|  |  |
| --- | --- |
| **Vancouver Island University** | **Faculty of Management** |
| **Summative Program Assessment Template 2012** |  |
| **Program: Bachelor of Tourism Management** |

***Context***

* The Tourism Management Degree (BTM) is a two year capstone experience, designed to flow from a 2 year diploma in tourism, recreation, hospitality, or related diploma area (“2 + 2”). Previously, no effective “laddering” opportunity existed in BC.
* The degree proposal was initiated in 1999 by a **provincial consortium,** of colleges (Malaspina, Capilano, Camosun, Caribou, etc), who developed common guidelines for the degree, focusing on management and entrepreneurial skills.
* Key features of the degree include: **degree completion** ( years 3 and 4); seamless **laddering** and transfers from related diploma programs in the province; use of **prior learning assessment**; delivery in **part time** and full time modes; **curricula consistent with labor demand** and projections; consistent with the **Conference Board of Canada** guidelines respecting “employability skills”; use of **industry standards** and competencies (derived from focus groups and an industry survey); use of **experiential education models**, including co-operative education and field schools; focus on **“equity groups**” ( women, aboriginal people, people with disabilities, and visible minorities); opportunities for **career changers.**
* The BTM degree reflects the Department Mission Statement and goals (appendix A)
* A key feature is the attention given to **undergraduate research**, supported by three courses in research methods, two research chairs attached to the program, faculty with active research programs, and a Tourism and Recreation Research Institute.
* **Community engagement** is central in many activities, including student projects, field schools, and a “community service” delivery model involving student engagement (volunteering or class projects) as part of curriculum design in many courses
* The BTM program is **highly subscribed** with student laddering from related diploma programs at VIU and elsewhere
* The **graduate alumnae** are actively engaged, providing coop and full time work opportunities for students, and networking.
* **95% of graduates are employed**, with 66% doing a job that is very or somewhat related to the program. If the program were not to exist, a provincially significant laddering opportunity would be lost, and a growing industry would suffer.
* 79% of 2009 graduates would select the same degree again
* Resourcing for the program is improving through 2 new faculty starting in 2012 to replace recent retirements

***Relevance***

* Tourism and recreation are important elements of the fabric of life in BC. Tourism and recreation **related employment in BC is projected to grow** from 255,860 in 2010 to 300,000 in 2020 (BC Tourism Labour Market Strategy 2012 -2016).
* VIU is a designated **World Leisure Centre of Excellence** by the World Leisure Organization, an agency of the UN.
* **Student numbers are high**, approximating or exceeding capacity in most years (of 68 places each year, combining year 3 and 4): FTE = 52.6 (77.4%) for 2008; 50.6 (74.4%) for2009; 85.2 (125%) in 2010; 67 in 2011 (98%); 67 in (2012 98%). This includes a number of international students in each cohort (e.g. 15 in 2010)
* Headcount data is similar to FTE: n=64 for 2007-2008; n= 52 for 2008-2009; n= 99 for 2009-2010
* The department student success committee undertakes an annual exit survey with year 4 students, the 2012 survey highlights **why students selected this program**: interested in content of program (71% ); wanted to become more employable (83% ); wanted to gain more skills in recreation and tourism (79%); wanted to be in a smaller student centered program (75% )
* 2009 graduates respondents reported **high skill development** in written work, oral communication, reading and comprehension, group collaboration, critical analysis, problem resolution, use of computers and self learning

**Quality**

* The department has 9 faculty with a PhD (7 existing, 2 incoming in 2012), and 4 with an MA degree. This group is prominent in the annual **VIU Scholarly Activity Report**.
* Student learning is enhanced by the facilities provided in the **new Faculty of Management Building**
* Quality is actively pursued through the department “**student recruitment and retention**” initiative, supported by formal department committee structures (appendix B and C)
* Student **outcome measures are high** (Provincial Surveys): over 86% for all measures
* In addition to the Provincial Survey data, our department conducts **annual fourth year student exit surveys.** Some highlights derived from our 2012 exit survey are: satisfaction with BTM degree = 83%; with Co Op Education: = 67%; with skills, knowledge and attitudes learned = 83%; with quality of instructors = 83%.
* **High student satisfaction with general skills and knowledge**: satisfaction with critical thinking = 87%; with problem solving = 91%; with computer skills = 39%; with communication skills = 96%; with oral communication skills = 83%; with leadership skills = 86%; with group communication skills = 87% (2012 student exit survey)

**Financial Performance**

* 91.4% of on line courses in 2010 were filled
* 2009 average cost per FTE $5895.00; 2010 average cost per FTE was $5854.00
* 7,698 credits in the FOM of International students during the 2011/2012 academic year; 95 number of seats occupy tourism which translates to $42,750 in international revenue

