Gastronomy Summit 2022

Summit Proceedings

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Gastronomy Summit

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Edited by Una McMahon-Beattie, Stephen Boyd and Donald Sloan

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INTRODUCTION

Stephen Boyd

It meets our most basic needs, provides nourishment, offers us comfort, satisfies our appetite, unites but also can divide, is part of our heritage, helps to shape regional identity, and has the potential to create competitive advantage. What am I referring to? The answer of course is food. If viewed from a 'needs' perspective, sadly too many across our world view it as just meeting their basic needs of sustenance and survival. To others and they are the privileged individuals across societies, food serves as meeting their highest order need of self-fulfilment and self-actualisation. This desire of self-fulfilment and self-actualisation is inextricably connected to our interest of exploring new worlds, meeting new faces and learning about their culture, including the foods they eat and the beverages they drink.

A quick glance at early travel connected to religious pilgrimages and partaking of the Grand Tour of what is Western Europe today sees food featuring in terms of early hospitality provision but also what made places and their peoples distinctive. Fast forward to modern day 21st century hospitality and tourism and we find food and drink playing a central role in both shaping the products of place and the experiences people take away from visiting those places to the extent that it is often what defines their visit and shapes their intent to revisit. While not all tourists would call themselves 'foodies', the unique foods and drink of destination is increasingly playing a role in the pre-visit anticipated experience, the actual visit experience and the post-visit recall experience. Posting and sharing images of plates of food and beverages to be consumed has become common place and intrinsically an important part of how they see experiences being lived and shared with others.

Food and drink hold an ever-increasing importance in western popular culture. As I am writing, the UK version of Master Chef has returned to our television sets for yet another run, the finals of the Great British Menu celebrating 100 years of British Broadcasting are taking place to determine who cooks the various courses in the Grand Banquet again soon to be aired on our television screens. Celebrity Chefs feature in morning and weekend shows; some have bespoke food shows (Jamie Oliver, Rick Stein, and Gordon Ramsay; the latter has a new show just airing called Future Food Stars). Those that have cable television subscription can enjoy bespoke food channels. What all this combines to achieve is that food and drink becomes so much more in our psyche than just products to be consumed but rather to be enjoyed and for some it is ‘experiential’. It is therefore not surprising that when many of us take a holiday we search out that destination’s unique food, enjoy the heirloom cuisine on offer and share it widely and with those we travel with, helping to form lasting memories of place.

Academics love to define and assign labels. Food as part of tourism has not escaped this! First, we called it ‘food tourism’; part of niche tourism where food was the primary motivation to visit a region. Second, for some we assigned it with the label of ‘culinary tourism’ involving our exploration of other peoples’ foodways, including the consumption, the preparation, and their presentation of their food. Third, we assigned it with the label of ‘gastronomy’ or ‘gourmet tourism’ where food is art, science and culture combined. Gastronomy tourists have an appreciation and understanding of cooking types and food production, blending tradition with culture and heritage in search for the authentic and unique in the destinations and regions they visit.

It is the latter term of ‘gastronomy’ we chose to use for this Summit, hosted by the Department of Hospitality and Tourism Management in the Business School at Ulster University between 11 and 13 April 2022. Gastronomy offers a useful bridge that connects community, economy and culture both from a hospitality and tourism perspective. To that end, papers were received, underwent a double-blind review process before being accepted as publications to be presented at the Summit and published in this Summit Proceedings. For purposes of readability the term ‘food’ has been preferred over ‘gastronomy’. The Proceedings takes the form of several sections.

Section A explores the relationship between food and culture. Papers here include discussion of food linked to the concept of home (Urie, this volume), food as an expression of cultural identity through the hosting of food-related events (Devine and Devine, this volume) and the importance that food plays in defining a culture over time (Johnson, this volume). Urie explores the connections between food, the meal experience and the concept of home, where the concept of home-food is a useful way of understanding how individuals engage with food, the meals they eat and the memorable experiences they form from connecting home with food. Devine and Devine present findings on the extent to which food-related events and festivals were considered in the bids of cities that received the award of UK City of Culture (Derry/Londonderry in 2013, Hull in 2017 and Coventry in 2021), illustrating that for one in particular that of Derry/Londonderry food was left of the table. Johnson in his paper takes the reader on a journey through time of French cuisine in the form of an eight-course tasting menu (circa 1340 to 1997).

Section B examines the relationship between food and its role in destination experience. Papers here discuss what helps shape that experience. Long (this volume) stresses the need for the tourist to be presented with an accurate interpretation of food, in particular tastes and traditions as part of a regions wider cultural belief system. Crilley (this volume) explores the role of local food and drink producers in destination marketing and development using a case study of the Peak District, England. At a city scale, McEntee, McMahon-Beattie and Goodall (this volume), explore using the case of Belfast, Northern Ireland, how food can help give a destination its unique selling proposition (USP) and achieve a competitive advantage.

Food has been embedded across many of the United Nations 2030 ambitions of meeting global Sustainable Development Goals, including no poverty (SDG1), zero hunger (SDG2), good health and well-being (SDG3) as well as contributing to others such as decent work and economic growth (SDG8) and responsible consumption and production (SDG12). In light of this, Section C provides wider discussion around food and sustainability. It is first examined from the perspective of the need to develop innovative and sustainable food business models. Furey, Tocco and Freeman (this volume) focus on three key priorities with regard to supply chains, namely the need to de-carbonise, re-position businesses within communities, and build resilience. Writing from the perspective of guests choosing food from a menu, de Visser-Amundson, de Vos and Gallicano (this volume) talk about the challenges restauranteurs face in encouraging their guests to make more sustainable menu choices. The third paper (Hollywood, Burns, Power and Surgenor, this volume) calls for food producers at the stage of new product development to adopt a sustainable nutritional approach to their manufacturing processes to reduce food loss within their supply chain.

Section D addresses the relationship between food and education. First, Fisher, Roets and du Rand (this volume) explore the scope of transforming the culinary curriculum to one that is student-centred learning. In doing so, it can offer opportunity to equip graduates to meet the needs of the modern-day hospitality industry needs by gaining learning through the prism of a more effective use of the training kitchens of hospitality educators. They present research from the University of Pretoria, South Africa. Second, Sulkowski and Vieira (this volume) propose a new framework that assesses the comprehensiveness of sustainability and how to better embed it within hospitality and tourism curricula. They illustrate its application in the case study of their undergraduate degree programme in International Hospitality and Tourism Management offered by the Gloucestershire Business School, England. The third and final contribution is by Pantelidis (this volume) who writes on the development of the menumuseum.co.uk website as an innovative pedagogic tool as a learning resource to review and analyse trends in menu design, including pricing, serving as a digital archive for both teachers and researchers.

The Proceedings concludes with a final but more general hospitality management section. Here papers examine an array of aspects including total revenue management for the hotel sector (McKenna, this volume), the importance of embedding personal social responsibility in today's business students (Gillies, McEntee, Mulrone, McGuinness and Gormley, this volume), and the importance of hospitality management education being better aligned to meet the needs of its stakeholders (Quinn, McCarron, McQuillan and Russell, this volume).

It is the desire of the editors that these Proceedings of papers presented at the Gastronomy Summit (Ulster University, April 2022) offer both added value to educators, researchers, practitioners as they explore further the interconnections between food, hospitality and tourism, and that they also provide a useful base for future research and discussion.

SECTION A: FOOD AND CULTURE

HOME-FOOD: EXPLORING IDENTITIES AROUND COMMENSALITY AND CONTEMPORARYEXCHANGES OF HOSPITALITY.

Gavin Urie

ABSTRACT

This study explores the connection of food, and the meal experience with the conceptof home. The growth of a foodie culture and the development of technology has witnessed a popularity of more intimate, unique, and personal food experiences. Thephenomenon of Network Commensality - 'social events structured around the meal that are organised online to attract interested individuals or groups' (Urie, 2016) has seen meals taking place in a range of alternative settings (private homes, studios, churches) rather than the traditional settings of restaurants, cafes and bars. A qualitative approach to primary research (autoethnographic participant observation and interviews) was conducted on Network Commensality and the findings showed aclear and consistent connection between food and the concept of home. Through thematic analysis the key sub-themes of family, place, belonging and identity have been identified as strong indicators of how individuals understand, engage, and communicate through food experiences. The concept of home-food is discussed as away of understanding how individuals engage with food and the meals they eat, and how Network Commensality can foster memorable food experiences in a more mobileand fluid society.

Keywords: home, ethical economy, commensality, hospitality, autoethnography

INTRODUCTION

The focus of this paper is to explore the connections of contemporary meal experiences and the concept of home. The twenty-first century has seen an increasing'foodie' culture (Getz & Robinson, 2014). Based on an understanding of gastronomy as 'the art of selecting, preparing, serving, and enjoying fine food' (Kivela and Crotts, 2005), foodies are defined as individuals 'with a passion for eating and learning aboutfood' by engaging with food and the meal in a range of different ways (Cairns, Johnston & Bauman, 2010: 591). The foodie culture can also have an affinity with anopenness, curiosity and intellectual fascination in the appreciation of food. While the passion for food, gastronomy and the meal experience are traditionally found in the restaurants, cafes and other eating establishments, the development of online technologies and the foodies' quest for new, exciting, and memorable alternatives hasseen a changing understanding of the contemporary meal experience (Handayani, 2021).

Many of these experiences are facilitated online by a range of digital practices (blogging, social media, selfies, checking-in, sharing photos and discussion fora) (Wong, et al., 2019; Vasquez & Chik, 2015). The phenomenon of Network Commensality, 'social events structured around the meal that are organised online to attract interested individuals or groups' (Urie, 2016) has seen a number of settings, spaces and styles of presenting the meal in a more personal, intimate and unique way. Often referred to as Supper Clubs or Pop-ups, food is shared on a social, cultural and individualised setting where identities, values and togetherness is shared amongst connected individuals.

HOME AND COMMENSALITY

Wiles (2008: 116) describes the concept of home as a 'slippery, multi-layered ongoing process'. These references are not, however, solely linked to home as a domestic setting but the broader concepts of space, mobility and self. Manzo (2003: 56) further supports this by suggesting that home is 'a spatial metaphor for relationships to a variety of places as well as a way of being in the world. Uriely (2010) furthercharacterises interactions with a 'home' setting as being fundamental to the shared experience of coming together and enjoying one another's company; by making someone 'feel at home' the social interactions can be more meaningful.

Commensality is defined as 'eating with other people' suggesting that the act of eating together is of more significance than what is eaten, or where the experience takes place (Sobal & Nelson, 2003). Commensality is also embedded within the understanding of hospitality, which is placed as an interaction, or exchange, with an 'other' (Derrida, 2000), or viewed through a social lens (Lashley et al, 2007). Hospitality, and therefore commensality, is a social act, which cannot take place without the presence, interaction or negotiation of other individuals. Studies argue that commensality and social dining typically have beneficial effects on social/emotional well-being, nutrition and mood (Spence et al, 2019).

Scander, Yngve & Wiklund (2021) identified 52 qualitative studies on commensality. While the majority focused on family and home as a domestic setting as key themes, the broader concept of home (space, mobility, and self), was limited and underdeveloped. Bauman (2000) and Lee (2006) suggest the way we relate to the concept of home is changing within a more mobile and fluid contemporary society. Arvidson et al (2008) also note that within contemporary society, exchanges are becoming part of an ethical economy with the exchange of 'ethical things'. Network Commensality can be considered part of the ethical economy as exchanges are not purely commercial (and sometimes not at all) but invariably promote a shared, social, collaborative, communal experience.

METHODOLOGY

While collecting primary research for this study, there was strong emphasis on participation in both the research process and the phenomenon under study. In doingso the researcher acknowledged their identity, interests, biases and experiences as being influential to the understanding and interpretation of primary research material.In line with current dialogues on developing approaches to qualitative research, the researcher's position resonates with that of Denzin & Lincoln (2011) who argue that a qualitative approach to research material collection can neither be clearly planned nor predicted and can be messy, uncertain and multivoiced.Autoethnographic Participant Observation was the selected method of primary data collection. This method allows for a form of self-narrative that places the self within a social context as well as participating in the context itself. With this focus, the researcher was able to communicate the intangible and complex feelings, expressionsand experiences that may not be accessible through more conventional methods (Muncey, 2010). At the same time, the researcher was able to focus on critically engaging with and reflecting on their own participation (Tedlock, 2008). Using this method allowed for a hands-on understanding of the phenomenon, the setting,participants' interactions, motivations, and behaviours. The sample of meals forprimary research were those advertised online which fitted the definition of network commensality: 'social events structured around the meal that are organised online to attract interested individuals or groups' (Urie, 2016). Hosts/organisers were contactedto see if they were willing to take part in the research. In terms of research ethics, theresearcher's identity would be made explicit to other attendees, but aside from that, the researcher would act as a normal attendee and embraced the experiences of themeal. All collected data would be anonymised and pseudonyms would be used in all fieldnotes. Most hosts/organisers were happy to take part and the response from fellow attendees was positive and did not impact on the meal experience. Thirty-eightmeals were attended in Glasgow, Edinburgh, London, Manchester and York betweenNovember 2013 and September 2014. These cities were chosen as they had a significant number of suitable meals that fitted the criteria of the sample. Further support was provided by 21 discussion-style interviews with hosts and attendees to strengthen, re-confirm or further discuss themes from the observations.

Extensive field notes were written as soon after the meal as possible to ensure accuracy and trustworthiness of the observations (De Walt & De Walt, 1998). Field notes and interviews were then analysed using Thematic Analysis which identified, analysed, questioned, and reported a number of themes that emerged from the data and literature

(Braun & Clarke, 2006).

FINDINGS

Four key themes emerged from the primary research: family, belonging, place and identity. Most participants discussed these themes in relation to commensality, home and their experiences of Network Commensality.Family: Family, and its interconnections with the food being shared, was a common theme in the research findings. Childhood memories, sharing food with family during special occasions as well as mundane meal experiences were often referred to and discussed at meals. As one host noted:

> I just love cooking...from a family who is just obsessed with food, we are from the south west of France and down there food is a religion just about, so I have been well brought up in that respect because we have always had really good food at home...(D8: 2-6)

The findings were supported by Hooper, Ivory & Fourgere (2015) who refer to a strong connection to the family table and positive childhood experiences of eating, which can lead to positive attitudes toward the meal, health and wellbeing in later life.

