Hospitality and Tourism Education Research from 2005 to 2014: "Is the Past a Prologue to the Future?"

Abstract

Purpose – What can be learned from prior studies on hospitality and tourism education? The main objectives of this paper are to synthesize and evaluate research on hospitality and tourism education in the past ten years (2005-2014) and to suggest directions for future inquiries.

Design/methodology/approach – Contextually, 644 full-length articles from thirteen – both education-specialized and general-focused – hospitality and tourism journals have been subject to this scrutiny. A multi-stage process was used to code and analyze each article by two coders independently to ensure objectivity and accuracy. A third researcher was involved in discussion to resolve differences in coding.

Findings – The analysis resulted in five self-developed distinctive meta-themes, grounded within 30 sub-themes. Observations are made in terms of teaching and learning, student development, curricula and programs, education environment, and faculty development. Areas requiring further scholarly attention under each theme were identified.

Research limitations/implications – This review provides an important reflection of the scholarly activities over the past decade on hospitality and tourism education, summarizes the current knowledge on various relevant concepts, and offers avenues for future education research

Originality/value – Operating under the dynamic industry and changing higher education environment, it is timely to conduct a comprehensive evaluation of recent hospitality and tourism education research to assess whether these activities address the challenges faced.

Practical implications – This review is of use to education and industry practitioners engaged in human capital, professional and executive development practices in this field.

Keywords: Higher education, education research, hospitality and tourism, review.

Preamble

The beginning of hospitality higher education dates back to 1893 when a dedicated hotel college, Ecole Hoteliere de Lausanne, was established in Switzerland. Hospitality education in the United States formally started when Cornell University launched the first undergraduate degree program in hospitality management in 1922 (Barrows and Bosselman, 1999). Much of the development of hospitality higher education was dominated by US institutions in the 20th century with a management focus. Tourism as a special field of study appeared at the higher education level about 50 years ago. Under the massification of higher education, tourism programs have achieved notable worldwide success in attracting students, scholars, and diversified research interests (Airey, 2015). According to Airey (2008, p.3), tourism education has undergone four developmental stages. *The Industrial Stage* (1960s-1970s) was characterized by a highly vocational aim and content, as well as a strong business orientation with an over-reliance on "extra-disciplinary knowledge" (Tribe, 1997). *The Fragmented Stage* (1980s-1990s) was dominated by debates and uncertainty about the curriculum content and accompanying fragmentation due to a contest among several relevant disciplines. It was during this stage that many hospitality programs extended their offerings to include tourism and vice versa. *The Benchmark Stage* (2000s) indicated the arrival of a consensus as to the broader content of hospitality and tourism (HT) programs at degree level, as well as a more philosophical and longer-term development approach. Finally, *the Mature Stage* (2010s -) is when HT educators join the mainstream social science and higher education communities with concerns about issues such as knowledge base and effective teaching.

However, whether HT education has achieved its maturity is still highly debatable (Airey, 2015). As an industry-driven young specialism, HT education may remain at an evolutionary stage due to the three inherent issues. First, its status in higher education is still uncertain because of continuing debate over its disciplinary nature (Stuart, 2002). That tourism is an independent academic discipline has been a weak argument. A review of HT program affiliations, including business, human sciences, and other social science units, reflects this view. Although Jafari and Ritchie (1981) put forward an ideal "trans-disciplinary" model for tourism development as a special field of study, the practices in reality are still "multidisciplinary" or "interdisciplinary" (Airey, 2015; Ernawati, 2003). This pluralism and uncertainty have directly resulted in the lack

of a coherent theoretical framework guiding the development of HT education, as well as the lack of threshold concepts and knowledge.

Second, the debates continue over vocational vs. liberal, and business vs. non-business in terms of curriculum and pedagogy (Ayikoru *et al.*, 2009; Inui *et al.*, 2006). The former concerns the very purpose of higher education – to "develop well-rounded, knowledgeable and thoughtful individuals" or to "produce skilled and malleable graduates ready for specific work roles" (Tight, 2015, p.95). The latter concerns the core body of knowledge (Belhassen and Caton, 2011), which determines the sustainable development of tourism as a field of study and a specialist incubator. Since the new century, an eclectic approach has been adopted by many institutions to strive for a balance between the vocational/business and liberal/non-business foci in both curriculum design and pedagogical innovations (Tribe, 2000). However, it is questionable whether this eclectic approach is a good way for tourism to enhance its disciplinary status.

Third, recognizable impacts of scholarship on tourism practice and the wider world have been remarkably limited (Airey, 2013). An emerging trend in the HT academy is that researchers are distancing themselves from the industry (Stuart, 2002). Different from the first generation educators, the majority of whom have industry experience and/or disciplinary backgrounds, the new generation consists of young academics majored in HT and lacking industry experience. Moreover, the low involvement of industry and community stakeholders in program design and teaching is still evident although this problem has been noted for years. Many programs suffer from a long tail of relatively poor performance of students and faculty, such as the relatively lower entry requirements, weak research outputs and impacts, and low success rate in attracting research funding (Airey *et al.*, 2015). All these seriously affect the efficacy of extending the influence of tourism academy outside of its own community.

