teaching staff, talent training, quality guarantee and other aspects. At the same time, the National MTA Education Steering Committee designed a MTA special evaluation indicator system according to the requirements of the National MTA Education Steering Committee and the characteristics of talent training for postgraduates in tourism management. The system includes a total of 22 indicators.

(2) Degree authorization review mechanism

By establishing a degree authorization review mechanism, it is helpful to standardize the MTA degree awarding process, improve comprehensive and whole-process management of the degree awarding, further clarify the responsibilities of the MTA tutor, the Dissertation Defense Committee and the Degree Evaluation Committee; promote standardized management of MTA training institutions, and improve the quality of MTA training. It can also help grasp the basic situation of existing MTA degree authorization sites, gain a comprehensive understanding of the status quo, challenges and development

trends of MTA education, and conduct a full investigation on professional degrees and discipline settings of MTA in foreign countries, so as to provide reference for the revision of the subject catalogue.

(3) Comprehensive education reform mechanism

To strengthen the construction of postgraduate courses for MTA degree and improve the quality of MTA education, the National MTA Education Steering Committee has finally completed the preparation of the guidelines for seven MTA core curriculums after investigation, analysis and repeated revision, including the Tourism Destination Development and Management, Tourism Marketing, Service Management, Tourism Industrial Economy, Tourism Investment and Financial Management, Tourism Information System and Tourism Planning, and submitted to the Ministry of Education. The preparation of MTA core curriculum guidelines can further standardize MTA teaching, and improve MTA education quality.

(4) Quality certification and evaluation mechanism

To implement the spirit of the Opinions of the Ministry of Education on Strengthening the Construction of Professional Degree Postgraduate Case Teaching and Joint Training Bases, the National MTA Education Steering Committee has, entrusted by the China Academic Degrees and Graduate Education Development Center (CDGDC) of the Ministry of Education, actively participated in the professional degree case database construction, case review expert recommendation, teachers' declaration for professional degree outstanding case, video case and text case solicitation work carried out by CDGDC; at the same time, it has actively echoed the requirement of the Ministry of Education for international certification of professional degrees, becoming the first batch of intuitions under the National MTA Education Steering Committee that participate in the international quality certification of professional degrees by the Ministry of Education. Through the quality certification and evaluation mechanism, the MTA education can be effectively supervised and further standardized, and its quality can be further improved.

(5) Special talents training and evaluation mechanism

In accordance with the requirements of the *Circular on Carrying out the Acceptance Evaluation of Talent Training Projects for Special Needs of the State in 2018*, the Secretariat of the National MTA Education Steering Committee has formulated the *MTA Professional Degree Special Needs Talent Project Evaluation Program* and established a Special Evaluation Committee to evaluate the talent cultivation quality, service demand, management and support conditions of the participating institutions. It has also completed the preparation of

evaluation reports and submitted them to relevant departments, and finished the *acceptance evaluation of talent training projects for special needs of the State* among related MTA authorization institutions. The mechanism for training talents to meet special needs can help further carry out targeted training of urgently-needed talents with MTA professional degree for key areas, thus bridging the industry's gap in MTA talents.

2. Analysis on the Predicament and Opportunity Concerning the Development of MTA Education in China

2.1 Existing Problems and Difficulties in Current Development

(1) The internationalization level and practical ability of the faculty remain to be further improved

According to the survey findings, the MTA education has developed well in China in the past ten years. However, with the advancement of the “Belt and Road” Initiative and globalization strategy, the fact that MTA majors are managed under different colleges in major universities results in uneven levels of the faculty between many universities. Coupled with the short history of the discipline development in China and the lack of cooperation with top foreign universities in related majors, the MTA education in China is exposed to a lack of internationalization of the faculty. Meanwhile, because MTA education is aimed at cultivating senior management talents for the industry, the current MTA faculty is mostly composed of teachers who are engaged in teaching and research work for undergraduate or master students in tourism-related colleges, or those who have an educational background in economics, management and even geography. Although these teachers have a high academic research level, they lack relevant industry practical experience because they have not worked in the industry or enterprise. Therefore, the capability of them to train and guide students on practical ability is limited^[2, 3].

(2) The quality of students remains to be improved

The MTA talents trained should have certain practical experience and are willing to work in the tourism sector in the future. The enrollment is for employees with work experience. However, at present, the overall education level of practitioners in the tourism sector in China is low, and the level of cultural knowledge of in-service applicants for MTA is also uneven, making it difficult to guarantee the quality of application students^[4]. In addition, due to factors such as the training objectives, training programs, curriculum settings, school-running conditions, professional experience, and promotion and publicity, there lacks a sufficient understanding of some professional master degrees across the society in China. Therefore, in recent years, there is still a small proportion of students applying for professional master degrees including MTA, resulting in uneven student quality, which needs to be improved^[5].

(3) Education management remains to be further standardized

Regarding the course contents of MTA teaching in China, most colleges and universities have currently set up various curriculums according to the training plan. However, there are still some problems such as the inconsistency between the names of public compulsory courses and the guidance plan, the lack of separate professional directions, and few optional courses. In addition, in terms of practical teaching, due to limited resources or insufficient emphasis on practical teaching, some colleges and universities fail to set sufficient practical courses. As a result, students can't truly combine theory and practice closely and enjoy systematic and timely practical experience^[6-8].

2.2 Opportunities and Challenges in Future Development

(1) Great demand for culture and tourism talents

The implementation of the international strategy of integrating culture with tourism drives deep integration of the culture and tourism. With a broad development prospect, the culture and tourism industry have a huge demand for senior talents in tourism, as well as high requirements for the cultivation of inter-disciplinary talents. This is both an opportunity and a challenge. But at the same time, the development of the culture and tourism industry has also caused an increasingly prominent contradiction in the demand for tourism talents. In particular, there is a great shortage of high-end tourism talents who can meet the standards of modern service industry. The training of MTA professionals will play

a huge role in promoting the training of high-end tourism talents in China, and become an important content and support for the industry development.

(2) Strong support from national policies

The National Postgraduate Education Conference held in July this year pointed out that, in the development process of postgraduate education, we should aim at the frontier and key fields of science and technology, deepen the discipline adjustment, improve the level of tutors, perfect the talent training system, and speed up efforts in training high-level talents that the state urgently needs. This fully demonstrates that the postgraduate education plays an important role in cultivating innovative talents, improving innovation capabilities, serving economic and social development, and promoting the modernization of national governance systems and capabilities. The enrollment of professional masters has increased from 15.9% in 2009 to about 60% in 2020. In the future, the scale is expected to continue to expand, which will bring important opportunities for the high-quality development of MTA education.

(3) Emerging technological challenges and MTA education powered by new technologies

With continuous development and progress of information technology, AI and other new technologies have gradually emerged, and been applied in classroom and practice. For MTA education, it's necessary to keep pace with the times by continuously learning new technologies, and innovating in teaching methods, teaching contents and training models. On the one hand, we should actively explore and use new technologies to improve teaching methods; on the other hand, we should teach students to pay attention to and grasp the way of applying new technologies in practice. For example, during the COVID-19 pandemic this year, various forms of "cloud classroom" online education and online seminar models have been explored, which will have a profound impact on MTA education.

3. Future Development Trend and Countermeasures of MTA Education in China

3.1 Develop A Scientific and Reasonable MTA Talent Training Program

To embrace the forthcoming "14th Five-Year Plan", China should formulate a scientific and reasonable *14th Five-Year Plan for MTA Education Development*, to clarify the training objectives of MTA education in the new era, and the requirements for comprehensively improving the quality of talent training in the new era, and supporting and leading China's strategic development. During the "14th Five-Year Plan" period, we should deepen the reform of MTA education management systems as well as MTA education and training, strengthen interaction with the industry, and promote collaborative training of industry and education; enhance the ability to serve major strategic needs and establish a sound MTA training system with Chinese characteristics. Moreover, we also suggest to strengthen the top-level design, advance the internationalization progress of MTA education, and expedite the development of a more flexible and open MTA education training system that meets the needs of everyone and delivers benefits to everyone^[9].

3.2 Focus on The Training of International Talents

Second, in the context of globalization, we should focus on cultivating international talents so as to improve our international competitiveness. In terms of course design, we should set the courses across multiple dimensions as many as possible such as multi-national companies' tourism business management, and inbound and outbound tourism; set a second foreign language course in the MTA curriculum; set up an international MTA class, and invite international students to study at MTA class in China. In terms of teaching methods, make efforts to build overseas study visit projects, and lead students to study abroad. By doing so, the communication channels can be expanded, the exchanges can be deepened, students' horizons can be broadened, and the internationalization and global thinking of MTA students can be established^[10].

3.3 Explore the Innovation in MTA Education Powered by New Technologies

With the emergence of new technologies, we should continue our efforts in innovations in the future, and explore new models of MTA high-quality talent training supported by new technologies such as "Internet +", AI, 5G and blockchain, so as to build innovative educational service and governance models^[11]; build an enabling environment for intelligent learning, and promote the deep integration of information and intelligent technology into the whole-process MTA education and teaching; carry out activities to improve teachers' and students' literacy of new technologies, so as to meet the education informatization development needs in the new era, and create a good technical environment and favorable innovation condition for accelerating the modernization of MTA education^[10-11].

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Education Quality Assurance System of Tourism College of Zhejiang

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Founded in 1983, Tourism College of Zhejiang (TCZJ), under the administration of Zhejiang Provincial Department of Culture and Tourism, is a public college of higher tourism education jointly funded by the Ministry of Culture and Tourism of the People's Republic of China and the People's Government of Zhejiang Province. At present, TCZJ has more than 13,000 full-time students and 650 faculty members. It has 12 departments, including Hotel Management Department, Travel Agency Management Department, Tourism Planning Department, Foreign Languages Department, Arts Department, Culinary Arts Department, Business Administration Department, Qiandao Lake International Hotel Management Academy, International Education Department and Continuing Education Department, offering 27 tourism-related majors, including Hotel Management, Tour Guiding, Culinary Arts and Nutrition and In-flight Service. Among the majors, 11 have passed the UNWTO tourism education quality certification.

TCZJ is committed to building a "Chinese brand" of vocational education of tourism and becoming a cradle of "Chinese service" talent. TCZJ is a national demonstration vocational college certified by UNWTO-TedQual. Since establishment, it has cultivated more than 40,000 graduates. In 2019, it was selected as one of the high-level higher vocational colleges by the Ministry of Education of the People's Republic of China and the Ministry of Finance of the People's Republic of China. TCZJ has established a close cooperative relationship with 14 trade organizations, including United Nations World Tourism Organization (UNWTO), Pacific Asia Travel Association (PATA), World Tourism Alliance (WTA), Sheffield Hallam University, William Angliss Institute and Costa Crociere S.p.A of Italy, 28 well-known colleges and universities and 85 top travel companies in the world.

In recent ten years, TCZJ has established an education quality assurance system on a gradual basis, with international certification as the core, industry standards as an effective means, and internal governance and control system as the guidance.

1. With International Certification as the Core, All Key Majors Have Passed Quality Certification

Since 2008, TCZJ has prepared to apply for UNWTO-TedQual Certification. In 2009, the first batch of 6 majors (Hotel Management, Accounting, Tour Guiding, Scenic Spot, Exhibition and Western Food) applied all passed the onsite assessment of UNWTO-TedQual Certification. Over the past 12 years, TCZJ has set a high standard, actively embraced international certification and been fully in line with international standards to ensure the source of students, social reputation and school-running quality. In 2016, based on the 6 majors above, TCZJ continued to expand the coverage of accreditation, incorporating 5 majors, including Travel English, Travel Japanese, International Cruise Crew, Flight Attendant and E-commerce, into the scope of international certification. In the same year, 11 majors passed the UNWTO-TedQual Certification. In 2019, 11 majors passed certification after re-evaluation. In short, the 12-year experience can be summarized as: education and teaching with international standards and comprehensive and synchronous data information.

First, TCZJ values teaching quality and develops multiple measurement evaluation methods. TCZJ introduced the international assessment method to ensure the implementation of work concerning education and teaching. It is the first college of tourism in China to do so. By focusing on the vision of building a "Chinese brand" of tourism education in its development, TCZJ implements the indicators (including faculty qualifications, teacher workload, teacher allocation, financial resources, facility and equipment, learning resources, educational technology and support, off-campus school and student recruitment process) around its vision and mission in terms of professional development and carries out quantitative evaluation of the implementation. In terms of teaching quality measurement, TCZJ does not take structured evaluation as the only yardstick. In addition, it employs diversified teaching quality means to ensure the effectiveness and high quality of teaching evidence, forming a teaching

control system of TCZJ which combines performance evaluation, value-added evaluation and structural evaluation.

Second, TCZJ strengthens the consciousness of evidence and establishes an evidence-based quality assurance system. UNWTO-TedQual Certification emphasizes evidence-based practice, requiring the organizations to be audited to establish an evidence-based standard system by creating evidence culture. TCZJ follows this principle in its education quality control. The consciousness of evidence is highly strengthened in quality control, changing the traditional model of relying on personal subjective experience and intuition and collecting qualitative and quantitative data information at multiple time points consciously during the process of talent cultivation. According to the audit annex required by UNWTO, TCZJ has developed specific development plans at various levels and implemented them consistently based on six dimensions: employer, student, curriculum and teaching system, teacher, management and the implementation of global tourism ethics. TCZJ has implemented "Sunshine Program" for students' moral code, "Elite Training Program" for talent training and "Star Program" for teacher promotion many times, so as to improve quality assurance through projects.

Third, TCZJ strengthens data transformation and constructs communication channels of international education. TCZJ has earlier realized the practice of "data acquisition — transformation — application" in the study and judgment of education quality. Based on the information and materials collected for each major, teachers' educational effectiveness is rationally evaluated and judged on a yearly basis. Taking UNWTO-TedQual Certification as an opportunity, TCZJ follows the trend of tourism globalization in a timely manner, building a communication channel in line with the international standard. As of February 2019, TCZJ has 3 Sino-foreign cooperative education programs approved by the Ministry of Education of China. It is the first higher vocational college in Zhejiang Province with the qualification to enroll foreign students. TCZJ has cooperative relations with 28 colleges and universities in 15 countries and regions, such as William Angliss Institute of Australia and Russian State University of Tourism and Service, and has established practice bases in countries like America, the United Arab Emirates, Singapore and Japan. Every year, more than 10% of the graduates go abroad for study, research and studies, internship and visit, and 80% of the front-line teachers and managers have the experience of overseas study and training, investigation and visit.

2. With Industry Standards as An Effective Means, Education and Teaching Are Integrated into The Industry Development

The development of TCZJ has distinct features, and the education path of "focusing on tourism for major development, talent cultivation, scientific research and improved services" has been always pursued.

First, TCZJ introduces industry standards, with education and teaching in line with industry development. As a model of national tourism standardization, TCZJ, relying on the tourism standardization research base of China Tourism Academy, has fully introduced tourism industry standards into education and teaching, and built practical training and practice sites based on industry standards. With star grade hotel as the standard, TCZJ has built its hotel for practice (Lvyuan Hotel) into a three-star hotel; with A-level scenic spot as the standard, TCZJ has built its campus (demonstration area of international education tourism) into a 4A-level scenic spot and offered standardized service education and teaching. In 2011, TCZJ launched a pilot project of national tourism standardization, comprehensively introduced the concept of standardization, developed standardized rules and regulations, and implemented standardized education management. In terms of practical exploration, TCZJ is in line with industry development in an all-round way.

Second, TCZJ gives full play to the advantages of provincial and ministerial co-construction and offers multi-dimensional social services of talent cultivation. As a college jointly established by the Ministry of Culture and Tourism of China and the People's Government of Zhejiang Province, TCZJ has such organizations and platform as Zhejiang Culture and Tourism Think Tank, Collaborative Innovation Center of Zhejiang Rural Tourism Application Technology, Zhejiang Tourism Science Research Institute, Zhejiang Tourism Development Research Center, Zhejiang Tourism Training Center, Zhejiang Tourism Standardization Technical Committee and Zhejiang Tourism Statistics Data Center. It plays the role of "think tank" in national strategies, such as precision poverty alleviation, rural revitalization and integration of culture with tourism. In addition, TCZJ's teachers and students have provided services for major events, including G20 summit and the World Internet Conference, playing the role of "talent pump".

Third, TCZJ builds high-quality training bases and integrates industry and education to carry out multi-level college-enterprise cooperation. In terms of its practical training bases, TCZJ insists on high starting point, high standard and high quality, building 1 training base for vocational education funded by the central government and 13 provincial-level training bases. It has successively signed agreements on internship and training bases with 85% of county, city and district governments of Zhejiang Province, 46 transnational tourism enterprises and 189 well-known Chinese enterprises, and established 9 enterprise-system schools with Costa, New Century, Wuzhen, Songcheng and Nanyuan, etc. In this way, a driving force, composed of government, enterprise and industry, was formed to jointly promote the development of tourism education.

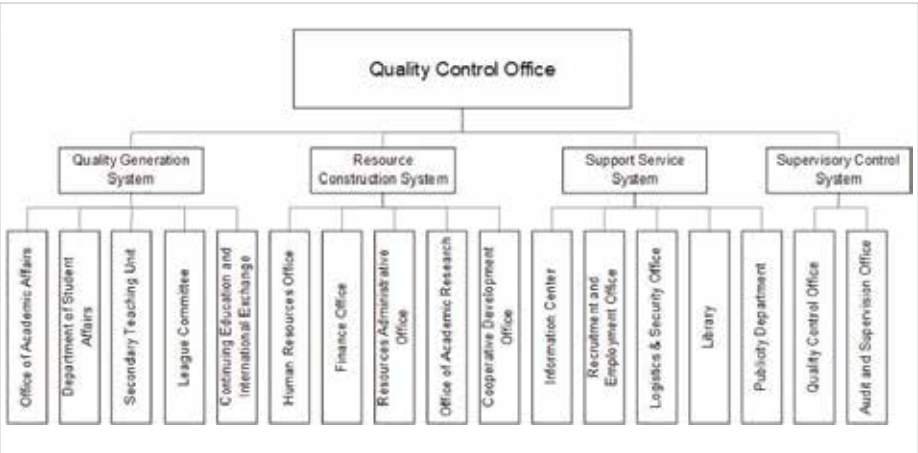
3. Taking Internal Quality Control as The Guide, TCZJ Guarantees the Quality of Education and Teaching Comprehensively

TCZJ has built a set of scientific, accurate and development-oriented quality control systems for all.

First, TCZJ's sound organizational structure forms a multi-process control and multi-level progressive internal quality assurance network. First of all, TCZJ has established its quality control committee to comprehensively lead the work of diagnosis and improvement of internal quality assurance system. The committee has a quality management office responsible for the implementation of quality monitoring and the operation of diagnosis and improvement system. Secondly, TCZJ has established a comprehensive coordination group as the coordination organization of diagnosis and improvement of the whole college, and taken the working groups of four secondary departments, namely, Major Development, Teacher Development, Student Development and Data Platform, as the guidance organization for its diagnosis and improvement work and responsible for internal quality control. Thirdly, TCZJ has established a leading group of the second-level quality assurance to act as the executing agency of the diagnosis and improvement work, responsible for the diagnosis and improvement of each major. The leading group has a major quality assurance

team and a course quality assurance team to serve as executing agencies of diagnosis and improvement work, responsible for the self-diagnosis and improvement of major and course quality.

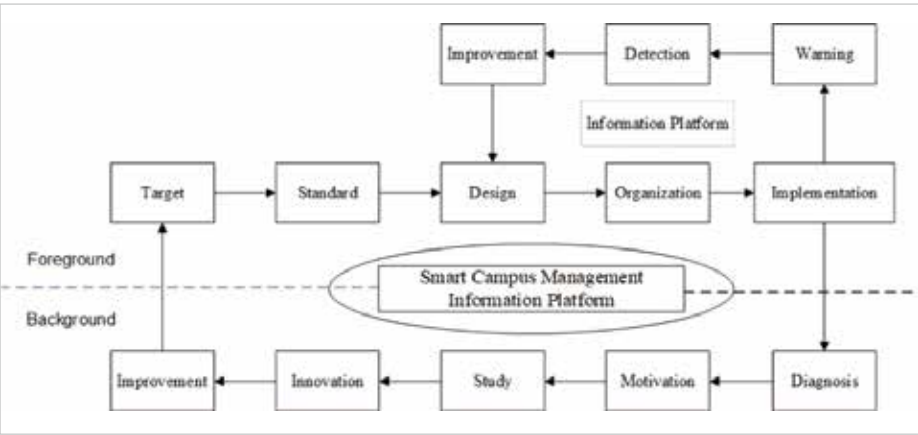
Figure 1. The Position of TCZJ's Functional Departments in the Vertical System



The central tasks of five links, namely, decision-making & commanding, resource construction, service support, quality generation, supervision & control, have been built, covering all teaching subjects, including colleges, majors, courses, teachers and students. And they are confirmed in the system. Through straightening out the working mechanism, responsibility and task, internal relationship and work connection among the five-level responsibility subject, a three-dimensional evaluation index system, quality system and standard system can be formed.

Second, TCZJ implements the “foreground plus background” working mode and builds a full coverage operation mechanism of vertical and horizontal linkage at the level of colleges, majors, curricula, teachers and students. At the college level, TCZJ has built a normalized self-diagnosis and improvement mechanism with spiral progression, featuring “target, standard, operation, diagnosis and improvement”.

Figure 2. Logic Diagram of Internal Quality Self-diagnosis and Improvement Mechanism



Based on the big data platform of the college, the annual work plans are implemented according to the schedules. According to the three levels of “School - Department - Major” and the four steps of self-set goals - self-set standard - independent implementation - self-diagnosis and improvement”, self-diagnosis and improvement are conducted for all work. At the level of majors, TCZJ uses the information management platform to collect real-time status data for statistical analysis, provides feedbacks and makes improvements in a timely manner, while formulating its major setup and adjustment and management measures. At the level of curricula, TCZJ develops curricula construction plans, listing 100% annual construction targets, tasks, measures and expected effects of curricula.

Third, TCZJ establishes the data analysis mechanism of teaching and carries out the assessment diagnosis of teaching in the form of course team. At the level of teachers, TCZJ has designed an incentive mechanism for teachers' promotion in a systemic manner, improved faculty development standards, built a teacher development platform and refined the goal system for the construction of a three-level teaching staff of "college, department and major" to constantly promote the professional development of teachers to a higher level. At the level of students, TCZJ has set up standards for student cultivation by referring to the excellent colleges with industry-education integration in the world. TCZJ implements multi-dimensional student self-diagnosis and improves the implementation plan of quality-oriented education system for students based on its personnel training objectives. By referring to the sample data information, TCZJ collects student status data in real time for statistics and analysis and

monitors student development status to provide timely feedbacks and make improvements; it has established students' satisfaction questionnaire survey and feedback improvement system every semester and improved the students' demand and response mechanism.

China only has more than 40 years of history in offering vocational education of tourism. There are still some perplexities and problems in education quality management and control of vocational education, such as the influencing factors and accuracy of quality evaluation, the relationship and weight between process evaluation and ultimate evaluation, and the coordination between the static system and the dynamic management in the quality assurance system, which all need to be studied and improved gradually in the actual work.

TCZJ's gradually formed education quality assurance system has effectively guaranteed the education and teaching quality, allowing the college to have a range of achievements in talent cultivation, scientific research, social service and influence and so on.

TCZJ leads its counterparts countrywide in quality of education. In 2019, TCZJ ranked among the best higher vocational colleges in China in terms of comprehensive competitiveness. It always ranks top 100 in terms of overall evaluation and ranking. Aside from that, it was selected as one of the high-level higher vocational colleges by the Ministry of Education of the People's Republic of China and the Ministry of Finance of the People's Republic of China. According to the 2019 Annual Report on the Quality of Higher Vocational Education in China, TCZJ has been selected as one of the "Top 50 Higher Vocational Colleges for Educational Quality" in China.

TCZJ sees steady improvement of scientific research level. TCZJ has obtained project approvals of the National Social Science Foundation of China and Humanities and Social Sciences Foundation of the Ministry of Education, ranking top 10 for five consecutive years in terms of the total number of projects approved at the provincial and ministerial levels among the higher vocational colleges in Zhejiang Province. According to the ranking of national demonstration (key) higher vocational colleges in terms of scientific research competitiveness in China in 2015 by the Institute of Vocational & Adult Education, East China Normal University, TCZJ ranked top 25 for scientific research competitiveness in China.