Belonging: Danesi (2012) states the convivial social interactions between like-minded people and the fact that the food is just one aspect of a group sharing a meal togetheris a pleasurable experience for those involved. The sociable aspect of Network Commensality became one of the key attractions for attendees and hosts. The practiceof sharing, togetherness, community and the developing sense of an extended familywas a common reference. As one attendee mentioned: ‘for me it’s just as much aboutthe social aspect as it is the food stuff. Like this…if it wasn’t for (this meal) we might not be speaking like this and having this kind of conversation’ (M25: 166-168). The intimacy existing between individuals can allow them to feel comfortable, not to feel judged, and to be able to express themselves freely (Danesi, 2012). The meals, in thisstudy, also acted as a way of learning for those not familiar with the food, style of dining or cuisine. This learning would come from the host or others who were more familiar with the idiosyncrasies of each meal which encourages a dialogue between those sharing the experience, learning from each other, interacting and conversing about personal similarities and differences throughout the meal.

Place: The setting also provided a unique, informal and social experience which, as previously stated, was different to what was found in restaurants. Kera & Sulaiman (2014) state that these new, semi-private spaces of commensality enhance levels of social coordination and intimacy between strangers with the fast pace of modern living. One host stated:

> I think maybe it’s a bit of the unknown (…) there is an aspect of 'oh what’s going to happen?', 'Who am I going to meet?', 'Who am I going to be sat next to?' 'What will it be like?' Curiosity about the location, (…) it’s about having some adventure (D16: 284-297)

Mooney (2015) argues that hosting meal experiences is about getting all the elements right. While the food is important, it is also about the atmosphere, the sharing aspect around the table and how these are remembered. Participants often discussed how they used a range of skills to make their meals unique and memorable experiences:

> I started doing these supper clubs about a year ago, I have always been really into cooking, (…) entertaining and also design, creating a really personal experience (…) I've been praised for attention to detail which you don’t get in restaurants (D15: 3-6)

Identity: Rogers (2011: 41) states the importance of meals as, ‘meals are memories, milestones in our lives’. Morgan (2012) argues that food, and meals, are replete with layered meanings and ‘redolent of a sociality, a suggestion of belonging and a wider, shared experience of commensality inscribed within very specific social and cultural practices’ (2012: 191). As one participant suggested:

> food is common to every single human being (…) it brings people together. We have something in common immediately, (…) food relates to emotions (…) that emotion we feel when we eat something is important, when you share that with other people it affects how you feel (D9: 279-285)

Walker contests that while food is only one of many markers of identity, ‘it holds a special place amongst cultural symbols through both its indispensability and its polysensorial character’ (2012: 191). The findings of this study and the understandingof commensality can, therefore, become deeply symbolic in terms of belonging and identity formation.

HOME-FOOD

The choice of the term home-food, in detailing the broader conceptual gaze of what is taking place, is apparent as the two words become interconnected, inseparable, and constant in terms of their understanding within the research findings. The concept of Home-food also provides alternative experiences of hospitality where individuals can link the meal to their own understanding of home. Whether it be their physical location, setting, style of service or cuisine, individuals can engage in Network Commensality to, consciously or not, reconnect with, reimagine, or reconceptualise home for themselves. Home-food, therefore, represents a social phenomenon, based on the exchange of a traditional form of hospitality which is becoming less of a societal norm or regular occurrence, due to social change and the dynamics of society.

The research findings also suggest that an alternative, ethical economy of home-foodis taking place within Network Commensality. The use of the word economy stipulatesthat what is taking place is based on exchange and reciprocity. While many of the meals within Network Commensality are for profit, or where money is at least used tofacilitate acts of commensality, there is also a cultural and social exchange taking place which often absolves the exchange of money. The concept of home-food promotes, not just the sharing of an experience i.e. the meal, but a socio-emotional sharing, social bonding and reciprocity around social norms and identities that are associated with more domestic rather than commercial exchanges.

Home-food represents not just an alternative economy structured around meals, sociability and a way of doing hospitality differently, but also what can be discussed as an ‘economy of otherness’. The act of commensality, the meal and the interaction around them are fundamentally, occasions which are shared, experienced and structured with other individuals. Similarly, Network Commensality provides experiences of otherness, where the social interaction with others is a condition of the experience. The changing societal norms, as discussed by Bauman (2000) and Lee (2006), suggest that the concept of home and belonging is becoming increasingly more mobile and fluid. The nature of Network Commensality is therefore representingmore fleeting, socially fluid interactions of commensality that are moving with, rather than away from, a rapidly changing world. The nature of these social interactions moves from place to place, setting to setting and with a multitude of others. The inseparability of home and food in these exchanges of otherness allows participating individuals to share, learn and interact with a range of identities within an ethical, informal exchange of hospitality.

CONCLUSION

This study explored the connection between food, commensality, and the concept of home with themes of family, belonging, place and identity emerging from the qualitative primary research. The findings suggest that home, as a broad conceptual gaze, was important in terms of how hosts and guests related to commensality and the phenomenon of Network Commensality. It is argued that what is taking place withinthe phenomenon is an informal alternative home-food economy using commensality as a vehicle for individuals to share, embrace and experience home through a range of food related experiences. The findings show that 'foodies' and consumers seekingunique food experiences are looking for a more personal, alternative opportunity to connect with the food that is served and those who share the experience. The broad concept of home, as highlighted in this study, provides a valuable understanding of the changing needs of customer demographics. While the study was limited to a UK, large city sample, further research could engage with smaller communities within theUK or a more global approach to see if similar themes emerge. Further research couldadd value in terms of how COVID-19 has impacted on our understanding of home and how experiences of Network Commensality would be viewed at a time where many ofus were forced to spend time at 'home' and how this has changed our relationships with the 'home' concept.

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DID SOMEONE FORGET TO ORDER THE FOOD: AN EXAMINATION OF THE UK CITY OF CULTURE 2013 EVENT PROGRAMME AND LESSONS FOR FUTURE HOSTS.

Adrian Devine and Frances Devine

ABSTRACT

As a cultural artefact food provides a medium for the expression of local culture (Getz, 2014). Timothy and Ron (2003) discuss how food is imbued with cultural meaning, experience and permeance and has matured into a highly sought-after niche market. To promote themselves as centres of gastronomy many destinations have organised food festivals and events as part of their cultural offering. The economic and social benefits of food-related events have been well documented and as an expression of cultural identity, one would expect them to have featured prominently in the inaugural UK City of Culture 2013 hosted by Derry-Londonderry. The aim of this study was to examine if this was the case, and if not did future hosts learn from Derry-Londonderry 2013.

The authors adopted a qualitative approach in the form of document analysis and compared bid related documents from the first three cities to host the UK City of Culture, namely Derry/Londonderry (2013), Hull (2017) and Coventry (2021). In the case of Derry/Londonderry, those involved in the bid and the Culture Company, whichdesigned the event programme, failed to recognise the culture and economic value offood. In fact, the only mention of food in the 104-page event programme was a singleparagraph on the Irish Food Heritage Project. Whilst commendable, the Irish Food Heritage Project was more educational than celebratory and although food stalls were present at signature events such as Lumiere and the Return of Colmcille, this was a missed opportunity to showcase local food. In its defence Derry /Londonderry's was the inaugural UK City of Culture which meant it did not have a template to follow or an evaluation report to learn from. In contrast, Hull (2017) and Coventry (2021) did see food as a key ingredient in their UK City of Culture celebrations and includedstandalone food-related events in their event programmes. Going forward, those working and representing the industry in candidate cities must make their voice heardduring the bid stage to ensure food gets its rightful place at the UK City of Culture table.

Keywords: UK City of Culture; Food-related events; Event programme; Derry-Londonderry

INTRODUCTION

Over the last thirty years, policymakers have been keen to exploit culture and the instrumental value accruable from the expressive industries (Smith, 2012). Culture is perceived to be a significant economic resource which explains why it can be found at the heart of the regeneration strategies of many cities (Stevenson et al., 2010). Boland et al., (2018) refer to the 'curing qualities of culture' as it is used to tackle a range of seemingly intractable socio-economic problems. Other commentators refer to the 'dynamism of culture' (Pratt, 2014), 'lionization of culture' (McGuigan, 2009), 'transformative powers of culture' (Belfiore, 2015) and 'just add culture and stir' (Gibson & Stevenson, 2004) narratives.

As a cultural artefact food provides a medium for the expression of local culture (Getz, 2014). Timothy and Ron (2003) discuss how food is imbued with cultural meaning, experience and permeance and has matured into a highly sought-after niche market. To promote themselves as centres of gastronomy many destinations have organised food festivals and events as part of their cultural offering. Yeoman et al. (2021) discuss how in the USA alone there are more than a thousand food-related festivals. Reasons for attending ranged from escapism, novelty-seeking and being entertained to more specific motives such as knowledge and learning, the opportunity to taste new dishes and meet celebrity chefs. In her study of South Korea, Hu (2010) found that attendeesat food events were predominately young and female which was similar to what Mintel (2019) found in Ireland where attendance at food festivals was highest among Generation Z and Millennial consumers and lowest among over-55s. The authors attributed this to the fact that 'younger consumers are still developing their tastes and are visiting these events during their formative years to learn more about food and their culture. Furthermore, the experiential element of food festivals also appealed to the younger Irish consumer' (Mintel 2019: 5).

The economic and social benefits of food-related events have been well documented. From the supply side, local producers often participate to earn revenue, seeing them as a medium for direct sales and building their product and market base (Beverland et al., 2001). Bossworth and Farell (2011) discuss how they are also critical for the development of small-scale entrepreneurs, particularly those involved in organic and alternative production. From a demand perspective Getz & Page (2016), in their most recent review of the event tourism literature, discuss how cultural events such as food festivals can add to destination attractiveness increasing the destination's capacity to attract and hold visitors for longer periods of time. Academics have also considered how food-related events have been used as a policy tool to offset seasonality, encourage regional spread (Laing et al, 2019) and rebrand a destination whilst still being able to generate social capital and community spirit (Devine & Quinn, 2019). Considering that food related events are an expression of cultural identity and an economic asset one would expect them to have featured prominently in the inaugural UK City of Culture 2013 hosted by Derry-Londonderry. The remainder of this paper will examine if this was the case, and if not what lessons future hosts learnt from Derry-Londonderry.

METHODOLOGY

The authors adopted a qualitative approach in the form of document analysis and compared bid related documents from the first three cities to host the UK City of Culture, namely Derry/Londonderry (2013), Hull (2017) and Coventry (2021). The key documents reviewed are listed in table 1 all of which proved to be important sources of information.

Table 1:

Document	Author & date of publication	Host City
One Plan	Ilex (2010)	Derry/ Londonderry (2013)
Cracking the Code City of Culture 2013	Derry City Council, (2010)	Derry/ Londonderry (2013)
Derry/Londonderry's Official Event Programme (2013)	Culture Company 2013)	Derry/ Londonderry (2013)
Post Project Evaluation of City of Culture 2013	(Derry City and Strabane District Council (2018)	Derry/ Londonderry (2013)
Hull UK City of Culture2017 Bid Document	Hull City Council (2015)	Hull City Council (2017)
Hull UK City of Culture 2017 Strategic Business Plan 2015-18	Hull City Council (2015)	Hull City Council (2017)
The Impact of Hull City of Culture 2017	Hull University (2021)	Hull City Council (2017)
Coventry UK City of CultureBid Document (2017),	Coventry City Council (2017)	Coventry (2021)
Coventry Cultural Strategy 2017-27	Coventry City Council (2017)	Coventry (2021)
Coventry UK City of Culture Event Programme	Coventry City Council (2017)	Coventry (2021)

RESULTS AND DISCUSSION

Derry-Londonderry UK City of Culture 2013

The UK City of Culture programme was developed by the UK Government to build on the success of Liverpool as European Capital of Culture 2008 by creating a national cultural event spread over a year and focused on a particular city or area. According to Matt Hancock, former Minister for Digital and Culture which is the Government department that oversees this project, the UK City of Culture is more than just a title:

> It is an opportunity to bring communities together, build local pride, develop new partnerships, and attract tourists from across the UK and beyond. It is an opportunity to celebrate local culture with a programme of events that is ambitious, inclusive, and inspiring. But, most importantly, it is an opportunity to enable significant regeneration in a city, town or area.

In 2009, following a competitive selection process, Derry-Londonderry was selected as the first UK City of Culture and held the title in 2013. This was regarded by many in the city as an opportunity to override the notoriety gained during the violence of the 'troubles' and demonstrate instead the economic, social and cultural benefits to be gained from the ongoing peace process (McDermott et al, 2015).

The Culture Company, the independent company set up to plan and deliver the events programme for CoC13, launched the official event programme on the 24th October 2012. It sub-divided the city's cultural offering into six distinct strands; 'Music', 'Art & Exhibitions', 'Dance, Literature, Talks and Debates', 'Film & Moving Images', 'Entertainment' and 'Sport'. Food was not deemed important enough to be designated a separate subsection, in fact, the only mention of food in this 104-page document was a single paragraph on the Irish Food Heritage Project. This project involved a number of talks, tours, a mobile hearth and the launch of a smart app to explore the historical roots of local cuisine. Whilst commendable, the Irish Food Heritage Project was more educational than celebratory and although food stalls were present atsignature events such as Lumiere and the Return of Colmcille, this was a missed opportunity to showcase local food.

In total over 400 events were organised as part of the UK City Culture and the Post Project Evaluation described it as "remarkably successful" (Derry City and Strabane District Council, 2018, p.4). In addition to providing the impetus to complete capital projects such as the Guildhall, Ebrington Square and St Columb's Hall the Post Project

Evaluation discusses how cultural programming has continued to flourish post-2013 citing examples such as the International Pan Celtic Festival (2014 & 2015), Music City (2015 & 2016) and the continued success of the Choral Festival. However, from a food perspective, the authors of this paper would question if the term “remarkably successful” is an accurate description of the cultural legacy. This was the opportune time to promote the best of local food to a domestic and international market so the failure to include at least one food festival was a missed opportunity that contributed to the disappointing economic legacy discussed by Boland et al. (2018). The Culture Company which designed the event programme failed to recognise the culture and economic value of food. But as a key stakeholder Tourism NI must also shoulder some of the blame. In 2016 Tourism NI launched Northern Irelands’ Year and Food and Drink Campaign’ so it was surprising that it did not do more to raise the profile of food at a strategic level in the build-up to the UK City of Culture. Moreover, the guidance issued to bidding cities by the Department of Digital and Culture would suggest the UK government under-values food as a cultural resource:

> Culture is generally taken to include the following areas: arts (including visual arts, literature, music, theatre and dance), architecture, crafts, creative industries, design, heritage, historic environment, museums and galleries, libraries, archives, film, broadcasting and media. We would expect to see a range of these areas included in bids and cultural programmes. In addition, you may also choose to include sport and science, but these should not be major elements of your bid and programme.