**Access**

* For part time learners, 2 courses are offered each year during the evening
* PLA opportunities are available for all courses
* Laddering is a central feature of the degree. For example for those graduating in 2012, 39% had transferred to VIU
* Some performance measures for 2010: **Aboriginal headcount** = 3.4% in 2008; 3.6% in 2009, 3.3% in 2010; **Disability headcount** = 8 in 2008; 8 in 2009, 6 in 2010; **Financial aid headcount** = 22 in 2008; 22 in 2009; 29 in 2010
* 23 FTE international students in 2008; 20 FTE in 2009 and 25 FTE in 2010

**Strategic (Institutional) Priorities**

* The BTM **reflects the VIU Academic Plan** in every way, including: our commitment to academic, applied, development, experiential and professional programs; student success and retention; community engagement; diversity; international experiences (international students, international field school to Ghana and Costa Rica); focus on aboriginal communities (courses, projects, and field schools)
* Our commitment to teaching and learning is evidenced by the credentialing in education and instructional skills workshops, our student success and retention committee, and our annual student exit surveys and focus groups
* Our international field school to Ghana has recruited students from a number of VIU departments (e.g. Geography, Education, Global Studies, Forestry, Nursing), and has contributed to the development of a stand alone Nursing Field School to Ghana, plans for an Education Field School to Ghana, and internships for Global Studies students.
* FTE delivery of international students is 3.6 in 2008, 4.5 in 2009, and 10.8 in 2010

|  |  |  |  |  |
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|  |  |  |  |  |
|  | ***Dean’s Recommendation*** | Enhance |  |  |
|  |  |  |  |  |
|  | Recommendation to enhance. Refer to Proposal to Enhance Mobility Activity (Appendix D).**NOTE:** Starting in fall 2009, students could apply for the first year of the degree program. Therefore FTE numbers for the Bachelor of Tourism Management includes students from 1st year to 4th year.  For the purpose of the summative assessment, we have broken the FTEs into diplomas and then the 3rd and 4th year of the degree.Department is scheduled for an institutional program review in 2013/14. |  |
|  |  |  |  |  |  |
|  |  | ***2013-14*** | ***2014-15*** | ***2015-16*** |  |
|  |  |  |  |  |  |
|  | ***FTE Targets*** | 50 | 60 | 70 |  |
|  |  |  |  |  |  |
|  | ***Estimated Budget Increases or (Decreases)*** | NA | NA | NA |  |
|  |  |  |  |  |  |

**Appendix A**

**Department of Recreation and Tourism Management**

**Mission Statement and Goals**

**Departmental Mission Statement and Goals**



## Mission Statement

The Department of Recreation and Tourism Management is concerned with the ways in which tourism and recreation experiences are understood and enhanced through the effective use of leisure. We see leisure as a means of sustaining healthy individuals, healthy communities and healthy environments. Therefore, we are concerned with how individuals, groups, and societies plan, organize, manage, and utilize opportunities and resources for leisure. Through an atmosphere of excellence in learning and teaching, the Department contributes to student success, the advancement of tourism and recreation experiences, and the advancement of individual and community life.

## Department Goals

* To enhance education experiences in recreation and tourism delivered by the Department
* To strengthen the high quality faculty and staff complement in the Department
* To ignite inquiry among students and faculty in the Department
* Actively recruit and retain high quality students

**Appendix B**

# Recruitment and Retention Strategy

**2011-2014**

# Recruitment and Retention Strategy

2011-2014

# Department of Recreation and Tourism Management

February 2012

By the Student Success Committee

**Introduction and background**

The need for a strategic and planned approach to both student recruitment and student retention has become increasingly evident at Vancouver Island University and specifically within individual program areas. Institutions can no longer assume that enrolment demand is enough to fill seats in various programs and indeed, the VIU Academic plan estimates weakening enrolments in the upcoming years. Shifts in demographics now mean that there are simply not enough people coming out of high school to fill programs. In this type of environment, programs need to be clear on who their target markets are, what products they have to offer and most importantly, they need to actively promote to link the two together.

This document provides a strategic plan for the Department of Recreation and Tourism Management to achieve three primary objectives: a) to increase the number and quality of students applying for our programs, b) to increase the percentage of students who successfully complete our programs, and c) to improve our relationship with the graduates of our program.

In recent years the Department of Recreation and Tourism Management has experienced fluctuations in the number and quality of applicants in both the diploma programs. The consistent message from executive is that recruitment and retention need to be the concern of every department. In 2008, the Department created its first Recruitment and Retention Strategy which has guided the actions of the Department since and which has allowed them to communicate their markets and actions to other Departments within the institution. This strategic plan was revisited in 2011 with the intent to develop an updated one to guide the Department into the next three years (to 2014). This is particularly important due to the evolution of the Department and the need to identify markets for programs that range from certificates, to diplomas, a degree and a graduate degree.

This document should be used internally to guide the workplan of the Department and externally to streamline resources to support the strategies mentioned.