As a reflection of its extraordinary growth, the volume of HT education research grew geometrically from 1960s to 1990s (Tribe, 2002). While the 1965-1979 period produced only a handful of outputs, a special issue of *Annals of Tourism Research* made a significant contribution to education scholarship in the early 1980s. The 1990s witnessed a dramatic increase in the number of education research, along with the broadening of HT curriculum and its provision levels (Airey and Tribe, 2005). Even though its education has grown into a popular research field, attracting more and more scholars from various backgrounds, a comprehensive and systematic review of its research was still absent.

Jafari and Ritchie (1981) pointed out three weaknesses and opportunities for tourism education (p.31): lacking empirical studies on which to base the design of tourism curricula; the relative isolation of course and program designers; and that teaching materials are highly vocational in nature and geographically limited. These can be seen as an accurate reflection of the development of HT education prior to the 1980s. Two decades later, Tribe (2002) revisited Jafari and Ritchie's (1981) concerns through an evaluation of its literature up to 2001. He identified the size of and trends in HT education research, and argued that its growing literature has addressed most of the concerns of Jafari and Ritchie (1981). Specifically, the proliferation of empirical HT education research not only stimulated the rationalization of curriculum planning, but also facilitated the establishment of various professional networks among educators. Moreover, education research embraced a wider concept of tourism, as well as a wider range of established disciplines, so that it no longer exclusively focused on vocational issues or perspectives.

Following the general approach set by the UK Quality Assurance Agency for Higher Education, Tribe (2002) categorized HT education research up to 2001 into 16 categories and subcategories. An imbalanced focus of tourism education research was revealed: the overwhelming majority (86%) specifically focused on curriculum issues, while only an insignificant number of research examined student progression and achievement, quality, teaching, learning, and resources. Further, six gaps were identified in education research (p.73): 1) Studies on students should focus more on their learning experience and outcome assessment, rather than careers; 2) Learning resources and their effectiveness are under-researched; 3) The emerging virtual learning environment remains undocumented; 4) More evaluative and prescriptive studies on quality management and enhancement are expected; 5) Progression into education and its fit with feeder layers in the educational system remain uncharted; and 6) Greater attention to methodological issues is required, since most of its research showed little or no engagement with educational theories.

The world has changed tremendously since Tribe's (2002) review. Both the industry and higher education have to face a variety of new challenges and make corresponding changes. Therefore, it is timely to conduct a comprehensive evaluation of recent HT education research in order to assess whether these scholarly activities have addressed any of the existing challenges,

and to enhance awareness of these valuable sources of knowledge when education and industry practitioners engage in human capital, professional and executive development practices.

Education Research over the Past Decade

HT education across countries is confronted with global political, economic, socio-cultural, technological, and environmental mega-trends and tremendous challenges posed by the dynamic industry and educational environment (Sheldon *et al.*, 2008). Education research topics and perspectives are presumed to have become broader and more diversified in such a rapidly changing environment. Before examining research perspectives and themes, a PEST (political, economic, socio-cultural, technological) analysis and relevant literature review (Sigala and Baum, 2003) were conducted, resulting in a diagram (Figure 1) illustrating influential factors from the external environment in which HT education and research operate. As a subject for study and research, HT have developed along with the growth of the industry, as well as the development of higher education (Airey, 2013; Sheldon *et al.*, 2008). The analysis of these influences can adopt a hierarchical perspective (Stuart, 2002; Tribe, 2002) to reach a systematic understanding. The diagram serves as a platform guiding the discussion on trends and issues emerged from HT education scholarship.

INSERT FIGURE 1

Two additional factors were identified as having significant impacts on HT education development – environmental issues (e.g., climate change, sustainability) and demographic changes (e.g., ageing population, shifts in religion and family status) (Altbach *et al.*, 2009). Challenges posed by changes in the industry are mainly reflected in two aspects: the increasing need for professional talents with global mobility and technology competencies, and for various forms of industry-academy collaborations. Challenges posed by changes in higher education are primarily reflected in two facets: income and reputation becoming the primary goals of institutions, and the rapid expansion of *e*-learning technology, which has brought both opportunities and challenges for institutions, programs, faculty, and students..

Hence in the general and global contexts framed by megatrends, dynamic industry and higher education environment, it appears imperative to assess whether recent HT education research strikes a chord with its various stakeholders. The main objectives of this paper, therefore, are to synthesize and evaluate research on HT education in the past ten years (2005-2014) and to suggest directions for future inquiries.

Making Sense of Published Research

To obtain a comprehensive pool of recent HT education studies, the authors searched both its core education journals and other mainstream journals. The search period is 2005-2014 inclusive. Articles were selected based on the following procedures and criteria.

First, all full-length peer-reviewed research papers (n = 556) published over the past decade in *Journal of Hospitality, Leisure, Sport & Tourism Education* (JHLSTE), *Journal of Hospitality & Tourism Education* (JHTE), and *Journal of Teaching in Travel & Tourism* (JTTT) were included in this analysis.