The Recognition of Food and Cultural as an Economic Asset

Derry/Londonderry was the inaugural UK City of Culture Other and the competition to be host has been run every four years since. Despite the restrictive Government guidelines discussed above other cities seem to have learnt from Derry/Londonderry and recognised that food is a cultural asset that must be celebrated. In 2017, for instance, Hull hosted the appropriately named FEASTival which celebrated the abundance of the harvest grown by the people of Hull and surrounding area. Four years later Coventry’s had planned to host a ‘Big Foodie Weekend’, unfortunately like many other events in 2021 it was the victim of the COVID-19 pandemic. At the time of writing a record number of cities have put in bids to become the next UK City of Culture. Entrants have been told to prove they can put culture at the heart of their plans to recover from the impact of the pandemic and although still at the preliminary stage a number of the applications have signalled via press releases that food will be an important part of their final bid. For instance, in County Durham's bid the idea of food as an expression of cultural identity will be explored through the People's Food Project. This will consider the practices, attitudes and networks surrounding the production, distribution and consumption of food and will be

delivered through a seriesof events combining cooking, eating, and storytelling. Closer to home Armagh City, Banbridge and Craigavon have also been named as a candidate the title City of Culture 2025 and the following quote from the Lord Mayor would suggest that it has every intention to place food at the core of its event programme:

> Armagh City and the wider borough is proud of its heritage, which has been a centre of cultural and creative expression for over 7,500 years, provoking thought and keeping traditions alive for future generations. Our borough is famous for its literature, music, visual arts, sport, science, orchards and rich home-grown produce, all of which are now ripe for sharing on an international stage.

CONCLUSION

Food-related events are a great way to showcase local produce and as a cultural asset should feature in any UK City of Culture celebration. An analysis of the Derry/Londonderry’s event programme would suggest this was one of its shortcomings. However, it was the inaugural UK City of Culture which meant it did not have a template to follow or an evaluation report to learn from. It is also worth noting that since2013 food has moved up the policy agenda in Derry/Londonderry with the local Council supporting a number of food events, the most notable being the Legenderry Festival in 2019. Other cities that have bid for the UK City of Culture since 2013 have also learnt from Derry/Londonderry and recognised the economic and cultural value of foodin their bids. Yet, those working and representing the industry cannot afford to be complacent, they must strive to place food at the centre of a city’s cultural offering. Strategically they must convince the decision-makers that local food is a cultural, economic and social asset that if promoted can reduce a city's carbon footprint. To this end the different facets of the industry must unite to ensure that during the bid process their collective voices are heard, and that food gets its rightful place at the UK City of Culture table.

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CULINARY VOYAGE IN TIME: PEDAGOGICAL NOTES

Professor Michael Johnson

ABSTRACT

Appreciation of French Cuisine is a course I developed and regularly teach for Central Washington University in the Creative Expression 'Knowledge Area' of CWU's General Education Program. Hosted in a local art gallery, tasting events for the course are conceived pedagogically and organized around specific learning outcomes. This essay unpacks the pedagogical rationales and shares cooking notes for dishes included in a tasting menu that targets a core learning outcome in the Creative Expression 'KnowledgeArea' ("demonstrate an understanding of aesthetic activities within their historic, artistic, and cultural traditions"). Since this outcome calls for a diachronic approach, I conceived the first tasting menu as a culinary voyage in time. To demonstrate the specific historicityof French gastronomy, I focused on the "new" culinary aesthetic documented in cookbooks like François Pierre de la Varenne's 1651 Cuisinier françois. Because students need to experience what came before and after to grasp the novelty of this "revolution in taste" (Pinkard 2008), the eight-course tasting menu starts with Le Viandierde Taillevent (c. 1340) and concludes with Les Secrets de la Mère Brazier (1977). Each dish engages archival cookbooks as material and textual artifacts while illustrating specific facets of French culinary history.

Keywords: experiential learning, aesthetic appreciation, community engagement, food history, anti-imperialist food studies

INTRODUCTION

In this presentation, I will share notes on a tasting menu I developed for a course I regularly teach for Central Washington University entitled Appreciation of French Cuisine.The course is part of the university's General Education Program where it fulfils the Creative Expression requirement; it appears in a roster of art appreciation courses alongside the likes of Introduction to Art History and History of Jazz. The course combinesa cultural studies approach with experiential activities that require students to identify cooking techniques and culinary aesthetics. Readings and experiential activities are divided into four modules: 1) techniques and culinary aesthetics; 2) the making of a national cuisine; 3) globalization and gastronationalism; and 4) France's colonial legaciesin food. My primary goal is to cultivate a critical appreciation of French cuisine. Studentsin the class learn to historicize France's national culinary aesthetic; in so doing, they learnto appreciate the constructed and hegemonic dimensions of classical French cuisine. The classical French culinary aesthetic positions regional and non-French culinary traditions as source materials that can be appropriated and elevated through distinctly French techniques of refinement. On the flip side of this appropriative tendency is a distaste for certain foods and manners of eating: an expression of the boundary between self and other.

One of the key learning outcomes in CWU's Creative Expression category is, "demonstrate an understanding of aesthetic activities within their historic, artistic, and cultural traditions." Because this outcome lends to a diachronic approach, I conceived thetasting menu as a culinary voyage in time. To demonstrate the specific historicity of the classical French culinary aesthetic, I built the tasting menu around the "delicate" new culinary aesthetic documented in cookbooks like François Pierre de la Varenne's Cuisinier françois (De la Varenne 1651).As one might imagine, for students to grasp the novelty of this "revolution in taste" so brilliantly documented by Susan Pinkard's book of the same title (Pinkard 2008), they would need to experience earlier expressionsof culinary aesthetics. For this reason, the eight-course tasting menu starts in the MiddleAges and moves through French culinary history, concluding with a recipe from France's first female celebrity chef. Each dish engages archival cookbooks as material and textualartifacts while illustrating specific facets of French culinary history.

Central Washington University is in an agricultural region east of the Cascade Mountainsknown for its hop production, orchard fruits, vineyards, and cattle ranches. Planning andexecuting tasting menus for the course has created opportunities for me to partner with members of the local agricultural community to source ingredients and share ideas. Thetasting events are hosted in a local art gallery. I prepare as much of the food in advanceas possible myself and hire a local Escoffier Academy-trained cook to plate the dishes. Iask colleagues from my department to volunteer as waiters, which allows me time to engage with students as they taste each dish and to present a slideshow that accompanies the tasting menu. Students are handed a tasting guide that includes categories of analysis and vocabulary lists to help them put their tasting experience into words. They are encouraged, among other things, to consider provenance and sourcingof ingredients; the sequence of flavours as they unfold in time; and questions of citation,cultural significance, and evidence of cooking technique in each dish.

NOTES ON THE TASTING MENU

In what follows, I will share notes on individual dishes and unpack the pedagogical rationale for their inclusion on the tasting menu. I begin the culinary voyage in time witha hands-on medieval ingredient experience. Students are given baskets with slices of rustic pain au levain, hand-churned butter, and brie cheese. I share a slide image of a spice inventory that appears in the 1495 Viandier de Taillevent (Scully 1988, pp. 35-37) and circulate a tray of whole and ground spices and spice mixes used in medieval France. The tray contains some spices students are likely familiar with, such as cinnamon and saffron, as well as many they have likely not encountered such as cubeb, nard, mastand long pepper. Students are surprised to see a cone of piloncillo, or jaggery, included in the spice inventory, which creates an opportunity to discuss the medieval and renaissance appreciation for sugar as a flavouring agent more than as a sweetener. I encourage students to dip their bread in three commonly used spice mixes, poudre fine,poudre douce, and poudre forte. They also receive small ramekins of verjus, the strainedjuice of unripe grapes used as a souring agent, and hypocras, a spiced wine consumed for its medicinal and inebriating effects. The intensity of the spice mixes and the sweet- sour contrasts present in the verjus and hypocras give students a sense for the flavour palette medieval cooks preferred to work with. Students then taste expressions of this flavour palette in the two dishes that follow: a brouet de cannelle a chair from the Viandierde Taillevent (Scully 1988, pp. 83-5) and a lamb roast with saulce cameline d'yver a la guise de tournay and saulce poitevine from the 1393 Mesnagier de Paris (Brereton, Ferrier, Ueltschi, Bruyant 1994, p. 230). Both dishes illustrate medieval cooking techniques and culinary aesthetic preferences. The cuisine is largely cantered around meat with a profusion of robust and fragrant sauces. In addition to frequent use of wine and verjus, along with bouillon, as liquid agents, sauces are typically thickened with bread, almonds, or poultry livers. The brouet de cannelle a chair involves quartering a bird, first boiling it in wine or water and then frying it in salt lard along with almonds, poultrylivers, and copious amounts of cinnamon. The bouillon from the first stage of cooking is added and the whole gets reduced; the sauce is then ground in a mortar and run througha sieve before the fried poultry and finishing spices (ginger, clove, and grain of paradise)are added and a final round of thickening takes place. It's an uncanny experience for thestudents, for whom the sauce is vaguely reminiscent of certain nut-thickened curries or mole sauces they may have encountered, but also slightly troubling with the unmistakabletannic presence of the red wine. The cameline and poitevine sauces elicit similarly hesitant responses. Although these have somewhat more balanced flavour profiles thanthe cinnamon-dominant brouet de cannelle, the combination of bread, wine, and spices with little fat, makes a flavoursome sauce with a texture and mouthfeel quite unlike the fatty umami-rich sauces contemporary eaters are accustomed to. Students also noted enjoying the lingering yeasty notes from the bread and wine.

The use of bread as a cooking ingredient carries over into the next two dishes, drawn from François Pierre de la Varenne's Cuisinier françois and Nicolas de Bonnefons' Délices de la campagne. Susan Pinkard notes that one of the primary characteristics of the new delicate culinary aesthetic of mid-seventeenth century France is a dramatic increase in the variety and quantity of garden vegetables used in recipes. As Pinkard explains, garden vegetables began to replace spices as an object of conspicuous consumption as soon as new trade routes made spices affordable and readily available (Pinkard 2008, pp. 60-64). Several new cultivars from the Americas and southern Europewere introduced to France in the 17th century; indeed, much of De Bonnefons' Délices dela campagne is devoted to explaining how to use vegetables French cooks would have been encountering for the first time. For this reason, I included two vegetable-centric dishes from De la Varenne's Cuisinier François on the tasting menu: a potage de concombres farcis and a potage de citrouille au beurre (De la Varenne 1651, pp. 203- 208). Both dishes feature vegetables and contain no meat nor spices aside from a clove-spiked onion ("un oygnon picqué de cloux") used as an aromatic element in the potage de citrouille. The use of bread as a base is still present in the technique of mitonnage which involves simmering bread in the soup liquid until it breaks down into the potage. Dela Varenne's recipes also use butter and tempered egg yolks as thickening and emulsifying agents, showing a move away from the mortar-ground sauces of the renaissance and anticipating the nineteenth-century codification of technique in what would become the five mother sauces. The students, accustomed to eating cucumbers raw, were surprised to see them in a cooked preparation. They enjoyed both dishes andcommented that they found the flavour and texture profiles much more accessible than the medieval dishes.

Next, to highlight the incorporation of cultivars and livestock brought to France from the Americas, I chose the recipe for a court-bouillon de poulet d'Inde from De Bonnefons' Délices de la campagne (De Bonnefons 1661, pp. 161-162). The recipe involves essentially poaching a whole turkey in a broth flavoured with garden herbs and lemon peel and serving it cold garnished with lemon slices, garden flowers, and fritteaux (crispy flour-dredged fat-fried bits of meat). The dish illustrates how the new cuisine of the mid-seventeenth century embraced aromatics from the garden rather than imported spices. Souring agents continue to play an important role; De Bonnefons mentions that one canadd verjus or white wine to acidify the court bouillon. But here, with the addition of lemon,sour notes take centre stage.

The next dish brings the tasting menu into the early nineteenth century with Marie-AntoineCarême's Art de la Cuisine Française au Dix-Neuvième Siècle (Carême 1833). Here, myselection was based less on culinary aesthetic than on exploring Carême's systematization of the professional kitchen. Many of the recipes from L'Art de la Cuisine Française are designed to be executed within the context of a professional kitchen in which a set of basic stocks, sauces, and prepared vegetables such as mirepoix can reliably be expected to be on hand. Carême's recipe for a purée de champignons veloutéeinvolves using a poultry consommé to extract (in his words) the "quintessence" of the mushrooms, which is then strained over cream-soaked bread, blended with a tablespoonof béchamel and "a bit" of glace de volaille before being run through the sieve yet anothertime (Carême 1833, p. 217). It's an impossibly fiddly recipe for a home cook who is unlikely to have the many hours required to make a poultry stock and then reduce it to aglaze, nor the interest in making a béchamel only to use one tablespoon of it in the recipe.I also found it noteworthy that this recipe continues the tradition of using bread as a baseor thickening agent, even though it also incorporates a roux-based sauce and ample amounts of butter. Also worth noting is Carême's use of the alchemical term "quintessence" to describe the process of extracting flavour from the mushrooms. Grimodde la Reynière uses the term similarly in his Grandes heures de la cuisine française (Dela Reynière 1838, p. 161) to refer to concentrated extracts of single ingredients, as in hisrecipe for "quintessence de jambon". Here we see the ongoing legacy of the culinary aesthetic of the mid-17th century, with its interest in isolating and highlighting the flavours of individual ingredients, inflected through the lens of empiricism and scientific method that shaped much discourse in nineteenth-century France.