TCZJ has achieved remarkable results in social services. Relying on its faculty and the advantages of numerous provincial platforms, TCZJ has been fully coordinating national tourism development and provincial key work. It has

been responsible for the reception of state leaders' delegations attending the G20 Hangzhou Summit. So far, a total of 12,000 teachers and students have served for China's major events, such as Beijing Olympic Games, Shanghai World Expo and World Internet Conference. During the process of integrating culture with tourism, TCZJ contributes to the development of The Yangtze River Delta and Zhejiang Province in an all-round way and actively provides services for the implementation of the national rural revitalization strategy. TCZJ has received more than RMB 20 million for social services for 5 consecutive years and has been selected as one of the "Top 50 Higher Vocational Colleges for Social Services" in China for 4 years in a row.

TCZJ has growing global influence. In 2017 and 2019, TCZJ respectively established Sino-Russian Tourism College and Sino-Serbia Tourism College, which is the first time for a college in Zhejiang to set up overseas educational institutions in Russia and Serbia. TCZJ has China Office of the Global Travel and Tourism Partnership (GTTP) and Sino-Australia International Hotel Management School, realizing the seamless combination of globalization and localization. Moreover, it has been rated as one of the "Top 50 Higher Vocational Colleges with Global Influence" in China for 3 consecutive years.

Experience and Inspirations of Joint Training in International Cooperation

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Since the state puts forward the construction of first-class disciplines, discipline construction has become the development direction and inevitable trend of the tourism management major; and the mode of education branding internationalization and the introduction of high-quality educational resources also become one of the key issues that the education department and the public attach great importance to. So, how to trigger a chemical reaction between Sino-foreign cooperation in running schools and the construction of first-class disciplines in tourism management? To address this, Dongbei University of Finance & Economics has made many innovations and explorations.

Founded in 1995, the School of Tourism and Hotel Management at Dongbei University of Finance & Economics (STHM-DUFE) ranks fourth in tourism management major across China, which is recognized in the Academic Evaluation Report of Chinese Higher Educational Schools and Disciplines (2018-2019). Founded in 2007 by Dongbei University of Finance & Economics and the University of Surrey, the Surrey International Institute (SII) is a school run in the mode of Sino-foreign cooperation. Its tourism management major ranks among the top five in the world, with the first place occupied by the UK and Europe. In the long-term school-running practice, both colleges have achieved good results.

In December 2016, Dongbei University of Finance & Economics reorganized the resources of tourism management disciplines, made deep integration of academic research resources, Chinese and foreign teaching resources, industry resources, alumni resources, etc., connected the world's top tourism

management disciplines with China's leading tourism management disciplines, and finally gathered the core global educational resources and local industrial resources on the platform of Sino-foreign cooperation in running schools and on the basis of tourism management, with an aim to achieve mutual harmony and win-win results between the construction of first-class disciplines and Sino-foreign cooperation in running schools.

1. Establish A Communication Mechanism and Build A High-End Academic Platform

The Surrey International Institute has taken the initiative to connect British resources with its own resources. Through continuous communication with the British side, the Institute takes into full account the academic interests of the British side and utilizes the subject funding of Dongbei University of Finance & Economics to jointly organize a Sino-British tourism management workshop for global scholars in DUFE every September. As of September 2019, the two parties had jointly held three international tourism research forums, delivering results in the publication of papers, cooperative projects, doctoral training and other aspects.

The construction of an international platform for the tourism discipline of DUFE is attracting a multitude of PhD graduates to apply for and join. Relying on the mode of education branding internationalization, the Institute has formulated special policies and scientific research awarding methods for the introduction of teachers, successfully attracting nearly ten outstanding Chinese and foreign teachers to join. In January 2020, the two parties jointly recruited three professional directors from across the globe and established the Human Resources and Development Committee, aiming to build a network of open research collaborations and thereby establish an academic communication mechanism connecting DUFE with the University of Surrey. Moreover, by doing so, the advantages of both sides can be fully exerted in the construction of tourism management discipline into a key domestic first-class and internationally renowned discipline with distinctive features and outstanding theoretical contributions, thus making greater contributions to the tourism management major in terms of students' international exchanges, outstanding graduates, course teaching quality, social service characteristics and contributions, etc.

2. Improve the Quality of Talent Training in an All-Round Manner

DUFE and Surrey have made many achievements in personnel training, academic exchanges and social reputation. The students of DUFE who studied in Surrey as an exchange student performed better than other students in academic scores, winning by wide recognition of the British side. From 2007 to 2017, the Surrey International Institute has produced fruitful results in many aspects such as talent training, professional construction, academic support, employment of alumni and student activities, becoming a typical model for Sino-foreign cooperation in running schools.

After the co-construction of disciplines, the Surrey International Institute continues to attract high-quality students to fuel its undergraduate talent training. At present, the admission scores of Surrey International Institute in several provinces have surpassed DUFE. Career development and employment guidance is one of the core functions of a university. The Surrey International Institute has drawn on the common school-running organizational structure of Western universities and established a Career Development and Alumni Center, which is dedicated to organizing students' internship training, school-enterprise cooperation, career guidance, alumni liaison, etc., and providing academic research and business consulting services for teachers, so as to truly build a bridge connecting universities and the society.

3. Actively Cooperate with The Government and Enterprises in Training of High-End Talents along the Silk Road

To further facilitate the training of high-end talents along the Silk Road, DUFE has reached strategic cooperation with Dalian Municipal Bureau of Culture and Tourism. On December 7, 2017, DUFE formally signed the Strategic Cooperation Agreement on joint cultivation of high-level talents with Dalian Municipal Bureau of Culture and Tourism. According to the agreement, DUFE is responsible for the design and implementation of courses, while Dalian Municipal Bureau of Culture and Tourism is responsible for the design and arrangement of teaching

practices. The two parties set up a joint steering committee for the Silk Road Tourism Management High-end Talent Training Program. The Dalian Municipal Tourism Development Committee has provided a list of 24 people to the joint steering committee, including eight administrators with abundant tourism work experience, eight hotel managers, and eight persons in charge of the scenic spot. The joint steering committee selected five-ten persons from the recommended list as honorary tutors for the Silk Road Tourism Management High-end Talent Training Program. The selected honorary tutors will organize no less than two thematic presentations on leading industry practices for students participating in this program each semester. At the same time, the joint steering committee will organize the students participating in this program to visit tourism enterprises in Dalian twice every semester, and provide internship opportunities for international students with an internship intention. DUFE plans to build this program into a brand project for students from countries along the Silk Road to study abroad in China within five years.

4. Take the Lead in Establishing a Tourism Think Tank in Dalian to Provide Political Consultation Services

The social service function becomes another important work after cooperation between two institutes. DUFE and Dalian Municipal Bureau of Culture and Tourism have established a tourism think tank in Dalian, which is composed of well-known scholars, senior executives of tourism companies and senior managers of local tourism government departments. Taking consulting services and research topics as the link, result reports and internal references as the carrier and tasks as the force to gather experts, the think tank gives full play to the supporting and leading role of talents as the primary resource.

The two parties have established a leading group for the tourism think tank in Dalian, which is mainly responsible for comprehensive construction, organization and leadership of the think tank and supervising the think tank to perform their duties and play their roles. The Director of Dalian Municipal Bureau of Culture and Tourism serves as the head of the leading group. The leading group sets a secretariat in DUFE, with the dean of STHM-DUFE serving

as the secretary-general. It's responsible for the organization, coordination and daily management of the tourism think tank. Both parties have established an academic committee for the tourism think tank in Dalian, which is mainly responsible for the scientific research planning, the construction of scientific research teams, the identification, review and recommendation of scientific research results of the tourism think tank. In addition, the two sides have set up an expert advisory committee for the tourism think tank in Dalian. An expert advisory group composed of high-end tourism talents has been established by further integrating the intellectual resources of the tourism academic, industry, and political communities on the basis of the municipal tourism expert database, which is responsible for providing advice and advisory opinions on Dalian's tourism development strategies and major issues. We have recommended several experts from Surrey to serve as foreign experts in the think tank. The consulting activities carried out by them have been adopted by Dalian Tourism Development Committee.

In addition, we are also actively exploring the "revolving door mechanism" of the tourism think tank. Give full play to the role of the think tank as a platform for cooperation and exchanges, organize scholars and experts in the tourism think tank to take a temporary post at the grassroots, tourism companies and tourism government departments, encourage the experts from government departments and tourism companies to serve as visiting fellows or part-time professors in universities or scientific research institutions, promote to establish regular dialogue and discussion mechanisms among the academic, political and industry communities, strengthen strategic interaction among members of the think tank in the academic, political and industry communities, promote combination of theory and practice across the think tank, and form and expand the demonstration effect of this mechanism nationwide.

China's Experience and Inspirations of Cooperation with Foreign Countries in Running Schools: A case study on Guilin Tourism University¹

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Actively exploring the overseas school-running models, expanding its scale and promoting the "going global" of China's education is an important path to further improve China's education influence in the international community, as well as an important measure to expand cultural exchanges, jointly advance the "Belt and Road" initiative and serve China's opening-up strategy. As the world's largest tourists generating country in outbound tourism, China plays a significant role in tourism, tourism education and Chinese education in countries and regions along the Belt and Road. Adopt an overseas cooperative school-running model that integrates education and tourism and speed up the "going global" of China's education by relying on the fast-developing international tourism industry and China's influence in the global tourism industry, which is regarded as a worthwhile way to explore the internationalization of education. As a local industry college run in a region performing moderately in economic and social development, Guilin Tourism University is objectively constrained by inadequate funding for running schools and limited educational conditions. In spite of this, it leveraged the brand and resource advantages of Guilin's tourism industry to expand the connotation of industry-education integration and school-enterprise cooperation and established the mechanisms with output curriculum standards as the core content and overseas campuses as the carrier to vigorously develop

overseas cooperative education businesses, delivering significant phased achievements. Among them, the Indonesian campus project cooperatively established in Jakarta, Indonesia was listed as a key project for international cooperation in the culture and tourism industry in 2019 by the Ministry of Culture and Tourism. The overseas school project of the Silk Road International University of Tourism, Uzbekistan was recognized by the Ministry of Education of China and the Ministry of Education of Uzbekistan, with its project results winning the 2019 Guangxi Higher Education Teaching Achievement Special Award. Its experience in running schools with foreign countries has attracted wide attention.

1. Preliminary results of Guilin Tourism University in Cooperation with Foreign Countries in Running Schools

Guilin Tourism University is the only key support unit of the United Nations World Tourism Organization in mainland China, an Asia-Pacific Tourism Association education member unit, the Asian Development Bank "Excellent Partner for High-end Tourism Talent Training", China Tourism Academy "Five Star Alliance" Unit, China – ASEAN Tourism Education Alliance Initiative, one of the 100 application-oriented undergraduate schools of the Ministry of Education for industry-education integration development engineering construction planning projects, China-ASEAN Tourism Talent Education and Training Base, China-ASEAN Tourism Research Base, Training Base of Poverty Alleviation through Tourism of the National Tourism Administration, the first batch of Hong Kong and Macao Youth Study Bases, and the National Mass Sports Advanced Unit, the Small Highland of Guangxi for tourism talents, and the carrier unit of Guangxi Tourism Data Center; won the National Excellent Award for Catering Vocational Education and the Best Talents Training Institute for Oriental Tourism Service Industry. Attaching great importance to overseas cooperation in running schools, it has actively carried out foreign exchanges and projects of international cooperation in running schools according to the requirements of the national strategy and "three positionings" of Guangxi and the policy of "introducing high-quality education resources from Europe and the United States, and exporting tourism education to ASEAN and the "Belt and Road" countries".

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As the first overseas campus established by Guilin Tourism University in Jakarta through industry-education integration and school-enterprise cooperation, the Sino-Indonesian Tourism Business School is an important move taken by Guilin Tourism University to deeply integrate into the construction of the Belt and Road Initiative, build a China-ASEAN tourism education community, and occupy the highland for ASEAN tourism education. Established in Trishakti Tourism School of Indonesia in December 2017, the Sino-Indonesian Tourism Business School aims to give full play to the unique "first connectivity" advantages of tourism in international exchanges, as well as the advantages of Guilin as an international tourist attraction and the culture and tourism resources of Guangxi, to disseminate the image of Guangxi and tell good stories about China and build a comprehensive culture and tourism education exchange platform integrating tourism education, international cooperation research, tourism vocational training and international cultural exchange. After operation for more than two years, the project has achieved good social benefits and become a new driving force for Guangxi to build the China-ASEAN community with a shared future, making series of achievements amid exploration.

1.1 Government Recognition

Boasting strong professional advantages, Guilin Tourism University has been well recognized by the Indonesian tourism education community, setting up a Chinese tourism education brand that has a high level and strong industry service ability and receives great support from the government. On December 12, 2017, government leaders from the Ministry of Foreign Affairs, Ministry of Research, Technology and Higher Education, Ministry of Tourism, Ministry of Agriculture and other commissions of Indonesia attended the inauguration ceremony of Sino-Indonesian Tourism Business School. Doctor Ir. Illah Sailah from the Ministry of Research, Technology and Higher Education made a speech, saying that our Ministry strongly supports the cooperation between the two universities and hopes that the cooperation with Guilin Tourism University can bring new professional connotations and teaching methods to Indonesian tourism education. In particular, we hope that the cooperation between two universities will make innovative contributions to online courses. To this end, the Ministry of Research, Technology and Higher Education of Indonesia provided 15 Indonesian government scholarships for students who studied abroad in Guilin Tourism University in 2018, accounting for 20% of the total number of Indonesian government scholarships in the tourism category. It also assigned

officials to accompany the first batch of students to Guilin. On September 14, 2018, President Cheng Daopin of Guilin Tourism University was invited to visit Ambassador Djauhari Oratmangun at the Embassy of Indonesia in Beijing. Both sides exchanged views on Sino-Indonesia cooperation in running schools and serving the development of Indonesian tourism. Ambassador Djauhari Oratmangun highly appreciated the school running of Guilin Tourism University in Indonesia, adding that "Tourism will become a main income source for Indonesia in the future. The number of Chinese tourists to Indonesia has grown rapidly, making China the largest tourists generating country for Indonesia. We think this project can provide support for improving the service level of the tourism industry in Indonesia and has a good development prospect. At the China-ASEAN Tourism Education Alliance Annual Assembly on June 20, 2019, Ms. Gili Adrisini, Deputy Minister of Tourism of Indonesia, Mr. Zhou Haoli, Indonesian Ambassador to China, and Mr. Huang Xilian, Chinese Ambassador to ASEAN all gave recognition to the efforts of Guilin Tourism University in tourism education cooperation in running schools, innovation in school-enterprise cooperation, and construction of think tanks to support the upgrading of ASEAN tourism industry and to serve China's "Belt and Road" initiative.

1.2 Industry Recognition

The school-running project of Guilin Tourism University in Indonesia has been recognized by the Indonesian tourism industry. The Ministry of Tourism of Indonesia has granted funds to invite the experts from Guilin Tourism University to Indonesia for industry diagnostic services. This move has also been recognized by the Indonesian tourism education community. GLTU has signed a strategic cooperation agreement with the Association of Indonesian Tourism Institutes. In 2018-2019, the School organized a series of thematic activities such as the campus open day, Chinese tourism education into the school, Chinese food culture community activity day and China tourism education experience day, which were continuously followed and reported by Indonesian media. These activities effectively spread the voice of China, and implemented the positioning proposed by General Secretary Xi that tourism is a bridge to spread civilization, exchange culture and enhance friendship. For example, on June 22-27, 2018, GLTU organized teachers from Trishakti Tourism School of Indonesia to participate in its teaching training, with the main contents covering industry inspections, internship inspections, theoretical and practical teaching, China-Indonesia interactive teaching and other modules, in a bid to facilitate the

teaching preparation work of overseas cooperatively-run campuses. Moreover, GLTU actively arranged domestic students to visit overseas campuses for rich cultural exchanges and experience with students on that campus. For example, on April 25, 2018, GLTU sent domestic students to the Trishakti Institute of Tourism in Indonesia for a three-week exchange, during which the students from two campuses took classes together, studied the Indonesian history and culture, and conducted research on the development of tourist attractions. During three weeks of short-term exchange and study, the students of two campuses experienced the Indonesian education and the historical and cultural customs of China and Indonesia, and carried out the investigation on tourist attractions in person, improving their communication skills and foreign language skills and consolidating the friendship and cooperation between two campuses and Indonesian universities. This is an important measure for GLTU to echo the national "Belt and Road" initiative, deepen international exchanges, and enhance our international influence overseas. In addition, the overseas cooperative education project of GLTU has received strong support from ADB, Guangxi Webster Education and other organizations, which also demonstrates the recognition of the industry on the overseas cooperative education project to some extent.

2. Experience and Inspirations of Guilin Tourism University in Cooperation with Foreign Countries in Running Schools

2.1 Establish Professional Institutions for Connection and Strengthen Platform Construction

To implement the Education Action Plan for Jointly Building the Belt and Road Initiative issued by the Ministry of Education and the Three-year Action Plan for Educational Promotion in Guangxi (2018-2020) by the Guangxi Zhuang Autonomous Region, accelerate foreign exchange and cooperation of education of GLTU, and innovate and develop the overseas education of GLTU in China

and enhance the voice of Guangxi tourism education in countries along the Belt and Road, GLTU kicked off the overseas education business in September 2017, set up the Belt and Road International School through school-enterprise cooperation, implemented the "transnational double campus training" program and developed and operated overseas education projects. As a secondary school established by GLTU jointly with Guangxi Webster Education through industry-education integration, the Belt and Road International School is responsible for carrying out overseas education in "Belt and Road" countries. The School mainly carried out overseas education in China in innovative ways such as the "Overseas Campus" plan and transnational cross-campus joint training, with an aim to co-construct an international community of tourism education.

After the establishment of the Belt and Road International School at GLTU, a development concept that starts from actively serving the national strategy, focuses on system and mechanism innovation, converges power from business differentiation, and draws strength from talent training has been developed to integrate the School's superior majors and resources into international courses, and thus form the educational standards suitable for overseas cooperation in running schools. From the inauguration of Sino-Indonesian Tourism Business School in Jakarta on December 12, 2017 to December 2018, Guilin Tourism University had successively established overseas campuses (teaching sites) in Jakarta, Indonesia and Almaty, Kazakhstan to carry out undergraduate education for local students. The first enrollment included 121 students who started study in September 2018 in two places; moreover, the School set overseas offices in Lahore, Pakistan and Bangkok, Thailand, and discussed the form and scope of cooperation in tourism education with the Lao Ministry of Information, Culture and Tourism and Dubai Tourism and Commerce Marketing, gradually enhancing the influence of Guilin Tourism University in tourism education of Belt and Road countries.

In addition, the school took the opportunity of upgrading to a 4-year college to actively integrate into the "Belt and Road" initiative, and continued to reform the personnel training mechanism in accordance with the principle of "multi-subject connection and multi-platform support". It established in-depth cooperation relations with more than 10 colleges and universities in ASEAN. In addition to overseas campuses in Jakarta, Indonesia, it also established overseas teaching sites in Hua Hin, Thailand, and overseas offices in Manila, Philippines to promote extensive consultation and joint construction of courses; built a number of international business platforms with different functions to promote

orderly operation of the functional modules of international talent training; fostered cultural identity with value education, and spirally built the collaborative education mechanism of China-ASEAN Tourism Education Alliance to solve the derailment of talent training from internationalization and achieve the goal of cultivating China-ASEAN international tourism talents with the spirit of building a community with a shared future for mankind.

2.2 Innovate the Mode of Overseas Education and Integrate Chinese Features

(1) Establish the internationally-oriented Chinese curriculum standards based on integration and innovation. Highlight the demonstration significance of the construction of Guilin as an international tourist resort to ASEAN tourism industry, and build a cultural identity "overpass" for China-ASEAN tourism schools. By cooperating with the World Tourism Organization, Lausanne Hotel School in Swiss and Hong Kong Polytechnic University in running schools, introduce world-leading education concepts and curriculum standards, integrate Chinese cultural characteristics and differentiated needs of the ASEAN tourism industry, and build internationally-oriented Chinese curriculum standards according to the knowledge, abilities and attitudes required by the community mechanism. It established the teaching contents of "bilingual Chinese and English + Chinese culture + professional ability" in the application-oriented undergraduate major in hotel management and tourism management, as well as a flexible three-layer curriculum system featuring a flexibly-combined curriculum structure of "school-based curriculum + national curriculum + international general curriculum" for overseas cooperative education projects in different countries, aiming to address the disconnection between talent training and the demand for international tourism talents, and adapt to new requirements for coordinated development of China-ASEAN tourism industry.

(2) Create a three-dimensional transnational teaching resources platform through orderly connection. The Belt and Road International School took the lead to integrate domestic and foreign teaching resources based on its advantages in running schools, and build a three-dimensional transnational teaching resource platform featuring "interactive sharing, open independent learning module and online and offline dynamic teaching mode". Promote orderly connection between the construction of an international faculty database, a remote transnational synchronous teaching system, high-level ASEAN tourism vocational training, multi-mode academic cooperative education, multi-level

tourism scientific research and other business to realize the two-way flow of teaching resources from domestic and foreign partners to support school teaching, address the shortage of international teaching resources, promote the opening of education and its feedback the School's international connotation construction, effectively meet the differentiated needs of the School and various teaching sites in ASEAN, and continuously optimize the collaborative education mechanism of the community.

(3) Open up the internalization channel of international teaching resources through school-enterprise cooperation. The school pays special attention to the top-level design of school-enterprise cooperation, and boldly explores an international education mechanism of mixed ownership. Revitalize the resources of all parties in China-ASEAN Tourism Education Community through the market power of school-enterprise cooperation, support the School to establish overseas campuses in ASEAN and attract ASEAN colleges and universities to cooperatively establish a school on campus, so as to realize two-way transnational and cross-campus training for Chinese and foreign students, break through the time, space and resource constraints of international education, drive the internalization of various international teaching resources in schools, and provide comprehensive guarantee for promoting the School's international curriculum to enter ASEAN and "Belt and Road" countries.

2.3 Pay Attention to Publicity Method and Content to Increase Popularity

(1) Innovate the concept of external communication and realize multi-level communication in depth. In 2018-2019, the Sino-Indonesian Tourism Business School at GLTU successively planned and organized a series of 18 thematic activities such as the "campus open day", "Chinese tourism education into the school", "Chinese food culture into community" and "China tourism education experience day", attracting more than 3,000 people from Jakarta, Bandung, Surabaya and other cities and well received by many Indonesian teachers and students as well as the surrounding residents. Many local scholars and people in Indonesia volunteered to provide services for the project activities. This project not only received continuous attention and reports from local mainstream media, but also was affirmed by the Indonesian Ambassador to China, Ministry of Research, Technology and Higher Education, and Ministry of Tourism. On top of that, the School also carried out international tourism cooperation research, tourism vocational training and tourism industry consulting services, etc., and

conducted in-depth communication and exchanges with Indonesian business circles, local governments and academia. It conducted in-depth and extensive communication with various industries in Indonesia based on actual conditions, and recommended to Indonesia the excellent Chinese culture with Chinese characteristics and wisdom, so as to promote the tourism image of Guilin, Guangxi to Indonesia and ASEAN countries and create a good image of Guangxi internationally. At the same time, it provided tourism education and experience to make it easier for people of different cultural backgrounds, regions and customs to accept the Chinese culture.

(2) Enrich the content of external communication, and encourage the introduction and going global of culture in exchange. Since 2018, the Sino-Indonesian Tourism Business School at GLTU has attracted more than 130 outstanding students from Indonesia to study in Guilin, and more than 200 teachers, students and their parents to Guilin for short-term exchanges. The international students in the program participated in a total of 41 international and national competitions, among whom, one student won a Silver Award in the 44th World Skills Competition, and nearly 200 students received various scholarships such as the Indonesian Government Scholarship, Guangxi Government Scholarship for ASEAN Students, and Guangxi Webster Enterprise Scholarship. The School actively organized and participated in international cultural exchange activities, and improved the understanding of more Chinese teachers, students and people for Indonesian culture and customs by organizing Indonesian cultural festivals, participating in cultural performances, and volunteer activities, among others. The international students of Guilin Tourism University, represented by Indonesian students, won many awards in international cultural competitions organized by the School, city and autonomous region, realizing two-way communication and "double integration" of cultural exchanges, i.e., introduction and going global, and strongly supporting the going global of Chinese excellent culture.