Second, ten non-education periodicals in the same period were also examined: *Annals of Tourism Research, Cornell Hospitality Quarterly, International Journal of Contemporary Hospitality Management*, *International Journal of Hospitality Management*, *International Journal of Tourism Research, Journal of Hospitality & Tourism Research, Journal of Sustainable Tourism, Journal of Travel Research, Journal of Travel & Tourism Marketing,* and *Tourism Management*. A review was conducted on each paper's title, abstract, and keywords to determine whether its aims, objectives and main findings were in fact focused on education. A thorough search yielded 88 relevant peer-reviewed full-length research papers.

The final dataset contained 644 papers, which were entered into an Excel spreadsheet for further analysis. Key bibliometric details included journal title, article title, author details, publication date, keywords, and research methods. The articles were then examined using content analysis, with systematic coding to identify themes and underlying patterns.

Operationally, a multi-stage process was used to code and analyze each article. First, each selected paper was skimmed through to further confirm its main topic, objectives and findings, to eliminate the instance where an abstract failed to articulate the overall research clearly. Some

articles deal with multiple topics; in such instances, the analysts identified the primary focus or research objective of the article and coded it accordingly.

Second, a "grounded" procedure of "open coding – creating categories – abstraction" was adopted to allow subject themes to emerge inductively from the text. Hence the main research topics, problems and objectives were identified and labeled with open codes. Next, the codes were collected and further clustered into higher-level themes and meta-themes, on the basis of which categories were then generated.Finally, the abstraction process was proceeded iteratively to formulate a general description of the research topics through generating multi-layers of categories (e.g., sub-categories, generic categories, and main categories), as far as these categories are conceptually and empirically grounded.

To ensure consistency and confirmability of the induction, two analysts independently reviewed and coded all the selected articles. Differences in the two separate coding sheets were noted and discussed between/amongst the coders and project researchers. After several iterations, consensus was achieved on the final coding categories, and inter-coder reliability was thus reached. The final coding scheme consists of five inductively developed distinctive meta-themes, grounded within 30 sub-themes (Table 1).

INSERT TABLE 1

Notably, despite the selection of articles spanning over a decade, inductive treatments of the text do not lend support to any remarkable pattern variations in HT education research over the two lustra. By frequency of meta-theme appearance, JHLSTE has published more research on "teaching and learning" than the other two periodicals. JHTE has devoted more space to "student development" and "faculty development", whereas JTTT has been more strongly associated with "curriculum and program" and "education environment" themes. In addition, education papers found in "other journals" have had an even spread-out in meta-themes, with a little concentration on "student development".

Interpretation

The review of these articles informs discussion and critique on issues and/or perspectives on HT education in pertinence to the five meta-themes. While the grouping of headings mirrors content analytic frequency, the sequence does not necessarily denote centrality of one theme over another to the practice of HT education.

Teaching and Learning

Amongst the selected research in the specified period, "teaching and learning" has been the most documented theme, with a variety of foci (by retrieval frequency). In terms of using tools, technologies and approaches to improve teaching and enhance learning, this review found that educators have stayed abreast with modern technology and pedagogy. Researchers have studied students' perceptions of digital tools for learning (Ali *et al.,* 2014), as well as perceptual learning styles in virtual learning environment (Hsu, 2011). Zahra (2012) assessed the use of learning journals to enhance authentic learning. Cumming (2010) reported a study on the effectiveness of student-initiated group management strategies in enhancing learning and group work experience. Miller *et al*. (2012), in their study on the use of the "classroom response system" in an introductory hospitality course, reported an overall positive student attitude toward technology use in achieving active learning outcomes through interactive engagement. Moreover, Penfold and van der Veen (2014) cast their attention to learning approaches of Confucian heritage culture students in Hong Kong, and found that the majority of students embraced deep learning, which was in stark contrast to the teachers' perspectives on students adopting surface learning.

Notably, with community of learning and interactive classroom being the trend, learning style and learner preference have emerged as a major theme, with a number of studies addressing learning style and learner preference in conjunction with teaching methods (Maumbe, 2014), learning methods (Murphy and Jongh, 2011), classroom techniques and strategies (Brown *et al.*, 2013), pedagogical innovations (Isacsson, 2011), and teaching effectiveness or excellence assessment (Kay *et al.,* 2008; Weber *et al.*, 2010) .

Learning style refers to the way an individual consistently perceives, interacts with, and responds to learning activities. Johanson and Haug (2008) looked at learning style preferences amongst first-, second- and third-year students in UK/Australian and Norwegian programs. Their study concluded that learning style can change and that curriculum content should be amended

for practitioner-oriented vs. theorist learners. In a learning style survey of undergraduate students at a US university, Cranage *et al.* (2006) reported a correlation between active, sensing, visual and sequential learning styles, suggesting an influence of learning style on study preference.

In much the same line of extension from learner preference, a variety of learning styles or approaches have been investigated in the selected body of literature. Prominent learning styles include active, authentic, experiential, problem-based, and virtual learning. While these various approaches share commonalities, each is found to have its own characteristics. In a study on the use of active learning methods to teach a junior level subject, La Lopa (2005) described active learning as a learner-centered, team-based, kinesthetic, and often reflective learning style. Problem-based learning is also frequently cited as a method to facilitate active classroom interactions (Dawson and Titz, 2012). In a study on students' participation and performance in problem-based learning, Boer and Otting (2011, p.31) noted that learning in a problem-based curriculum can be characterized as "contextual, collaborative, self-directed, and constructive" as real life problems derived from the industry help form a natural contextualization for the learning process.