The final two dishes bring the tasting menu into the twentieth century with Escoffier's recipe for braised celery in a bone marrow sauce and an almond biscuit recipe from Eugénie Brazier, France's first female star chef. Escoffier's recipe illustrates the continuedprocess of systematization of the professional kitchen begun by Carême. The dish appears in his Livre des menus and requires the cook to cross-reference multiple entriesin Escoffier's Guide Culinaire to execute it (Escoffier 1903, p. 33). I was also interested to see a dish that uses celery as the featured ingredient, rather than an aromatic element.While students taste the braised celery, I share a slide with examples of Escoffier's menus. They are struck by the copious use of non-French national and regional adjectivesto describe dishes on a single, very French, menu. The final dish, a simple biscuit from one of Eugénie Brazier's banquet menus, brings a regional working-class female chef into focus and emphasizes the mid-century revival of interest in regional dishes (Moreau,Garnier, and Brazier 1977, pp. 242-243). The tasting menu thus concludes with an implicitquestion about the exclusionary gender and class politics of haute cuisine.

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SECTION B: FOOD AND THE DESTINATION EXPERIENCE

INTERPRETATION AND FOLKLORISTICS AT CULINARY TOURISM DESTINATIONS

Lucy Long

ABSTRACT

Culinary tourism is now accepted as a means of developing local economies. While such development can validate and financially support the culture surrounding an economy, it can also result in inaccurate or incomplete representations of that culture as well as manipulations to its food in order to bettermeet tourist demands. This can then threaten community sustainability and culturalintegrity. I discuss here concepts and strategies from two fields outside of tourismstudies that can be helpful in addressing these issues. Folkloristics (folklore studies) approaches culture as dynamic, fluid, aesthetic, and personal. As such, perceptions of the authenticity of the tourist destination or attraction can be seen as constructed and ideological, and the concept itself reflects a lack of understanding of the nature of tradition. Similarly, tastes are constructed according to cultural belief systems, social hierarchies, and personal values and experiences. Understanding how tastes develop can enable tourism planners and providers to better address concerns around positive responses to foods offered at a destination. Furthermore, education of tourists prior to and during visits can shape their expectations, but frequently reach only those individuals open to such learning. The field of interpretation offers theories and strategies that are applicable to adding educational components to culinary tourism activities, better preparing tourists as well as tourism providers, ensuring that the activities benefit the local communities of a destination. Using examples from various regions in the U.S, this presentation describesmodels drawn from folkloristics and interpretation that can be used in food and tourism. It builds upon the humanities-based definition of culinary tourism as “the intentional, voluntary participation in the foodways of an Other” (Long 2004), whichbroadens the range of activities and subjects that are included in tourism and also emphasizes the subjective nature of tourist motivations.

Keywords: Authenticity, Taste, Folklore, Education, Interpretation, Sustainability

INTRODUCTION

Culinary tourism is now accepted by many governmental and civic bodies as a means of developing local economies (Everett, 2016; Hall et al., 2003; Hall and Gossling, 2013; Mulcahy, 2014; Sims, 2009; West, 2014). While such developmentcan also validate local cultures, it oftentimes results in inaccurate or incomplete representations of that culture as well as manipulations to its food in order to bettermeet tourist demands (Everett, 2012; Hjalager and Richards, 2002; James, 2014;Long, 2010, 2014, 2018). I suggest that the education of tourists prior to and duringvisits can shape their expectations to be more in line with the realities and complexities of the attraction being visited, decreasing the likelihood of those attractions being misrepresented or changed to fit consumer demand.

The fields of interpretation and folkloristics (folklore studies) offer theories applicable to developing educational components in tourism, ensuring the likelihood that it will benefit the host community as well as the tourist. I suggest here a model for interpretive culinary tourism and suggest applications to two key issues confronting tourism: authenticity and taste.

FOLKLORISTICS AND CULINARY TOURISM

Folkloristics approaches cultural traditions as constructed, dynamic, fluid, and made up of individuals who actively participate in negotiating and performing thosetraditions.[1] As a humanities field, it addresses the meanings of expressive forms and practices, the processes around the creation and attachment of those meanings, and their impact on the individuals and groups involved in them. Food is approached as a symbolic and aesthetic domain reflecting natural environments, histories, power, worldview, and values (Long, 2015).

Public folklore, a branch of the field in which theories, methods, and materials are used in the public sector rather than academia, offers tools applicableto sustainable tourism. Robert Baron summarizes key principles of the field:

> "…public folklore has … engaged in a praxis of dialogic engagement with communities. It has developed methodologies for sharing representational and interpretive authority, carrying out collaborative program development,creating cultural conversations through mutually constructed modes of presentation, enabling stakeholder participation in policy development and equipping communities to present and safeguard their traditions on their own terms. " (Baron, 2016, p. 589).

While folklorists frequently work with programmes connected to tourism, theactivity has oftentimes been shunned as an industry threatening cultural traditionsand community sustainability. There are exceptions, most notably, the scholar, Barbara Kirshenblatt Gimblett (1998), one of the inspirations for own formulation of culinary tourism as "the intentional, voluntary participation in the foodways of anOther" (Long, 2004, p.21).

Within this perspective, food can be the attraction or destination for tourismas well as the medium through which tourists explore other cultures. It broadens the types of Other available to include identities beyond the usual ethnic other (such as class, gender, region, religion, and it shifts the focus of tourist activity fromconsumption of specific dishes to foodways—the network of activities and attitudesinvolved in eating. In contrast to most definitions, it also suggests that tourism doesnot necessarily involve travel. Such "eating out of curiosity" can occur in familiar settings through cookbooks, films, books, or other mediums.

INTERPRETATION AS A FIELD—STRATEGIES FOR COMMUNICATING

The American-based National Association for Interpretation defines interpretationas a: "communication process that forges emotional and intellectual connections between the interest of the audience and meanings inherent in the resource (NAI)".

The field grew out of the need for naturalists to get audiences to attend to information being offered and to treat natural, cultural, and human resources withrespect and consideration. Enos Mills' statement that "the aim is to illuminate andreveal the alluring world outdoors" (1920) takes audiences beyond just hearing or seeing facts to understanding their meanings and relevance to the resource as well as to themselves. Another foundational thinker, Freeman Tilden, stated: "through interpretation understanding, through understanding appreciation,through appreciation protection" (1957, p. 16). Similar to the concept of sustainability that arose in the 1950s, Tilden's motto emphasizes that the purposeof interpretation was to insure the care and survival of the natural places around us.

Interpretation makes information come alive, so that audiences remember it and pay attention, but it also helps them gain a deeper understanding of the significance and complexity of the resource. The intent is that understanding will lead to a sense of connectedness that encourages a sense of responsibility to theresource, wanting to help it endure (Brochu and Merriman, 2008; Han, 2013; Larsen, 1981). It also encourages audiences to see the humanity of others involved in that resource, to recognize the needs, feelings, and hopes they might have, find common ground, and bridge social and cultural divides. It is worth quoting here some of Tilden's principles:

- Any interpretation that does not somehow relate what is being displayed or described to something within the personality of the experience of the visitor will be sterile.
- Information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information.

- Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical, or architectural. Any art is in some degree teachable.
- The chief aim of interpretation is not instruction but provocation.
- Interpretation should aim to present a whole rather than a part and mustaddress itself to the whole man rather than any phase.” (Tilden, 1957, p. 18)

APPLICATIONS AND EXAMPLES

Both folkoristics and interpretation offer concepts that are applicable to tourism, particularly in planning and design of tourist activities and products. They also offer effective guidelines that tourism providers and hosts, such as tour guides, can usein interacting with tourists. The concepts can be used in a variety of formats and venues, but interpretation needs to be flexible, taking into account specific audiences, the resource being interpreted, the context in which interpretation is occurring, and the individuals doing the interpreting. There is no “one size fits all.”

Applying these concepts involves training at all levels, but familiarity with them equips tourism providers with tools for dealing with common issues in ways that benefit the host community.

ADDRESSING ISSUES IN CULINARY TOURISM--AUTHENTICITY

Numerous studies show that culinary tourists want authenticity in the food experiences being offered (Cohen, 1995; Heldke, 2005; Kim and Jamal, 2007; Lew, 2011; MacCannell, 1973). Authenticity, however, is oftentimes an ambiguousconcept referring to the representativeness of ingredients, recipes, cooking styles,and eating contexts to a specific food culture, or to unbroken continuity with past and place. The idea of authenticity, however, renders a culture static, stuck in a specific era. It simplifies and reduces a diverse food culture to a single set of components, and oftentimes romanticizes or exoticizes that culture (Shepherd, 2015). Culture-oriented fields that study food, however, see it as dynamic, changing in response to new circumstances, influences, and beliefs (Long, 2015).Folklorists emphasize the role of the individual and aesthetics in these responses, suggesting that issues around authenticity can be understood through personal experiences (Cashman, Mould, and Shukla, 2011). They frequently present these concepts in public programmes, exhibits, media projects, and printed materials, and these strategies are applicable to tourist settings.

One common format is a foodways demonstration, frequently allowing for hands-on participation, and perhaps tasting, by audiences (Long and Belanus, 2011). Demonstrations go beyond showing how a dish is cooked. An “interpreter”accompanies the “community scholar” doing the demonstration, introducing themas a member of a specific food culture with their own meanings and memories attached to the food. The interpreter offers historical and cultural contexts to the individual’s experiences, encouraging audiences to see the dishes demonstrated as resulting from a dynamic interplay between the individual and their culture. Theinterpreter also acts as “mediator” between the demonstrator and the audience, assessing audiences’ expectations, familiarity with the cuisine, and specific interests. By showing the dynamic and personal nature of food, the interpreter canaddress the concept of authenticity, pointing out continuities and changes in aspects of the food culture and helping the audience to explore not only the forcesbehind any changes but also the significance of the concept itself and why it matters to them.

Food demonstrations are popular activities in culinary tourism but are sometimes only cooking lessons. Interpretation adds context and encourages tourists to see their hosts as individuals with their own experiences, skills, and tastes. It can also satisfy tourist expectations of authentic experiences as a qualityof interaction. The terms is often used to refer to feeling that they have met “real” people who portray themselves honestly and accurately. A skillful tour guide can help “interpret” the hosts so that tourists leave with an understanding of the foodsand individuals as representing a complex and dynamic food culture.

ADDRESSING ISSUES IN CULINARY TOURISM--TASTE

Taste refers to the sensory character of food, to the aesthetic response to that character, and to social distinction based on appreciating certain qualities (Korsmeyer, 2005). Tourists may want a taste of the “real” food of a place, but theyalso want to enjoy the food, satisfy their hunger, and feel that the experience is worth the cost. If “authentic” dishes do not fulfill those functions, the result can bedissatisfied tourists, impacting the economic sustainability of the destination.Providers therefore frequently try to select foods or change them to meet the assumed tastes of tourists.

Taste is culturally and socially constructed but also individualistic, related topersonality traits, personal experiences, and values. Folklorists approach culinary tourism as a negotiation by individual tourists as well as providers between the exotic and the familiar (Long 2004). That is, tourists want something exotic enoughto warrant the expense and effort of trying it, but they also want something that is recognizable as edible and hopefully palatable. Cultural identity can suggest whatis familiar, but familiarity depends on each individual’s experiences. Also, the degree of adventure a tourist wants may differ according to particular instances.

Interpretation can turn distaste or negative responses into learning experiences. Understanding why we find a food exotic or disgusting has more to do with our own culinary culture than the one being experienced as a tourist. Introducing the idea to tourists that food is both a window into other cultures and amirror into our own can help them reflect and find connections between themselvesand that culture.

As illustration, I was a presenter at an event with a Korean woman who demonstrated making kimchi, a fermented vegetable dish. Some of the audience found the cabbage odor too strong and asked if it was edible. After hearing the nutritional benefits and cultural history, the audiences could see similarities to foods familiar to them, such as pickles or sauerkraut. They could then explore howtheir own experiences shaped their tastes.

An issue around taste as social distinction (Bourdieu, 1979) arose when I worked on a culinary tourism project for a small Midwestern city whose traditionalfood was not considered interesting nor “gourmet” enough to attract tourists. We developed museum displays, public events featuring tastings and food demonstrations, and a brochure for a culinary tourism trail that described how thefood culture represented the region. We also worked with local establishments, suggesting dishes or recipe adaptations for their menus. Tourists, both from the area and away, commented that they learned about the local culture and appreciated the food more.

CONCLUSIONS

Culinary tourism projects can help both providers and tourists navigate some of the issues around authenticity and taste by incorporating the understandings of food and tourism as dynamic, fluid constructions that reflect cultural and personalhistories and values. The fields of folkloristics and interpretation offer strategies that can be used to make tourists better understand the complexity of those food cultures. Appreciation for that complexity can help them recognize their own role in tourism as negotiators of exotic and familiar and therefore significant actors in shaping presentations of that food. It can also help them feel connected to that food culture and develop a sense of responsibility to it. By "tweaking" the tourist through interpretive strategies, we hope to motivate them into safeguarding the food cultures of the destination.

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[1] For more on theories in folklore studies, particularly in relation to food and culinary tourism, see in Long, 2015. For more on the development of culinary tourism as a field and the issues being addressed by scholars, see Long, 2021.

AN EXPLORATION IN ATTITUDES OF LOCAL PRODUCERS TOWARDS THE IMPACT OF THE USE OF FOOD AND DRINK IN DESTINATION MARKETING AND PROMOTION

Ewen Crilley

ABSTRACT

As the global traveller has developed outside of relaxation and wellbeing, there has been a strong focus on adventure, niche and alternative tourism. Food and drink tourism has shown significant growth in many countries demonstrating economic benefit and social awareness of local cuisines to the growing tourism demand. As a result, destinations rely on marketing, advertising, and support through destination management/marketing organisation (DMO's) to help develop the visitor economy of that destination. Countries are looking at food and drink offers and working with the DMO's to help support the attractiveness of these offers in developing more visitors, this in return must have an impact on the local producers and food businesses. Through these discussions the research investigated local producers and the role which the producers play in this development. The research based on a case study within the Peak District in Derbyshire interviewed local food and drink producers to explore their attitudes towards the use of food and drink in destination development. A qualitative approach-based methodology identified a sample of local food and drink producers within a local authority. Semi structure interviews were conducted, and results analysed against the literature. The findings suggest there are synergies between food and drink producers' attitudes and the literature around the use of food and drink in destination development.

Keywords: gastro tourism, food and drink tourism, destination development and promotion, marketing, strategies, barriers, place attachment, destination image and branding.