The programs targeted in this document include:

* Event Management Certificate (max enrolment is 34)
* Recreation and Sport Management diploma (max enrolment is 34)
* Tourism Studies diploma (max enrolment of 34)
* Bachelor of Tourism Management – Major in Recreation (max enrolment of 34)
* MA in Sustainable Leisure Management (2011 intake of a minimum 5 domestic and 10 international students, max of 24)

# **Part A. Recruitment or attraction**

The market for the programs offered in the Department of Recreation and Tourism Management are split into two categories – undergraduate programs and graduate program:

Certificate target markets:

1. Our own – students taking a program at VIU and adding on the courses in the certificate to receive an additional credential (20-30%)
2. Part time students – students working or taking other programs who study on a part time basis (30-40%)
3. Distance learners – students off campus taking the program on line (30-40%)

Undergraduate target markets:

1. High school graduates – the market for current diploma programs largely emerges from regional high schools. The students often choose VIU due to its strategic location and as a way to lower costs of post secondary education. It is estimated that this market accounts for approximately 25% of the total student enrolment in the Department.
2. International students – approximately 20% of the total market of students in the Department emerge from countries outside of Canada. Students choose programs as a way to receive an international education experience and to enter Canada.
3. Transfer students- the market for current degree offerings emerge from graduates of diploma programs in Recreation, Sport, Hospitality and Tourism related programs. These students come from our current diploma programs and from outside Colleges with whom we have articulation agreements. It is estimated that this market accounts for approximately 30% of overall enrolment in the Department.
4. Discovery majors – the market of students who find their home in recreation and tourism programs after taking some time off after high school or studying in another program first. It is estimated that this market accounts for approximately 15% of enrolment.
5. Aboriginal students – a new area of focus in this plan is to attract additional First Nations students (10%).

Graduate program markets:

1. International students – In alignment with the goals of World Leisure, the Department is targeting a diverse mix of international students (50 – 70%).
2. Domestic students – A combination of graduates of the VIU degree and other Canadian undergraduate programs (30-50%). This program is run on a cost recovery basis with targets set out over the next few years.

With knowledge of the target markets, emphasis on recruitment is proposed to focus on the best means to attract individuals from respective locations. The following highlights the goals, objectives and tactics to recruit students from respective markets.

# Undergraduate programs (certificates, diplomas, degree)

| Market | Objective | Tactics | Roles and responsibilities | Resources |
| --- | --- | --- | --- | --- |
| High school students GOALTo attract 25% of current enrolment from regional high schools | To clarify the roles and responsibilities in the institution with respect to recruitment (based on recent changes to student services).To develop and distribute promotional materials to inform regional high school students to enrol in a recreation or tourism diploma program.To educate regional high school students, counsellors and internal recruiters on the opportunities in recreation and tourism. Develop stronger relationship with professional organizations and operators who can refer us to students as well as hire our students/graduates. To promote the first year entry into the degree.To build links with Leader in Training type programs through Parks and Recreation Departments as potential feeder sites.Develop an exit requirement that allows our current students to go into high schools and promote our program | Learn about how Vancouver Island University is working with High School markets.Review and upgrade promotional materials annually (brochures, postcards, web materials, Viu-book).Distribute promotional materials to high school counsellors.Arrange to speak at local high schools about career possibilities in Recreation and Tourism (ambassador program)Utilize existing students to promote to their own highschools (incentive to participate such as exit requirements).Work with existing students to develop a social media campaign for the programs.Maintain regular presence in the regional media and on a Department blog about events and highlights in the program (and our students).Ensure promotional materials and advisors communicate the potential to enrol in the degree in the first year of study (to capture the degree vs. diploma markets).Identify and meet with LIT programs and develop market specific promotional tools to attract them to study in recreation and sport.Joanne to work with Sharon to develop the exit requirement program.  |  |  |
| International studentsGoal – to maintain strong demand and 20% enrolment from international markets. | Share the recruitment and retention strategy with the International Education Department and develop tactics to attract suitable markets for our programs. | Determine key international markets that will be pursued. Set up a meeting with International and engage them.Solicit regular feedback with current international students to understand their decision to study in the program. Get input on best methods to attract students.  |  |  |
| Transfer studentsGoal – to increase the number of transfer students to create a second stream of upper level courses (increase to 30% of our enrolment)  | Maintain the level of transfer students entering into the third year of the BTM degree. | Develop an inventory of the existing articulation agreements and post those on the website for students to be aware of.Renew existing articulation agreements with diploma targets.Increase the number of articulation agreements with post-secondary institutions offering recreation and tourism diplomas.Learn what the key attributes are for selecting to study in the Department and at VIU;Continue recruitment visits to “feeder” programs;Use existing transfer students to market to potential students back at their former institution. |  |  |
| Discovery majors (15%)Goal – to facilitate better awareness and access to our programs for discovery majors | To bundle and promote opportunities for current Vancouver Island University students to enter into our programs.To profile mature learners and career changers in our promotional materials. | Learn more about the discovery student as a potential market;Identify courses that are suitable for students from other programs and “package” them in ways that make them attractive “options” for students.Reflect new packages in our promotional efforts to external audiences.Encourage the Leadership team to liaise with other Departments on campus to make them aware of elective offerings in our program. |  |  |
| Aboriginal students (10%)Goal – to increase the number of First Nations learners in the programs. | Learn more about the location and needs of First Nations students; | Meet with Sharon Hobenshield to discuss FN student markets and appropriate tactics.Meet with existing FN students to obtain their input on markets and also retention strategies.Explore the potential benefits of having an Elder in residence for the Recreation and Tourism programs.Build on the base of knowledge learned from the above tactics in developing additional actions. |  |  |