Notably, authentic learning is often blended with internship. Variously executed, the latter serves as a means to the end of the former. Ruhanen (2005) demonstrated experiential learning as a valuable approach to bridging the divide between academic knowledge and practical skills. In a reflection of the process used in designing and implementing an educational travel program, Conceição and Skibba (2008) concluded that experiential learning activities can be usefully incorporated in leisure and enrichment travel education. In the same line of discussion, Stoner *et al*. (2014) further suggested that experiential learning through educational travel could facilitate the nurturing of global citizenship as an outcome of tourism education. On the hospitality side, much of the discussion on experiential learning concentrates around the concept and practice of internship and university-industry partnership (Ruhanen *et al.*, 2013). In a review of hospitality internship, Yiu and Law (2012) presented the dynamics resulting from the perspectives of students, employers, and educators. More holistically, Tse (2012) documented the creation of a teaching and research hotel as a platform for the nurturing of communities of learning and practice in HT education in Hong Kong. In this line of thoughts, future research could focus on innovative or alternative forms of learning styles or learner preferences.

A few studies addressed the use of learning technologies or *e*-learning. In their exploration to identify the nature and extent of information technology in HT schools, colleges and universities, Lashley and Rowson (2005) reported that IT has played a key role in the curriculum at almost every level of the educational provision. Liburd and Christensen (2013) and Smith and Walters (2012) explain how web 2.0 technologies and social media can help provide a frame for student preparation, support project working methods, and activate and challenge students through engaging in teaching and in-depth learning activities. Beard *et al*. (2007) presented a case study that uses a model developed from experiential learning theory as a basis for the design of an *e*-learning experience. Virtual learning through 3D and other technologies has emerged as a subtheme, where students' attitudes towards virtual learning (Huang *et al.*, 2010), learners' perspectives and effectiveness of *e*-learning (Chen and Mo, 2013), and the experience and potential of active online learning at the graduate level of tourism studies (Lu and Chen, 2011) have been investigated. In this regard, a relatively under-researched area pertaining to this sub-theme appears to be the more recent development and use of MOOC in HT education.

Moreover, teaching effectiveness and student assessment have also been sub-themes. Arguably, these aspects are two sides of the same coin. As noted earlier, Kay *et al.* (2008) provided a background on different assessment methodologies for measuring teaching effectiveness as well as a teaching excellence QA process model with working examples; their study recommended future research into the effectiveness of instructional methodologies and the teaching-effectiveness/quality assurance delivery system on learning outcomes. Drawing on different stages of an assessment project, Weber *et al* (2010) developed a student evaluation tool to assess teaching effectiveness in a basic food laboratory context, and found that their evaluation tool was preferred by students over the conventional ones. Overall, it is felt that peer evaluation of teaching effectiveness has been under-researched in this subject area.

To sum up, while learning styles, preferences, and pedagogical approaches vary, a commonality or notable trend from this set of studies is for teaching and learning to regress from its traditional modes of convention, structure and isolation, to one featuring interactions and student-centeredness, learning in leisure (or learning as fun), learning as an authentic experience, as well as the nurturing of communities of learning and practice. Presumably, a community paradigm of teaching and learning will have profound implications for both HT education practitioners and industry professionals engaged in human capital or executive development.

Student Development

Desired student learning outcomes have attracted the attention of educators. Numerous studies examined the importance and attainment of technical and soft skills of students from the perspectives of various stakeholders. Although specific findings vary from context to context, the commonality appears to be that generic or soft skills and competencies, such as decision making, innovative spirit, and adaptability (Zehrer and Mössenlechner, 2009), are reported as more important qualities for graduates than professional, technical skills. This would have significant implications for the positioning and curriculum content of HT programs. While the overly employment-driven curricula have been criticized for not playing the proper role of higher education, the discrepancies reported by these studies further question the validity of curriculum design and quality of education offered.

Under the category of student psychology, a variety of interesting studies have been published, from motivation of study (Kim *et al.,* 2007), to students' service predisposition (Johns *et al.*, 2007) and personality trait (Crews *et al.*, 2010), and to peer group formation (Newnham, 2007). These studies not only have implications for student recruitment and retention but could also enhance understanding of students psychologically. The diversity of research directions in this area testifies educators' genuine interest in student learning.

A number of studies has been conducted to investigate how and how well HT students are prepared for employment from various perspectives (Chi and Gursoy, 2009). However, to demonstrate the value-added nature of HT education, longitudinal studies (Minten and Forsyth, 2014) tracking graduates' career development are required to represent direct measures of graduates' achievement. Although it is challenging to maintain contact with alumni and retain their interest in participating in research projects, current communication technologies make continued engagement among alumni possible. As females represent the majority of student population in HT programs globally, gender perspectives on career advancement have sporadically emerged in the literature (Costa *et al.*, 2013).

Likewise, students were asked about their perceptions of HT careers, factors influencing their career choice, and their work value and attitudes. While no consensus was found on any of the topics, students generally view the industry favorably in terms of their interest in the industry, opportunities to interact with people, employment prospects, and mobility (Lo *et al.*,

2014); and possess positive work attitudes (Josiam *et al.,* 2010). These results appear to be in conflict with Baum's (2015) finding that negative perceptions of tourism careers sustained among students.