INTRODUCTION

The growth of food and drink tourism has seen significant impact on regions (Corrieia et al., 2008), and suggests strong links between food and drink tourism on destination development, economic growth, cultural exposure and historical awareness has been evident across many countries (UNWTO, 2012; GlobalData, 2021). The impact of food and drink tourism on destinations is significant in social awareness and financial growth within the area (Okumus, Okumus, & McKercher, 2007; Sánchez, Del Río, & García, 2017).

Destinations rely on destination management/marketing organisations (DMO's) to help develop the visitor economy of that destination. Countries are working with the DMO's to advertise and market the attractiveness of their food and drink offers in developing more visitors. This can be seen in the likes of France, Spain, and Italy with their wine trails and visitors to the vineyards. Scotland with the whisky offer, Scandinavian countries with the slow food movement, Mediterranean countries with olives, cheeses, and seafood. Finally, the United States with oversized food phenomenon. All of which now attracts a global food and drink tourism market worth $1,116.7 billion in 2019 (Global Data, 2021) and further suggesting that this market isexpected to see significant growth worldwide and reach a market worth in 2027 of $1,796.5 billion. A development that must have a significant impact on the local producers and their businesses. The research into local producers and their role is limited in exploring their attitudes towards the use of food and drink in destination development. This study investigates the attitudes of the producers and whether there are any synergies between the literature and impact from the producer viewpoints.

This paper sets out the following aim: To explore the attitudes of local producers of food and drink and the impact of the use of food and drink in destination promotion and marketing. In order to meet it, a number of objectives were identified, these being:

- To Investigate local producers understanding of the use of food and drink indestination development and,

- To explore the strategies and barriers perceived by local producers of Food andDrink in destination promotion and destination marketing.

UNDERSTANDING FOOD AND DRINK TOURISM

Food and drink tourism: Is the act of travelling to a region to consume and participate in local foods according to World food Travel Association (WFTA), (2021), Engagement with authentic and cultural cuisine (Ellis et al., 2018), Tourists that seek new taste and purpose of food through culture and understanding (Robinson and Getz, 2013) or visiting food production regions, producers and engaging in activities aroundthe production is highlighted by Hall (2012). Early viewpoints suggest that visits wereprimarily for food consumption (Hall, 2020) however this now has more focus on activities, promotion, culture and heritage (Robinson and Getz, 2013). Okumus et al (2018) suggest that “gastro” and “culinary” tourism is seen to be associated as more elite or high end when it comes to the consumption, habits and trends in food experiences, supporting various tourism group's identity (Anderssson, Mossberg andTherkelsen, 2017; Boyne et al., 2002; Okumus et al., 2013). The concept of 'foodies' (Broadway, 2017) brought the food tourist on a journey of development. Through self-classification of "foodie' the suggestion says you emerge in food consumption, visit restaurants, food halls, read and follows food cooks, blogs, and channels.

Food and drink experiences

As part of the tourism offer, studies (Okumus, Okumus and Mckercher, 2007; Sanchez, Del Rio and Garcia, 2017) support the development of activities and experiences. These activities support the consumer's needs, this could be simply eating local produce, visiting food markets to more detailed engagement such as foodproduction events, tutored tastings, or cooking workshops. Engagement in food and drink tourism is activity focused with experiences based within the regional area. (Okumus, Okumus and Mckercher, 2007; Sanchez, Del Rio and Garcia, 2017; Henderson, 2009).

Destination development, marketing and promotion

There are many destinations that have used food and drink as drivers for successful development such as Istanbul (Okumus et al., 2018), Asia (Horng and Tsai, 2010; Kılıç, Asuman and Aytekin, 2016; Song, Park and Park, 2020), Scotland (Everett andSlocum, 2013) and French wine regions (Romano, 2011; Fusté-Forné, 2020). Thereare some primary factors to consider in the attraction of a destination, such as scenery, landscape, weather, ocean, climate, geographic significance and location are seen askey motivators in visitor attraction, however, food is highlighted as one of the primary reasons to visit a region (Okumus, Okumus, and McKercher, 2007; Sánchez, Del Ríoand García, 2017).

Destination marketing according to Chen, Prebensen and Uysal (2016) is significantlyimportant to attract visitors. Freire and Gertner (2021) suggests that food is a key dimension in marketing destinations. The impact of food and drink tourism on destinations is multifaceted with considerable social and economic implications (Okumus, Okumus, and McKercher, 2007; Sánchez, Del Río and García, 2017). Foodis used to increase visitors, increase product sales, promotion and local connectivity(Everett, 2016). Sims (2009) argues that local food products and production are important in the development of economic sustainability within the supply chain. Localfood producers (Holloway et al., 2007; Kneafsey, 2010) seek to work together in the development of specific areas.

Place attachment

Place attachment is the connection that ties people with the places that are meaningful to them (Tan and Tan 2019). Place attachment can involve key stakeholders to support and encourage the continued marketing and promotion of the destination (Choi and Sirakaya, 2005; Frisvoll, Forbord and Blekesaune, 2016; Tan et al., 2018).Food and drink are seen as a significant attachment and support the use of the region,terroir, origin and people to become successful in tourism development. It is documented (Choi and Sirakaya, 2005; Diedrich and Garcia-Buades, 2009; Yu,Chancellor and Cole, 2011) that the support of people both tourists and residents arekey in the success of destination development. Individual connections are based around the atmosphere, connectiveness, state of mind (Yi, 2006; Lee, 2013; Chiang et al., 2017) and suitability of activities and recreation (Moore and Graefe, 1994).

Travellers are looking for value in experiences (Crouch, 2011; Choo and Park, 2018;Ellis et al., 2018). Key strategies in using food as a driver for destination developmentare connectivity, social media, and websites with food groups supporting thedestination through social media food channels and forums to support word of mouthdiscussions (Sohn and Yuan, 2013; Ruvio, 2008). This connection of guests alsohighlights new trendy restaurants (Ignatov and Smith, 2006) in the development ofdestinations. Quan and Wang (2004) suggest successful strategies is through sharedexperiences within the wild natural habitat, producers and utilisation of the rawingredients. The role of food and its connection to the destination (Green andDougherty, 2008) is a key strategy in the development of communities and promotion.Everett (2019) supports the connection of cultural identity to support developmentthrough emotional connection to people and place.

One key discussion that is within the literature is financial (Prokkola, 2008; WorldTourism Organization, 2017; Milano, Novelli and Cheer, 2019) restrictions. Azman (2013) highlights barriers in the destination development as community participation. Both Tosun (1999) and Azman (2013) offer support of the following barriers within local communities:

- Stakeholders and unwellness for cooperation
- Public administration
- Financial Resources
- Economic shared gain
- Poor understanding and awareness

Mustapha and Azman (2013) suggest barriers in development are Social, Cultural andEnvironmental, this reflects the work of Tosun (1999) and offers further support.

METHODOLOGY

An explorative study, identified factors, strategies and barriers with relevance towards food and drink and the destination, offering a philosophical stance of interpretivism as the research identified to find relationships, and understand concepts and social constructs. Through an inductive approach the research followed a qualitative strategy. The data was collected through semi structured interviews with food and drink producers. The interviews were set up with meetings, online and were recorded for the purposes of transcribing the information. Key words and findings would be highlighted within words clouds to support the data.

Sampling

A case study with specific producers the Peak District was selected due to the proximity to the researcher and the institution, with over 900 producers of food and drink products in the area. Through applying a purposeful and judgmental sample, the researcher highlighted that the Peak District falls into 4 local councils, Derbyshire Dales District Council (DDDC) (941 businesses), High Peak (757 businesses), Amber Valley (1173 businesses) and Chesterfield Borough (1002 businesses). The total number of food business registered was 3873. Through filtering 272 businesses met inclusion and exclusion criteria (See Table 1. below). 20 businesses were invited to participate in the study.

Inclusion	Exclusion
Food or Drink Product Producer	Restaurant/ Café/ Canteen
Independent, franchise, group	High Peak, Amber Valley and Chesterfield Borough Councils
Sells to public, online, shop or market	Distributors/Transporters
Must be within peak district area	Hospitals/Childcare/ Caring Premises
DDDC (due to the sample size this local council was selected only due to the proximity and relationships with the local towns)	Hotels, Bead and Breakfast/ Guest Houses
Retailers – Others	Mobile Caterers
Other Catering Premises	Pub/Bar/Nightclub
Manufacturers / Packers	Takeaway/ Sandwich Shop Retailers – Supermarket/ Hypermarket
Farmers/ Growers	School / College / University

Table 1. Inclusion and Exclusion Criteria

Semi-structure questionnaire

A semi-structured interview was adopted within the sample. As part of the process thefollowing 8 questions were developed to give structure to the interviews. The key groupof questions were developed as follows. The questions were developed to link into the outcomes from the literature reviews and meet the aim and objectives to the study. The questions Table 2. all relate to theattitudes of the producers with questions 1, 3, 7 and 8 specifically to the objectives setaround the aim.

Food and Drink Tourism Interview Questions
1. Do you work with any Destination Marketing/Management Organisations (DMOs)? For example, Marketing Peak District, Marketing Derby. If so, can you explain the reasons why?
2. Are there any advantages or disadvantages to working with DMOs?
3. Do you feel connected to the destination and is there anything significate that supports your product?
4. Is there a connection or link with the local community in the development of your business? Is there support or any positive or negative factors?
5. Who are your consumers, and do you know where they are based demographically? Is this Local or Further?
6. What makes this destination so successful to your product? Or can you move your production elsewhere?
7. Do you feel there is potential for the development of a food and drink tourism attraction to the peak district and what advantages and disadvantages would this bring?
8. What do you feel are the strategies and barriers to successful destination marketing and promotion?

Table 3. Interview questions

FINDINGS AND DISCUSSION

The findings suggested overall that there were strong synergies between the attitudesof the food producers and support within the literature, around the use of food and drink in destination development. However, there was a lack of understanding from the food producers in the role of the DMO's and local authorities in what was the focusof the destination in tourism. In the case of food and drink tourism the DMO's would actively promote local and cultural produce, restaurants, food markets and experiences directly. However, the participants within the research lacked support forDMO's with only a small proportion of the sample engaging and using these organisations. The main disadvantages being the cost, challenging, difficult groups, and lack of understanding of the support for people and business, there was a feelingthat more focus was on corporate marketing and larger organisations. These outcomes are highlighted in the following word cloud 1, generated from some of the key words used.

Figure 1 Word Cloud 1

The most popular strategies suggested for marketing and promotion of the destinationwere social media and websites. The outcomes of the use of social media and websites from these producers highlighted that they connect to the consumer quickly. However, there were also discussions to suggest that they weren't being used in the correct manner and that more knowledge and understanding could be developed in connecting with the producers more effectively. The viewpoints supported a lack of understanding around the purpose of DMO's and how they could help the business. One other strategy that was suggested within the findings was around word of mouth, communication, and collaboration. If correctly used this information with the support of the social media platforms would in turn create the suggested popular forums and social groups which remain key in engagement with food and drink tourists. All participants highlighted enthusiasm for the development of food trails and attractions within the destination. There was also support for more focus around the use of their products in development of the destination.

Findings from within the sample world clouds 2 and 3 suggest that all producers support the connection to the destination and the engagement within the local community. All of the participants answered yes to being connected within the destination, the majority also highlight that the destination is key to the support of theirproduct.

Figure 2 Word Cloud 2

Figure 3 Word Cloud 3

It is highlighted within the findings there are significant challenges also from within thelocal community, highlighting jealousy, lack of understanding, support and high staff turnover as negative factors.

Figure 4. Word Cloud 4

Figure 5. Word Cloud 5

Word Clouds 4 and 5, highlighted the keywords product, people, destination, organization, community, and source as the main supportive strategies in the development of destination, there are also keywords suggesting experiences, destination, markets and product which could all be linked to the development of foodand drink destinations.

Food and drink producers attitudes around using food to promote destination development		**Literature supporting food and drink in the use of destination marketing and promotion** (Henderson, 2009; Nunkoo et al., 2013; Horng and Tsai, 2010; Rachão et al., 2019;Prokkola, 2008; Azman, 2013; Pikkemaat, Peters and Chan, 2018)	
Strategies	Barriers	Strategies	Barriers
Social Media	Cost	Social Media	Cost
Websites	Time	Websites	Time
Word of Mouth	Community	Forums and Groups connection	Creativity
Collaboration	Knowledge and understanding	Business to Business	Content
DMO's	Training	DMOs	Experiences
People		People & connection to place	

Table 3. Synergies in F&D Marketing/Promotion and Destination Marketing/Promotion

To conclude, the analysis of the data suggests there are synergies (see Table 3), between academic literature and the attitudes of the food producers. However, it is also highlighted that more can be done in using producers more directly, connecting them directly with the tourists.

Limitations

Further considerations need to be taken into the development of a wider content withinthe sample size, it is well documented within the literature that viewpoints of hotels, bars, restaurants and further food markets. This should be taken into consideration ofa wider sample size.

CONCLUSION

It can be concluded that the study has satisfied its aim and achieved both objectives set. The results of the findings through both sets of objectives on review of the literature allowed for data sets to be reviewed and analysed and create a table of synergies. As a result of the findings, it can be concluded that further research is needed to provide more accurate data and a clearer picture around the synergies between marketing and promotion of destinations through food and drink and the attitudes of key stakeholder.

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BELFAST FOOD TOURISM – CAN THE CITY COOK UP A DESTINATION CAPABILITY?

Mairead McEntee, Una McMahon-Beattie and Lara Goodall

ABSTRACT

The concept of Destination Capability (DC) is underpinned by the resource-based view of the firm, that is there is no homogenous destinations, rather each destination has its own unique ecosystem that may, or indeed may not, appeal to a visitor. The challenge for those tasked with tourism development is identifying those specific capabilities of the region that will strengthen the destination's competitive advantage (Abreu-Novaiset et al, 2016). Belfast City Council as the local government body responsible for the development of the city region has identified food tourism as a core capability of the city. The development of food as a tourism product has a strong rationale, as per Everett & Aitchison (2008) there are myriad socio cultural and environmental benefits not least in that consuming 'local' food is a quintessential activity for tourists with both a cultural and entertainment component (Kim and Eves, 2012). However, Belfast, Northern Ireland is neither San Sebastián, Spain nor Florence, Italy. Similar to other cities in the United Kingdom, food tourism to Belfast is a consequence of the tourism activity, participants are opportunistic culinary tourists rather than deliberate (Yun et al, 2011). As such, the Council commissioned Ulster University and Goodall Consulting to develop a Food Tourism Strategy for the city. This approach is reflective of that proposed by Baggio and Sainaghi (2011, 2016) in that development of a destination requires the various actors within the tourism and hospitality eco-system to come together utilising a common strategy. The challenge for the strategy would be to identify and develop an undeniable capability in food tourism, despite the city having no tradition of food excellence.