(3) Integrate external communication resources and establish a high-level platform for external publicity. To promote regional cooperation and development and help countries and residents along the "Belt and Road" to better understand diversified China and Guangxi, the "Belt and Road" International Forum on Tourism Development was held in Palembang, Indonesia and Guilin, China for two consecutive years in 2018 and 2019. Hosted by GLTU, and School of Hotel and Tourism Management at Hong Kong Polytechnic University, and organized by the Belt and Road International School at GLTU and Sino-Indonesian Tourism Business School, this event invited government

officials, domestic scholars, entrepreneurs and media representatives to participate. At the 2nd Forum, the Guilin Declaration was released, forming a high-level international exchange platform. The School attached great importance to project dissemination and actively planned and launched a series of excellent publicity activities integrating professionalism, ideology and effectiveness by strengthening cooperation with the central and local publicity media including People's Daily (Overseas Edition), China News Service, China Economic Net, China Tourism, Guangxi Daily, as well as overseas Chinese media. These activities were carried out centered on the school-running philosophy and results, international exchanges and cooperation activities, generating good publicity effects. On the premise of the government-led external communication pattern, establish a dual-track system featuring "synchronization of the government and universities, and equal emphasis on media and education", and a stable and long-term external communication mechanism and system driven by excellent tourism education concepts. To this end, the project was selected as a re-evaluation project of the "List of Key Tasks to Promote the Going Global of Chinese Excellent Culture" by the Publicity Department of the Central Committee of the CPC in 2018, as well as a key international cooperation project in the "Belt and Road" culture and tourism industry by the Ministry of Culture and Tourism in 2019.

The Industry's Expectations for Tourism Education from the Perspective of Hilton Group

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As one of the most well-known hotel management companies in the world, Hilton (NYSE: HLT) has 18 outstanding hotel brands and directly manages, franchises, holds and leases nearly 6,100 hotels in 119 countries and regions around the world, with the total number of its guest rooms reaching 971,000. In 2019, the year for the 100th anniversary for its founding, Hilton won many prizes and awards in various events. To name a few, the Group won the second place in the selection of the World's Best Workplaces by Great Place to Work Institute, and was rated as the best place to work in Greater China for five years in a row. The core of these development achievements lies at the team members of Hilton (Hilton regards all the employees as its team members). In 2020, although hit heavily by the COVID-19 pandemic, Hilton has not slowed down its development pace, and will usher in the opening of its 300th hotel in China this year.

As Hilton's second largest market in the world, Greater China has embraced multiple milestones amid rapid development: It has made great contributions in terms of driving the development of the regional hotel and tourism industry, strengthening talent training, promoting sustainable development and fulfilling corporate responsibility, and produced significant results in market performance, manifesting and sublimating the "Hilton effect" to the greatest extent in Greater China. It's planned to bring 1,000 hotels in China under its management by 2025. To this end, Hilton will speed up its development pace in the future, select the hotel brands from existing 18 hotel brands and introduce more new hotels into the Chinese market to meet different needs of Chinese customers.

Mr. Qian Jin, the area President for Greater China said, "Reviewing the development trajectory of Hilton in the past three decades in China, we can also

see the booming China's economy. In the broad blueprint of Hilton for global development, the Chinese market has always occupied a pivotal position. As witnesses to this glorious journey, Hilton's team members have always taken high-quality services as a priority, best interpreting the hospitality and outstanding value of Hilton. With the advent of the 100th anniversary, Hilton will continue to forge ahead, make significant contributions to China's tourism and hotel industry, and promote sustainable travel and vigorous development of the society with unremitting efforts."

Hilton plans to manage 1,000 hotels, and include 100,000 members in its team in 2025. It is rolling out its ambitious development plan in China. Such a huge development plan requires a steady stream of high-quality talents as the support. Hilton has always adhered to the localized development strategy and training mechanism for talents. At present, Hilton has established a management team in China, of which more than 50% of the general managers are Chinese. Hilton has also established partnerships with many top tourism management colleges, including more than 500 colleges and universities that provide 6,000 + internship opportunities every year to help future talents familiarize themselves with the hotel industry and achieve self-growth. Hilton hopes to create a suitable localized talent training mode for young people in China by actively promoting and practicing "school-enterprise cooperation and industry-school integration" advocated by the state and carrying out extensive cooperation with universities and colleges in China.

For this purpose, Hilton has formulated a very clear vision for school-enterprise cooperation: "Fully implement Xi Jinping Thought on Socialism Education with Chinese Characteristics for a New Era, deepen industry-education integration and school-enterprise cooperation, and rely on Hilton's development strategy for Greater China, international management experience and resources, sound talent training and development system, career development platform and other advantages; promote collaborative innovation based on the advantages and characteristics of major universities, jointly create a high-caliber, international, all-round and multi-level talent training program, and build a system of school-enterprise cooperation and industry-education integration with Hilton characteristics. Cultivate modern talents that have a high theoretical level, strong practical ability and high comprehensive quality and can meet the development needs of future service industry. "

Going forward, we hope to join hands with the tourism education community in the following aspects and foster a win-win situation through collaboration based on mutual learning and development!

1. Sustainability of School-Enterprise Cooperation

Since 2012, Hilton has begun to build its own school-enterprise cooperation system. After more than eight years of development and exploration, it has built a series of school-enterprise cooperation projects with Hilton characteristics. For example, the "Hilton Talent Training Center" project built by Hilton jointly with more than 50 colleges and universities in China, including Fudan University, Chongqing Technology and Business University, Guilin Tourism University, Zhengzhou Tourism College, etc. During the project, the school and enterprise jointly formulated teaching plans and talent training programs upon discussion and cultivated talents in a cooperative way, while Hilton established physical or virtual classes for students on campus, and invited industry executives and celebrities for lecturing online or offline on a regular basis, realizing the integration of student teaching, practice, training and employment.

Moreover, in order to further promote industry-education integration and school-enterprise cooperation in depth, Hilton worked with Sichuan Tourism University to establish the "School of Hospitality Management" in 2018, the first institution of its kind in the Asia-Pacific region and the second globally. Our goal is to make full use of Hilton's international platform of international hospitality management practice and talent training system, and give full play to the advantages of teachers, majors and student training of Sichuan Tourism University through all-round cooperation with the school and combination with Hilton's corporate development strategy and human resource planning in China, so as to jointly build a domestically first-class and internationally renowned hospitality management school that combines the higher education degree education system of international hospitality management with the international hospitality management industry, corporate training, practice, and future career development system of students. Both parties make full use of various resources to complement each other, promote cooperation and seek step-by-step development in terms of the curriculum system, teaching guidance, student assessment, teacher training, student internship practice, professional development and international certification, as well as the planning and construction of teaching facilities and equipment of the School, and continuously improve the conditions for school running, and the level of teaching research, student training and social services through the cooperative management mechanisms jointly established by two sides, such as the articles of association and council of the School.

As previously mentioned, Hilton is in need of more than 6,000 young talents with relevant tourism expertise. These young people are the strategic talent reserve of the Group in Greater China for the future, but also the core competitiveness of the Group to maintain its development advantages in the future market. Therefore, a stable and healthy ecological supply chain of talents is of vital importance to Hilton. Moreover, after several years of data comparison, Hilton found that the students participating in school-enterprise cooperation programs perform much better than those not participating in these programs in terms of graduation retention rate, management trainee acceptance rate and other aspects. Therefore, Hilton has been committed to establishing a Shared Vision that meets long-term development goals of both parties with colleges and universities. In cooperation, we should not only focus on short-term results, but also make plans from a long-term strategic perspective. We are willing to work together with colleges and universities to create a sustainable system of industry-education integration and school-enterprise cooperation.

2. Integration of Enterprise Resources and Education Resources of Colleges and Universities

Industry cognition, identification and recognition of students

After making clear the common vision of both parties, Hilton will work out a plan with the institution to realize the vision mutually agreed. Formulated from the Hilton point of view, the plan mainly focuses on the combination of school-enterprise cooperation resources and the enhancement of students' industry recognition!

Hilton believes that school-enterprise cooperation is a long-term process of "mutual fusion" as well as a process of emancipating our mind and blazing new trails in a pioneering spirit. Therefore, the Group attaches great importance to complementing each other based on the combination of advantageous resources of both parties in cooperation. How to effectively complement each other based on combination of the resources of both parties will be discussed from the following different perspectives:

2.1 Teaching Practice

With the continuous development of domestic tourism education in recent years, it's a delight for us to find that many domestic colleges and universities have established simulation classrooms or laboratories that are very close to the real scenes of industries. In spite of this, the school is still somewhat deficient compared with the industry's hotel scene in terms of teaching facilities. To address this, Hilton proposed a classroom replacement project during the cooperation. This project advocates schools to set some courses in the real scene of the company for serving customers, which can not only allow students to learn on the real scene for serving customers, but also deliver them the strong operating atmosphere of the industry.

These courses cover catering and beverage knowledge, Chinese and western catering service to customers, hotel safety protection emergency and other contents. Especially for the safety protection emergency course, there are few colleges and universities in China that offer this kind of course. However, safety protection is the most basic and important business in the hotel industry. Therefore, during its cooperation with colleges and universities, Hilton organizes teachers and students to learn about safety protection knowledge, and participate in tabletop and simulation exercises on site at the hotel. (The contents of tabletop and simulation exercises refer to the Hilton Global Safety Emergency Manual, including the scenarios where the hotel encounters earthquakes, fires, typhoons, bomb threats, group food poisoning, etc.)

However, the classroom replacement also faces many uncertainties, such as busy hotel operations, insufficient support from the hotel leadership and inconvenient traffic from the school to hotel. Hilton thinks that the more uncertainties, the more closely the school and enterprise should work together. Only by doing so can both sides blaze new trails in a pioneering spirit, refine teaching plans, and subdivide teaching courses amid the collision of thinking. It's expected that in the future, more safety protection emergency courses can emerge in teaching.

2.2 Faculty

As we all know, teachers play a leading role in the teaching process. Therefore, teachers' understanding of the industry greatly guides students' understanding of the industry. In the process of school-enterprise cooperation, Hilton found that many professional teachers engaged in teaching are carrying

out teaching activities from school to school and lack corporate experience. Although some colleges and universities have organized some teachers to take a temporary post in the industry, the overall level of practical ability of most professional teachers is still not improved rapidly due to their limited participation and a lack of continuity in time. The lack of practical ability makes it difficult for teachers to keep pace with the development of the industry.

To that end, many companies in the industry, including Hilton, launch training programs for teachers in the form of taking a temporary post. But Hilton puts a focus on result orientation of teacher's temporary employment, rather than achieving nothing from temporary employment. Hilton will allocate an industry mentor for each teacher with a temporary post in the hotel according to the Group's talent training standards, and requires teachers to participate in a specific project, set project objectives, customize actions and regularly review during their temporary employment. It will work with the school to help teachers identify resources that can help their future teaching during temporary employment, and produce specific results from temporary employment exercises (At present, Hilton doesn't accept short-term temporary employment of one month or less than one month). At present, the Beijing Hospitality Institute encourages teachers to return to specific operational posts in the industry every winter and summer vacation so that they can learn about industry development changes, technological innovations and cutting-edge trends. During their temporary employment, teachers are required to have own research results that can be better applied in their future teaching, which is truly "Training with Purpose". This is what many companies including Hilton hope to see. As teachers get closer to and learn more about the industry, students can also have a deeper understanding of the industry.

In addition to professional teachers, industry mentors are playing a more and more important role in the teaching process. Although industry mentors may not have systematic professional theoretical knowledge, they do have practical experience and workplace knowledge in the industry. Therefore, industry mentors constitute a good supplement to the teaching system. Hilton provides great support for the hotel's executives to serve as industry mentors on campus, thus making contributions to the school-enterprise cooperation. It also encourages industry mentors and professional teachers to jointly carry out scientific research and apply for projects! In 2019, Double Tree by Hilton Hotel Jiaxing, a subsidiary of Hilton Group successfully applied for the hotel to become an educational enterprise in Jiaxing City and one of the first batch of pilot enterprises for industry-education integration (the only hotel company) in cooperation with

Jiaxing Vocational & Technical College based on the advantageous resources of both parties under the guidance and support of the school. It's expected that more such excellent cooperation cases will emerge in the future.

2.3 Employee Training

When it comes to the level of talent training in school-enterprise cooperation, the first thing that comes to our mind may be what level of work students or graduates will engage after they join the industry. An intern, a trainee supervisor or a management trainee?

At present, many companies focus on current students or graduates in the talent training of school-enterprise cooperation! In addition to focusing on students and future young talents, Hilton also pays attention to another group that can benefit from school-enterprise cooperation, i.e., corporate employees. Hilton is currently working with many universities in different regions of China to provide theoretical knowledge enhancement and further education programs for hotel employees, which are well received by hotel employees. Moreover, Hilton is exploring jointly with universities in overseas regions, and Hong Kong & Macao to select employees to return to school to study as postgraduate students and PhD students. This project is conducive to cultivating and reserving high-level elite talents for the Group.

2.4 Industry Recognition of Students

The correct professional values, ethics and recognition of students have always been the goal of talent training in colleges and universities, which is also a concern of companies. Although colleges and universities have put many efforts and set many courses to improve the industry cognition, identification and recognition of students, we have to face an actual situation that the industry cognition, identification and recognition of students remain to be improved. A more prominent problem is that many students are full of a sense of rejection for the industry after internship. To solve this, the industries and institutions need to think together about the reasons that result in this series of passive situations. How to gradually change this situation with common efforts of the school and enterprise?

I would like to hereby share with you some measures taken by Hilton to improve students' professional recognition.

(1) Integrated teaching in stages

There are some companies that only cooperate with the colleges and universities when students are about to graduate or participate in internship. Compared with them, Hilton will integrate activities that help improve students' industry cognition, identification, and recognition into students' study on campus in stages and levels. For example,

Freshman: Hilton will hold a welcome reception for freshmen that first come to their universities on campus together with the departments, so that students can appreciate the hospitality culture of the industry as soon as they enter the campus;

Sophomore: Organize some industry-related lectures, second classroom and other activities in the school to help students gain a deeper understanding of the industry after grasping certain professional knowledge;

Junior and senior: Integrate corporate courses into teaching through Hilton's courses, pre-training service competition and other activities so that students can begin to understand the charm of Hilton as a century-old enterprise;

(2) Internship recognition

I believe that every company has own mature practices in industry internship. I would like to simply share a recognition activity launched by Hilton in hotels in the Yangtze River Delta last year. This activity has received very good feedback. Hilton set up a "recognition fund" for each student during their internship (approximately one month's salary of a formal team member). After the student finishes his/her internship and becomes a full-time employee, the hotel invited the student's family to the hotel as a guest for free, to whom an internship recognition certificate and fund was issued when they were living at the hotel. In this way, students can be well recognized.

3. Create a Tetragonal Win-Win Situation and Improve the Employment Rate of Professional Counterparts

Create a tetragonal win-win situation, improve the employment rate of professional counterparts, and cultivate modern talents that have a high theoretical level, strong practical ability and high comprehensive quality and

can meet the development needs of future service industry have been the goals always pursued by Hilton. From Hilton, it's necessary to seek more beyond a simple win-win situation for schools and enterprises through industry-education integration and school-enterprise cooperation, so that the schools, teachers, students and enterprises can grow and benefit together, and collaborate for a win-win situation. In this way, more talents can also choose to work in the industry. Hilton has always adhered to a principle in school-enterprise cooperation projects, that's, it's forbidden to sign any binding agreement with students participating in Hilton's school-enterprise cooperation projects, or force students to join Hilton. This also represents the respect of Hilton, a century-old enterprise, for schools, teachers and students!

As one of the first international hotel chain brands to enter the Chinese market, Hilton has carried out business in the Greater China market for 30 years. In the future, Hilton hopes to continue to make more positive contributions to the development and prosperity of China's tourism and hotel industry and generate a more far-reaching industry influence in cooperation with the tourism education community.

A Case for Greater Breadth and Numeracy in Tourism Education

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“ Abstract It is argued that at a time when both education and tourism are facing crises, tourism education and communication have become increasingly inward-looking. Whatever, forms tourism education takes in the future, it is hoped that it will enable tourism students to place their interests in a broader context and communicate with greater precision. Such abilities will increase their value and flexibility in an increasingly uncertain world.

”

Introduction

When approached initially to prepare a document on ‘Tourism Education Futures in Canada’, while grateful for the invitation, it did not take me long to decline. I stated “I regret that I am unable to accept this invitation” and provided the following reasons for my decision.

First, the invitation came at a time of crisis in education in my part of Canada (Ontario). Teachers from kindergarten to high school were on rotating strikes against provincial government proposals to increase class sizes, change teaching methods with greater use of the internet, reduce funding for students with special needs, and freeze wages. Colleges and universities were, once again, facing budget cuts. And this was before the pandemic! Coincidentally, I received a message from a university President which stated the following:

I am writing to you to address one of the most challenging questions the University has had to tackle: how will we handle the upcoming Fall term? Simply put: today, we don't have enough data or facts to properly answer this question

with certainty.... none of us can predict with confidence what the situation will be in September.... We must continue to redesign courses and perhaps adjust program elements or sequencing so that students can continue to demonstrate learning in new ways. We must develop processes and strategies to allow our students' research to continue and thrive (F. Hamdullahpur, President and Vice-chancellor, University of Waterloo, April 20, 2020).

Thus, education in Canada is currently facing immense challenges from which it will emerge with substantial changes. However, it is unclear when it will emerge and what it will look like when it does.

Secondly, education in Canada is a provincial responsibility, although the federal government is involved, especially in universities, through engagement with research. Thus, there is not a unified perspective on education in Canada but a variety of provincial and territorial viewpoints. Furthermore, a quick look at the internet revealed no obvious sources of information and with all universities and colleges currently closed and people working from home, no straightforward way of getting up-to-date quickly.

Thirdly, in Ontario, my own province, with some notable exceptions, hospitality is taught mainly in colleges rather than in universities. While some tourism programmes exist in universities, tourism offerings are widely scattered across a variety of programmes and disciplines, again complicating the task of providing an overview of the present, let alone a prognosis for the future. With most tourism training, especially in hospitality, in the colleges and my own involvement primarily in universities, I felt that I was not in the best position to represent broader issues, especially those regarding the so-called tourism 'industry'.

At the same time I have views on tourism education and research gained from 50 years of involvement in these activities, and was prevailed upon to share some of these, which I will do. But first it is necessary for me to declare my biases, and the easiest way to do this is to introduce myself briefly.

1. Context

I was trained primarily as a geographer, and secondarily as a teacher, primarily in the United Kingdom. Although I have never actually taken a course on tourism (and some may say that it shows!), since entering graduate school, my interests have always focused primarily on tourism and recreation. Throughout most

of my career I was based in a Department of Geography (and Environmental Management) in a Faculty of Environment, with loose connections to a School of Planning and a Department of Recreation and Leisure Studies. Unexpectedly, almost 25 years ago, I began to work in Asia, particularly in Indonesia and later in China, including Taiwan, and these experiences have greatly influenced my thinking.

I have taught undergraduate courses primarily in geography, resources management and, in tourism, and supervised more than 100 graduate theses, mostly on tourism topics. I have also organized and taught courses in both Canada and abroad, for students, faculty and government officials.

I regard myself primarily as an academic. As such, I conduct research that is of interest to me, sometimes at the request of others. I share aspects of this research in my teaching and in writings, mostly in professional journals. I have substantial experience in working with governments at all levels, as well as international agencies, but much less experience in working with the private sector.

While I acknowledge that tourism is a business and needs to hire appropriately trained personnel, I see tourism as a phenomenon that is much larger than this. As an academic, I regard my task primarily as to try to understand tourism, to ask questions about tourism and to try to answer them. Of course, if one is acting as a consultant, the task is different and one is hired to address someone else's problems and must strive to do so.

Teaching in a university in the largest co-op programme in the world, many students acquire job experiences as part of their degree requirements. Teaching in a geography department in a Faculty of Environment, many of my students have not aspired to work in tourism, although some have. Therefore, while introducing them to aspects of tourism, I have always tried to inculcate more generic skills. My interests have focused upon tourism rather than hospitality, and my goal has been to promote education broadly conceived rather than to train people for specific jobs. A key to this is the fostering of critical thinking. This involves providing opportunities to learn to create logical arguments, how to gather and present information, to communicate orally and in writing, to read critically, to prepare literature reviews and to write reports. In these activities, tourism is the subject matter but the skills have wide applicability and are highly desired by many employers.

Drawing upon my teaching experiences, I wish in this contribution to highlight two topics which I regard as current deficiencies in tourism education: breadth

of knowledge and numeracy. I am suggesting that, often through no fault of their own but rather as a result of the education they receive, many tourism students are not well prepared in these ways and, therefore, these are attributes that require enhanced attention in tourism education in the future.

2. Breadth of Knowledge

When I first became interested in tourism as an undergraduate student about 50 years ago, there were no tourism courses to take and essentially no subject-specific journals to read. It was necessary to search widely across many disciplines to find pertinent material and to consult papers that contained a diversity of perspectives: economic, environmental, socio-cultural and more. Furthermore, geography, the discipline in which my work was based, required that one was exposed to information on both human and physical systems, and related research methods. As a doctoral student, my desk was located in a real laboratory with sinks and Bunsen burners. Thus, although my Master's thesis focussed upon land use and my Doctoral thesis examined travel patterns, my reading included anything and everything that I could get my hands on related to tourism and recreation.

Later in my career, I subscribed to two daily newspapers, one national and one local, and for several decades I cut out and kept every article that addressed tourism (and also climate change which was another interest). On retirement, I had several boxes full of newspaper cuttings which, I admit, I had not consulted in detail in the intervening years. Nevertheless, I believe that the process of putting articles aside regularly and reading them carefully, kept me abreast of the issues of the day and encouraged me to think about the place of tourism within them.

Tourism impinges upon many other subjects. It competes with other activities for access to scarce resources of land, water, labour, capital, waste assimilation capacity and so on. From a supply-side perspective, forests, wetlands, agricultural landscapes, national and provincial parks, sporting facilities and events, heritage resources including archaeological sites and battlefields, and cultural facilities such as museums, art galleries and theatres, as well as local architecture and foodstuffs all may be tourist attractions, even though their managers may not regard them primarily as such. From a demand- side perspective, the users of a hotel may extend well beyond leisure travelers to

include business travelers and members of the local community who use the restaurant, bar and pool, and rent spaces for meetings and celebrations. A narrow perspective on tourism can easily define away much of the clientele required to make the hotel vibrant and profitable.

Many of the larger research programmes in which I have been involved, particularly those involving external funding, have not focused primarily on tourism but tourism has always been an important part of them. They have usually had a planning and management orientation, and titles including such words as sustainable development, coastal zone management, indigenous development, world heritage, biodiversity strategy, park planning and management, community resilience, cultural impacts and so on. In such initiatives, it is assumed that the tourism specialist knows something about tourism, but their inputs are most valued when they are able to place tourism in context and engage with other specialists on their own terms.

Unfortunately, as tourism has grown in volume and gradually established an institutional base within colleges and universities, I believe that it has become increasingly inward-looking and the outputs have become more and more parochial. This is especially the case when tourism is embedded within a business school. Now there are in excess of one hundred journals that specialize in tourism and hospitality but only a small number of these have a high reputation among tourism researchers. Students and young faculty are required to read and aspire to publish in these few top journals to the exclusion of other publication opportunities. Evaluation and reward systems reinforce this. Ranking of departments and individual promotion and tenure systems require that young scholars toe the line if they want to progress in their jobs and improve their reputations. I am aware of individuals who have been criticized, even penalized, for publishing their work outside a narrow listed of approved journals.

The result is that young scholars are being forced to become excessively narrow: they tend to know more and more about less and less. As a result, to paraphrase a joke that I heard told about engineers, "Having a degree in tourism may or may not mean that you know something about tourism, but it guarantees that you know nothing about anything else!" Young tourism scholars, I believe, are excessively narrow in their training, engage less than formerly with those in other disciplines and, as a result, are less well prepared to contribute insights that address the broad issues that consume society.

Somewhat paradoxically, as tourism academics complain that the importance of tourism is often overlooked and their work is not widely appreciated, they

look inward to their own journals, fail to engage with other disciplines, and offer few insights on the issues of the day. Unfortunately, our students are being encouraged to follow this myopic path and, as a result, are being less prepared than they might be to meet the challenges of an uncertain future.