# Masters in Sustainability and Leisure

| Market | Objective | Tactics | Roles and responsibilities | Resources |
| --- | --- | --- | --- | --- |
| International Students (50-70%)Goal: To attract a diverse mix of international students into the degree. | To develop and promote the broader World Leisure Center of Excellence to attract attention to VIU and the degreeTo create awareness of the new degree among the international community;Work with International Education marketers to develop tactics to attract desired international markets;To utilize the resources of World Leisure to attract qualified students.To develop a culture of recruitment among current VIU faculty for the MA program. | Develop a strategic plan for the WL center of excellence. Establish a presence online and develop a network to link the academic community to VIU. Secure funding for the Center to bring in funding opportunities that attract students.Set up a regular communication system with International Recruiters and Registration staff.Develop promotional materials for the international market:* 2 pager
* Postcards
* Expanded 4 page
* VIU book
* Website

Send out communications on organization and faculty related mailing lists (listservs, faculty contacts and distribution lists).Create a presence on-line with social networking tools:* Linked in,
* Facebook,
* Department blog and website;
* VIU web
* World Leisure web
* Youtube

Maintain regular presence in the international media and about events and highlights in the program (and our students).Ensure that at least one faculty member attends World Leisure Congress.Maintain an institutional membership with WLO.Identify and coordinate coverage at important international conference and event activities among faculty (to promote the degree – i.e. recruitment sessions at NRPA, tradeshows).Select the visiting scholars by (at minimum) January each year and include them on our promotional materials (web, print) as a means to entice students.Encourage all faculty members to become members of World Leisure Organization and expand their own international network.Develop a student chapter of WLOEngage with the University of the Arctic and other consortia to develop innovative mechanisms to bring graduate students together. |  |  |
| Domestic Students (30-50%)Goal: To attract existing VIU students and additional CDN students into the degree. | To develop a culture of recruitment among current VIU faculty for the MA program.To create awareness about the new degree among VIU students and CDN recreation and leisure programs. | Develop promotional materials for the domestic market:* 2 pager
* Postcards
* Expanded 4 page
* VIU book
* Website

Send out communications on organization and faculty related mailing lists (listservs, faculty contacts and distribution lists).Create a presence on-line with social networking tools:* Linked in,
* Facebook,
* Department blog and website;
* VIU web
* World Leisure web
* Youtube

Host an information session for VIU students on the degree. Encourage faculty to give guest lectures at other CDN institutions to raise the profile and opportunities at VIU.Create a culture of reciprocity among other CDN institutions with respect to student enrolment (Acadia, Waterloo, U of A, Guelph, Dalhousie, etc. – their students here and ours there). Encourage a CALS discussion to create a map of graduate learning opportunities within Canada to enable students to make decisions, compare options and make good choices.Develop an inventory of graduate opportunities in Canada.Develop a student chapter of WLO. | (Tom) |  |

# International Students and Activity

The Department places a high priority on the value of international students and in exposing our students to the world via fieldschools, research projects etc. A number of our programs depend on international students (i.e. MA SLM).

In order to ensure that we meet international targets, the Department should seek additional resources to create a half time workload for Department mobility. This would include securing agreements with other schools for international MOU’s, managing relationships, promoting international opportunities to our current students, marketing our programs with International Education to appropriate target markets, maintaining relationships with existing partners, expanding the network of international scholars and playing a role in the WL Center of Excellence.

**Part B. Retention – enhancing the student experience in our Department**

Attracting students is one aspect of enrolment management, but the Department places a high value on student success and retention of our current student base. In order to satisfy the learning and social needs of current students it is important to support them in the classroom, in the community, and while they are away on Co-op or Internship work terms. Throughout the years, the department has developed meaningful learning experiences for student through interactions with community projects and faculty research programs. These initiatives have not only strengthened our program and introduced students to industry and community leaders but have also help to show student the relevance of their classroom education. Program reviews have shown that students respond well to and value these experiences.

| Market | Objective | Tactics | Roles and responsibilities | Resources |
| --- | --- | --- | --- | --- |
|  | Welcome | Host an annual off-campus orientation to welcome students into the program. Leadership will be done collaboratively where 3 faculty members will work together in conjunction with the Program and Event Planning classes to organize and operate the day. * The event will be evaluated yearly and results shared with the Department.