Keywords: Destination Capability, food tourism, Belfast

INTRODUCTION

The Resource Based View of the firm argues that firms' resources are heterogenous and immobile, with an uneven distribution of assets (Barney, 1986). This heterogenous/immobility argument may also be applied to destinations, as identified by Rodríguez-Díaz & Espino-Rodríguez (2008) the unique characteristics of a destination are what differentiates and attracts tourists. With the resultant theory of Destination Capability (Abreu-Novais et al, 2016; Duarte Alonso et al, 2018; Sainaghiet al, 2019) contending that each region has an uneven distribution of assets which may provide a competitive advantage for the destination.

Belfast as a tourist destination had been enjoying exponential (in terms of its own history) growth pre-Covid, with 1.9million overnight trips in 2019, the highest on record (NISRA, 2020), accounting for 35% of all trips to Northern Ireland (NI). Reflecting this the city generated 40% of NI's tourism spend and the city's share of out of state tourism spend was significantly higher than the NI average (83% v 72%). (Belfast City Council). These statistics would seem to indicate that some level of Destination Capability in Belfast has developed, with Belfast a destination that can attract tourists (domestic and international) through its own unique characteristics.

To maximise the potential growth of tourism, Belfast City Council (BCC) developed a new ten-year tourism plan (BCC, 2021) with Food and Drink Tourism identified as a key strand that would underpin the four strategic themes of Grow Belfast; Experience Belfast; Position Belfast and Sustain Belfast. BCC subsequently requested the development of a food and drink tourism strategy that would feed into this ten-year tourism plan.

This paper firstly discusses how the theory of Destination Capability may be applied to the development of a food tourism strategy for BCC. Subsequently, the methodology and findings reflect those as per the strategy, with a discussion on how this strategy could be used by BCC to develop a food and drink asset and capability.

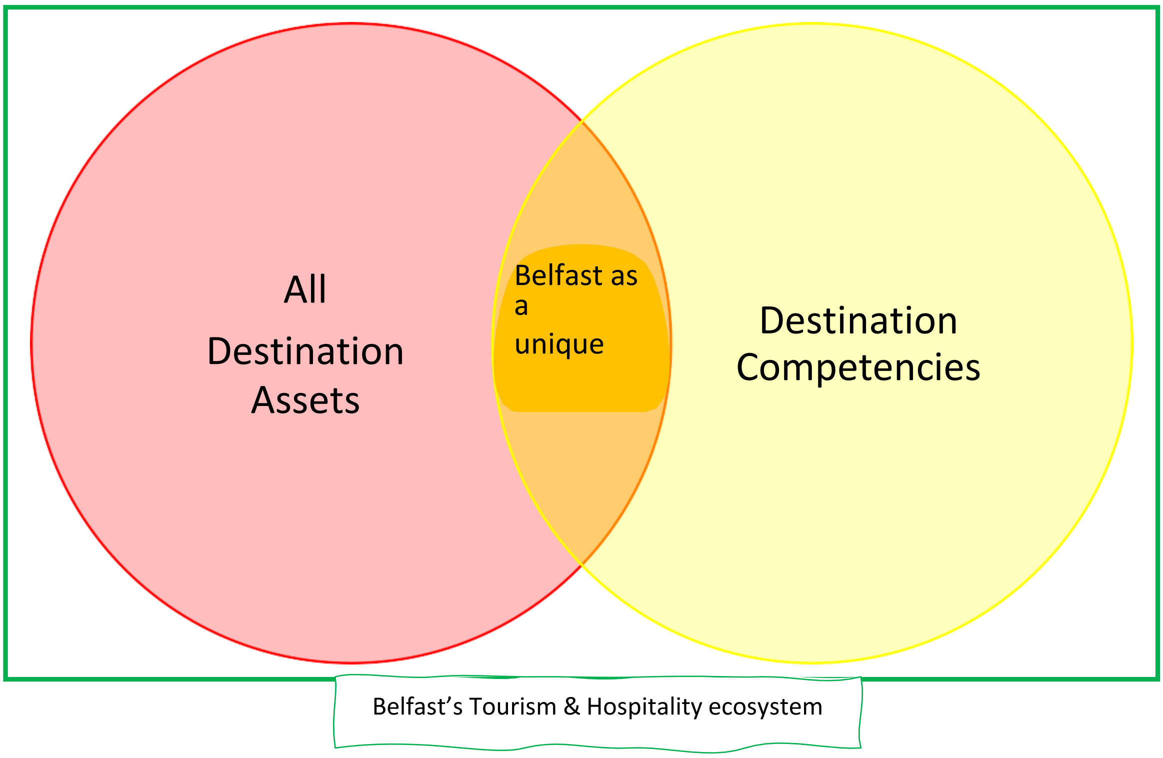
LITERATURE REVIEW

Destination capability

As per Murphy et al., (2000) every destination is perceived by the tourist as an interlocking ecosystem, the consumer does not consider offerings on an individual basis (Sainaghi et al., 2019), with the destination only as 'good' as its entire service offering and therefore collaboration between all actors in the ecosystem is necessary (Fyall et al., 2012). Thus, the destination offering is the mix of products and service comprising the tourist experience within a defined geographical limit (Lim & Weaver, 2014). It is this mix of both tangible and intangible elements, within the ecosystem, that may be considered as the capabilities of the destination.

This Destination Capability theory is an evolution of Barney's (1986) argument that asserted each firm has its own unique set of resources and capabilities and the subsequent assertion that resources are assets within a destinations control, whilst capabilities refer to the destination's (in this case BCC) skill in utilising these resources in order to attract tourists (Amit & Schoemaker, 1993). It should be noted that assets are considered to be within BCC's purview as the Council can determine policies suchas planning and allocate additional resources to such assets, even though BCC doesnot actually own the assets. Furthermore, as the ecosystem is considered as a wholeby the tourist then all assets 'belong' to all actors within the ecosystem. It is how BCC competently manages, markets and sells these ecosystem assets that provide the capabilities that will place Belfast as an attractive tourist destination, as summarised in the conceptual model included as Figure 1.

Figure 1: Conceptual model of destination capability



Food as an asset

Food, and subsequently food tourism, is a sub-category of cultural tourism (Updhyay & Sharma, 2014) since the culture and identity of a destination can be expressed through local food (Kim & Ellis, 2015). Local food is therefore considered an essentialpart of the tourism offering (Shalini & Duggal, 2014) and as Gálvez et al., (2017) observed, the local food at a destination is an experiential tourist attraction which hasa unique role in the travel experience and critical to a tourists' visit to the destination (Adongo et al., 2015; Hsu et al., 2018). Food therefore should be considered as both an asset and a capability within a destination. However, just as not all firms are homogenous, not all destinations are homogenous, and therefore an asset such as food which is so heavily influenced by culture and identity must be recognised as a unique characteristic with the potential to be developed into a capability.

BELFAST AS A FOOD DESTINATION

Belfast may never be a food destination equal to San Sebastián, Spain or Florence, Italy; however, it does offer a level of quality that distinguishes it from other UK cities.The proportion of Michelin recognised[1] restaurants is greater for Belfast than for Edinburgh; Glasgow; Manchester; London and Liverpool.

The growth in a quality led food product reflects the growth in Belfast as a tourist destination and importantly how the type of tourist has changed. As an impact of the'Troubles' the limited tourist numbers coming to NI were dominated by the Visiting Friends and Relatives market. With the introduction of the Good Friday Agreement and Peace, a consistent growth in tourism numbers has been achieved, in 1999, 1.6 million international visitors, to NI, were recorded, compared with 5.4 million in 2019 (NISRA 2020) with 1.9million visitors to Belfast. Furthermore, the Fully Independent Traveller or Holiday visitor now accounts for 50% of the total overnight trips taken by external visitors in 2019, compared to, for example, 14% in 2003. This change in tourist typology and the resultant demand upon associated hospitality services has helped in the development of Belfast's 'food scene' and furthered the potential for Belfast to develop a food tourism product.

METHODOLOGY [1]

The first stage of the research project was the establishment of boundaries, researchproject aims, and objectives and an agreement as to what constituted the food and drink industry in the Belfast city region. The following was agreed:

> "The food and drink industry, within Belfast, is a complex ecosystem and is consideredto encompass all food and drink businesses, including those that utilise the 'traditional'restaurant and bar business model. New and emerging business models that featurefood venues and include new approaches such as food trucks. This ecosystem also incorporates Food and drink producers and the wider hospitality sector including accommodations, attractions and activities that provide some element of food and drink offering. Allied to this are those businesses that provide food and drink based experiences".

This enabled progress to Stage 1 which involved desk based research including access to BCC existing documentation, some of which was not yet in the public domain. Stage 2 of the mixed method approach was a series of interviews (n=25) witha wide range of stakeholders including businesses, public sector organisations and trade/professional bodies. Whilst, Stage 3 involved distribution of a questionnaire to all food and drink businesses in Belfast that met the above definition (accessed through the BCC database and compliant with GDPR), 600 plus questionnaires wereissued with a response rate of 20%. Due to GDPR, the typical methods for increasing participation were not available. Stage 4 was completion of four workshops with key actors (n=40) within the food ecosystem, and these workshops were used to expand upon the findings of the questionnaire. The final stage (5) was completion ofbenchmark comparator case studies.

DISCUSSION

Theme 1: Quality and authenticity

The product in terms of quality and authenticity must exist. This should then be built upon in its entirety, i.e. it is about the quality and authenticity of the product throughout the service ecosystem. The entire spectrum of products must be encouraged. Focus

should not be on one aspect, e.g. Michelin star restaurants, all quality authentic products should be encouraged. As they all represent the local food and drink traditionof Belfast. Quality must be embedded not only in the product but in how it is sold and served. A notable finding from the questionnaire identified a clear disparity in the use of local produce in local food and drink experiences and operators. Ten percent of respondents use less than 50% of local produce on their menus and conversely 70%of operators use more than 70% of local produce. Reflective of this and as noted in the interviews, a key challenge for the City is that visitors are not aware of the qualityof the food offer and is a “hidden gem”.

Theme 2: Meaningful Partnerships

There must be meaningful partnerships between the sector in its widest sense. That is, between food and drink producers, food and drink businesses and the public sector (government, education and others), with the industry leading the partnership. It wasclear from the interviews and workshops that unless industry took a lead in the activities and actions of the strategy plan, it would not work, typified in that 51% of respondents were supportive of the establishment of a food and drink network.

Theme 3: Food Ambassadors

Marketing and Branding must convey a local ‘ideal’ to an international audience. Global messaging can be led by food ambassadors both from within Belfast and outside. It was noted that comparator case study destinations had made excellent useof this type of role and that Belfast had a “lot to shout about”, with regard to their foodproduct.

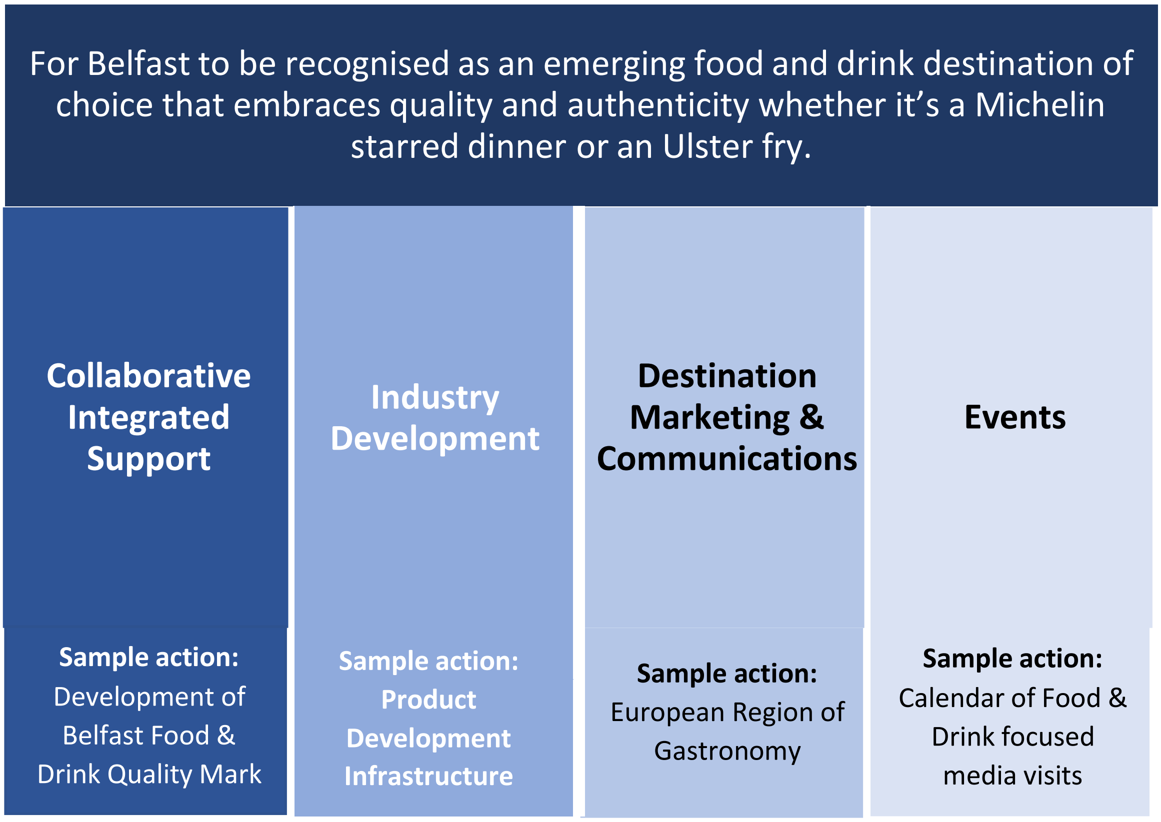
Theme 4: Supported Innovation

Innovation in all its forms should be encouraged through advice, monetary assistanceand physical infrastructure. As the research found, it was not always monetary support but something as simple as assistance in navigating the Council’s planning requirements. A novel approach to the development of food and drink innovation is required.