As I write this manuscript, attention among many tourism scholars has turned from too many tourists (overtourism) to too few tourists (the effects of the coronavirus pandemic) within the space of a few days. The discussion of the former topic often ignores the voluminous literature on carrying capacity and visitor management that have accumulated over half a century. Similarly, there is a literature on hazards and disaster management and responses, generated over the same time period, that has seldom been drawn upon by tourism researchers. Without wishing to minimize the consequences of the current pandemic, it is not the first unexpected damaging event that the tourism industry has experienced. More will occur, albeit of a different origins and scales, if climate change continues apace. Tourism researchers will not resolve these problems and it is possible that the strategies designed to resolve them may be even more disruptive than the problems themselves. If tourism scholars are excessively inward-looking, then their failure to engage beyond their own field will be debilitating

3. Numeracy

My education as a university student occurred at a time when the ‘quantitative revolution’ in the social sciences was occurring and, as a result, I took my share of courses in statistics. However, this is not a plea for more quantitative research. In fact, I am also comfortable with qualitative research methods and believe that appropriate research methods should be chosen after the research question has been identified and will vary with its nature. Rather, I have come to appreciate that many students are unable to make inferences from even the most simple numerical information. This insight was prompted in part through collaboration with Dr. Jay Beaman, then head of the Socio-economic Branch of Parks Canada (the Canadian Parks Service), who also enabled me to address the problem in my own teaching.

Much tourism research is based on surveys and survey based information can be used to illustrate the numeracy problem. I still vividly remember an animated discussion with a student who claimed that the statements “75% of golfers are

women” and “75% of women play golf” mean the same thing! Most numeracy problems are not this extreme. However, I will illustrate the challenge with four examples:

1. The text reads “Rich people do different things to poor people” and refers to a table. However, little space is spent discussing how rich and poor people are defined, or pointing out that not all rich people do different things from all poor people, or vice versa. The table itself is skimmed superficially for (part of) the tale that it tells is told in words in the text.

2. There are many options for coding a variable such as ‘marital status’: married, single, divorced, widowed, separated, common law, other.... How these categories are coded and possibly combined will influence resulting percentages and possibly interpretations. Yet, the coding scheme is seldom presented and often not known.

3. The data show that 90% of men and 83% of women arrive by car. The main finding is that most people arrive by car. Some overlook and neglect to state this, and look immediately for significant differences between men and women in the use of cars.

4. A visitor-night usually includes (parts of) two visitor-days; six visitor-nights implies seven visitor-days. Such things are important in the calculation of daily expenditures.

I contend that such situations make it difficult for many to understand and appreciate the uncertainties in many findings and publications, let alone to undertake and report research when such nuances are not understood.

On recognition of the situation, two assignments were developed to address such concerns. Each will be discussed briefly.

3.1 Survey Analysis Assignment

The first assignment was designed to expose students to real survey data, and to get them to make decisions about the analysis and interpretation of such data, as well as presentation of results.

A postal survey was conducted in the Toledo - Detroit - Windsor area which is bisected by the US - Canada international border. The survey consisted of four main sections: recent actual travel behaviour, evaluation of the tourism / recreation resources on both sides of the border, feelings about crossing the border itself and demographic attributes of respondents. The second and third

sections were comprised of statements such as “When I cross the border, I am afraid that I will be pulled aside and searched” and “A good thing about crossing the border is that one can buy duty-free goods”, with responses given on Likert scales. The data were coded and entered into a data file that was accessible to students and could be analysed using SPSS.

A series of questions was raised regarding travel behaviour, border crossings, resource evaluation, US – Canada and demographic differences, etc. Student participants as individuals, and sometimes as groups, selected a question to explore. They were expected to access pertinent literature and generate tables and statistical tests from the survey data. A maximum of six tables / graphs could be included in the final report although as many tables as desired could be generated. This limitation was imposed to force decisions to be made concerning what was relevant and important, as well as to constrain the volume of material to be evaluated by the instructor. Oral presentations regarding results were sometimes required, as well as submission of a final report. Manipulation of data and selection of what was important, fed into communication of results, both orally and in writing.

3.2 Local Economic Impact Assignment

The second assignment consisted of running and interpreting the results of a local economic impact model. This assignment is described in (Chalmers and Wall, 1992).

Dr. Jay Beaman, then Head of the Socio-economic Impacts Branch of Parks Canada (the Canadian Parks Service), stimulated the development of a suite of economic models and invited the author to become involved in their development and testing. The local economic impact model (LEI) provided a means of assessing the likely impacts of the establishment, operation and maintenance of national parks on their surrounding area, as a means of enabling managers to assess the likely economic consequences of certain management decisions. Although state-of-the-art from an economic modelling perspective, the relationships and calculations were embedded in a user-friendly shell. The model was capable of handling data for a 10-year period.

Students were provided with the model and data for a real park (or park proposal). A series of scenarios was proposed that required changing data or a coefficient in a particular part of the model, running the model, and interpreting the new output. Scenarios included such things as building a new facility, buying

more inputs locally, and attracting more visitors. Again, the end result was an oral presentation and a report addressing local economic impacts, ideally using such terminology as multipliers and leakage.

Students commonly found, often to their surprise, that the establishment of a new park (tourist attraction) in a remote area initially generated impacts through construction rather than visitor spending. Later, maintenance costs increased as visitors arrived but tended to level off as the number of visitors increased further. Also, decisions to acquire resources and labour locally have important implications.

3.3 Summary

Even though, rightfully, qualitative research and mixed methods have received increased prominence in recent years, it is evident that many tourism students are not as numerate as they should be. Most use information technologies, some are highly proficient at manipulating data statistically and some have computational abilities, but many are not truly numerate. They have great difficulty in interpreting data – and sharing their insights with others, either orally or in writing. This is not necessarily their fault. Rather it may be because they have seldom been required to do these things as part of their educational experiences.

Conclusions

It is evident that, faced with responding to a pandemic, educational institutions are in crisis, with most, if not all, instruction currently being undertaken electronically, and budgets plummeting. Tourism suppliers too, are in crisis, as markets shrink and disappear. Some see the latter as a chance to re-think tourism but, although the new normal may differ from the recent past, there is a lot of sunk capital that needs to be reactivated and some evidence of a strong desire among many to return to the beaches and the parks that responses to the coronavirus have made temporarily inaccessible. Thus, there are aspects of both supply and demand that suggest that tourism, when it recovers, may be less different than many currently think. Nevertheless, the immediate future is likely to be different in education, in tourism and, hence, in tourism education, and it is necessary to think about these things and try to prepare.

I am not in a position to predict the future and am aware that the future will be created by others rather than myself. However, I am in a position to look back and reflect on tourism education as it has evolved of 50 years. In doing the latter, I have come to the conclusion and suggest that our young tourism scholars will be better served if they are encouraged to place tourism in a broader context than is commonly now required for this will increase their flexibility and promote greater understanding of tourism as a far-reaching phenomenon. It may also make them better and more desirable tourists. Also, at a time when relationships between science and decision making are obtuse, fake news is the order of the day, and the sound bite and twitter feed put bounds on the attention span, numeracy and the ability to create, support and sustain an argument will become more rare and, therefore, more important.

I conclude that whatever the future of tourism education may be, our young people may be able to think more broadly and with greater precision than has commonly been the case in recent years.

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Chapter 3:

Tourism Education Tomorrow

2020 Report on China Tourism Online Education Development

Tourism Education Tomorrow – “New Bottles for New Wines”

The Present and Future of University-Based Research Centers in Tourism and Hospitality: A U.S. Perspective

Reform and Innovation of Teaching Methods under the Background of Informationization

2020 Report on China Tourism Online Education Development

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Introduction

Online education, also addressed as online learning, distance education, is a form of learning behavior based on internet. With the development of information and communication technology, online education has become an indispensable form of traditional offline education. Especially since the outbreak of coronavirus in 2020, universities and middle/primary schools have launched online education one after another. The user scale and user duration in online education tools have experienced explosive growth. Relevant policies from the nation level also injected a strong impetus for online education. In 2020, the national development and reform commission and other 13 government departments issued the documents on supporting the sound development of new business forms, activating the consumer market and driving the expansion of employment, which advocated developing integrated online education, building a mechanism for the integrated development of online and offline education, and forming a pattern for benign interaction. At the same time, low technology maturity, insufficient network stability and other problems also brought many uncertainties to the development of online education.

In order to thoroughly implement the policy spirits of the state guidance, to further understand the state-of-art of tourism-related online education, to

identify the problems in the development of online tourism education and to learn students' view on online education, the school of tourism science in Beijing International Studies Universities recently conducted investigations on students majoring in tourism.

1. Approaches

2020 Report on China Tourism Online Education Development acquired data through online quantitative research on tourism-related university students who have experienced online education. Specifically, in July, 2020, we distributed questionnaires to students through online social network platforms and educational administration of universities. We selected respondents who had online tourism education experiences. The questionnaire includes 1) demographic information on the students, including age, gender, and location distribution. 2) students' perceptions on online education technology, including the ease of use, stability, and usefulness. 3) students' perception on online learning process and learning performances, including perceived learning performance, continuous learning intention, and satisfaction.

This investigation follows a voluntary principle; with the active participation of many tourism-related universities, we cumulatively collected 712 questionnaires, of which 650 were valid samples. Overall, the investigation has achieved good results.

2. Research Results

2.1 Demographic Information on the Respondents

(1) Age distribution

The research respondents of this survey are mainly university students. Based on the 712 valid samples, over half of the respondents are aged between 18 to 20, and over 30% of the respondents are aged between 21 to 22.

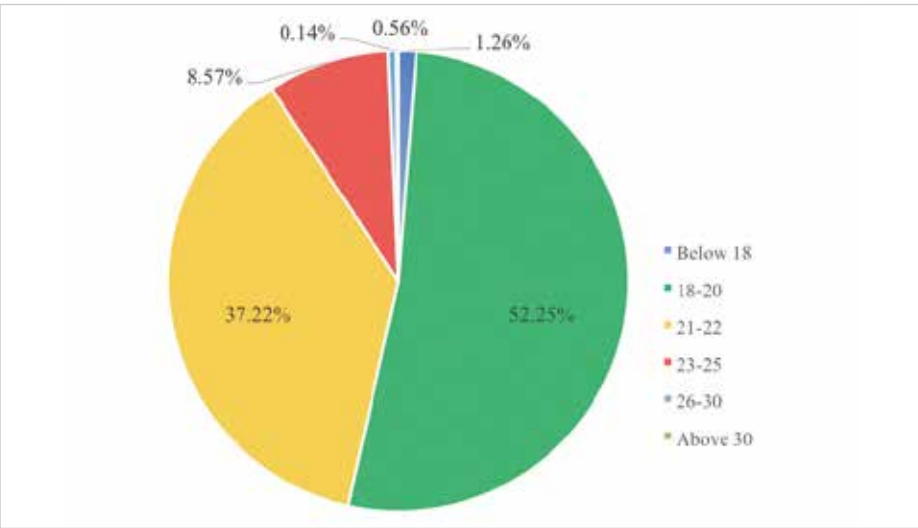


Figure 1. Age distribution

(3) Grade distribution

Respondents in this investigation are mainly from students who are in the first three years of university education. The students who are freshmen, sophomores and juniors account for 37.36%, 22.75% and 28.37%, respectively. Since seniors and graduate students have limited courses, the number of students participating in the survey is also relatively small.

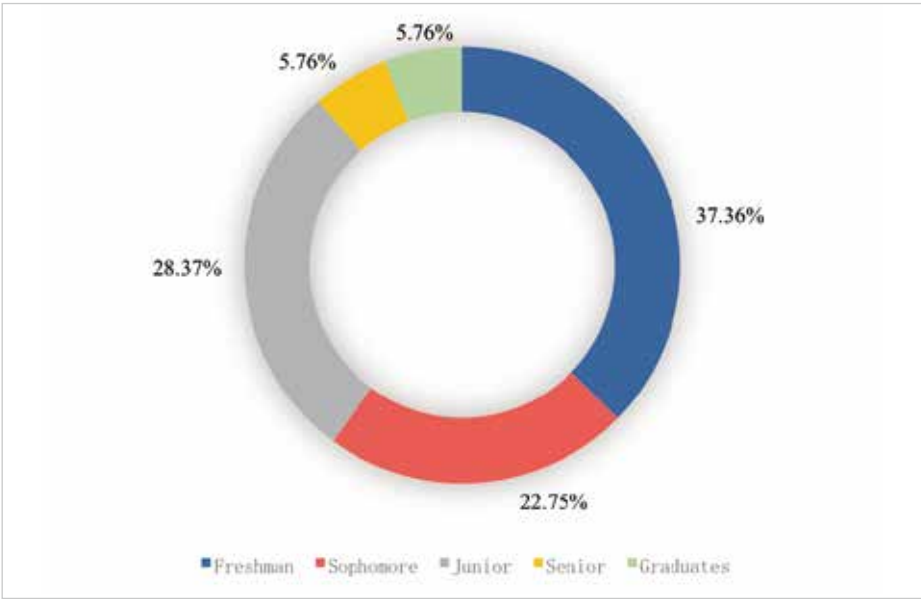


Figure 3. Grade distribution

(4) Gender distribution

Students participating in the online tourism education are mainly female. Based on the 712 valid questionnaires, female students take up 83.57%, which is in line with the general gender distribution for tourism-related majors.

(5) University location distribution

Students participating in this survey mainly attend universities located in first-tier cities. Based on the 712 samples, 43.30% of the respondents' universities are located in first-tier cities like Beijing, Shanghai, Guangzhou and Shenzhen. Interestingly, over 40% of the respondents are from universities located in fourth- and fifth-tier cities.

(2) Educational level distribution

The target universities for this survey investigation are mainly universities that have bachelor and above education levels, complemented by junior colleges and vocational universities. Based on the 712 samples, students who come from universities that have bachelor and above educational levels take up 72.05%, students who come from junior colleges account for 17.13%, and only 10.82% students are from universities with vocational educational level.

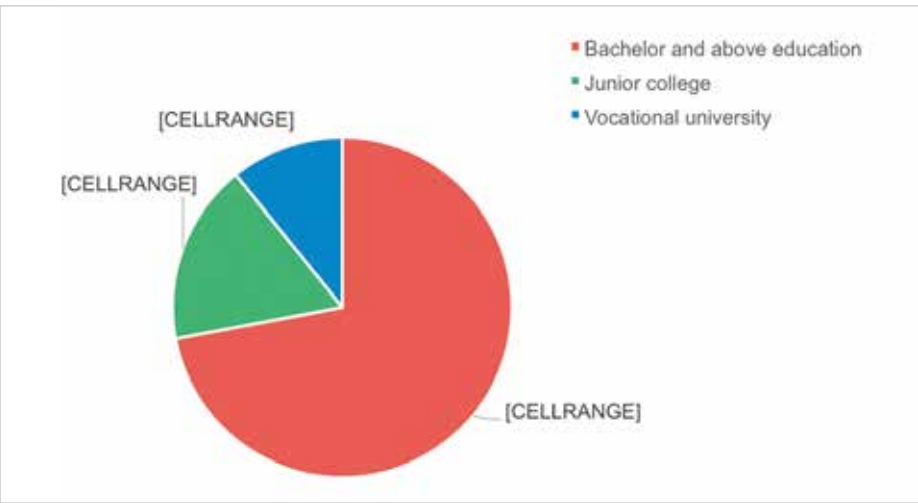


Figure 2. Educational level distribution

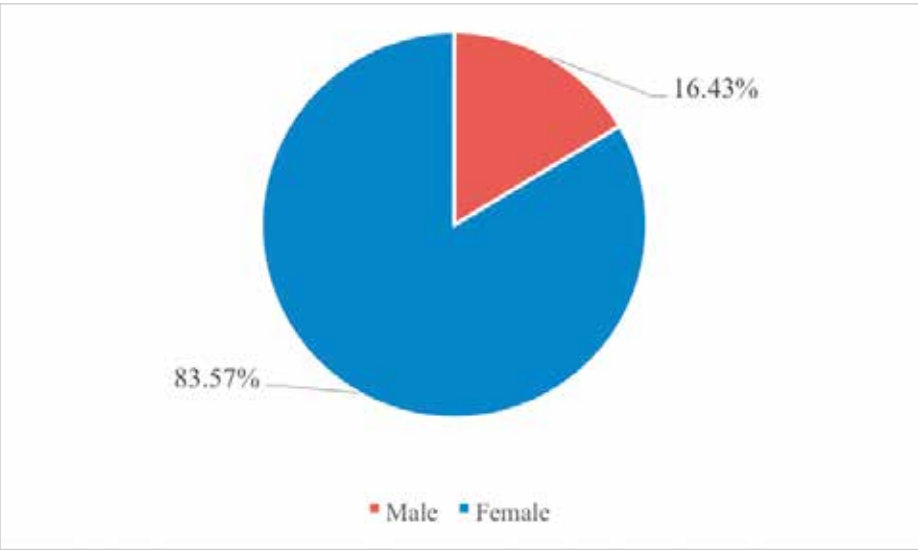


Figure 4. Gender distribution

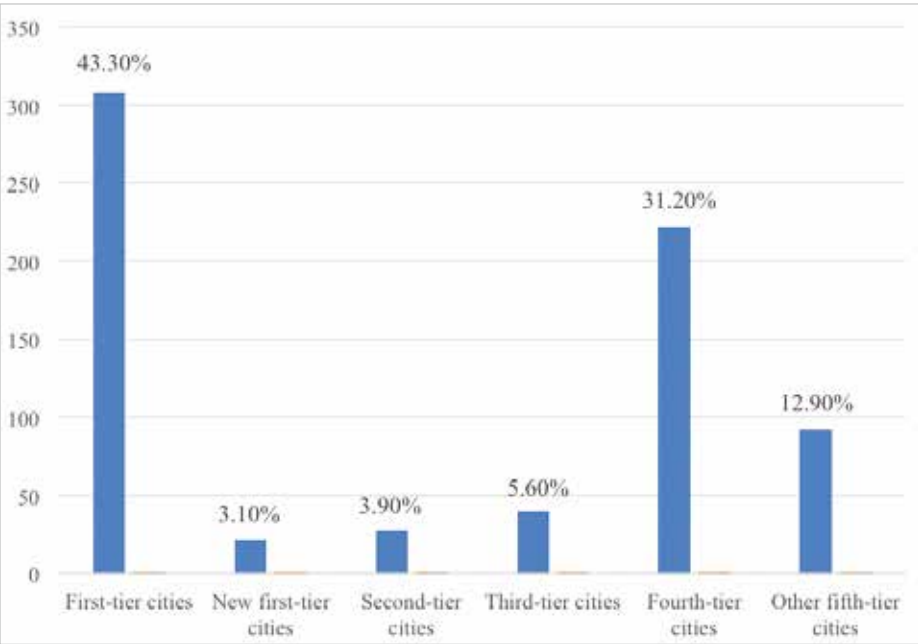


Figure 4. Gender distribution

(6) Major distribution

From the investigation, students majoring in tourism management account for the largest. Based on the 712 valid samples, students majoring in tourism management take up 64.33%, and those majoring in hospitality management and exhibition economy and management take up 17% and 10%, respectively. Moreover, there are also a minority of respondents majoring in exhibition planning and management, tourism management and service education that are related to tourism.

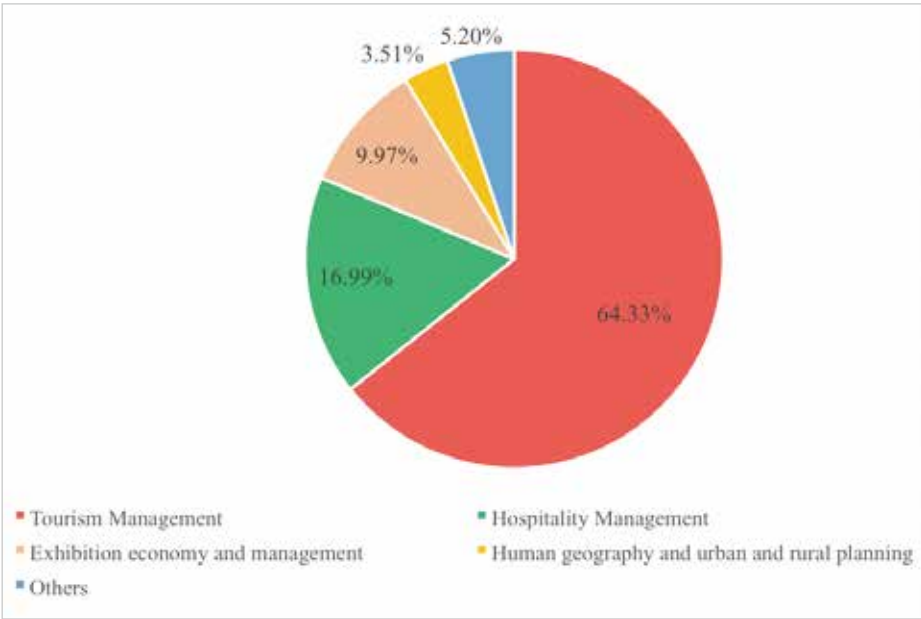


Figure 6. Major distribution

(7) Online education form distribution

During the COVID-19 period, live-streaming or recording by faculties was the major form of online tourism education. Based on the 712 samples, over 40% of the respondents only used online live-streaming for online tourism education, and over 50% of the samples simultaneously used online MOOC and live-streaming for online learning. However, only 4.10% of the students used digital MOOC to learn tourism-related courses online.

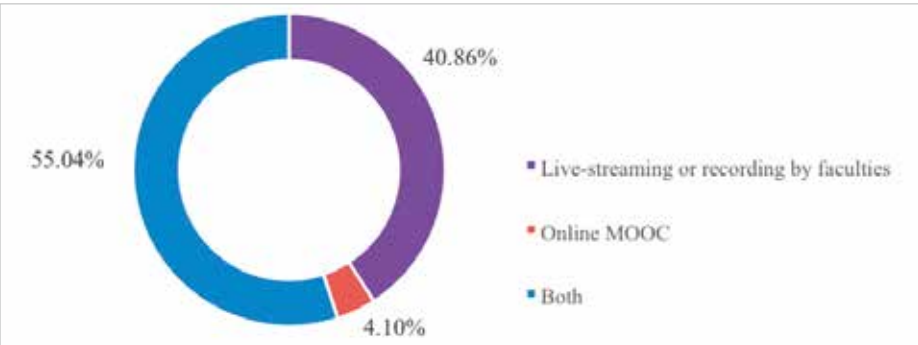


Figure 7. Online learning form distribution during COVID-19 period

(8) Online live-streaming platform distribution

In online live-streaming education, Tencent Meeting and DingTalk have the largest number of users. Based on the 683 valid samples collected on this question, 645 of the respondents had the experiences of using Tencent Meeting for online learning, and 607 students had the experiences of using DingTalk. ZOOM and Rain Classroom were also commonly used by students - 223 used ZOOM and 241 used Rain Classroom for online education. In addition, Tencent Classroom and QQ group were also used for digital live-streaming education for tourism-related courses.

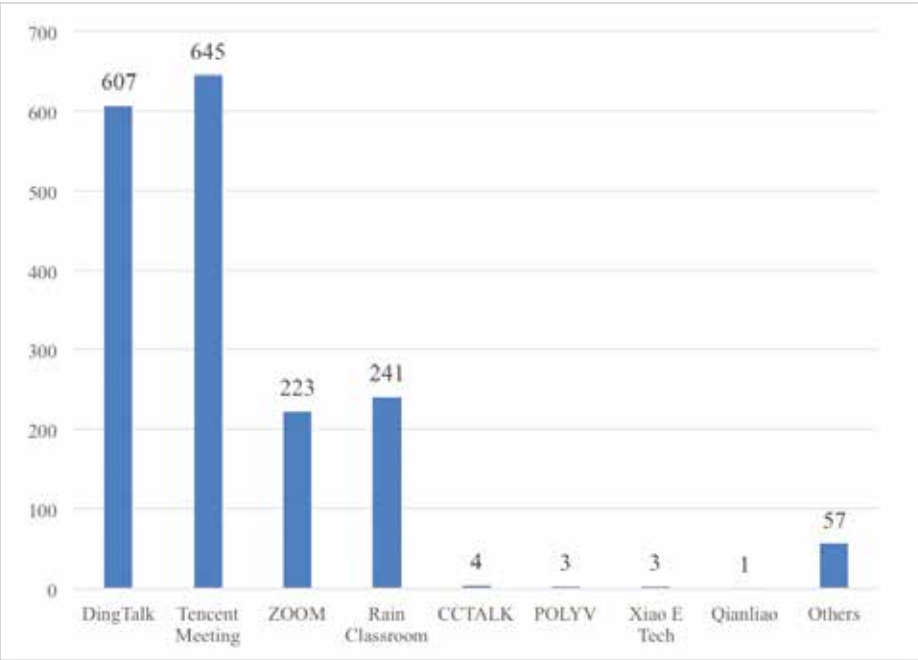


Figure 8. Distribution of major online live-streaming education platforms used during COVID-19 period

(9) Online MOOC platform distribution

In online MOOC education, xuexi365 is the most widely used online MOOC platform for students majoring in tourism, followed by China University MOOC. Based on the 712 valid data, 382 used xuexi365 for online MOOC learning, 239 used China University MOOC, 225 used xuetangX for MOOC education, and 161 students used the Zhihuishu. It is worth noting that bilibili is also considered as an important platform for MOOC learning.