In terms of student recruitment and retention, a large portion of the studies examined international students' decision-making factors and their experience while on campus (Lu and Adler, 2011). Research attention to this area is understandable as many universities in developed countries, amidst of budget challenges, look to international students as a source of revenue. Drivers of study abroad and exchange have also been investigated due to the increasing importance placed on international exposure for students (Llewellyn-Smith and McCabe, 2008). A small number of studies examined the important topic of minority students' learning experiences (Costen *et al.,* 2013), which has implications for retaining them not only in the study program but also in the industry.

As well, students' understanding and perception of ethical issues have been investigated through various methods, including survey with predesigned ethical behaviors, scenarios (Hudson and Miller, 2006), and analysis of students' assignments as part of an ethics course (Marnburg, 2006). Although this is a scarcely researched area, the variety of methodologies and the fact that many of the investigations are embedded in existing ethics courses or topics show the emphasis placed by the sampled programs and lecturers. The other topic addressed under the ethics theme is about students' cheating and plagiarism behavior. While a common source of data is students' self-reported behavior or observation, analysis of students' work has also been done to illustrate the types of plagiarism taking place (Goh, 2013).

Students' academic performance also received some research attention. Scholars attempted to identify predictors, such as work experience (Koh *et al.,* 2010), psychological traits (Horton *et al.,* 2009), and motivation (Garcia-Almeida *et al.*, 2012), of academic achievement in a variety of settings. Results of these studies would have implications for student recruitment, teaching and learning approaches, and curriculum design.

Curriculum and Program

In terms of curriculum design and program development, concentrations have been on a few prominent areas such as hospitality management (Swanger and Gursoy, 2010), event management or MICE (Nelson and Silvers, 2009), food and beverage (Robinson *et al.,* 2010),

and *e*-tourism (Elliot and Joppe, 2009). Introducing new subject areas such as sustainability and environmental education into existing curricula has also received adequate research attention (Boley, 2011).

Likewise, McKercher *et al*. (2014) looked at the effectiveness of teaching social responsibility in a HT curriculum. Other areas of research include industry involvement in, or relationships with, HT curricula (Gursoy and Swanger, 2005), identifying and meeting industry needs (Mayburry and Swanger, 2011), industry perceptions of curricula (Lee *et al*., 2009), as well as the incorporation of humanities and liberal education into a HT curriculum in the development of philosophic practitioners (Caton, 2014; van Hoof and Wu, 2014).

On the program development side, Han *et al*. (2005) reported on the marketing of HT education on the internet. Ineson *et al*. (2011) presented a success story of a hotel management program in Bulgaria and discussed its implications for new program development in their country. Nonetheless, as HT education has been around for a reasonably long period of time, much of the program-centered research has focused on evaluation and quality assessment using objective criteria (Liu *et al*., 2010). Quality indicators for HT programs have been conceptualized and taxonomized (Assante *et al*., 2007). Researchers have also addressed cross-cultural quality measurement and quality perceptions of undergraduate programs (Horng and Teng, 2011). Contextually, rankings of programs have resulted from quality assessment research (Khan *et al*., 2013). As a prospect, future studies in this line of undertaking could look into implementation failure of HT programs and curricula, as well as the development of parameters for more holistic program evaluation and quality assessment.

Education Environment

Country specific studies form the largest number of articles under this thematic category. In addition to over a dozen overviews of national program development, more rigorous discussions based on specific approaches (Hawkins *et al*., 2012), frameworks (Chang and Hsu, 2010) or empirical evidence (Gu *et al*., 2007) were presented about a particular country's HT education development. Issues often discussed comprise drivers of change, challenges and opportunities, and diverse perspectives of stakeholders such as students, industry, and educators. Dredge *et al*. (2013) portrayed the education environment as having increased competition and dwindling resources, which puts more pressure on institutions to demonstrate their value to various

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stakeholders and focus on accountability, quality, and academic standards. Other challenges raised from these articles include relevancy of curricula, qualifications of faculty, industry collaborations, and image of HT as a field of study.

While the benefits of internationalization have been well articulated in the general education literature on issues such as financial benefits, increased access and demand absorption, improved cultural composition of the student and staff population, competitiveness, prestige and enhanced strategic alliances with other institutions (Altbach and Knight, 2006), HT scholars have only paid scant attention to these topics. Of the recent articles published, the foci included reviews of internationalization of education in a particular country (Sangpikul, 2009) and a comparative study of US and non-US internationalization practices (Ayoun *et al.,* 2010). Black (2004) reviewed factors that contribute to the internationalization of a program of study. Brookes and Becket (2011) suggested that in addition to the internationalization of programs and activities, faculty members and students should be exposed to international environments. In addition, the Bologna Process has been reported as a catalyst for the internationalization of European higher education, promoting the convergence of education and administrative systems in the participating countries, and helping to solve the problem of fragmentation in education that challenges transnational mobility of students.