A short orientation will be held for new students starting in January by the Student success committee. Focussed orientations or welcome meetings will also be done with incoming exchange students Track the origin markets of our students so we can monitor and inform decision making with data vs. Assumptions. * Part a) have the Chair work with registration to provide ongoing DETAILED information on registrations (each month from February to June with where they are from, program of intended enrolment)
* Part b) Develop a welcome survey (online) that can be sent to students when they are admitted so we can learn more about them – their background, expectations, skill sets, etc.
 |  |  |
|  | Coursework | Course scheduling will be done internally to ensure student centred approach. Continue to develop the strong relationship with Campus Career Centre by including support staff in Department communications, activities and meetings. Instructors in each phase of the individual programs (e.g., 1st Year RMGT, or 3rd Year TRMT) will determine assignment due dates in consultation with each other to ensure balance for students (in August and December of each year) Each fall term, one week will be set aside as a “light” week (i.e., no assignments due or quizzes held) to allow students to absorb material and make progress on their assignment load. Elective offerings will be bundled together in “concentration areas” to facilitate the registration process and to highlight potential concentrations available to students. Relationships with other Vancouver Island University departments and programs will be developed to allow students access to classes of interest and to expose our program to potential discovery majors (i.e. business, INTD courses, media services, child and youth care). |  |  |
|  | Student interaction | Faculty will all make a commitment to, where possible, attend:a) orientation, b) student showcase type events during the year and c) graduation ceremonies Where possible, opportunities for students to interact with program alumni will be developed via classroom visitation, profiles in class, skype sessions, social media or special events. Faculty will provide ongoing support to the Vancouver Island University Recreation and Tourism Association (student association) by designating someone to engage with RTA on a yearly basis. |  |  |
|  | Life enriching experiences and community engagement | Continue to develop and promote domestic and international study tours that offer students unique learning experiences.Continue the practice of integrating an applied component to each course offered in the program. Coordinate these experiences among faculty of the same year to ensure that the workload is “doable” and that multiple communities or organizations are not oversaturated Further enhance opportunities for students to gain non classroom insights by resourcing fieldtrips and bringing in off campus guests. Develop and promote professional development opportunities for students in partnership with RTA, through the World Leisure Center of Excellence and through exit requirements. |  |  |
|  | Support  | Develop and send regular “Department Communications” to students to inform them of VIU and Professional Development related opportunities. Develop and send regular “Research Matters Communications” to students and the external community to promote opportunities to students and to profile our work externally. Develop a database of external community partners for VIU including Coop employers, research partners, and communities that we engage with. Use this to maintain relationships and to market opportunities. Designate internal advisor resources to support students in their education planning within the Department. Identify “at risk” students and gives them the assistance they need to complete their programs through Vancouver Island University Student Services. Be flexible in the delivery of our program to allow students to complete the program in ways that satisfy their unique circumstances and their learning goals. Locate potential sources of funding for Graduate students to facilitate their success in the program. Promote financial awards available to students on our website and through communications. Identify which ones are in need of top up. Commit as a Department, with the RTA to fundraise and provide top up funding to these awards each year (one per year). |  |  |
|  | Recognition | Celebrate success of students in the Department through a) the Dean’s list, b) promoting and supporting internal and external awards, and c) showcasing our student’s talents through media relations office and our website.Host a “showcase” of our graduates to the community through the Graduating Seminar course each spring. Attend and celebrate achievements during the graduation ceremonies. Support student efforts and contributing resources to graduation celebration/ceremonies. |  |  |
|  | Faculty and staff development | Encourage participation in teaching and learning to enhance excellent teaching practice Promote Vancouver Island University teaching and learning initiatives Determine and facilitate support to embed innovative teaching practices in our program through workshops (i.e. refworks, digital media)provide ongoing internal opportunities to exchange scholarship ideas |  |  |
|  | Evaluation | Promote ongoing evaluation of courses and the program with students Undertake annual exit surveys of 2nd and fourth year students Undertake exit calls or interviews with students that leave our program each yearUndertake focus groups with first and third years to learn about ways to enhance their experience Encourage faculty to undertake course evaluations and to measure successful teaching practices |  |  |

**Alumni Relations**

The Department has a wealth of alumni from its various programs. Historically, the Department has utilized alumni to keep in touch with other Alumni, to enculture current students and to report on the relevancy of the programs offered. However, one of their unofficial and primary duties is the promotion of our programs. The following list details some of the activities that can be undertaken to ensure that expand our current relationship with program alumni.

1. Use social media (linked in, facebook) to locate and update our alumni listings and profiles.

1. Develop a database of program alumni to be kept “in house” by the Department Secretary.
2. Work with the Campus Career Centre to offer services such as the “Jobs for Grads” email as well as the posting of positions.
3. Track the career transition and trajectory of our graduates as well as their overall preparedness for work based on our program curricula.
4. Profile successful graduates on our Department website, blogs and other social media.
5. Link our alumni to our program via program advisory committees. Ask for regular feedback on the programs.