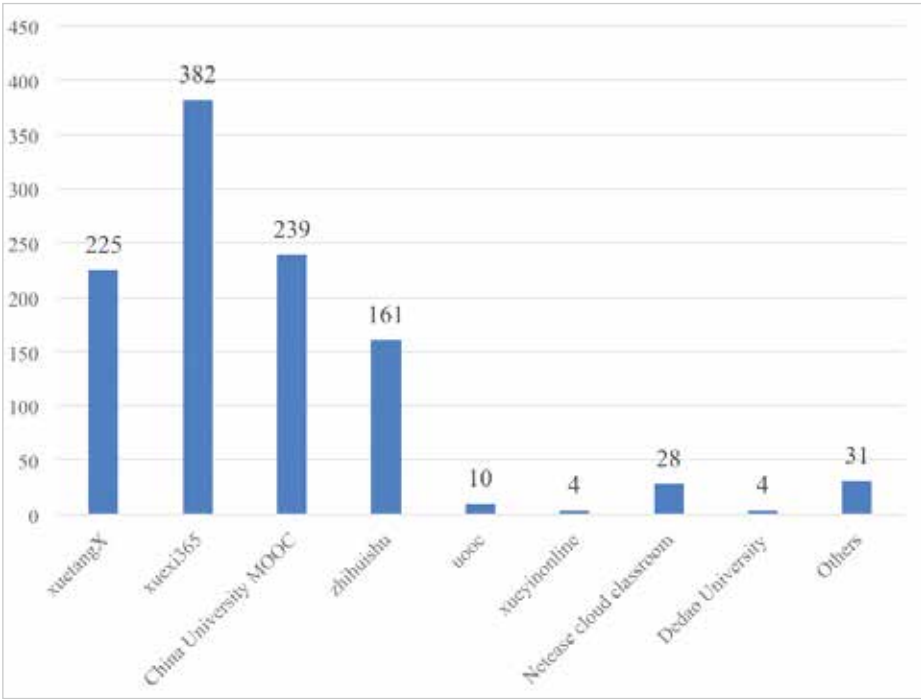


Figure 9. Distribution of major online MOOC educational platforms used during the COVID-19 period

(10) Online course type distribution

In online tourism education, the proportion of knowledge courses is the highest, while the proportion of practical courses is the lowest. Based on the 712 samples that provided valid data, the average proportion of knowledge courses is 44.94%, while the average proportion of practical courses is only 21.94%.

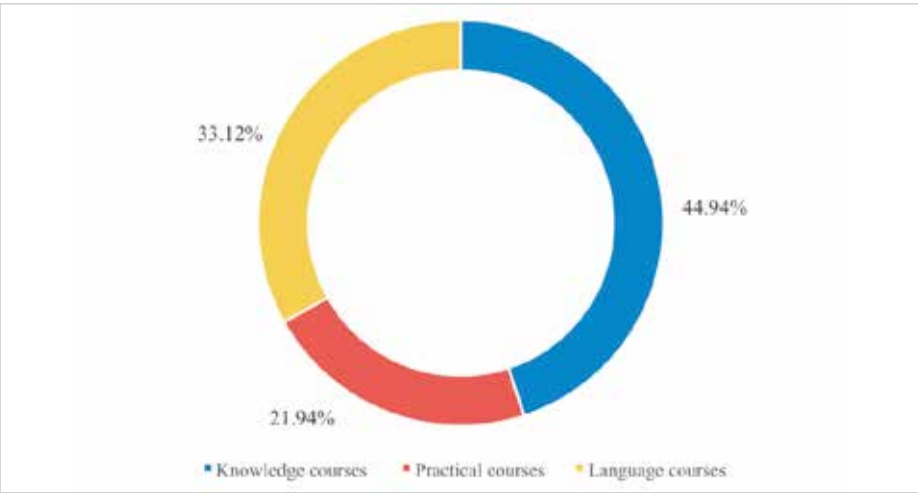


Figure 10. Course type distribution in online education

(11) Lecturer distribution in online education

In online tourism education, the proportions of young teachers and middle-aged teachers are relatively even, while the proportion of senior professors is relatively small. Based on the 712 samples that provided valid data, young teachers account for an average of 36.94%, middle-aged teachers account for an average of 39.91%, while senior professors account for only 23.15%.

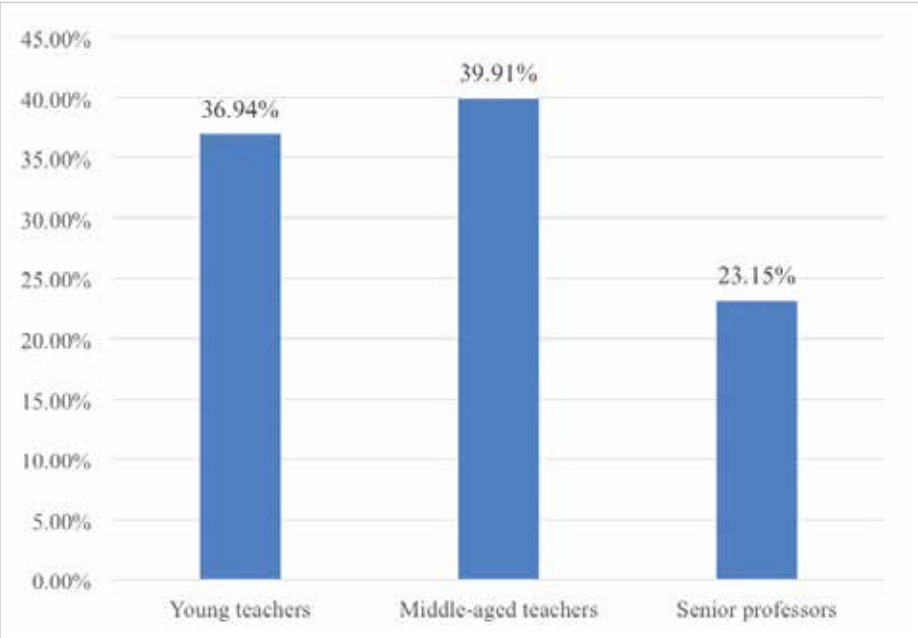


Figure 11. Lecturer distribution in online education

2.2 Perceptions on Online Education Technologies

Online learning tools and related technologies influence students' perceptions on online tourism education to a large extent. The following is a description of educational technology according to the respondents' perceptions.

(1) The number of electronic devices used for online education

On average, students majoring in tourism use 2.549 electronic devices to complete their online study. According to the results of 712 data, the numbers of students using two and three electronic devices in online education are the highest, accounting for 37.4% and 34.3%, respectively, and the number of students using only one electronic device only accounts for 13.20%.

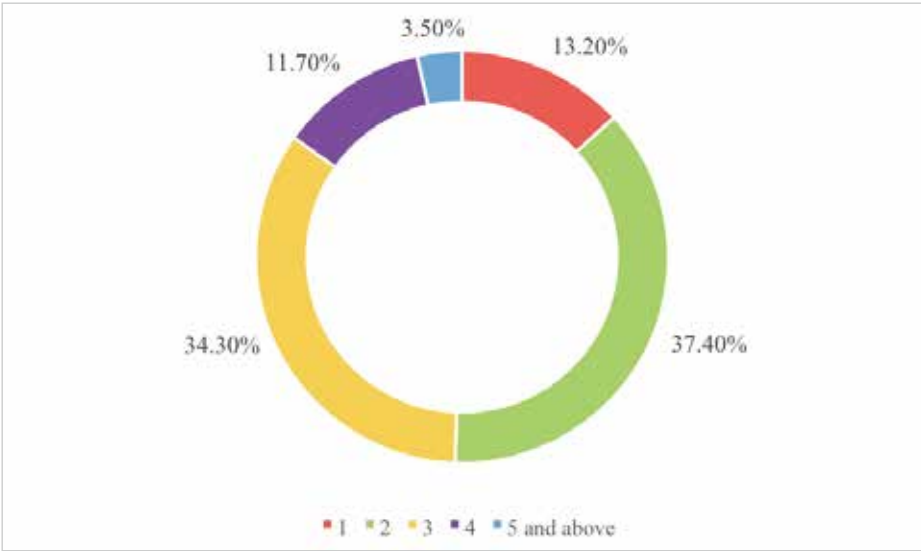


Figure 12. The number of electronic devices in online education

(2) Perceptions on the usefulness of online education tools

Among the functions that have been launched or may be implemented in the future, live course replay is considered to be the most useful function, while AI Q&A robots and leaderboards have relatively low usefulness perceptions. Based on the 650 valid data, 335 respondents rate live course replay as very useful, while only 113 respondents rate AI Q&A robots as very useful and 103

respondents rate leaderboards as very useful. The technologies widely praised in K12 education, such as the techniques of photo search, intelligent evaluation and error correction, are not so useful in the opinion of students majoring in tourism.

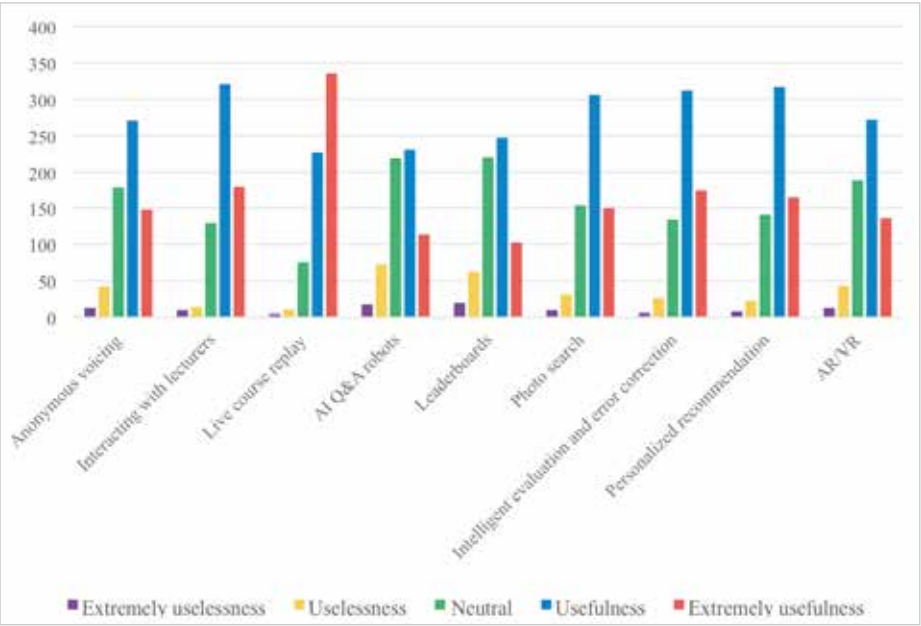


Figure 13. Usefulness evaluation on tool functions

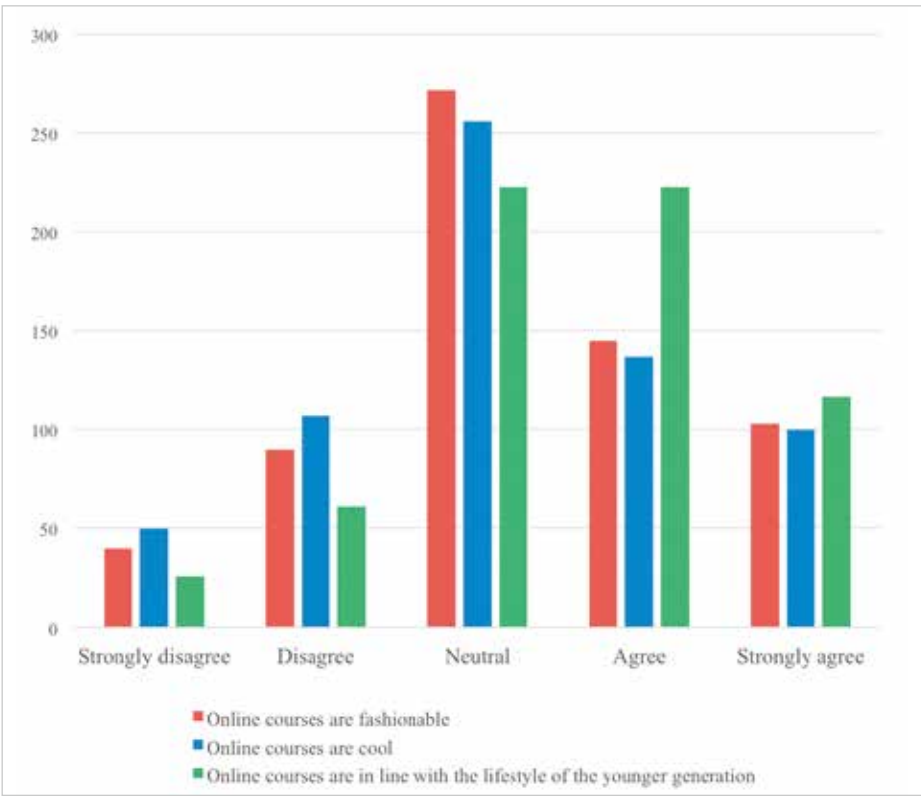


Figure 14. Perceptions on coolness of online education tools

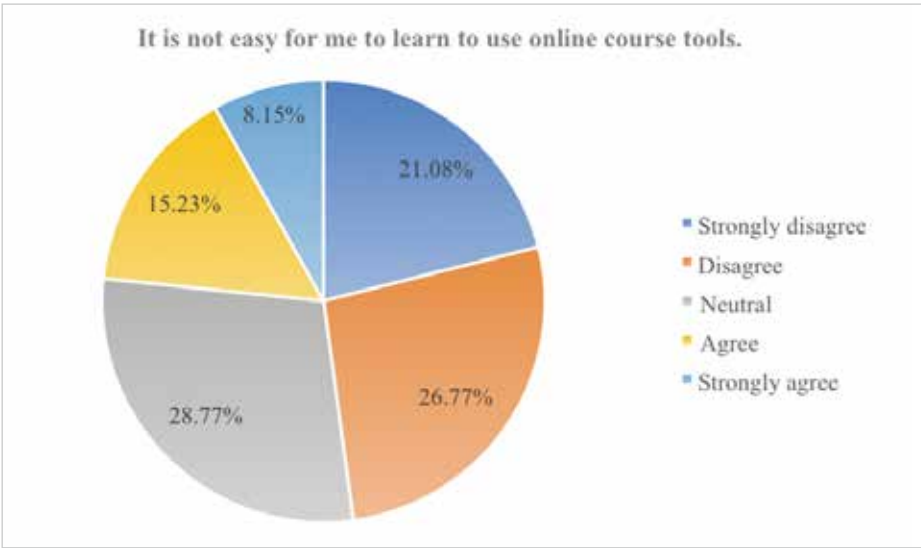


Figure 15. Perceptions on complexity of online education tools

(3) Perceptions on coolness of online education tools

Generally speaking, students majoring in tourism think online education is cool. Based on the 650 fully valid questionnaires collected, only about 20% of university students disagree or strongly disagree with statements such as "online courses are fashionable", "online courses are cool" and "online courses are in line with the lifestyle of the younger generation".

(4) Perceptions on complexity of online education tools

For university students majoring in tourism related majors, online education tool is easy to master. Based on the 650 valid samples collected, 47.9% of the respondents disagree with the statement that "it is not easy for me to learn to use online course tools". This shows that it is not difficult for contemporary university students to use online education tools to support online learning.

(5) Perceptions on stability of online education tools

There is still a degree of instability in online education technology. Based on the statistical data of three aspects, including network blockages or drops, network transmission delay and software stability, the vast majority of the respondents believe that there are technical problems in the above three aspects in online learning. This shows that online education tool designers and communication equipment providers need to further improve the stability of technology to provide more reliable technical support for users.

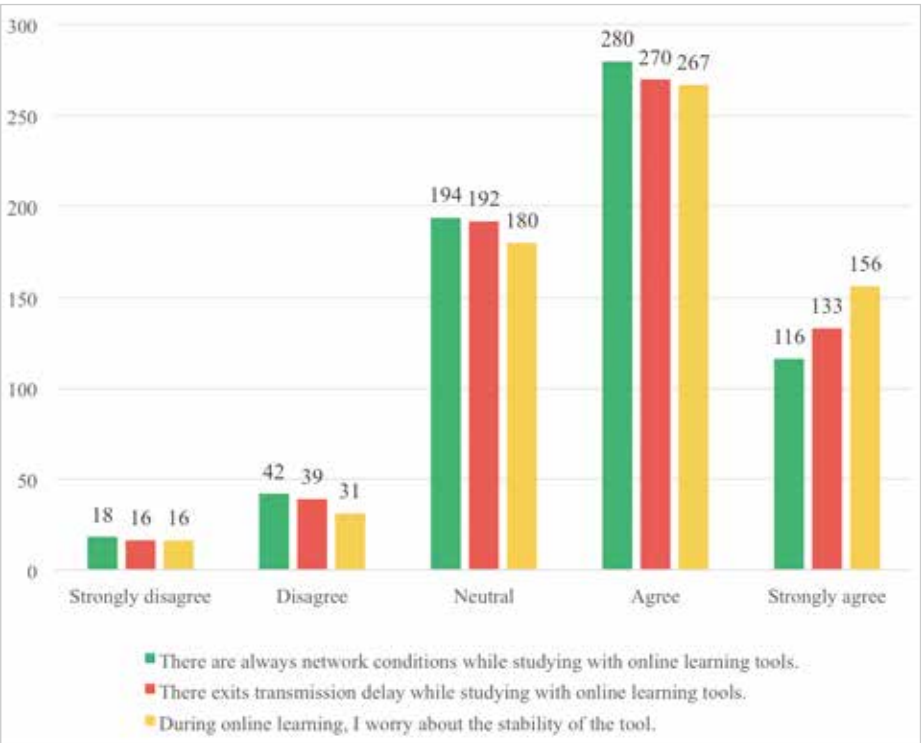


Figure 16. Instability of online education tools

2.3 Perceptions on Online Education Process and Outcomes

(1) The influences of online education on learning load

The form of online education makes students majoring in tourism spend more time on study. Based on the 650 fully valid data collected, 38.8% of the students believe that "I am forced by online education to spend more time studying",

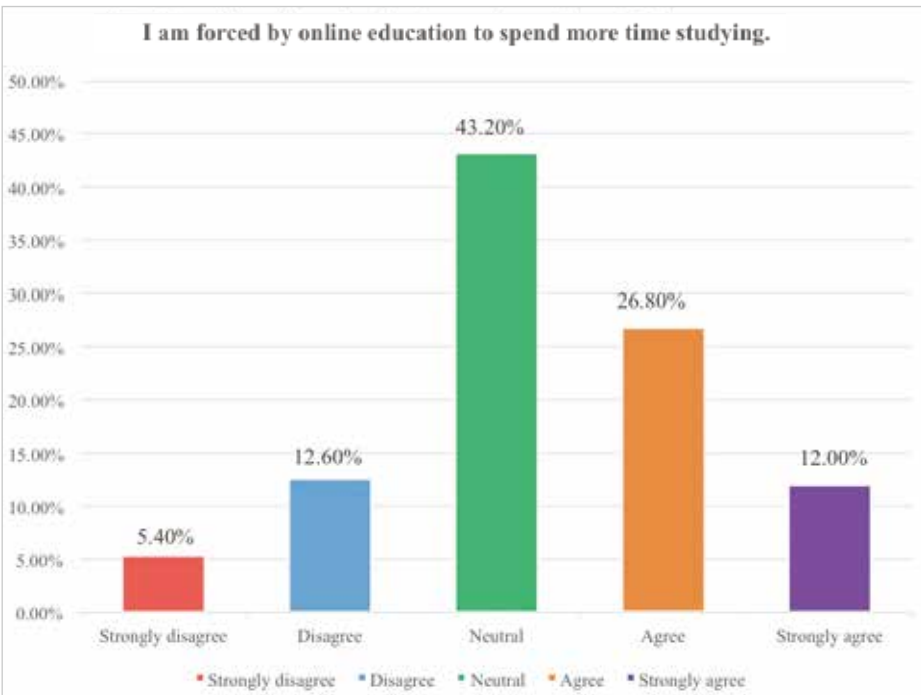


Figure 17. The influences of online education on learning time

while only 18% of the respondents disagree with this statement, and 43.3% of the students hold a neutral attitude towards this statement.

For most students, online education makes their study schedules relatively tight. The 650 valid data collected showed that 45.4% of the respondents agreed with the statement that "I am forced by online education to study with very tight time schedules". Different from traditional offline education, online education lacks face-to-face communication and real-time interaction between university students and teachers, and students spend more time in pre-class preview and after-class review. This may be one of the reasons why students think online courses make their learning schedule tight.

(2) Perceptions on satisfaction of online education

Students majoring in tourism have a high overall satisfaction of online education, with more than 40% of them holding a neutral attitude towards online education. Based on the 650 valid data, 307 respondents agree with the statement "I feel satisfied with the learning process", that is, these students are satisfied with the learning process of online education; 279 respondents agree with the statement that "I feel satisfied with the way in which online courses are conducted", that is, these students are satisfied with the learning pace of online

courses; and 254 students agree with the statement that "the learning style of online education has exceeded my expectations", that is, they are more satisfied with the overall learning style of online courses.

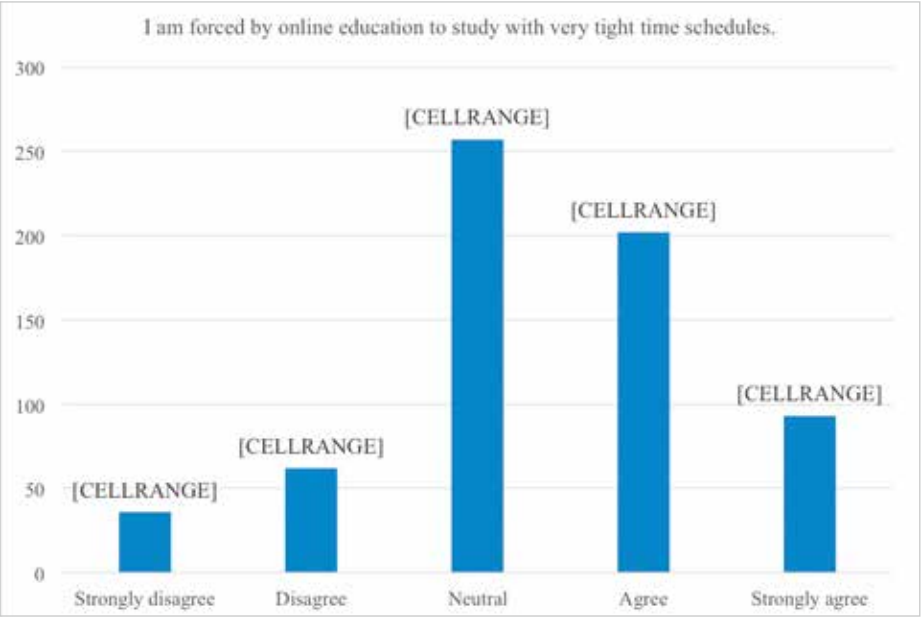


Figure 18. The influences of online education on learning schedule

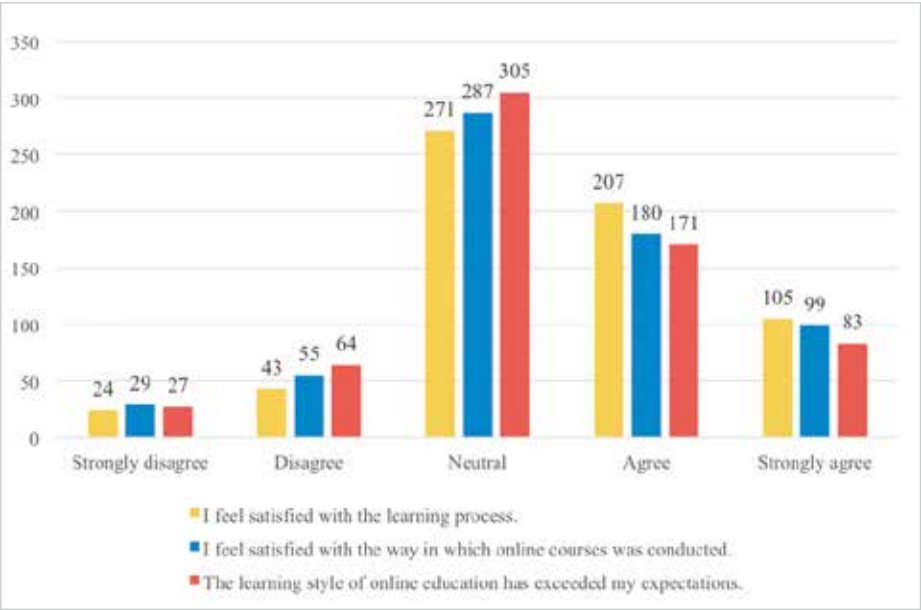


Figure 19. Satisfaction of online education

(3) Perceptions on persistent learning intention of online education

Before the COVID-19 outbreak, only about 40% of university students majoring in tourism had used online education. Based on the 650 valid data collected, 163 students frequently used online education and learning before the outbreak, which took up 25.10%, and 142 students used online education, which took up 21.8%.