By focus theme, two-thirds of the papers relate to research issues, including institutional ranking (Severt *et al.,* 2009) and philosophical dialogue on ethics of research for the creation of knowledge (Fennell, 2013). Another focus reviewed is quality management practices in higher education (Becket and Brookes, 2008). While some researchers fault tourism education being overly management focused, others examine ways to work more effectively with the industry to prepare students for employment (Scott, 2007) and to strike a balance in program design (Zagonari, 2009). Several scholars also offer discussions and viewpoints on how academics can work closely together with various stakeholders, including the industry, to make education more relevant and mutually beneficial (Jackson *et al.,* 2005).

Some scholars have engaged in ideological debates on increasing commercialization and skill- and competence-based education and decreasing criticality, and hence illuminated the need for critical pedagogy to cultivate students' understanding, wisdom, and critique capacities (Belhassen and Caton, 2011) and inclusion of sociological and philosophical perspectives in curriculum development (Inui *et al.,* 2006). Morrison and O'Gorman (2008) suggested that it is

wholly appropriate to embrace a balanced liberal and vocational approach; however, the challenge is the achievement of an appropriate mix of the two. The Tourism Education Futures Initiative (TEFI), from a holistic and futuristic perspective, seeks to provide vision, knowledge, and a framework for education programs that promote global citizenship. It calls for a fundamental shift in tourism education to respond to global challenges and proposes five values (stewardship, ethics, knowledge, mutuality, and professionalism) to be embodied in tourism programs so that students can become responsible leaders and stewards for the destinations where they work or live (Sheldon *et al.,* 2011).

Ethics related discussion under the environment theme includes review of legal issues on copyright (the TEACH Act) for online education and plagiarism (Enghagen, 2011), as well as investigation of the gendered student population in sport degrees (Elliott and Sander, 2011).

Faculty Development

The job of an academic usually consists of teaching, research, and administration responsibilities regardless of rank (Ladkin and Weber, 2009). Yet, faculty development needs have not been properly addressed in the literature reviewed. Even though universities claim equal importance of teaching and research, much of the career development is based on research performance, especially full papers in first- and second-tier journals (Law and Chon, 2007). Prolific authors are also recognized in various publications (Schmidgall *et al.,* 2007). Weber and Ladkin (2008) further indicated that research publications, a network of influential contacts, and continuous studies were perceived as key strategies to advance one's academic career. A willingness to be mobile is another way to advance one's career (Ladkin and Weber, 2009).

Job stress (Devonport *et al.,* 2008), work-life balance (Small *et al.,* 2011), and job satisfaction (Chatfield *et al.,* 2013) of faculty members have received scant attention from researchers. While the samples of these studies were small, results consistently showed that HT educators encounter various sources of stress, perceive work-life balance as unattainable, and are less satisfied today than they used to be per reports from earlier studies.

While many programs include leadership development in the curricula for students to become tomorrow's leaders, emphasis has not been placed as much on faculty members' leadership development. Only a few papers explore the topic of leadership from different

perspectives, such as treating deans as catalytic agents to enact institutional change (Tesone, 2005) and exploring factors affecting the leadership agency of faculty and recommending actions to promote leadership (Dredge and Schott, 2013).

Epilogue

What does past research say of the future of HT education? As a continuity, this review is indicative of an incremental change observable in the field of HT education from 2005-2014, which in general has been in alignment with global megatrends, industry demand, technological advancement, and the overall education environment. Much of the recent research has addressed the previous gaps (Tribe, 2002). Researchers in the past decade have been particularly keen on issues surrounding teaching and learning, faculty and student development, curriculum and program, as well as education environment.

It should also be noted that many challenges have been usefully reviewed and experiences shared for HT education research and practice. Building on (and perhaps departing from) this critique, a few areas or topics can be clearly spelled out for future explorations. First, from the perspectives of teaching and learning, promising areas include 1) innovative or alternative forms of learning styles or learner preferences, 2) recent and ongoing developments of MOOCs and other online teaching platforms, their usefulness and actual uses, as well as their implications for future HT education, 3) the effectiveness of innovative pedagogy and/or teaching methodologies, 4) outcome-based quality assurance delivery systems in conjunction with the development of parameters for more holistic program evaluation and quality assessment, as well as 5) peer evaluation of teaching seen in the comparative light of learner assessment.

Second, in terms of student development (and perhaps as an alternative of education excellence or success), more longitudinal studies are needed to track HT graduates' professional achievement, career path and personal growth. Presumably, future efforts to network with alumni and to understand their personal/professional growth could only add to the capacity-building of the scientific community carved out by a HT education program or institution. As a result, university-industry partnerships could be strengthened or made more constructive from such ongoing and mutually benefiting inquiries.

Third, from the standpoint of curricula and programs, future case studies could constructively look into intervention and implementation failure of programs/curricula. While success stories are encouraging and glamorous, documentations of program failure could be equally inspirational and insightful to future learners. In this regard, popular notions such as program life cycle could be usefully applied to shed light on the initiation, development, and evolution/change of HT programs/curricula.

Fourth, in the education environment arena, under-researched subjects encompass internationalization as well as theory and practice in incorporating humanities and criticality aspects in applied HT education. While the former is ideological and could be driven by a whole array of interweaving forces or factors, the latter is emancipatory and could pave a way onto a more critical tourism education in the years to come. Notably, hardly any empirical attempts have forayed into these layers.