**Resources for the recruitment and retention plan**

Many of the tactics in the recruitment and retention strategy can be done as part of the role of faculty members in the Department. However, to fully realize the success of these new strategies, additional resources will have to be secured. These resources may come from: the department budget, the Faculty of Management, or central resources at Vancouver Island University. The resources will have to come in a variety of formats including workload (release section), commitment by current faculty as departmental activity (i.e. student success committee), student work and partnerships.

To summarize, the student success committee proposes that the following resources are required to realize the recruitment and retention strategy:

1. Faculty commitment and time on many of the activities
2. Additional cash resources to host events, undertake promotional materials, distribution and travel (add up the tables first and then finish this section)

**Appendix C**

# Department Committee Structure

# and

# Terms of Reference

**Terms of Reference**



**Department Sub-committees**

**2010**

The general purpose behind the development of the four committee structure for the Departmant of Recreation & Tourism Management was a to more equitabily share operational functions and tasks. The figure below illustrates the general flow of information and responsibilities for decision making. Solid arrows designate a hierarchical decision making path and solid arrows with dual ends also indicate a reciprocal flow of infromation. Dashed lines indicate a reciprocal flow of information but no heirarchical decision making relationship. Note: The Leadership Committee and the Department Leadership Team are both comprised of the Department Chair(s) and Department Assistant but have different funcations within department structure. The Leadership Committee is a non-heracrchical committee as described below and the Department Leadership Team is the unit reponsible for external communication and moving decisions forward.

**VIU**

**Senate**

**FOM**

**Faculty Council**

(curriculum & planning issues)

**FOM Chairs**

(operational issues)

**Recreation & Tourism**

**Committee Chairs**

**Leadership**

**Committee**

**Student Success**

**Committee**

**FOM**

**Dean**

**Department**

**Leadership**

**Team**

**World Leisure**

**Committee**

**Curriculum**

**Committee**

**Department of Recreation & Tourism Faculty**

World Leisure Centre of Excellence Steering Committee

**World Leisure Centre of Excellence**



**Committee**

**TERMS OF REFERENCE**

The purpose of this document is to define the terms of reference for the World Leisure Centre of Excellence [WLCE] Committee for the Department of Recreation and Tourism Management. It will be used to recruit members to the committee and to clarify the work of the committee once established.

# Timeframe:

The terms of reference are for the Academic year 2010-2011 and should be revisited and edited as needed in August, 2011.

# Purpose of the committee:

The WLCE Committee is intended to act as (a) the operative unit for the advancement of the program’s Masters Degree in Sustainable Leisure Management and (b) the coordinating unit for the program’s research and scholarly activities.

# Key responsibilities of the committee include:

# The WLCE Committee will be comprised of two sub-committees, and their key responsibilities are as follows:

1. *The Graduate Program Committee*: to establish a Masters Degree in Sustainable Leisure Management with an international focus; to recruit and retain Canadian and international students; to recruit international academics/scholars/professionals to teach within the masters degree curriculum; to coordinate the supervision of graduate student scholarly activities, and
2. *The Program Scholarly Activity Committee*: to integrate and build upon the research and scholarly commitment and capability of the program faculty, visiting scholars, and the BC Regional Innovations Chair in Tourism and Sustainable Rural Development along with the Canada Chair in Coastal Resource Management.

# Structure of the committee

The WLCE Committee will operate with a Chairperson who will also chair both of the sub-committees. The Chair shall call meetings, develop agenda’s with input from members and report back to the Department at regularly scheduled meetings. The Chair will work to ensure that the work of the committee is accomplished.

# Decision making

The committee will review, discuss and make recommendations on decisions to the Department. Where important, these recommendations should be forwarded in the form of a motion, with relevant background information to the Department to allow for informed decision making.

# Membership

The committee is open to membership by faculty members (full or part time) in the Department of Recreation and Tourism Management. At minimum, the committee should include 3 members (including the Chair). Membership is for one year, renewable terms.

# Meetings

The committee shall meet at minimum, once a month. The committee is also required to report out on its activities at the regularly scheduled Department meetings.

# Reporting

The committee shall lay out a work plan for the academic year in September and share that with the Department. All meetings should be recorded with minutes or notes and should be stored in the Department share folder to enable access by other faculty members and to facilitate orientation of new members in subsequent years.

**Leadership Committee**



**TERMS OF REFERENCE**

The purpose of this document is to define the terms of reference for the Leadership Committee for the Department of Recreation and Tourism Management. It will be used to guide members of the committee and to clarify the work of the committee once established.

# Timeframe:

The terms of reference are for the Academic year 2010-2011 and should be revisited and edited as needed in August, 2011.