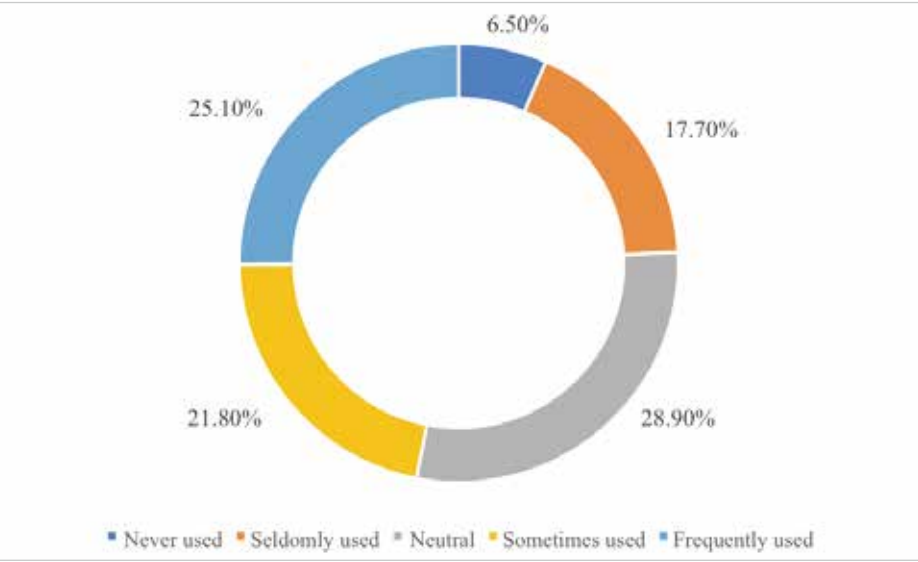


Figure 20. Online learning frequencies before the COVID-19 outbreak

Through six months of continuous online learning, more than 40% of university students held a neutral attitude towards that statement that "I fully intend to keep using online learning in the near future", and 36.87% of the respondents agreed with this statement. While 41.9% of students majoring in tourism held a neutral attitude towards their intention to use online education in the future.

(4) The influences of online education on learning performance

Nearly 50% of the respondents believe that online education has little impact on the learning effect of college students compared with traditional offline education. 35.33% of the respondents believe that online education will help improve the learning performance, while 15.39% believe that online education will negatively affect the learning performance of students.

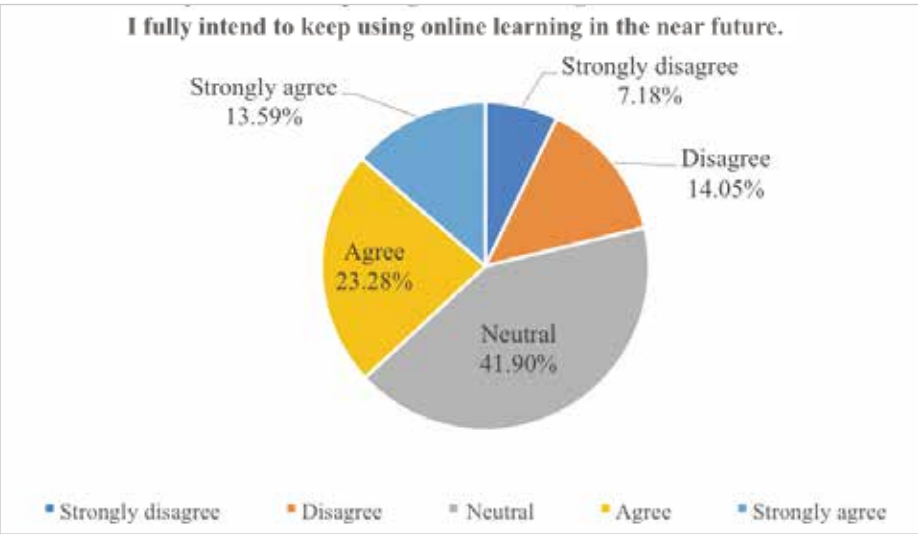


Figure 21. Intention of persistently using online learning

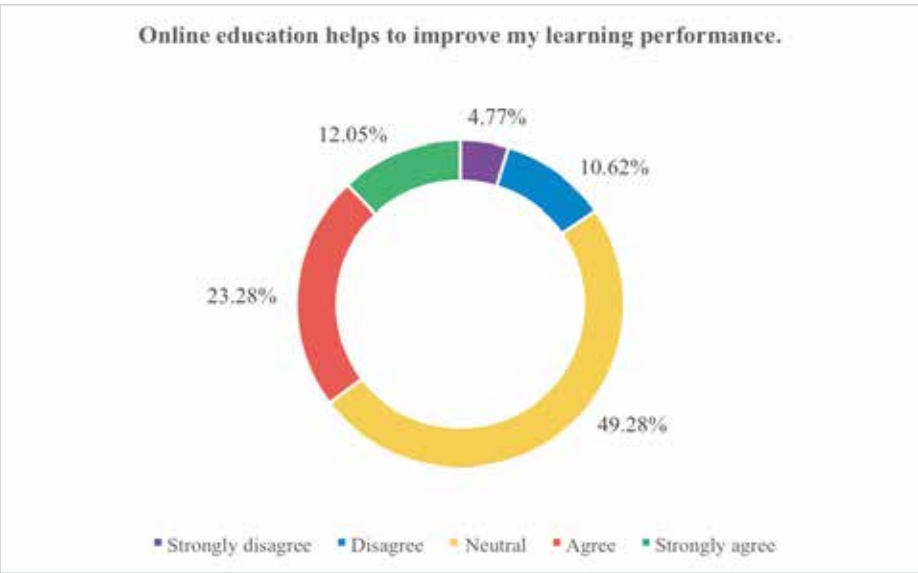


Figure 22. The influences of online education on learning performance

valid data, more than 200 students hold a neutral attitude towards the sense of presence in online education. In addition, more than 200 students agree that online education has a sense of presence, and only about 120 students believe that online education has a strong sense of social presence.

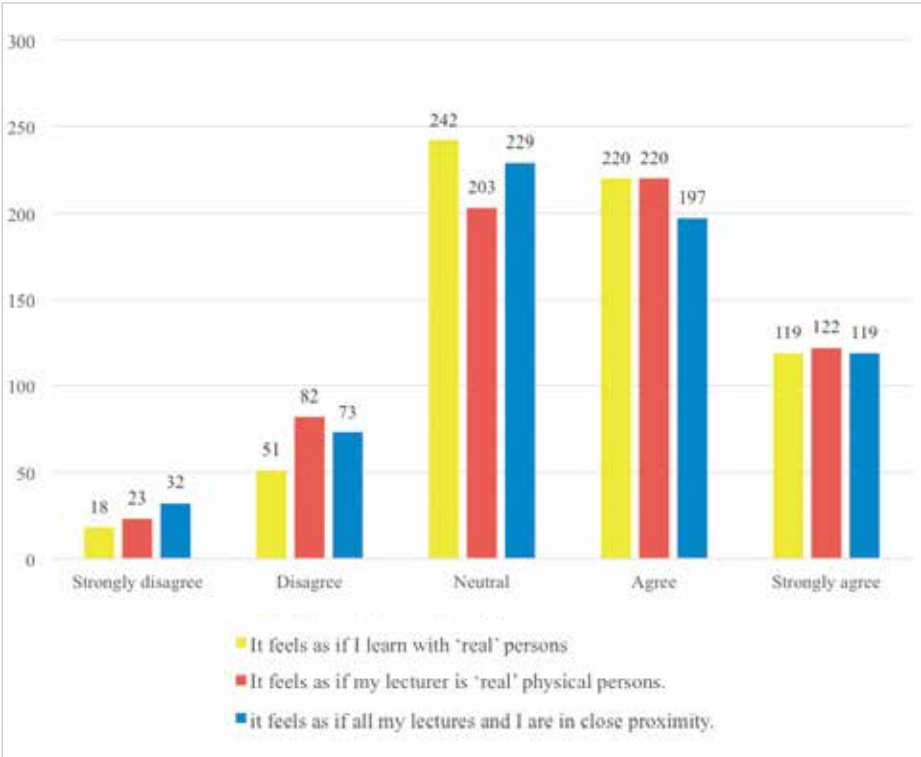


Figure 23. Sense of social presence during online education

Nearly half of students majoring in tourism are as active in online classes as they are engaged in traditional offline education. Class engagement is an important indicator of students' active participation in class. Based on the 650 valid data collected, 302 respondents hold a neutral attitude towards the statement that "I regularly reply with relevant and useful information to the questions raised by lecturers in online education"; 350 respondents hold a neutral attitude towards the statement that "I regularly post my questions during online learning"; and 323 respondents hold a neutral attitude towards the statement that "I am an active member during online education".

(5) Degree of participation in online education

Students majoring in tourism generally believe that online education have a good sense of social presence. Based on the 650 questionnaires that provide

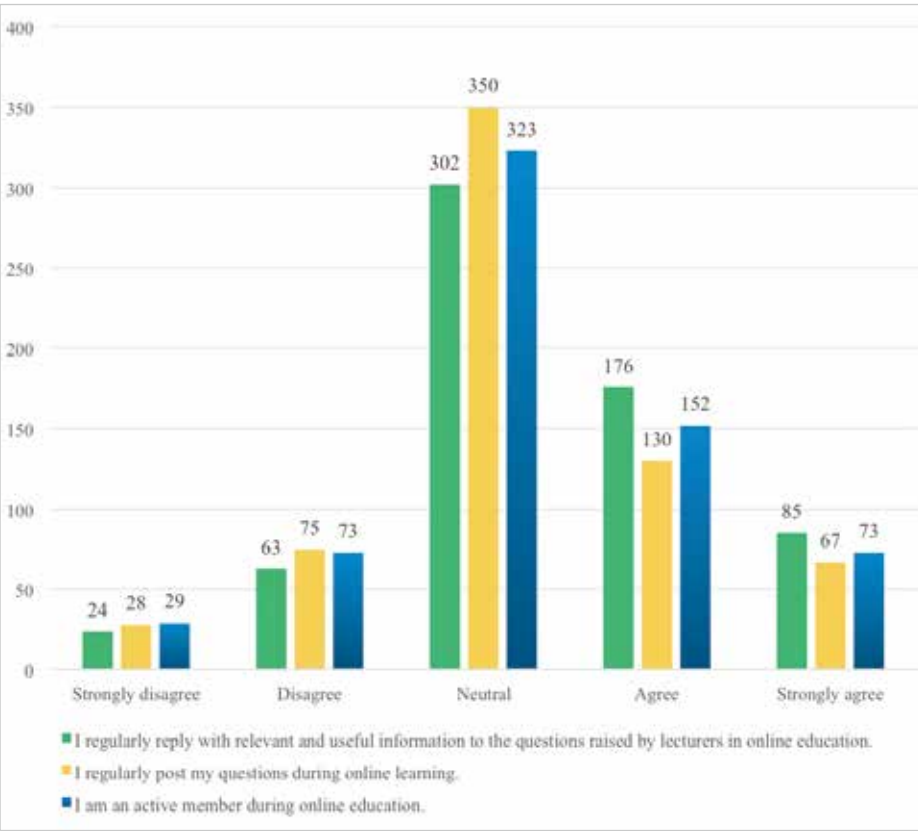


Figure 24. Active participation in online education

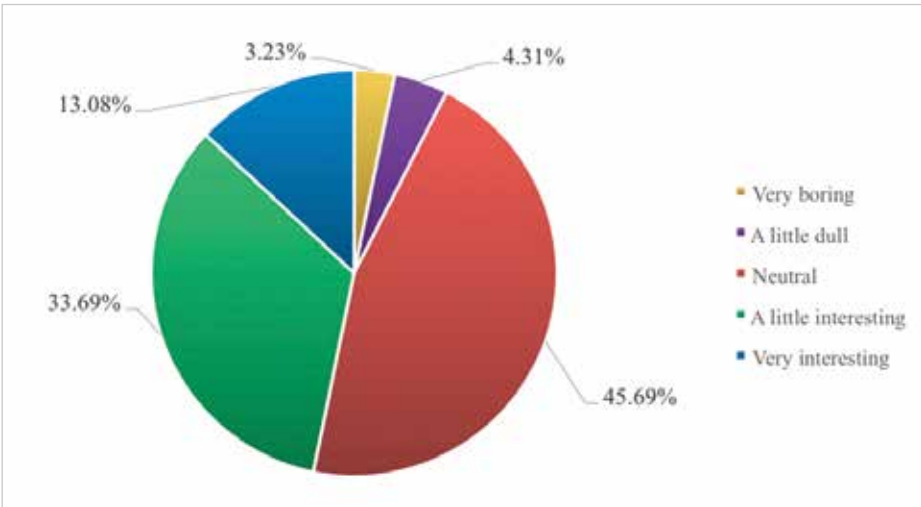


Figure 25. Perceptions on interestingness of online education

(6) Interestingness of online education

Overall speaking, students majoring in tourism think online education is interesting. Based on the 650 valid data collected, 85 respondents believe online learning is very interesting, 219 believe online learning is interesting, 49 believe online learning is boring or very boring, and the remaining 297 hold a neutral attitude towards the interestingness of online education.

(7) Suitability of online education applied in tourism-related majors

About 40% of students majoring in tourism believe that their majors are suitable for online education, and another 40% hold a neutral attitude towards this issue. Based on the 650 valid data collected, 107 respondents believe that their majors are not suitable for online education, and 259 believe that their majors are suitable for online education.

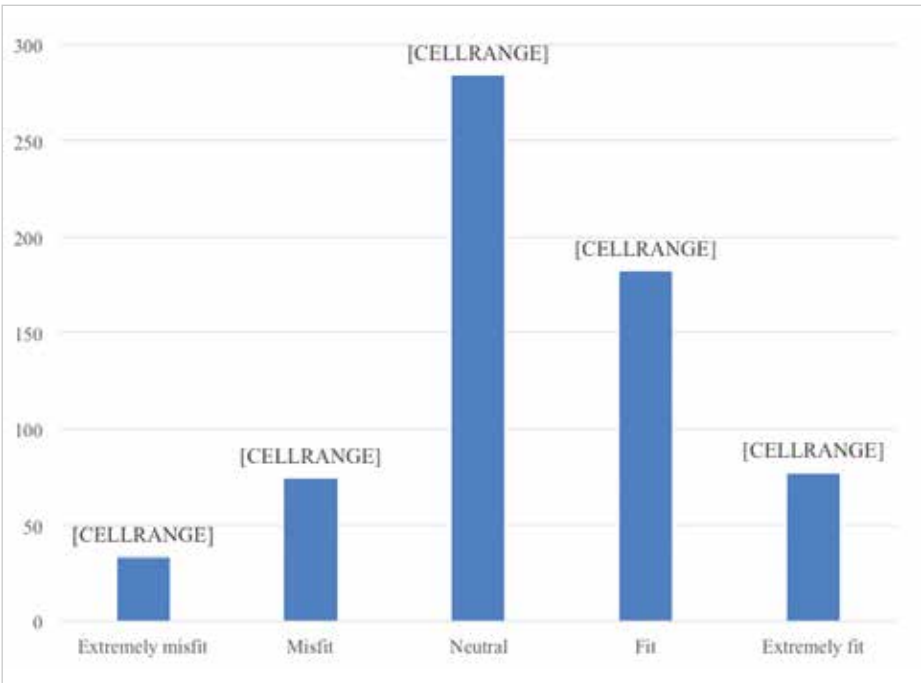


Figure 26. Suitability of online education applied in tourism-related majors

3. Problems and Suggestions for Improvement

Based on the results of this investigation, the current online tourism education has the following problems:

First, there are still some problems with the stability of the network. Under the context of new infrastructure, with the popularization of 5G and other technologies, the network environment will be further improved, which is conducive to improving the technical experience of online learning.

Second, there is still room for improvement in the online learning performances. At present, students' evaluation on various qualities of online education shows relatively neutral results. In the future, online education regulators and designers can further adapt to the characteristics of the new generation and enhance the interestingness and activeness of online learning. In addition, it is necessary to further study the characteristics of different courses and select adaptable courses to carry out online teaching.

Tourism Education Tomorrow — “New Bottles for New Wines”¹

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The 21st century has already witnessed an explosive development of tourism in Asia. There has been an unprecedented growth of tourism industry in Asian countries. We have seen a huge increase in tourism industry infrastructure in many Asian destinations. At the same time the number of tertiary institutions offering hospitality and tourism education has increased at a rapid rate. Clearly, Asia has become the center of gravity in the world tourism.

But why has this tourism shift towards Asia occurred? To study this phenomenon, it is worth examining the history of the hospitality and tourism education in terms of ‘waves’ in the tourism industry and also in the shift in paradigms across continents. A paradigm is, according the Oxford English Dictionary, “a worldview underlying the theories and methodology of a particular scientific subject”, or more simply “a philosophical or theoretical framework of any kind” (Oxford Dictionary, 2020). Historical developments in this industry along with progress made in academic research have resulted in three different paradigms cropping up in different regions of the world to match the changes in the global tourism industry.

Throughout the ages, we have seen cumulative changes in the hospitality and tourism industry. Each successive paradigm did not replace what had come before it because the industry evolves from the existing paradigm as new additional knowledge is accumulated. The main drivers of each paradigm had been, as the physicist Isaac Newton had once said, “standing upon the shoulders of giants,” meaning that they had been able to advance further only because of the vital contributions that preceded them.

1. This paper is based on numerous speeches and writings by the same author including his book Hospitality in Asia A New Paradigm.

1. The Europe Paradigm

Modern day tourism began in Europe after the Industrial Revolution exploded in the 19th century. That era enabled people to become more productive because of the advances of science being applied to the manufacturing process, and so workers were more efficient and that freed up their time and gave them the opportunity to travel for leisure. The new concept of “leisure” emerged and traveling became an important part of such leisure activities.

Because of this new breed of traveller, hotel hospitality evolved in Europe to accommodate wealthy Europeans wanting to see the various cultures in Europe with their own eyes. That is how modern-day international tourism started and there was a need to develop new professional ways of running businesses; under these circumstances the European Paradigm formed. The first wave associated with it was spearheaded by the Lausanne Hotel School or Ecole hotelier de Lausanne (EHL), a venerated Swiss institution founded in 1893 (Chon 2019). At this pioneering school in Switzerland, students were taught their trade through apprenticeships based on professional practices, which is a common feature in tourism schools today. This paradigm saw the convergence of “management” education and the emphasis was on developing practical skills.

2. The North American Paradigm

Years later, the second wave occurred when the North American paradigm was pushed to the forefront due largely to favourable conditions after the Second World War. During the Eisenhower era, the United States saw a massive development of infrastructure networks, mostly road transportation, arising from interstate highways and turnpikes. Interstate highways were developed from state to state in response to the profusion of mass-produced automobiles coming out of the Henry Ford car plants. US citizens were becoming accustomed to travelling long distances by car; long journeys that could span days meant that travellers needed a few places to stop and get a good night’s sleep before reaching their destination.

This need for overnight accommodation allowed an enterprising businessman named Kemmons Wilson to establish the first Holiday Inn hotel in 1952. Seen as the genesis of the modern hotel chain, this model had never existed before Mr Wilson came on the scene (Chon, 2019). If a traveller drove from New York

to Florida, it would take three days and so he would have to stay overnight in a hotel or motel. Mr Wilson thought that if there was a brand of hotel that offered the same features, people could predict the quality. Whenever drivers would see the “Great Sign” – a large, eye-catching roadside sign Holiday Inn pioneered – then they would be more inclined to check in to the establishment as they already know what to expect. After Holiday Inn became a household name, other hotel chains followed in the same vein, including Marriot and Best Western.

Another factor driving the North American paradigm was the emergence and influence of US hotel schools. The first of these was the Cornell Hotel School, and was instrumental in getting hospitality and tourism education recognised as an area of study and research in universities.

Founded in 1922, the hotel school at Cornell was started by accident rather than design as courses were originally run by the department responsible for the study of Home Economics. Young women in those days went to university to become good housewives and were taught how to manage the home. If they had an extra bedroom, they learnt how to decorate the room and rent it out to overnight visitors, like a bed and breakfast, to generate extra income. From this modest beginning, the Cornell Hotel School developed into a hotel school and then became a prestigious institution that turned hotel management into a serious academic discipline. The school embodied the paradigm’s emphasis on teaching management skills in a multi-unit environment creating a sought-after professionalism to match expectations after the explosive growth of the tourism industry in the post-World War II era.

3. The Shift Towards Asia

The study of tourism and hospitality in Asia started to come about during the 1960s – a decade that saw a huge rise in the number of foreigners from Europe and North America taking vacations in the region and which led to Asian hospitality schools sprouting in the region. Asia, compared to Europe and North America, came to the party late as it was still finding its feet in the post-war modern era. Thailand was a popular destination for US soldiers taking R&R, but then in the 1960s soldiers started visiting other Asian countries including Hong Kong when they had a hankering for decent western food (McDowall and Yang, 2009).

In the last few decades, the region has experienced a huge rise in the number of visitors and that has given Asian tourism and hospitality operators the chance to put their own unique stamp on management in this sector. Asian countries' have their own culture, history, religions, and practices that are unique to the region. That is why Asian hospitality sectors could never fully embrace the methodologies of the European or American paradigms because it would have meant a loss of their true identity as people who put hospitality at the heart of whatever they do.

If the European Paradigm was about apprenticeships and being mentored by a master, and the North American Paradigm was about researching the theories and concepts of hospitality management as an academic discipline, then the Asian paradigm is the balance between Europe's practical side of acquiring the necessary skills and the analytical side from the US. But what makes it truly distinct from the other two paradigms is that Asian cultural values are integrated in service management, whether it is the warm smiles from the bellmen at hotels in Thailand willing to go the extra mile or the deep bowing employed by waitresses at Japanese restaurants whenever diners enter.

In the same way the European and American paradigms were molded by key factors, the paradigm shift to the 'centre of gravity' in Asia has come about through what I called 'Asian Waves'. This shift occurred because the per capita income in Asia has been continuously rising but has been gradually falling in Europe because of the economic slowdown. In the past, outbound tourism had always been dominated by Europeans but now that has shifted to Asians as they now have greater economic clout.

Several contributing factors have made that possible. Asia is the largest continent in the world not only in terms of land mass but also by population. Approximately 20 percent of the world's population lives in China, and India is not far off with 1.29 billion people. When you factor in the population figures for Indonesia (258.2 million, the fourth most populous country in the world), Japan (126.7 million) Thailand (67.6 million), as well as for other Asian countries such as South Korea, then it is plain to see the proportion of potential tourists is indeed high when 40 percent of the world's population live in Asia.

In the past, most Asians did not have the same level of economic mobility the Europeans and Americans possessed and so they were not able to afford the luxury of travelling on aeroplanes and staying in hotels for a vacation. But with the emerging Asian economies' explosion in wealth because of rapid industrial development and the entrepreneurial culture Asia is renowned for, they now have

the disposable income that allows them to travel overseas to various far-flung destinations that were once just a dream for them. Economic change has been incredibly rapid for the Asian Dragons, just like in South Korea which was once one of the poorest countries in the world until late 1960s because the country had been ravaged by the Korean War in 1950 (Cummings, 2011). In the 1970s, the per capita income was below that of other ASEAN countries, but it is now one of the wealthiest countries in the world and its electronic firms and pop culture have become international household names that bring major revenues to the country. Economic prosperity is predicted to continue as plans are afoot for major investment in Asia including the One Belt, One Road project instigated by the Chinese government. Unveiled in 2013, it aims to increase demand for domestic products through investment in infrastructure projects along the land-based and maritime Silk Roads – routes that link China to Eurasia and beyond – as a way to enhance the global supply chain.