Underpinning these themes, the following strands were identified: **Emerging**: Belfast is not ‘traditionally’ considered to be a food and drink destination, despite this there isa quality product in the city. **Quality**: there is no denying the quality of the food anddrink product in Belfast, built on locally sourced food and talent that reflects the city and its population and **Authentic**: the offering within the city is dominated by micro, small and medium sized independents.

To utilise the capabilities of Belfast as a tourism attractor, there must be unique destination assets that can be successfully managed, developed and sold through thedestination competences (Abreu-Novais et al., 2016; Duarte Alonso et al., 2018; Sainaghi et al., 2019). The research indicated that to use food tourism as one of the capabilities will therefore require a mix of product development allied to collaborative integrated support from BCC. Reflective of this and building upon the key findings andsetting them within a Belfast context, an action plan contained within four themes wasdeveloped as summarised in Figure 2 below.

Figure 2: Belfast Food Tourism Strategy



CONCLUSION

The purpose of this research was to help BCC identify a food and tourism strategy. This was achieved through investigating the theory associated with Destination Capability and the views and practice of stakeholders within the food and drink sectorsin the Belfast city region. The research found that the specific characteristics, including culture and thus food, of a tourism destination are considered to be a destination capability (Amit & Schoemaker, 1993), and it is the mix of capabilities thatmakes that destination, i.e., Belfast, unique. Indeed, this research highlights Aristotle's assertion that theory shapes practice and practice shapes theory (Bruell, 2013). This iteration between theory and practice is of importance to tourism researchper se, given the vocational nature of the industry.

[1] Restaurants counted if they had been awarded a star, a bib gourmand or included within the Michelin guide.

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SECTION C: FOOD AND SUSTAINABILITY

INNOVATIVE AND SUSTAINABLE FOOD BUSINESS MODELS: CASE STUDIES FROM BELFASTAND NEWCASTLE

Sinéad Furey, Barbara Tocco and Richard Freeman

ABSTRACT

Background: Much is being achieved in Belfast and Newcastle, UK Sustainable Food Places, to progress the food sustainability agenda with cross-sector partnerships actively engaged in addressing some of the most pressing social, economic and environmental challenges, and to promote more inclusive, healthy, resilient and sustainable food economies. *Method:* Ulster and Newcastle universities co-hosted a series of focus groups (February/March 2021) to stimulate alternative, innovative food business models through knowledge-exchange and collaboration, building potential partnerships between food businesses and stakeholder organisations. In total, 88 participants attended the focus groups representing farmers/ food producers (including SMEs); the community sector/ consumer organisations; academia; local government bodies; and trade associations and sector bodies. *Findings:* The focus groups presented the opportunity to reflect on the key challenges and emergent opportunities around three thematic areas (environmental - decarbonising food supplychains; social - social innovation in food supply chains; economic - resilience in food supply chains) and share learnings with respect to what has worked well in other regions. The forums provided a safe platform to stimulate multi-stakeholder engagement and network opportunities, from creative idea generation to building partnerships.

Keywords: sustainability, resilience, food economy, innovative business model, ideageneration, stakeholder collaboration, community partnerships

INTRODUCTION

The environmental and socio-economic issues in the globalised food system are increasingly central to political and scientific agendas (Serhan & Yannou-Lebris, 2021). Climate change poses serious problems for agriculture, forcing us to seek newsolutions and production methods (Borowski, 2020). Additionally, given the cost of living crisis, it is important to find innovative ways of improving citizens' access to affordable, local food.

Sustainable development was defined as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Brundtland Commission, 1987:16). It seeks to reconcile economic development alongside the protection of social and environmental balance. Local food production has potential to impact positively on regional economic development, (nutritional) health, food security, and energy use and greenhouse gas emissions (Martinez et al., 2010; Bimbo et al., 2015). Local food production further develops a community's social capital, facilitating social sustainability

(Zirham and Palomba, 2016). Consumers are increasingly concerned about the sustainability credentials of the food products they buy. Research (2021) asked respondents which behaviours they had changed specifically to adopt a more sustainable lifestyle in the past year: 39% of respondents had bought more locally produced goods and 30% had chosen brands that have environmentally sustainable practices/values (Deloitte, 2021).

Sustainable Food Places (SPF) is a partnership programme and fast-growing social movement in the UK, promoting a systems approach involving and connecting key actors across all parts of the complex food system via collaborative action between policy makers, businesses and civil society at the local level (SFP, 2021). This paper focuses on two SFPs, Belfast and Newcastle, that are making significant efforts to stimulate more inclusive, local food systems via innovative business models that 'create positive and/or significantly reduced negative impacts for the environment and/or society' (Bocken et al., 2014, p. 44).

Against this backdrop, the primary aim of this project was to accelerate business collaboration via 'Innovative Food Business Models for Sustainable and Resilient Economies'. To achieve this, the project explored how to sustainability-proof the foodsupply chains in Belfast and Newcastle upon Tyne, utilising the existing SFP networksthat operate in both cities. A further objective was to promote knowledge exchange and collaboration between both cities' agri-food networks and existing food stakeholders and partnerships in a way that fosters, and adds value to, the sustainability and resilience of regional food economies.

LITERATURE REVIEW

Food is a huge contributor to climate change. For high-income European countries, the largest contributions to household consumption footprints include animal-based foods (Druckman and Jackson, 2016; Dubois et al., 2019). Shifts in human dietary behaviours are feasible and could deliver large reductions in emissions while also returning significant health benefits. Recent research (Carmichael, 2019) found that almost three-quarters of UK shoppers want information on the climate impacts of their foods to help them make more informed choices. Furthermore, we need to truly valuefood as natural resources since approximately 14% of all food purchased in the UK isthrown away and we need to re-educate consumers that food waste has environmental as well as financial costs

(Carmichael, 2019).

The environmental and financial costs may be overcome, in part, via the adoption of bottom-up approaches as the basis of alternative food networks comprising local, quality foods where the production and consumption of food are more closely intertwined spatially, economically, and socially (Goodman et al., 2012). This is contingent upon their ability to scale-up and become more cost-effective (Salavisa andFerreiro, 2018) so that they do not persist to be perceived as the option for the affluentalone since it is important to make food more accessible, available and affordable to all consumers.

The global Coronavirus pandemic presents us with an opportunity to learn from past vulnerabilities to create food systems that are 'more healthy, sustainable, equitable and resilient' (Blay-Palmer et al., 2020: 517). This encompasses philosophies such assystems thinking, strengthened social safety nets, knowledge sharing via storytelling, the scaling of appropriate action, fact-based decision making, and recognising the rightto food (Blay-Palmer et al., 2020).

This paper details how Belfast and Newcastle cities (chosen because of the opportunity to share learning and compare approaches between SFPs with Bronze Award status) are aiming to be innovative in their food systems thinking to making foodmore easily accessible by reconnecting consumers with food producers. This is important because such 'last mile distribution solutions provide further opportunities for sustainable development in the food industry' (Gruchmann, 2019: 767-768).

METHODOLOGY

A series of focus groups were hosted in February and March 2021 with ethical approval from Ulster University's Research Ethics Filter Committee. The attending participants (n=88) represented stakeholders across the food chain, including local food producers (especially SMEs and artisans), trade and sector bodies, local authorities and governments, consumer body representatives and academia. The discussion focused on knowledge exchange and sharing best practice under three main themes: Decarbonising food supply chains; Social innovation in food supply chains; and Resilience in food supply chains. The purpose was to encourage discussion across different cities and stakeholders to promote networking and collaboration.

Table 1: Focus group participants

Stakeholder group	Number
Farmers and food producers (including SMEs)	25
Community sector / consumer organisations	21
Academics	21
Local government bodies	12
Trade associations and sector bodies	9
Total	**88**

FINDINGS

Focus groups facilitated knowledge exchange and sought participants' views regarding 'what do we need to do to build a more resilient and sustainable food economy?' The resulting word cloud (Figure 1) illustrated the collective sense of the importance of education, community, collaboration and local as central tenets.

Figure 1: Participants' Word Cloud results

Decarbonising food supply chains

Decarbonising food supply chains discussion centred around the need to share best practice regarding regenerative farming and making better use of space by, for example, providing access to land in communities where there is deprivation as an opportunity to grow food. There was support for the development of urban farms to bring quality food to local areas and reconnect consumers with how food is produced.Participants recommended that we strive to attach greater value to food and considerinterventions to prevent and reduce food waste. There has been a lot of focus aroundreducing reliance on red meat and the need to switch mindsets as well as diets to embrace plant sources. Participants believed much could be done to improve education and cooking skills to increase knowledge and awareness, particularly around eating within seasonal capabilities:

> Seasonality can present a challenge during the winter; we need to bemore aware of what we can consume during the winter.

There was consensus around valuing the 'local' agenda by increasing our use of localproducers in our supply chain and considering the unintended consequences for greenhouse gas emissions of 'cheap' food imports to satisfy consumer expectations for such perceived enhanced choice. Participants accorded with the literature in recognising the value of low carbon transport and last-mile solutions to deliver the ambition of good food that is accessible to all. By aggregating supply and demand, this presents the regularity and opportunity to buy from a diverse range of producers and makes the logistics work. We need to come together more. We need a system change – an information system platform that alsopromotes the value chains of food … change the equation and use information systems to promote a fairer food system, so that it is not exclusive to the affluent. Finally, participants were keen for the strategic reconnection of the sector to have more people working together to devise solutions for a more coordinated circular economy by, for example, growing mushrooms in used coffee grounds.

Social innovation in food supply chains

In considering social innovation in food supply chains, participants opined that we need to focus on re-discovery not reinvention, by embedding the business in the localcommunity, in other words retailing their own produce through cooperative marketingand showcasing how the business benefits the local community as to the business itself:

> People react to people at the basic level – can be useful to connect people with food production through the producer. Smaller food businesses can exploit this – we can do it better with integrity, sincerityand authenticity.

There were calls for food business to humanise their businesses to be authentic and engage more with consumers / buyers, perhaps through promoting social eating and positive food experiences (e.g.) recognize the value of storytelling through food:

> People seeing the farm is critical – people start to buy when they see and appreciate the food being produced (i.e.) connects consumers with food.

Resilience in food supply chains

In discussing resilience in food chains, participants focused on how we can shorten local supply chains and noted that we need to share good practice to fledgling organisations with little experience and/or start-up funds: need to fully exploit what can be grown at any given time: focus on what we can do locally, not fixate on what we can't – it is not resilientto be reliant on imports.

Communication came through strongly from participants in terms of the importance ofutilizing community feedback to inform and improve future work/approaches and communicating with customers who support the notion of 'good produce'. Storytelling how the food chain actors can work well together as hubs is an important resource that can link issues together to solve the original (and other) problem(s) (e.g.) plant fruit trees in otherwise wasted spaces around cities to contribute to climate mitigationwhile also giving people access to free food!

The importance of collaboration and communication

As an outcome of the focus groups, participants discussed possible solutions to the challenges identified. There was support for the professionalization and expansion ofonline distribution channels via the creation of an online sustainable food network (NourishNI) which is accessible to all. This aligns well with developments in this area since an increasing number of organizations in the food industry have designed new business models utilising digital technology to deliver environmental or social impacts(Ciulli et al., 2019; Michelini et al., 2018), particularly in the guise of food sharing platform business models.

Communication is considered a vital component of any solution, and one participant -a successful food social enterprise, Big River Bakery - advocated video storytelling for the marketing of local food and as a means of increasing reach/engagement. There was a common desire to show that a fairer food system is possible with healthy, affordable food available to all, bringing diverse communities together and creating pathways to education and employment.

CONCLUSION

The focus groups presented the opportunity to share learnings with respect to what has worked well in other regions, highlighting best practices and opportunities for action. They provided a platform to develop further the SFP approach, providing a space to increase the network, identify key local opportunities and develop targeted initiatives. By promoting knowledge exchange and encouraging a deeper collaboration between mutually beneficial businesses and organisations it will be possible to achieve sustainable and resilient regional food economies.

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GO WITH THE FLOW: HOW CHANGING THE DEFAULT CAN DRIVE CONSUMERCHOICE FOR SUSTAINABLE MENU OPTIONS

Anna de Visser-Amundson and Robert Gallicano

ABSTRACT

Most people tend to stick to the default option(s) offered in the same way that the vast majority of restaurant guests order from the choice of pre-set menu options. Asking for something extra or something else, requires both emotion and cognitive effort while 'going with the flow' is easier and often enough to meet the perceived consumption goals (e.g., having a nice dinner in a restaurant). This paper shows how restaurants can change the default option as an influence strategy to nudge guests to make more sustainable choices. Specifically, we demonstrate in a field setting that offering a vegetarian option as the default (i.e., the guests had to ask for the meat option) sustains the level of sales for the vegetarian option in comparison towhen they had to ask for the vegetarian option and the meat was the default. Yet, when the vegetarian option is the default, it decreases the amount of meat options sold. These findings tell us that changing the default can help propel more sustainable menu choices but that it also comes with a risk and has to be done with great care as it can simultaneously drive business away.

Keywords: Sustainable food, menu choice, consumer behaviour, nudging, default option

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BACKGROUND

Imagine you are at the pizza station in a buffet style restaurant. A sign on the countersays "enjoy our vegetarian tomato and mozzarella pizza! For the meat option, kindly ask a staff member". Like many other restaurant guests, you 'go with the flow' and order the tomato and mozzarella pizza without further contemplating about the meat option.

Indeed, as human beings we like to go with the preset options because it is simply theeasiest path to wander. To 'opt-out' from pre-determined alternatives, on the other hand, requires active deliberation, cognitive resources and rational thinking which is not 'modus operandi' and something people like to do (Vlaev, King, Dolan, & Darzi, 2016)). One would think that this behavior particularly applies to 'easy' decisions suchas choosing the type of pizza, but research also shows that the same principle appliesfor life determining factors. For example, research shows that significantly more people tend to join a pension scheme if they are signed up by default than if they signup themselves (Benartzi & Thaler, 2013) and (2) organ donations where being signedup by default for organ donations lead to 114% increase in donations in Belgium in comparison to if people have to sign up themselves as donors (Whyte et al., 2012).