# Purpose of the committee:

The Committee is intended to ensure the ongoing administration of the Department occurs in an efficient and effective way. The Committee will monitor and coordinate required actions taken between departmental meetings and ensure ongoing progress toward agreed upon strategic goals.

# Key responsibilities of the committee include:

* Student admissions, advising and counseling
* Internal and External communication on behalf of the Department
* Faculty selection, timetabling/workloads and ongoing support
* Budget Administration and Planning/Planning & Coordination of Department meetings and retreats
* Department representation in university planning & administrative processes
* Program Evaluation and Quality Assurance

# Structure of the committee:

The committee will operate with a Chairperson who shall call meetings, develop agenda’s with input from members and report back to the Department at regularly scheduled meetings. The Chair will work to ensure that the work of the committee is accomplished.

# Decision making

The committee will review, discuss and make recommendations on decisions to the Department. Where important, these recommendations should be forwarded in the form of a motion, with relevant background information to the Department to allow for informed decision making.

# Membership

The committee comprised of the individual(s) occupying a time-released Chair position in Department of Recreation and Tourism Management, and the Administrative Assistant. At minimum, the committee should include 2 members. Membership is for one year, renewable terms.

# Meetings

The committee shall meet at minimum, once a week during the academic year. The committee is also required to report out on its activities at the regularly scheduled Department meetings.

# Reporting

The committee shall lay out a work plan for the academic year in September and share that with the Department. All meetings should be recorded with minutes or notes and should be stored in the Department share folder to enable access by other faculty members and to facilitate orientation of new members in subsequent years.

**Curriculum Committee**



**TERMS OF REFERENCE**

The purpose of this document is to define the terms of reference for the Curriculum Committee for the Department of Recreation and Tourism Management. It will be used to recruit members to the committee and to clarify the work of the committee once established.

# Timeframe:

The terms of reference are for the Academic year 2010-2011 and should be revisited and edited as needed in August, 2011.

# Purpose of the committee:

The Committee is intended to act as the Department’s oversight committee for the quality and relevance of our program curriculum.

# Key responsibilities of the committee include:

1. Seeking, reviewing, maintaining and cataloguing articulation agreements with other institutions;
2. Reviewing, updating and revising curricula in the Department programs (excluding the MA for 2010-11 which will be done by the WL committee);
3. Facilitate academic planning and mapping for the Department (outcomes, sequencing, elective offerings, etc)

# Structure of the committee

The committee will operate with a Chairperson who shall call meetings, develop agenda’s with input from members and report back to the Department at regularly scheduled meetings. The Chair will work to ensure that the work of the committee is accomplished and to liaise with the Chair of the Leadership Committee whenever necessary.

# Decision making

The committee will review, discuss and make recommendations on decisions to the Department. Where important, these recommendations should be forwarded in the form of a motion, with relevant background information to the Department to allow for informed decision making. Once decisions on curriculum are made, the responsibility to move changes forward moves to the Leadership team (for approvals).

# Membership

The committee is open to membership by faculty members (full or part time) in the Department of Recreation and Tourism Management. At minimum, the committee should include 3 members. Membership is for one year, renewable terms.

# Meetings

The committee shall meet at minimum, once a month. The committee is also required to report out on its activities at the regularly scheduled Department meetings.

# Reporting

The committee shall lay out a work plan for the academic year in September and share that with the Department. All meetings should be recorded with minutes or notes and should be stored in the Department share folder to enable access by other faculty members and to facilitate orientation of new members in subsequent years.

**Student Success Committee**



**TERMS OF REFERENCE**

The purpose of this document is to define the terms of reference for the Student Success Committee for the Department of Recreation and Tourism Management. It will be used to recruit members to the committee and to clarify the work of the committee once established.

# Timeframe:

The terms of reference are for the Academic year 2010-2011 and should be revisited and edited as needed in August, 2011.

# Purpose of the committee:

The Committee is intended to act as the Department operative unit to recruit and retain students in the program by focusing on marketing, student experience and alumni relations.

# Key responsibilities of the committee include:

1. Implementing the recruitment and retention strategy (2008-13), including;
	1. Work with VIU departments to market our programs to potential students;
	2. Coordinate activities and share resources to encourage student success (orientation, workshops, gatherings);
	3. Maintain relationships with alumni and report on their success;
	4. Liaise with the student club, MRTA, and report activities to the Department;

# Structure of the committee

The committee will operate with a Chairperson who shall call meetings, develop agenda’s with input from members and report back to the Department at regularly scheduled meetings. The Chair will work to ensure that the work of the committee is accomplished and to liaise with the Chair of the Leadership Committee whenever necessary.

# Decision making

The committee will review, discuss and make recommendations on decisions to the Department. Where important, these recommendations should be forwarded in the form of a motion, with relevant background information to the Department to allow for informed decision making.

# Membership

The committee is open to membership by faculty members (full or part time) in the Department of Recreation and Tourism Management. At minimum, the committee should include 3 members. Membership is for one year, renewable terms.