Chinese tourists, in particular, can be seen in vast numbers in popular tourist destinations as the high levels of disposable income they have now allows them to spend in ways that were unimaginable before their country opened up to the outside world in 1979. Chinese companies are now major players in the globalised world economy and are not afraid to show the world how far they have come. One mind-boggling example of their largesse was when the Chinese multinational conglomerate Tiens Group paid for 6,400 of its employees to go on a four-day holiday to France. The company booked 140 hotels in Paris and more than 4,700 rooms in Cannes and Monaco, and hired 146 coaches to drive them around the country.

4. Asia's Time Has Come

Universities and tourism schools have played a highly important role in shaping the European and American paradigms, and therefore forward-thinking tourism schools in Asia are necessary to breed a new type of Asian leader. Asian schools need to teach future general managers about the needs of the modern Asian visitor instead of relying on outsiders who can only implement what works in the west.

There is still a lot of catching up to do as tourism education started quite late compared to Europe and North America. The first hotel school was created in 1962 in Bandung, Indonesia, largely because the country was still a Dutch

colony at that time and was able to receive financial aid from overseas. Other schools started to emerge in the years that followed, including The Hong Kong Polytechnic University's School of Hotel and Tourism Management (SHTM). In 1979, diploma courses were taught at Hong Kong PolyU's Department of Institutional Management and Catering Studies, but as the industry grew so did the need for skilled workers who could match the standards set by employers. Ever since it was designated as a school in 2001, SHTM has steadily built its reputation as one of the finest in the Asia-Pacific region and subsequently the world. The school had gone a step further in the integration of apprenticeships and the academic teaching of management skills with the establishment of Hotel ICON – a pioneering teaching hotel that has won plaudits from academics and favoured by travellers to Hong Kong as evidenced by its high occupancy rate, favourable guest reviews and high rankings on popular travel websites.

The Asian Paradigm and the waves that made it possible has allowed the tourism industry and tourism education in the region to flourish. We are at a crossroads and now the conditions are right for Asia to forge its own path and become a leader in global hospitality.

5. “New Bottles for New Wines”

Borrowing the analogy from the Holy Bible, when new wines are produced, the new wines need to be put in the new bottles. Otherwise the taste of the wine will be distorted.

With relatively late start of tourism and hospitality education in Asia, most schools in the 1970s and 1980s developed their own educational programs based on the well established examples from institutions in Europe or North America. “We teach the XYZ courses because the University X in Europe or the University Y in North America also teach the same courses.” Sadly, this “copy and paste” approach to curriculum development and educational management was a commonplace in many tourism and hospitality schools in Asia. This approach may not have served the purpose in the best way because the culture and socioeconomic context of tourism and hospitality in Asia is very different from that of Europe or North America. Schools of tourism and hospitality in Asia need to be more imaginative and innovative in developing their unique curriculum and programs of study.

The Hong Kong Polytechnic University's School of Hotel & Tourism

Management has successfully redefined its curriculum and educational management with a proven record of success. Here are a few examples.

SHTM has developed its one of the kind degree called “Doctor of Hotel & Tourism Management,” a doctoral degree which clearly has set it apart from the traditional Ph.D. degree. The Ph.D. is a strictly a research based degree where students with little industry experiences identify a “research problem” and spend anywhere from three to four years to investigate the research problem and write a thesis. The D.HTM program, on the other hand, requires at least several years of full time work experience for candidates to be admitted. During the duration of the study, the student will obtain cognate knowledge related to the field of tourism and hospitality and then write a research thesis. The cognate knowledge will be obtained via a series of required courses such as “Theories and Concepts and Tourism” and “Asian Paradigm of Hospitality Management.” The program, since its inception about 10 years ago, has produced “scholar leaders” who are now taking up very senior executive roles in both industry and academia on a worldwide basis.

In its undergraduate curriculum, SHTM has included a course called “The Tourists,” which is the first such course offered in any tourism schools. The School's official website describes the course as follows: “Tourism has been the focus of research for many years. How we think of tourism, conceptualize it and apply it in theory and practice are influenced by a range of ideas from disciplines other than business. This subject introduces students to tourism as a field of study by exploring tourism and the tourist from different perspectives. The subject introduces students to core ideas and readings that have shaped the study of tourism.” The subject allows the undergraduate students an opportunity to review the very phenomenon of tourism, the tourist, the tourism economy and the tourism industry from multifaceted viewpoint.

6. Blend in Uniqueness and Strength of Asian Culture

An organization's hospitality culture does not develop on its own accord as it requires management to effect changes and implement a process. If you examine all the large organisations' websites, you will see they usually state their motto or 'philosophy', its mission statement and 'guiding principles'. One particular hotel group that has all three is the Shangri-La Hotels and Resorts, a

Hong Kong-based brand that has over 100 hotels stretching across Asia Pacific, North America, the Middle East, and Europe. Its high reputation of personable service is synonymous with Asian Hospitality and stems from the company's famed 'Shangri-La culture'. Its philosophy is 'Shangri-La hospitality from a caring family'; its mission is 'to delight our guests every time by creating engaging experiences straight from our hearts'; and its eight guiding principles include 'Make guest loyalty a key driver of our business' and 'Demonstrate honesty, care and integrity in all our relationships'.

Before it adopted its current philosophy, for many years Shangri-La used a slightly different motto: 'Asian hospitality from caring people'. It is a simple but powerful statement that implies two ideas: 1. in the business of hospitality, Shangri-la specialize in Asian hospitality; 2. other hotels such as the Peninsula offer Asian hospitality but Shangri-la is different because it comes from caring people.

An anecdote told to me by a professor from Cornell University amply illustrates Shangri-La's caring philosophy. This professor, who at the time was in his seventies and had poor eyesight, was staying at Island Shangri-La in Hong Kong and was about to go to dinner when he realised a golden button was missing from his navy-blue jacket. He found the button and searched all over the room for the sewing kit but could not find it much to his frustration. He had to go down soon for a dinner engagement or else he would be late so he called the manager.

"Why is there no sewing kit in the room?" he yelled. The manager replied he send a staff member to his room immediately to take care of the problem. A young lady was soon knocking at door and the professor opened the door to reveal a face like thunder.

"Where is the sewing kit?" he yelled.

"I am the sewing kit!" the young lady said. "I have come to assist you." She took the jacket and button and promised to come back within five minutes, which she did and gave the relieved professor his jacket with the button sewed on.

After dinner, he returned to his room and pondered on why the manager sent an employee to fix his jacket so he read the GM's welcoming letter that was on the room's desk. It was in that letter he learnt that if guests needed a sewing kit, they just had to press the button and someone will come to assist them. The next day, he had lunch with Shangri-La's GM and told him about what happened the night before and asked why the rooms had no sewing kit.

"All our guest are like you – VIP guests paying a minimum of US\$400 a night," the GM said. "I cannot imagine you with your thick glasses sewing a button on a blazer. So as a show of respect to our guests, we have a personal sewing service."

Before the professor retired, he told this story to everyone and enthused about how good Shangri-la is at taking care of their guests. Asian hospitality, as practised by Shangri-La, is more solicitous because the caring attitude coming from the culture.

The Shangri-La group changed a part of their motto from 'Asian hospitality' to 'Shangri-La hospitality' because it expanded to other countries and guests might expect the hotels to be staffed by Asians if they had kept using that motto. It was able to transfer success globally as each hotel was able to adapt to the local customs of each culture and yet still keep their core brand identity. If say, a guest orders tea in Thailand, a Thai employee would serve you on one knee, but that is so wrong in the Philippines. Similarly, a waitress from a western country would serve you tea at your table and then turn around, but in Japan the waitress walks out facing you after providing you with a drink – a carefully choreographed move so that the rear is not displayed and that would avoid offending customers.

Asia's strong cultural and social values have been moulded by the regions' religions, ethics, history and philosophies and have been seamlessly incorporated into Asian hospitality. At the 11th APacCHRIE Conference held at Macau in 2013, a framework was presented to delegates to explain how Asian characteristics – which includes warmth, empathy, respect, humility, and so on – are the agreeable by-products of Asian cultural values. These values which are 'naturally embedded' in Asians 'could be perfect in applying the Asian Hospitality service to be adopted in the hospitality sectors'.

If we take the example of Japan, its citizens acquire these hospitality skills without much effort because Omotenashi – a Japanese way of treating a guest with respect – is a value instilled at an early age and passed down the generations. When a host practises Omotenashi, close attention is paid to details and the guest's needs are anticipated. A host does all this without any expectation of a reward or the return of a favour but it is appropriate for the guest to accept the service to reciprocate the respect.

During the presentation of the Asian Hospitality service framework at the conference, it was surmised that the 'nature of Asian people who typically respect and pay attention to their elders makes it easier for them to observe, listen and be taught how to be employed in the service industry'. In this day and

age where the modern traveller expect a certain level of hotel service, the Asian hospitality worker is well-equipped to match those expectations because of his or her service-orientated nature.

7. Servant Leadership

When it comes to teaching about Asian hospitality, PolyU’s School of Hotel & Tourism Management practices what it preaches by demonstrating Asian values of respect and humility. On the 1 September of each year, faculty and staff line up at the school’s main entrance to welcome the students on the first day of the academic year. This kind of welcome is no different to what staff at a quality hotel would do to guest to make them feel welcome. This act of sincerity shows how different the teacher-student relationship is at SHTM compared to conventional pedagogical notions of a lecturer having to be aloof and maintaining a distance. The first time this was carried out it was such a success that the faculty voted to do this every year (Figure 1).



Figure 1: Faculty members wait to welcome students on the first day of academic year in School of Hotel & Tourism Management, The Hong Kong Polytechnic University

The School of Hotel & Tourism Management has blended this culture into its management practice. In the School’s organization chart (see Figure 2), it has purposely placed the students and the industry on top of the organization. It symbolically means that the very reason for existence of the School is to “serve” its ultimate customers – the students and the industry. The dean of the School is at the bottom of the organization chart, which symbolically means his job is that of a “servant,” so can serve his colleagues well who in turn will do their best to provide best possible service to the students and industry through highest quality of teaching and research. The dean of the School considers himself not only just a servant but also a leader, one who is capable of creating a clear vision for the School, create strategies for the School, and one who is capable of mobilizing resources to make the School’s mission accomplished. The dean calls himself a “servant leader,” based on the philosophy of Servant Leadership (Chon and Zoltan, 2019).

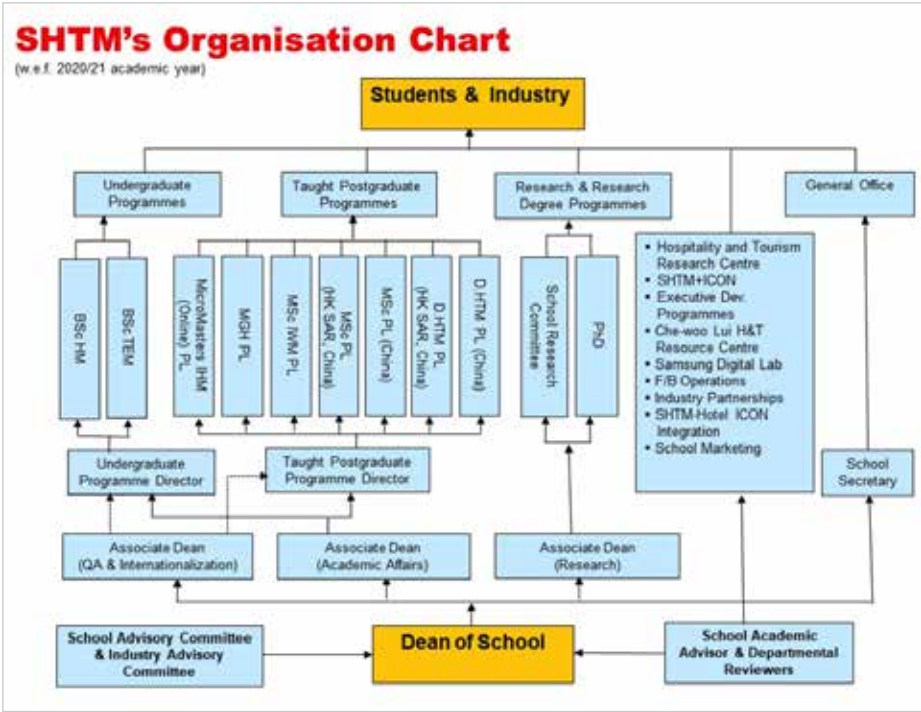


Figure 2. Organization Chart of School of Hotel & Tourism Management, The Hong Kong Polytechnic University

8. Theory and Practice in a Real Life Environment

Tourism and hospitality education requires a real life teaching and research laboratory where students can apply the theoretical and conceptual knowledge they acquire in the classrooms. Especially when it comes to the student’s learning in hospitality and management subjects, it is critically important for students to have an easy access to such living laboratories on top of the students’ opportunity to practice their knowledge through internship programs. For this reason, The Hong Kong Polytechnic University made an investment of HK\$1.3 billion (approximately US\$165 million) in developing a teaching and research hotel for its School of Hotel & Tourism Management. Named “Hotel ICON,” the premises comprise 36,000 square meters of space in a 28-storey building which comprises the School’s facilities (e.g. classrooms, laboratories, faculty and staff offices, library and an information technology lab) and a 262-room upscale hotel with three restaurants, a ballroom, gym, swimming pool, spa and other auxiliary facilities. The hotel is professionally managed by a group of experienced hoteliers with student and faculty support for teaching and research activities. When the university came up with the idea of developing the hotel, there were many pessimistic views about the project. Many business men literally said, “Sir, I know you are highly respected professors who know how to teach and how to do research but you are not experienced businessmen. It is not going to be that easy for you to run the hotel for the purpose of teaching and research but at the same time trying to make money.” Despite such unfavourable predictions, the hotel, since its opening in 2011, has performed exceptionally well. Not only the hotel is used as a living laboratory for students for practice and research, it is now regarded as one of the top hotels in Hong Kong. TripAdvisor has consistently ranked the hotel as one of the top five hotels among more than 700 hotels in Hong Kong since its opening. (TripAdvisor, 2020). The hotel is now regarded a new model of teaching and research hotel on a worldwide basis.

9. Conclusion

There are many evidences to suggest that the centre of gravity of world tourism has shifted to Asia. There has been a corresponding shift in the changes taking places in the paradigm of tourism and hospitality education. The new

Asian paradigm of tourism and hospitality education requires revolutionary changes in curriculum, pedagogy, facilities design and the culture of management in higher education. This paper has provided a historical overview of tourism and the changes taken place in tourism and hospitality education. Based on this review, a new approach to tourism and hospitality education has been provided.

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The Present and Future of University-Based Research Centers in Tourism and Hospitality: A U.S. Perspective

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Introduction

The past several decades has witnessed the growth of university research centers in tourism and hospitality, likely due to a rising need for effective knowledge transfer from academic research to practical applications (Hudson et al., 2017). Yet our understanding of the roles and effects of university research centers on tourism and hospitality education and research remains thin. The purpose of this chapter is to clarify the state of university-based research centers in tourism and hospitality (hereafter referred to as “T&H research centers”; this chapter does not discuss industry-based research centers, such as STR’s SHARE Center), particularly in the U.S. The chapter consists of the following sections: Part 1 discusses the roles of T&H research centers; Part 2 provides an overview of these research centers in the U.S.; Part 3 addresses the benefits and challenges of T&H research centers; and Part 4 presents several recommendations for leadership in terms of effectively managing a research center. The chapter wraps up with a discussion on the prospects and future of T&H research centers.

1. The Roles of University Research Centers

Although “university research center” (or university-based research center) is a familiar term and common component of the university landscape, few clear-cut definitions exist (Boardman & Corley, 2008) partly because research centers vary in their administration, size, and mission. Even their labeling can be inconsistent: along with “research centers,” these sites may be billed as “research initiatives,” “research institutes,” or “research networks.” For the purpose of this chapter, we draw upon Bozeman and Boardman’s (2003) definition and define a T&H research center as a formal organizational unit founded within a university for conducting tourism and/or hospitality research. Such centers are typically administered outside the departmental or college structure of universities but maintain strong ties with tourism and hospitality departments or colleges.

As implied in the above definition, a primary rationale for establishing a university research center is to facilitate research activities. Common functions performed within these centers include, but are not limited to, producing advanced research and knowledge, building university–industry connections, and training future generations of researchers (Su, 2014). Kumar (2017) stated that “The goal of a research center is to enable interaction between faculty, scholars, students and industry to enhance research opportunities, academic excellence, real world problem solving and knowledge creation and dissemination” (p. 454). A successful university research center can enhance a functional area and/or reputation of a department, college, or even university. These benefits can spark cyclical returns by promoting the recruitment of top faculty and graduate students (Winkler, 2014), securing endowments and resources, and fostering insightful research. T&H research centers have generally played at least three roles in the following missions: (1) inducing research initiatives and output; (2) encouraging research collaboration; and (3) facilitating knowledge transfer from academic scholarship to policymaking and practical applications.

1.1 Inducing Research Initiatives and Output

Studies have shown that researchers affiliated with a university research center demonstrate a high degree of scholarly productivity (Wen & Kobayashi, 2001) and rich industry connections (Ponomariov & Boardman, 2010). Owing to their structural and administrative flexibility, university research centers can

inspire initiatives and output that are typically not encouraged in academic departments (Hudson et al., 2017). For instance, these centers can swiftly respond to and pursue emergent research topics (Stahler & Tash, 1994), such as applied and commercially relevant issues, while involving researchers in knowledge transfer (Su, 2014). These research pursuits are crucial in advancing a field as applied and ever-changing as tourism and hospitality. However, such projects rarely align with the traditional university reward system (Boardman & Ponomariov, 2007), nor do they fit well with the research foci and capacity of existing academic departments (Winkler, 2014).

University research centers' contributions to research output are evident in their research support and resources. Individual scholars, especially junior researchers, can benefit from center affiliations. University research centers usually provide various resources and support, such as research seed funds, equipment, lab space, training and development opportunities (e.g., workshops and seminars), and access to research and industry networks (e.g., valuable collaborations and industry connections). Being affiliated to a research center may also boost the visibility of individual faculty (e.g., by featuring researchers on center websites and newsletters). These benefits are particularly appealing to junior researchers and faculty (Su, 2014). Some universities also provide release time from teaching for faculty who are heavily involved in research centers (Winkler, 2014). Studies have also indicated that university research centers can provide a level playing field for women, minority, and foreign-born researchers, thus contributing to diversity and equity in academia (Su, 2014).

1.2 Encouraging Research Collaboration

As research becomes increasingly team-based and interdependent, one could contend that nurturing collaboration among researchers is the singular feature that all university research centers share (Boardman & Corley, 2008). Research collaboration takes numerous forms, involving diverse and disparate disciplines, sectors, or institutions. Many research centers are established explicitly to cultivate interactions among researchers and/or stakeholders across disciplines, universities, industries, governments, and countries (Friedman & Friedman, 1982). Arguably the strongest impact of these centers comes from facilitating cross-disciplinary, cross-sectoral, and inter-institutional collaboration. This influence is reflected in the strong interdisciplinarity of university research center-affiliated researchers and numerous individual or university–industry co-authorships (Ponomariov & Boardman, 2010).

In today's research landscape, a multidisciplinary perspective is increasingly needed to answer questions (Boardman & Gray, 2010). This is particularly true in tourism and hospitality, which is inherently interdisciplinary (Jamal et al., 2008). Major research funding agencies such as the National Science Foundation also tend to favor multidisciplinary research approaches (Stahler & Tash, 1994); a growing number of university research centers are therefore focusing on multidisciplinary work (Su, 2014). Meanwhile, interdisciplinary collaboration is a key rationale driving the creation of research centers (Stahler & Tash, 1994): university research centers can catalyze inter- and multidisciplinary collaboration by providing a communal space for scholars, creating opportunities for faculty to work with graduate students or postdoctoral fellows in different disciplines, and allocating seed money for interdisciplinary projects.

1.3 Facilitating Knowledge Transfer

Research in tourism and hospitality has long been criticized for inadequate knowledge transfer to the real world (Frechtling, 2004; Xiao & Smith, 2007). While peer-reviewed outlets remain scholars' primary avenue for knowledge dissemination, these publication channels are not necessarily conducive to knowledge diffusion; few tourism and hospitality managers or operators in the public and private sectors read academic journals (Frechtling, 2004). Therefore, some university research centers, such as the SmartState Center of Economic Excellence for Tourism and Economic Development at the University of South Carolina, were established specifically to conduct research that is commercially relevant and applicable to the private and public sectors (Hudson et al., 2017). Other T&H research centers, such as Temple University's U.S.-Asia Center for Tourism & Hospitality Research, are not required to establish industry partnerships but maintain strong ties with the private and/or public sectors and share knowledge through multiple channels (apart from scholarly journals) that are practitioner-friendly. As indicated in the following section, regardless of the extent of center–industry or center–government interaction, T&H research centers often emphasize government and industry partnerships and generate industry-related outcomes.

2. An Overview of T&H Research Centers in the U.S.

One obstacle to strengthening T&H research centers is the relative lack of knowledge around the state of such centers. To improve our knowledge in this vein, the U.S.-Asia Center for Tourism & Hospitality Research at Temple University undertook a study in Fall 2017 focusing on U.S. higher education institutions. The study included two parts: (1) an online search of tourism and hospitality research centers housed at U.S. higher education institutions followed by a content analysis of centers' information posted online; and (2) written communication with the directors of 10 T&H research centers in the U.S., asking them to share their thoughts on establishing and managing a research center. Although the study was descriptive and geographically limited, findings offer a glimpse into the status quo of T&H research centers.

Thirty-four T&H research centers were identified across 26 higher educational institutions, suggesting that a few universities (e.g., University of Florida) are home to more than one center. Based on the Carnegie Classification of Institutions of Higher Education (2018), 20 (77%) of the 26 higher educational institutions were classified as doctoral universities with high or very high research activities. Among the 34 research centers, 18 (53%) were tourism research centers (e.g., Dick Pope Sr. Institute for Tourism Studies at the University of Central Florida), 10 (30%) were hospitality research centers (e.g., Center for Hospitality Research at Cornell University), and 6 (17%) focused on both (e.g., Center for Hospitality and Tourism Research at Oklahoma State University). In terms of organizational structure, most research centers were directed by university faculty (27 out of 34; 79%), but only five (15%) had an advisory board. This pattern suggests that T&H research centers are mainly overseen by academics and that center directors tend to play substantial roles in shaping a center's strategic directions, priorities, and research initiatives.

A content analysis of the 34 research centers' mission statements revealed different focuses (e.g., sustainable tourism development for the International Institute of Tourism Studies at the George Washington University; residents' quality of life for the Tourism Research and Education Consortium at Indiana University; and medical tourism for the Medical Tourism Research Center at the University of North Carolina at Pembroke). However, all mission statements shared an overarching theme: to support/facilitate/improve/ advance/advocate for the tourism and/or hospitality industry by providing research and/or education.



Figure 1. Word Clouds of Research Center Mission Statements

A few mission statements also reflected the geo-territory and research focus of a given center. Six (18%) of the 34 research centers had a well-defined geographical territory. For instance, the Center for Tourism Policy Studies at the University of Hawaii at Manoa focused on Hawaii and the Asia-Pacific region. The U.S.-Asia Center for Tourism & Hospitality Research at Temple University, as indicated by its name, focused on the U.S. and Asia. Nine (27%) research centers identified their research focus in their mission statement, including the Tourism Crisis Management Initiative at the University of Florida and Center for Sustainable Tourism at Arizona State University.

Most research centers used expertise as their positioning. Major expertise areas consisted of visitor/consumer profiles and behavior analysis, economic and social impact studies, tourism development and/or planning, and advertising effectiveness analysis (e.g., conversion studies). Along with expertise, industrial and government partnerships were highlighted on most research centers' websites. Government partners were generally government agencies or local authorities that were part of the tourism and hospitality industry such as city-, county-, or state-level chambers of commerce, park and recreation departments, agriculture departments, and transportation departments. At the federal level, the National Park Service and U.S. Department of Agriculture were two frequently mentioned government partners. Non-profit partners included destination marketing/management organizations, industry associations, foundations, UNWTO, and other higher educational institutions. For-profit partners were

mostly tourism and hospitality firms and marketing consulting firms.