Fifth, more and continual efforts could be made on faculty development in terms of academic career perceptions, leadership development, stress and coping, work-life balance, as well as job satisfaction of HT faculty. Notably, critical/reflexive narratives on "being a tourism professor", or "how we become what we are because of what we do", could also shed light on the profession as well as the field.

By extension, observations from this review could also speak of the maturity of HT education with programs having chosen their curriculum space and had time to conduct necessary evaluations and adjustments. With the rapid changing environment facing higher education, the industry, and society in general and the reality that education programs should remain relevant to students and prospective employers, HT scholars are encouraged to undertake critical dialogues to guide future education development. The TEFI, initiated in 2007, has to a certain extent engaged in such discourses; however, its reach and impact have been incremental.

Prior studies called for a move away from micro issues such as curricula and teaching and learning, to macro issues related to power, ideology, and discourse (Ayikoru *et al.*, 2009). Discussion on the "big picture" topics, such as ideology and policy, although important, only occupies a minute portion of the recent literature. Even fewer such discussions were recorded in the immediate past five years, compared to the period of 2005-2009. While questions such as "what students should learn" and "how they should learn" have been examined, with the rapid growth of the virtual learning environment and millennium generational traits, scholars need to

also address fundamental issues such as "where students should learn", "from whom they should learn", as well as the impacts of learning both on the industry and society, and on learners' career advancement, intellectual growth, and self-change.

What then makes good HT education? As accountability continues to be monitored by the various stakeholders, quality of education is an important subject for close examination. The paucity of publication in this area suggests its complexity and a lack of consensus on the best approach to measuring and managing quality (Becket and Brookes, 2008). Airey *et al*. (2015) attempted to adopt a set of available metrics for teaching, research, and impact in three countries and resulted in the observation that alongside elite centers, tourism education suffers from a long tail of relatively poor performers. The authors appeal for the need to understand what is meant by teaching/research excellence and to improve performance. In particular, an urgent action is needed to "rediscipline" the tourism curriculum by broadening the scope from its current business and social science focuses, through incorporating not only humanities and potentially sciences and engineering in its future program/curriculum development. In anticipation of employers' needs for all-rounded talents to serve the multifaceted industries, it appears imperative that HT education broaden and/or break disciplinary boundaries in (re)developing its future programs/curricula.

The authors call for more evidence-based assessment of education quality beyond the ranking of institutions purely by research to examine issues relating to student learning experiences and career development, setting and maintaining academic standards, quality of teaching, international exposure and global engagement opportunities for students and faculty, learning environment, and faculty development and wellbeing. These issues are especially important for postgraduate level education as much of the research has been conducted at the undergraduate level. The proliferation of graduate education, both at the master's and doctoral levels, requires stringent quality assurance scrutiny.

As a genre for future research, in addition to journal articles, books could serve as another venue for in-depth scholarly exchange. Since the publication of *International Handbook of Tourism Education* (Airey and Tribe, 2005) and *Global Tourism Higher Education* (Hsu, 2005), there has been a decade long vacancy in terms of books dedicated to HT education. The recent volumes (Benckendorff and Zehrer, 2015; Dredge *et al.,* 2014; Prebežac *et al.,* 2014;

Sheldon and Hsu, 2015) marked the recognition of the need for more extensive treatments of this topic.

Nonetheless, the absence of books and education papers in other HT journals as well as non-HT journals should be noted as a limitation of this analysis. Another caution has to do with the scope of higher education. While this review primarily focuses on "teaching/learning", its implications to "research/scholarship" as well as "administration/community service" need to be extended with care. For future inquiries, changes in student population and their impacts on HT education as well as educators' roles, job nature, and demographic characteristics require more research attention. Likewise, the need for research on virtual learning environment, evaluation on quality management and enhancement, and HT education's fit with feeder institutions still remains unfulfilled.

Notwithstanding, this review aims to increase the awareness of the value of published research on HT education, which are available to administrators and faculty members when engaging in curriculum, student/faculty, and teaching/learning development. Instead of reinventing the wheels, these prior studies should not only direct future inquiries but also guide practitioners in enhancing the quality of delivery of HT education in the years to come.

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Table 1.