# Meetings

The committee shall meet at minimum, once a month. The committee is also required to report out on its activities at the regularly scheduled Department meetings.

# Reporting

The committee shall lay out a work plan for the academic year in September and share that with the Department. All meetings should be recorded with minutes or notes and should be stored in the Department share folder to enable access by other faculty members and to facilitate orientation of new members in subsequent years.

**Appendix D**

**Department of Recreation and Tourism**

**Proposal to Enhance Mobility Activity**



**Proposal to Enhance Mobility Activity**

**February 2, 2012**

For the purposes of this proposal, we are defining mobility as: The movement of students and faculty members from VIU and other academic institutions to engage with one another to learn via studies, research, field work and experiential education within the domestic and international contexts.

**Background:**

The Department of Recreation and Tourism Management has had an active history of engagement in domestic and international activity that has allowed them to expand learning opportunities for students beyond the classroom environment. For example, the Department has hosted regular international field schools since 1997 to countries such as Malaysia, Mexico, Belize, Guatemala, Ghana, and Costa Rica. There is a strong track record of domestic field school activity as well throughout BC, AB and NWT. The Department has been involved in two North American Mobility Projects (Ecotourism and Aboriginal Tourism) and is engaged in the University of the Arctic, a consortium of northern academic institutions collaborating on a Graduate degree. Students have also done Cooperative Education and Internship placements around the world. A number of faculty have engaged in research projects in Ghana, Tanzania, Thailand, Belize and Costa Rica as well as within Canada, resulting in the ability to locate two research chairs within the Department. These activities all require mobility of students and faculty outside VIU to engage in learning. To date, this activity has evolved organically without strategic resourcing or coordinated support mechanisms. While positive, this pattern of evolution has now reached a stage where a more strategic approach is needed to capitalize on the opportunities that are available to the Department, Faculty of Management and VIU.

This conclusion has been drawn due to the emergence of a few key indicators of the potential awaiting advancement. First, Dr. Ken Hammer recently reported to the Department on the outcomes of his International leave taken in Europe. His report identified the immense opportunity to create more formalized agreements with institutions in Europe. Among these, there is a strong appetite to send and receive students in exchange programs and as transfer students into our current degree and graduate degree programs. There was also evidence of demand for faculty exchange and research opportunities as visiting scholars.

Another recent indicator of the need for strategic resourcing of mobility activity is the recent start of the new Masters in Sustainable Leisure Management at VIU. This degree is developed and implemented in conjunction with the World Leisure Organization and brings with it, the designation of a World Leisure Center of Excellence. The degree is intended to attract a majority of international students into the program and it relies on the participation of visiting scholars to provide a broad worldview to the curricula. The response to the visiting scholar program has been extremely strong, with interest coming from all over the world. Some visiting scholars are keen to teach, but others are interested in coming for longer periods of time and some even with research funding and an interest to work with research chairs and faculty to build what are becoming internationally renowned research themes for the Department.

A third indicator is the feedback provided by International Education to the Department Chair in terms of international demand for our programs and their interest in supporting international mobility initiatives. With this increasing demand there is a danger of “overpromising” and “under-delivering” leading to poor public relations among not only our department and our current and potential partners, but VIU as well.

**Proposal:**

At a recent Department meeting, Faculty expressed a keen interest in consolidating this work and moving forward in a more strategic way to capitalize on our priority areas. As much of the aforementioned activity has taken place in an ad hoc approach, driven by different faculty interests, there was also consensus that resourcing a model that ensures coordination is necessary. We have, in a sense, planted a garden that is now reaping its rewards but it needs hands to harvest its full potential.

Other institutions that have pursued this work have designated positions that are able to follow through on the work required. In Europe for example, some schools designate and resource positions to liaise with international partners as well as providing people and resources in specific faculties to undertake mobility work.

This proposal is seeking to create a half time position within the Department of Recreation and Tourism Management to focus on developing and implementing a mobility strategy for the Department. The strategy will focus on:

1. Working to increase the number of international students and visiting scholars in our undergraduate and graduate programs;
2. Working to compile, articulate and promote domestic and international opportunities for VIU students and faculty within the field of recreation and tourism management;
3. Building formalized agreements with partner schools within Canada and internationally to generate student mobility opportunities and to build relationships with the World Leisure Center of Excellence and its network of visiting scholars;
4. Working with the Alumni Office to enhance our relationship with our International Alumni
5. Working with International Education to secure office space and research areas for visiting scholars and students.

This work can no longer take place in the manner it needs to, using the outgrown ad hoc approach that has evolved within the Department. A point person who is responsible for coordination is needed. This person will work closely with International Education, the Research and Alumni Offices, and the Department to align current structures and develop new ones that can accommodate the growth potential we are now experiencing benefitting our students, faculty and institution as a whole. The individual could be designated as the Director of International and Domestic Mobility and work in collaboration with the Cooperative Education Coordinator to enhance existing and developing opportunities.