The 34 T&H research centers were mainly engaged in two categories of activities to fulfill their missions: (1) research activities, including research or consulting projects that required consistent communication with industry experts to identify research questions (e.g., academic/practitioner conferences), and generating research-based publications aimed at practitioners (e.g., white papers); and (2) educational activities, such as providing workshops and training for graduate students or industry practitioners, offering certificate programs, and distributing newsletters or periodic publications detailing best practices. Beyond these activities, some centers carried out relatively innovative work as shown in Table 1.

Table 1. Center Activity Highlights

Center Activities	Description	Example
Industry Roundtables	Regular, interactive, engaging meetings or forums for invited industry leaders, policymakers, university faculty, and research scholars to discuss insights with the tourism and hospitality community.	Center for Hospitality Research (Cornell University)
Dashboard/Interactive Data	Tools that allow users to choose and create data and/or statistics that suit their needs.	Nonresident Travel Survey Reports (Institute for Tourism & Recreation Research at the University of Montana)
Developing Indices/Indicators	Indicators or measures that track or project topics of interest in the tourism and hospitality industry.	1. Penn State Index of U.S. Hotel Values (Hospitality Real Estate Strategy Group at Pennsylvania State University) 2. Adventure Travel Development Index (International Institute of Tourism Studies at the George Washington University) 3. Covid19Tourism Index (U.S.-Asia Center for Tourism and Hospitality Research at Temple University)
Business Incubators	Programs offering opportunities for entrepreneurs to turn tourism and hospitality business ideas into reality.	SmartState Center of Economic Excellence for Tourism and Economic Development (University of South Carolina)
Podcasts	An episodic series of audio recordings on specific topics in tourism and hospitality, intending to highlight research findings in plain language.	“All Things Travel” podcast (Center for Sustainable Tourism at Arizona State University)

3. Benefits and Challenges of T&H Research Centers

In follow-up communications, the 10 center directors were asked to describe the benefits and challenges of establishing and managing a university-based research center in tourism and hospitality. Besides the aforementioned advantages such as supporting research and collaboration, three additional benefits were identified based on the directors’ responses: a sense of identity, integration of teaching and research, and a recruitment tool to attract potential students.

The so-called “Generation Tourism” (or “Generation T”) refers to a new generation of scholars with degrees in tourism and a multidisciplinary background (e.g., a mix of economics, psychology, geography, anthropology, and sociology) (Pearce, Filep, & Ross, 2010). Unlike the founding scholars of tourism, who were largely trained in a single discipline, the multidisciplinary training may lead many Generation T scholars to struggle with their academic identity due to a lack of “home” discipline (Filep et al., 2015). While being affiliated to and involved with a T&H research center will not solve this “identity crisis,” such engagement may contribute to a sense of community identity and coherence among faculty. In addition, if successful, a university research center can also improve an institution’s general reputation, connections, and resources to further enhance center-affiliated researchers’ academic identity.

Many of the 10 center directors mentioned that their centers involved allowed undergraduate and graduate students to become involved in consulting projects and the broader research process. One director indicated, “It’s a win-win result. We get excellent help and the students get an excellent experience in their field.” Another director stated, “I feel it is very important for the researchers to get into the classroom. We have lots of amazing things to share with the students!” Involving students in the centers’ research projects can efficiently integrate research and teaching. On one hand, graduate students who are associated with a research center obtain hands-on research experience, including research design, data collection, and manuscript development. On the other hand, these students have opportunities to interact with faculty, scholars at other institutions, and industry practitioners via mentorships and projects. They can also participate in seminars and workshops to stay at the forefront of cutting-edge research. For example, university-based research centers often invite leading researchers and industry practitioners to deliver seminars to graduate students to present state-of-the-art concepts and methodologies. As such, departments

and universities can leverage research centers to recruit top graduate students and exceptional faculty. As one center director put it, “To potential students... I do think [a research center] attracts attention and may be a good recruitment tool, assuming that the department/school has faculty actively engaged in tourism/hospitality research.”

However, establishing and managing a university research center is not without challenges. Directors cited sufficient funding as the most common obstacle. The following quotes exemplify this and other center-related difficulties:

“Resources and establishing a sustained and self-sustaining model that can attract reputable researchers.”

“The lack of endowed funding prevents the center from getting engaged in research activities such as hosting seminars or conferences.”

“Identifying, applying for, and obtaining funds to support research projects and graduate students. If the center is supposed to be self-sustaining, this challenge is much more difficult.”

“Money. It is vital that there is an ongoing level of support such that institutional knowledge is not lost.”

“It is difficult for university professors to compete in open bidding with private consultants, so the challenge is to find a sustainable source of funding for the center that would support more objective research for the larger good.”

Because few government agencies or other funding organizations regularly sponsor tourism and hospitality research and consulting firms are competing against universities for research contracts. Obtaining external funding has long been problematic in tourism and hospitality (Hudson et al., 2017). As implied by the directors’ responses, the challenge of finding sustainable funding affects nearly all aspects of daily operations and a center’s ability to fulfill its mission.

Related to centers’ lack of funding is the need to remain impartial in research; funders may neither anticipate nor favor certain findings. Other challenges mentioned by center directors included a lack of time to write grant proposals or providing leadership on grant initiatives and providing routine updates on center activities and news. Most obstacles facing center directors were related to insufficient resources and support to some extent.

4. Research Center Management

The 10 research center directors were also asked to provide advice on managing a research center. This section summarizes potentially fundamental elements for a successful T&H research center. Starting with organizational culture and values, center leaders should cultivate an environment of research rigor and integrity; quality research is the lifeblood of a high-performing center. One director’s comment reiterates the value of rigor and integrity for a research center’s longevity: “Always be objective and always conduct high quality, valid, reliable research. Be able to defend your research. Staying honest and impartial cannot hurt the institute. Not doing so will be the demise of the institute at some time in the future.”

In terms of strategic management, center leaders should identify a clear and potentially niche positioning for their center. In the following excerpts, center directors emphasized the importance of maintaining a targeted scholarly brand for research centers:

“Make sure that your center is unique. For example, there are so many centers focusing on [a certain area] that it is hard to stand out.”

“Those newly established [research centers] tend to be niche-oriented.”

“I would advise center directors to consider focusing on...enhancing what will distinguish their centers from others.”

Such niche brands can be created by homing in on a certain research area, topic of expertise, or geographical territory. A few directors pointed out that a center’s niche is tied with its ability to attract external funding. T&H research centers often compete with consulting firms for external funding; as such, centers’ survival is basically rooted in whether they can offer services and research distinct from or beyond the scope of most consulting firms.

In addition, center leaders should include “facilitating multidisciplinary collaboration” in their mission statement and find ways to fulfill this mission. This “go multidisciplinary” strategy will not only benefit centers’ endeavors to tackle problems of a larger scope but will also enhance success in attracting external funding. As external funding for tourism and hospitality research becomes increasingly difficult to secure and large grants from federal agencies (e.g., the National Science Foundation and National Institutes of Health) favor multidisciplinary teams, tourism and hospitality scholars must engage in multidisciplinary research. However, academic departments are relatively ill-equipped for this type of scholarship. Research centers are an organizational

solution to this bureaucratic barrier and can provide boundary-spanning structures to encourage multidisciplinary teams (Boardman & Gray, 2010).

Several center directors advocated for tourism and hospitality research centers at universities to develop strong industry/community partnerships:

“In addition to support[ing] research, we also need to outreach to the industry and local community to provide services.”

“I strongly encourage researchers to not ‘sit in their office’ but rather reaching out to industry in many ways so that we can build strong relationships between the various stakeholders.”

Similar to researchers in other disciplines, tourism and hospitality scholars have long been criticized for staying in the “ivory tower” and being reluctant to engage with the public. Moreover, government, industry, and community leaders increasingly value evidence-based decision making. T&H research centers represent a key mechanism through which industry and local communities can achieve social and economic outcomes via academic research and knowledge transfer. As such, center leadership should consider conducting applied and commercially relevant research; hosting events and conferences to promote university–industry interaction; duly sharing academic findings with industry, government agencies, and community stakeholders; and undertaking public services, such as having center-affiliated scholars serve on boards of directors or advisory boards in tourism and hospitality organizations.

5. The Future of T&H Research Centers

Looking ahead, T&H research centers must remain adaptive and continue evolving into innovative and empowering knowledge platforms. First and foremost, an academic research center must distinguish itself from research consultants and firms in terms of providing thought leadership to scholars and public community. Traditionally, this would involve things like publishing papers in leading journals or organizing workshops for faculty and students (Kumar, 2017) - yet innovative research centers can do more. For instance, amid the COVID-19 pandemic period, many scholars were puzzled by the usefulness and prospects of tourism research. Temple University’s U.S.-Asia Center for Tourism and Hospitality Research has conducted a series of highly successful webinars on pertinent topics. In one case, they invited editors of the top three tourism

journals to speak on “the future of tourism research in a post-pandemic world.” Over 1,600 attendees around the world registered for the webinar; the recorded session, open to the public, was widely discussed and used in teaching.

Second, T&H research centers must stay relevant by actively communicating and collaborating with community stakeholders, particularly industry practitioners. In the past, such cooperation entailed center - industry partnerships for data sharing and analysis, translational research, industry-related events, or training certificates and executive education programs. In the future, centers will need to be more creative to function as “market maker(s), matching different stakeholders with complementary assets and needs” (Lilien, 2017, p. 459). For instance, one center director indicated that “At [our university], the center is also working on providing students research and industry opportunities. This includes developing a career expo/job fair. The center is in a good position to do this because it is developing relationships with the industry.” Notably, student and media engagement could and should be an important part of a research center’s performance metrics.

Third, from an organizational standpoint, T&H research centers are beginning to adopt flatter structures with virtually and globally connected members. To enhance collaboration, these centers can build mechanisms to encourage scholars to establish organic interdisciplinary and multi-institutional collaborations (Manville et al. 2015). Among other characteristics, this task calls for research leaders who possess the qualities of “being ‘unselfish’ and not merely a ‘star performer’, being supportive, fair, credible in [their] ability to deliver work, harmonious and ‘visionary’” (Manville et al., 2015, p. 39).

6. Conclusion

Despite the challenges of establishing and managing a research center, T&H research centers can be of great value to scholars and practitioners alike. The study reported herein has demonstrated that as tourism and hospitality research advances, there is a prolific growth of T&H research centers that parallel a conventional academic departmental structure. Nevertheless, our understanding of the roles of university-based research centers in tourism and hospitality education remains insufficient. It is our sincere hope that the U.S. perspective provided in this chapter will be only the beginning of an endeavor to harness the potential power and contributions of these knowledge hubs.

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Reform and Innovation of Teaching Methods under the Background of Informationization

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1. Evolution of Education Informatization

As cloud computing, big data, Internet of Things, mobile computing and other new technologies have been widely applied on a gradual basis, the pace of informatization in all sectors of the economy and society is accelerating, the social overall informatization level is deepening, and the revolutionary influence of information technology on education is becoming increasingly prominent. Education informatization is a strategic focus of the national informatization strategy. In the *Outline of the National Medium-and Long-Term Program for Education Reform and Development (2010-2020)* released in 2010, it has already pointed out that "information technology has a revolutionary influence on the development of education" and strategically proposed to "accelerate the process of education informatization. By 2020, basically complete the construction of an education informatization system covering schools of all levels and types in urban and rural areas, and promote the modernization of educational contents, teaching means and methods. We should integrate existing resources to build an advanced, efficient and practical digital education infrastructure. The reform and development of education towards informatization has become a consensus and trend.

In the 2015 government report, Premier Li Keqiang proposed to formulate an "Internet +" action plan to catalyze and boost the education informatization. In order to thoroughly implement the *13th Five-Year Plan for the Informatization*

Table 1. Summary of partial policy documents on the development of education informatization in China

Time	Name	Content
2010	<i>Outline of the National Medium-and Long-Term Program for Education Reform and Development (2010-2020)</i>	Information technology has a revolutionary influence on the development of education
2012	<i>Ten-year Education Informatization Development Plan (2011-2020)</i>	It clearly specifies the tasks and action plans for the development of education informatization in China
2015	Government Work Report	"Internet Plus" action plan
2016	<i>The 13th Five-Year Plan for the Informatization of Education</i>	Key tasks such as comprehensively improving the quality of education, promoting education equity at a higher level, and accelerating the process of education modernization put forward higher requirements for education informatization, providing broader development space for education informatization
2018	<i>The Education Informatization 2.0 Action Plan</i>	Take education informatization as an endogenous variable in educational systemic changes to support and lead the modernization of education
2018	<i>2018 Key Points of Education Informatization and Network Security Work</i>	Put forward network security work in parallel with education informatization, and further improve the training ability and protection level of network security talents as required
2018	<i>AI Innovation Action Plan for Colleges and Universities</i>	Focus on the actual gap in AI talents, and take universities as an important battlefield to improve the AI discipline and talent training system
2018	Circular on Carrying out the Pilot Work of Promoting the Construction of Teachers with AI Technology	Focus on improving teachers' AI literacy, and explore how to promote the reform and innovation of education and teaching, and optimize the management over teachers with innovative applications such as AI
2019	<i>2019 Key Points of Education Informatization and Network Security Work</i>	Enhance efforts to vigorously develop education informatization, accelerate the transition and upgrade of education informatization, actively promote "Internet + education", adhere to high-quality development, and take education informatization as the support to lead the modernization of education
2019	<i>China's Education Modernization 2035</i>	"Advance the educational reform in an information era"

of *Education and the Education Informatization 2.0 Action Plan* and promote the transformation and upgrading of education informatization in the new era, the Ministry of Education formulated and promulgated the 2019 *Key Points of Education Informatization and Network Security Work* in February 2019, proposing to basically achieve the development goal of “three coverages, two improvements and one big platform” by 2022. Moreover, according to the *Key Points*, we should comprehensively improve the application level of informatization and the quality of teachers and students' information skills in colleges and universities, and realize high integration of modern education and information technology. Looking back on the development trajectory of education informatization in China (see Table 1), the construction of education informatization facilitated the deep integration of technology and education, and supported and led the modernization of education.

Thanks to the development of 5G and artificial intelligence technology, education informatization is about to enter a new stage. The advent of 5G will break the physical boundaries of education. People can watch videos for learning anytime, anywhere, no longer limited by time and space. The combination of 5G with AI, AR, VR and other technologies will make remote cross-regional education, panoramic and holographic classrooms, immersive teaching and simulated campuses become reality. This will bring disruptive changes to traditional education methods. In the process of education informatization construction, we should promote the reform and innovation of teaching methods.

2. Influence of Education Informationization on Traditional Education

2.1 Break Physical Boundaries of the Knowledge Acquisition Environment

The development of Internet technology has promoted digital teaching, networked information transmission, multimedia display, intelligent processing and virtualization of the teaching environment, while the information technology

has effectively extended classroom teaching to extracurricular model, emancipating students from the limitations of space and time. In the Internet-based learning model, learners are not restricted by age, and can learn based on any device (4A, Anyage, Anywhere, Anytime, Anydevice), thus realizing personalized, collaborative and team learning.

2.2 It's an Urgent Need to Reconstruct the Teaching Elements Under the Information Background

Information technology optimizes the teaching process, changes the teaching structure as well as the status and role of teachers, students, teaching media, teaching contents and other elements, and transforms the traditional teaching structure into a structure that is led by teachers, takes students as the main body, and pays equal emphasis on learning and teaching. According to the traditional teaching concept, the goal of teaching is to impart knowledge. In the process of knowledge imparting, teachers play a role as lecturers, while students are passive listeners and receivers. In the information era, people can obtain massive information through the Internet, no longer limited to lectures in the classroom. Promote the transformation of the role of teachers from single knowledge imparting to cultivating students' abilities, guiding students to learn independently and explore innovation, and the role of students from knowledge learners to knowledge co-builders.

2.3 Education in the 5G Era

At a high transmission rate, the “AR/VR + education” will be activated again. It can create many scene teaching models that were difficult to realize before, such as the simulation exercises of scenic spot management and tourism planning scene display; simulate many high-cost and high-risk teaching trainings, such as scenic spot and hotel management; restore history or other 3D scenes, such as museum exhibitions and other popular science teaching; simulate real-person training, such as language environment implantation in English training and one-to-one or one-to-many remote teaching so that students can have a dialogue with simulated real people.

With the popularization of 5G technology, the AI technology will be applied in education in a more “smart” way. Supported by 5G technology, AI will be

developed in integration with technologies such as the Internet of Things and big data, thus providing more comprehensive data collection and more optimized algorithm models. AI can also simulate "human thinking" and better assist students in learning, teacher teaching and campus management.

3. Reform and Innovation of Teaching Methods

3.1 MOOC Leading Action: Promote the Construction of Digital Resources

Make full use of high-quality educational resources at home and abroad to create MOOC courses (Massive Online Open Courses). The Nankai University College of Tourism and Service Management has kept abreast of the pulse of the times by actively carrying out the education informatization action plan. Specifically, it has launched a micro major in International Culture and Tourism Development composed of four core MOOCs including the *Global Tourism Development Trends*, *Tourism Research Methods*, *Culture and Tourism* and *Tourism Policy and Planning*.

From 2019 to 2020, four courses have been launched on well-known online education platforms at home and abroad, such as Futurelearn, xuetangx.com and zhihuishu.com. According to the big data of the Futurelearn platform, the first course "Global Tourism Development Trends" has attracted 1,406 students from 131 countries around the world, including China, the United Kingdom, the United States, Russia, Germany, Italy, etc. in the first round. On April 20, 2020, the Ministry of Education launched the construction project of an international platform for online teaching in English for colleges and universities. iCourse and xuetangx.com were selected as the first-batch platforms. The MOOC course created by the College of Tourism and Service Management was also successfully launched on the international platform of xuetangx.com.

3.2 Improve Teachers' Information Literacy in an All-Round Manner, and Promote Smart Teaching

Advanced educational thinking and concepts and new teaching aid technology hardware promote teachers to comprehensively improve their information literacy and transform technology into powerful teaching tools. The *Outline of the National Medium-and Long-Term Program for Education Reform and Development* clearly pointed out, "we should improve teachers' application level of information technology, update teaching concepts, improve teaching methods, and deliver more teaching results. We should encourage students to learn actively and autonomously by information means, and enhance their ability to analyze and solve problems using information technology. Teachers should keep pace with the times, and actively participate in various information technology trainings to master more modern information knowledge and skills and continuously improve their literacy in terms of information technology.

To improve the quality of education and teaching and the capability of talents training and thoroughly implement the *Plan of Nankai University to Implement the Spirit of the National Conference on Undergraduate Education in Institutions of Higher Education in the New Era and Promote Implementation of the Undergraduate Education and Teaching Quality Improvement Project* (hereinafter referred to as "Nankai 40"), the Digital Teaching R&D Center of the Teaching Affairs Office of Nankai University was officially established in 2018. The Digital Learning R&D Center organizes a series of thematic activities focusing on information technology to promote the reform and innovation of higher education, and discusses mainly about how the introduction of AI technology can catalyze the production of personalized and customized learning models and how to make the learning ecology of higher education form a new ecological landscape. In a modern information technology era, the colleges and universities have advantages in training high-end talents with solid basic knowledge, professional knowledge, high ability to adapt to the development of modern information technology and a hardworking, enterprising and innovative spirit for the society. In this way, the innovation of smart campus construction and higher education management system will be continuously advanced.

The Digital Teaching R&D Center has always been at the forefront of "technology + education" by regularly organizing lectures and sharing knowledge, such as MOOC production experience and experience, to make exchanges on the experience in teaching, learning and promotion of online

courses and promote the common progress of teachers' digital teaching ability. From November 2018 to July 29, 2019, the Digital Teaching R&D Center had successively held "Digital Learning R&D Center Sharing Activities", "Nankai University Online Course Construction Seminar", "MOOC Production Seminar and Exchange Notice", "Service Learning Course Seminar", "MOOC Production and Video Recording Observation Seminar", "Service Learning Course Sharing", "Online Course Creation Process" and many other sharing sessions, contributing to the promotion of digital teaching in Nankai University.

3.3 Use Intelligent Teaching Platforms and Tools in a Flexible Way

With the rapid development of big data and mobile Internet, various smart teaching platforms have emerged, including: RainClassroom, zhihuishu.com, xuetangx.com, Zhidao, FutureLearn, etc. Intelligent teaching tools and platforms have triggered a new round of reforms in classroom teaching modes, providing technical support for construction of the "flipped classroom". The teachers use platforms and tools to assign pre-class learning tasks, and students consult relevant resources for pre-learning. When students feel confused, they can communicate with classmates and teachers through the Internet or in a face-to-face manner. During the class, students can instruct each other, discuss and solve problems together, thus grasping the key points and addressing difficulties. The teacher is responsible for leading the whole process, and providing assistance and "precise" one-to-one guidance to students based on specific situations. After class, teachers analyze the students' learning effects through students' peer assessment, their pre-class and in-class performance, and course report review, etc., evaluate the students' learning situation, and timely feed back the evaluation results to students.

Taking Rain Classroom as an example, in the process of teaching design, the teachers can incorporate scenario simulation, task-driven model, group discussions, etc. based on subject specialty characteristics and students' learning characteristics. It strengthens the interaction between teachers and students, stimulates students' interest in learning, and improves students' enthusiasm and initiative for independent learning. Moreover, on the basis of group discussion and collaboration, each group can also send representatives to make presentations and reports, and the rest students can send barrage, vote, leave messages, etc. on the RainClassroom platform to discuss and comment

on them, thus realizing the participation and interaction of all class members and further improving students' learning initiative and teamwork awareness.

3.4 Create an Enabling Environment for Intelligent Learning

Jointly build a demonstration center for the integration of intelligent culture, tourism, industry and education, and create an intelligent tourism education ecosystem. The Center relies on cloud computing, big data, Internet of Things, mobile Internet, AI and other technologies to deliver the scene teaching experience of the whole industrial chain ranging from pre-, during- and post-travel, auxiliary, all-for-one tourism, big data mining, etc. It integrates various themes of all-for-one tourism and consumer behavior as well as students' mass entrepreneurship and innovation work and teachers' scientific research results to switch intelligent culture and tourism scenes. Taking "pre-travel" as an example, it sets up a map of the enquiry point. Visitors can scan the QR code to follow the official account and mini program. Besides, the LBS positioning is used to actively remind visitors of related facilities. The intelligent guided robot can realize simple man-machine dialogue and track functions. After visitors enter the store, the robot will send a voice welcome, briefly introduce the recommended contents to visitors, and have simple interactions with the guests.

3.5 Provide Intelligence Support Online to Serve the Belt and Road Initiative

As clearly expressed in the *13th Five-Year Plan for the Informatization of Education*, "We should promote education in a way that better serves the state's major needs, and give full play to its role in major national strategies such as the "Belt and Road Initiative", "Internet +", big data, the project of benefiting people with information technologies, smart cities, and precision poverty alleviation. The micro major in *International Culture and Tourism Development* will be widely applied in many schools in Uzbekistan, Thailand, Pakistan, the United Kingdom, Canada, Australia, Hong Kong, Macau and other countries and regions, so as to provide an exchange platform for universities and scholars from countries along the "Belt and Road".

3.6 Build “New Liberal Arts” Based on Educational Innovation

Innovation is an essential attribute of higher education, which is more imperative in the Internet age. Wu Yan, Director of the Higher Education Department under the MOE, said that, it is imperative to promote the innovative development of higher education, and the construction of "new engineering, medicine, agriculture and liberal arts" in an all-round manner. The “Six Excellence and One Brilliance Plan 2.0” was launched to form a first-class undergraduate major cluster with Chinese characteristics and world level covering all disciplines, which provides strong support for building a higher education power and realizing education modernization in China by 2035.

Compared to the traditional liberal arts, the new liberal arts features cross-disciplinary reorganization, that is, the integration of new technologies into philosophy, literature, language and other similar courses to provide students with comprehensive interdisciplinary learning. Amid rapid emergence of emerging industries and transformative technological transitions, the world economic structure and form are changing rapidly, requiring corresponding reforms in the tourism higher education as well. Establish a dual-college system featuring simultaneous development of academic colleges and intelligent academies to promote the construction of new liberal arts. Formally established on September 28, 2019, the First Intelligent Academy of Nankai University (hereinafter referred to as the "Scholastic Academy") is one of the platforms for building a "teacher-student community". As a new academy composed of interdisciplinary teachers and students and established through a digital intelligence platform, the Academy can realize both online and offline communication, dedicated to building an innovative brand for talent training in Nankai University. Take digital information technology as the support to build a new academy model that features organization networking, activity materialization and learning intelligence. Gather "teacher and student wisdom" and adopt "online + offline" models. The academy is operated through online classes, online courses, offline tutoring, and offline activities.