Research Themes in Hospitality and Tourism Education

Research Meta-themes and Themes	Number (2005-2014)				Number (2005-2009)	Number (2010-2014)
	N = 644				N₁ = 315	N₂ = 329
1. Teaching and Learning	**235 (36%)**				**110 (34.9%)**	**125 (37.9%)**
	JTTT	JHLSTE	JHTE	Other Journals		
	68	93	59	15		
[1] Teaching Tools / New Technology / Methods	70				31	39
[2] Experiential Learning/ Education (Service Learning & Reflective Learning, Cooperative Education)	40				20	20
[3] Learning Styles/ Experience/ Methods/ Tools	28				16	12
[4] Internship	27				10	17
[5] Pedagogical Innovations	23				9	14
[6] Teaching Effectiveness	11				7	4
[7] Problem-based Learning	11				6	5
[8] Virtual Learning	9				4	5
[9] Authentic Learning	7				1	6
[10] Active Learning	5				4	1
[11] Student Assessment	4				2	2
2. Student Development	**209 (32.5%)**				**91 (28.9%)**	**118 (35.9%)**
	JTTT	JHLSTE	JHTE	Other Journals		
	46	59	64	40		
[1] Skill & Competency (e.g., Language; Computer; Communication; Leadership; Entrepreneurship)	62				21	41
[2] Student Psychology (e.g., Study Motivation; Personality)	42				17	25
[3] Career Development	32				15	17
[4] Career Perceptions & Choices	26				11	15
[5] Student Recruitment& Retention	20				12	8
[6] Ethical Issues	18				11	7
[7] Academic Performance	9				4	5
3. Curriculum and Program	**99 (15.5%)**				**52 (16.5%)**	**47 (14.3%)**
	JTTT	JHLSTE	JHTE	Other Journals		
	32	29	23	15		
[1] Curriculum Design & Development (e.g., Sustainability Education; Stakeholder Involvement)	61				29	32
[2] Program Evaluation	17				7	10
[3] Course Evaluation/Design	11				8	3
[4] Program Development & Marketing	10				8	2
4. Education Environment	**64 (10%)**				**43 (13.7%)**	**21 (6.4%)**
	JTTT	JHLSTE	JHTE	Other Journals		
	22	13	16	13		
[1] Review by Country (e.g., Australia, Canada, China)	26				19	7
[2] Internationalization	12				8	4

|						
[3] Review by Focus (e.g., Postgraduate Education; Quality Management)	8				6	2
[4] Academic-Industry Cooperation	8				5	3
[5] Education Ideology	6				3	3
[6] Industry / Educational Ethics	4				2	2
5. Faculty Development	**37 (6%)**				**19 (6%)**	**18 (5.5%)**
	JTTT	JHLSTE	JHTE	Other Journals		
	8	9	14	6		
[1] Career Development (e.g., Job Stress, Academic Leadership)	24				12	12
[2] Research Related Issues (e.g., Research Ranking; Faculty Evaluation)	13				7	6
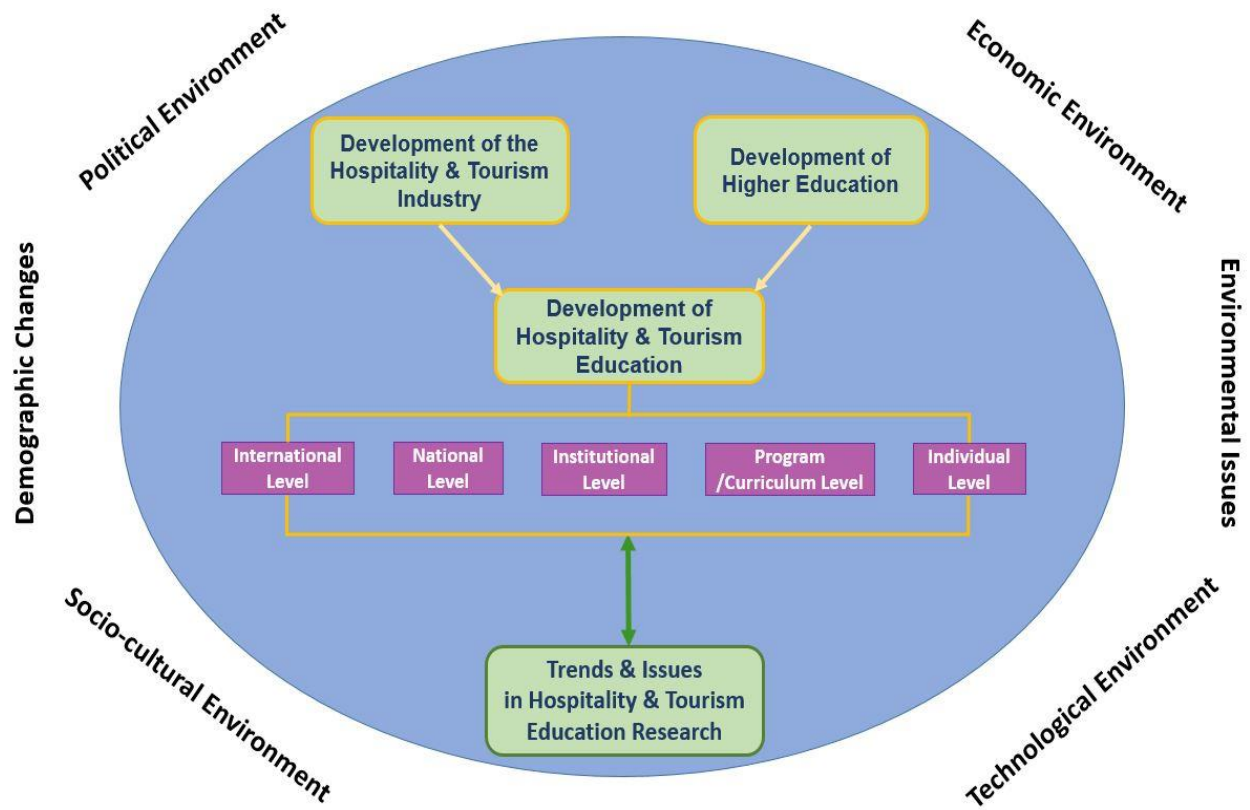
Figure 1. Influential Factors of Hospitality and Tourism Education and Scholarship