As the world's resources are becoming scarcer and the effects of climate change moreapparent, there is a great need for more sustainable consumption patterns and use of local resources to reduce the carbon footprint of food and its environmental impact (UN, 2021). Aligned with the example above about offering a vegetarian choice as thedefault (instead of a meat option), many restaurants like to shift to more sustainable operations and to reengineer their menus to feature more locally sourced food and plant-based options (Zanella, 2020). Yet, in a fiercely competitive market, restaurant entrepreneurs are also hesitant to change their menus because of the possible negative consequences it might have on business. Research shows in fact that in classical á la carte restaurants guest satisfaction decreased when the restaurant served more vegetables and less meat (Ijsendoorn, 2019). Similarly, while vegetarianand vegan options seem to take off in certain restaurants in cosmopolitan cities, froma more mainstream perspective demand for these sustainable menu options remain low and a 'hard sell' (Wiendels, 2019). Thus, restaurants tend to hold on to menu itemsthat they know work which makes the step to switch to a more plant based and locallysourced menu an even greater challenge ahead.

To bridge this gap, there is a need for influence strategies that can 'nudge' guests to make more sustainable choices without impacting the guest experience, satisfaction and loyalty. Thinking back to the pizza example, changing the default option has shown to be an effective strategy in number of different tourism and hospitality contexts (Dolnicar, 2020). For example, Knezevic Cvelbar, Grün and Dolnicar (2021)show that asking hotel guests to opt-in for daily room cleaning (rather than offering it by default and opting out when not needed) decreased daily room cleans to 32% froman average of around 98%. More food related research shows that, to reducerestaurant food waste, offering a doggy bag by default (i.e., guests with left-over foodreceive a doggy bag automatically instead of having to ask for it) increases the uptakeof doggy bags to on average 74% in comparison to 27% for an 'opt-in' strategy (i.e., guests have to ask for a doggy a bag; Van Herpen, De Hooge, De Visser-Amundson and Kleijnen, 2021) and that offering recycled paper serviettes by default and CO_2 intensive cotton serviettes on demand at the breakfast buffet reduced the usage with 92% (Dolnicar, Cvelbar, & Grün, 2020). Both these studies further show that such ‘default nudges’ did not have an impact on guest satisfaction. Guests and restaurant evaluations were particularly high when a sub-ordinate choice was offered (e.g., guests who received a doggy bag by default were also asked ‘would you like a paperor a plastic doggy bag’?). While these research results are convincing, the question remains how this apply to a restaurant menu setting? In most restaurants and also atevents, default options tend to still be meat based (de Vaan, van Steen, & Müller, 2019). Even at the recent UN Climate Change Conference, ‘COP26’ where the dialogue is centered around measures to keep global warming under 1.5 degrees, more than 60% of the dishes were meat and dairy based, with critics saying that it is ‘like serving cigarettes at a cancer conference’ (Sharman, 2021). To set steps tochange this paradigm and to contribute to the gap in the literature on using a default nudge as an influence strategy to trigger more sustainable menu choices, we set up afield study to test such intervention in a real-world setting.

METHODOLOGY

Our objective with this study is to test the effectiveness of changing the default optionto a vegetarian (versus a meat) dish on consumer choice. This means that rather thanhaving to ‘opt in’ for a vegetarian dish (which is most often the case), restaurant guestswould have to ‘opt out’ of the vegetarian choice and ‘opt-in’ for a meat choice in casethey would like that. We carry out this investigation in a field setting which means thatwe observe and collect real consumer data collected at the cash register.

Sample

The field study took place over a six-week period in a restaurant located on a universitycampus in the Netherlands. Guests frequenting this restaurant include students (75%)and staff (20%), as well as other visitors (5%). The sample profile is approximately 60% women and the average ages is for students 20 years and among staff 51 yearsfor staff and other visitors. It is a buffet restaurant with different stations such as a soup, sandwich, salad, grill and pizza station. We operationalized our research at thegrill and pizza station for two days per week (Monday and Tuesday at the Pizza stationand Thursday and Friday at the Grill Station). In total we had 16 operational days anda sample of N=1,490 pizza and grill sales. Thus, the data collected was the sales datarecorded at the cash register.

Procedure

The study uses a 2-factor (default nudge: meat vs. vegetarian) design. During the course of the six weeks, we presented the same pizzas and grill dish in bothconditions. For example, in week 1 and 2 in the default meat condition, we served a regular hamburger at the grill station on Thursday and Friday (experimental days) witha meatless burger as an alternative. Then in week 3 and 4, in the vegetarian default condition, we served a meatless hamburger with a meat hamburger as an alternative.We communicated the pizza and grill dish of the day on the screens above the stationin the restaurant. This is how menu items are communicated in this restaurant thus it was not a change of procedure which might have influenced guest choice. The price for both the pizza and the grill station soups was the same, €3.50, before, during, andafter the experiment.

RESULTS

We first explore which option (meat versus vegetarian) that guests preferred the most.A chi-square test shows that the meat option (for both pizza and the grill) was significantly more preferred (71.5%) than the vegetarian option (28.5%; $\chi^2(1, N = 1490) = 274.899$, $p < .001$). This result shows that even among a population of students who define themselves as the ‘sustainable generation’ (Jahns, 2021), they find it hard to leave unsustainable habits behind (such as eating meat regularly) and change their behavior to become more environmentally friendly (Palomo-Vélez, Tybur,& Van Vugt, 2018). We further test for the effect of changing the default and explore the likelihood that a guest would choose a meat (vegetarian) option in the meat (vegetarian) default condition. Using a binary logistic regression, we find again a maineffect of the product (meat vs vegetarian; $\beta = 1.78$, Wald = 199.092, $p < .001$). More specifically, guests in the restaurant are much more likely to choose the vegetarian option when it is offered as a default (49.27%; 302/613) in comparison to when they have to ‘opt-in’ and specifically ask for the vegetarian dish (14.03%; 123/877). In contrast, guests are significantly more likely to choose the meat option when it is offered as a default (85.97%; 754/877) than when they have to ask for it (50.73%; 311/613; $t(1488) = 16.046.02$, $p < .001$, Figure 1).

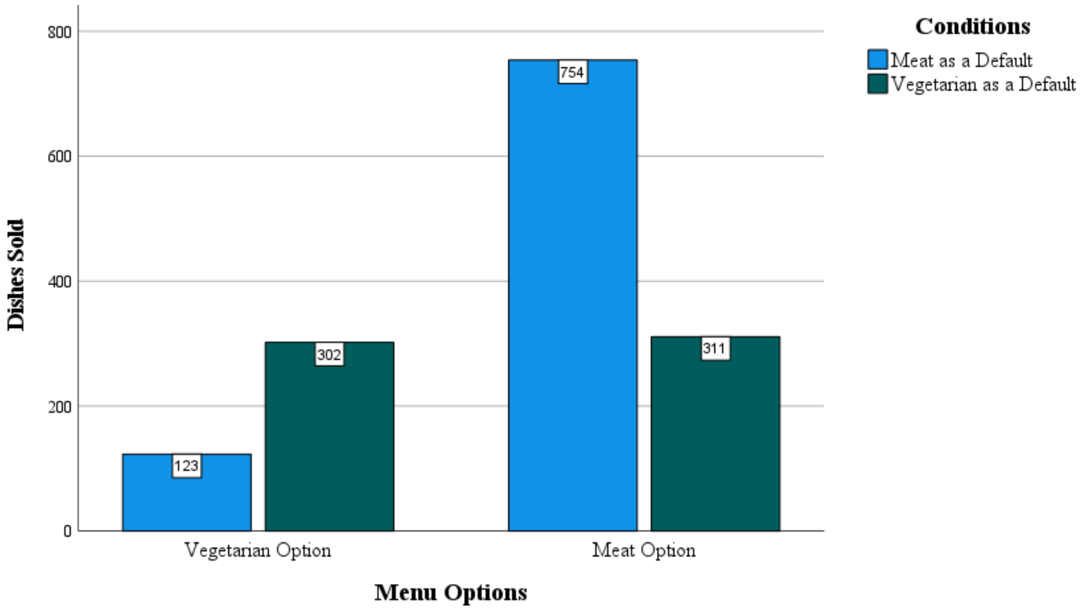

Figure 1: Dishes sold across conditions

CONCLUSION

The results show that changing the default option can be an interesting strategy to nudge consumers to make more sustainable menu choices. Indeed, we nudged guests to choose for the vegetarian option by offering it by default. However, it can also be seen that overall sales dropped quite significantly when the vegetarian optionwas offered by default. Overall sales were slower in these weeks but not as much as the drop in sales at the pizza and grill stations. We interpret this as while guests were nudged to choose the sustainable option when it was offered by default, it also driftedguests to choose for other options at other stations in the restaurant. Additional research will have to investigate this further.

More broadly, in this study we experimented with using a vegetarian option as a moresustainable menu choice and the question then arises if the same type of interventionalso may work when offering for example local food (vs international food). By default,many restaurants offer for example Parmigiano-Reggiano cheese which, unless the restaurant is located in Italy, usually has travelled many food miles before it is used. What happens if the restaurant offers a local alternative to the Parmigiano-Reggiano as the default and if guest ask specifically for the 'real' Italian option, they can be provided with that? According to the results of our research, we can infer that such a practice may save many food miles, stimulate local business and bring new experiences to guests. Thus, a potential win-win-win for business, our planet and oursociety.

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Embedding a sustainable and wholesome nutrition approach into the New Product Development Process

Lynsey Hollywood, Amy Burns, Susann Power and Dawn Surgenor

ABSTRACT

Waste, in every sense, is synonymous with inefficiency and loss. Food loss, particularly within the supply chain, is not just inefficient, but also unethical. The UN Sustainable Development Goal 12 highlights the need for reducing food losses withinthe production and supply chain (United Nations 2021). Food producers are urged to adopt a sustainable nutrition approach to their manufacturing processes. This is particularly relevant during the stages of New Product Development (NPD). This research seeks to combine the concept of sustainable – or 'wholesome' – nutrition with the stages of New Product Development within the context of healthy snack development for children. A qualitative case study research of five plant-based manufacturers in Northern Ireland who seek to utilise their food loss was carried out. The research project sought to create sustainable, healthy snack products suitable for children. Results highlight the barriers and facilitators for embedding a 'wholesome' nutrition approach into the New Product Development process. In doing so, this research provides a practical framework for plant-based food manufacturers for adopting a 'wholesome' nutrition approach, thereby accelerating sustainable development of food production systems.

Keywords: sustainable nutrition, wholesome nutrition, New Product Development, food loss, children, snack

INTRODUCTION

Food waste typically relates to surplus and discarded food and is associated with food consumption. Food loss, on the other hand, occurs at the food supply production phases (UNEP 2022). This research seeks to inform how food loss can be reduced or even eliminated with the help of embedding sustainability-thinking into the New Product Development (NPD) stages. Garcia et al. (2019) purport that in terms of NPD, sustainability is often an after-thought, rather than being embedded into the NPD process from the start. Yet, consumer demand for sustainable, organic and healthy diets, as well as more nutritious and low-calorie food is increasing (Azanedo, et al, 2020). 'Wholesome' nutrition combines the sustainable nutrition dimensions (economic viability, environmental waste reduction and social food justice) with a fourth and fifth dimension – healthy eating and food cultural systems (von Koerber etal. 2017). This is significant especially in the children's snack market. Despite consumer trends indicating a rise in veganism and plant-based diets (IGD, 2020), currently, in the UK, 80% of children do not eat enough vegetables and only 27% of adults eat 5-a-day. As a result, a sustainable nutrition approach is critical for NPD.

Despite a high failure rate of between 75 and 90%, investing in New Product Development is considered a fundamental strategy for improving a firm's competitiveness (Griffin and Page, 1996; Ilori et al., 2000; Hoppe et al., 2018). Cooper and Edgett (2006) purport that to ensure the critical success of new products requires an approach that moves an idea to launch and as a result they developed the Stage-Gate system. Each stage requires information to be gathered and a decision to be made as to whether to progress the idea. This paper argues that by adopting this staged approach firms can more readily embed dimensions of nutrition and sustainability into their innovation activity.

PROJECT CONTEXT AND METHODOLOGY

In August 2021 six food production companies were recruited onto the study. One company (lead) was identified with the intention of producing the final product concept and the five other companies were invited to join the study as one of the plant-based suppliers offering a food loss product which results from their current food production process. The companies recruited were offered no monetary incentive and required to supply their food loss products to the research team for free as part of the project. The ingredients included: apple peel, oat bran, aqua faba, leek tops and strawberry tops. Except for the oatbran waste, which was sold for feed, the remaining ingredientswere either sent to a local farm for fertiliser or feed or to an aerobic digester; thus, resulting in food loss.

This paper reports on the first stage of results from this three-stage study. Stage one sought to investigate the use of food loss-based ingredients in the development of new product concepts and identify the barriers and facilitators for embedding a wholesome nutrition approach into NPD. Stage two comprised of further testing and analysis of the product concepts. Stage three will evaluate the benefit of the study from the student and the company perspective.

Data was gathered based on observations throughout class time with students which included informal engagement with the companies (e.g., video calls, visits and emails)to explore each company's manufacturing processes and identify how food loss was currently disposed of and to determine how it could be used for product development.In addition, individual video interviews lasting 20 - 30 mins with one member of each company (n = 5) were undertaken. Research participants were selected on the basisof being small-scale food manufucturers in Northern Ireland. The lead company werenot included in the dataset as they are foodservice manufacturer and not primary producer. All interviews were transcribed and uploaded into NVivo (v.11) for analysis.Exploratory analysis of the data using a thematic approach was undertaken to identifybroad themes (Braun and Clarke, 2006). This paper presents preliminary results fromstage one of the three research phases. The source of all verbatim quotes are displayed in brackets in terms of a company number. No company was madeidentifiable within this paper for reasons of confidentiality. All procedures involving human subjects were approved by the Research Ethics Committee within Ulster University Business School, Northern Ireland. Written, informed consent was obtainedfrom all subjects.

RESULTS AND DISCUSSION

Results of this study are two-fold. First, the food loss-based product concepts using the plant-based waste ingredients will be presented. Second, a preliminary analysis of the barriers and facilitators for embedding a ‘wholesome’ nutrition approach into theNPD process will be identified and discussed.

A total of ten product concepts were identified and developed as part of this project. All concepts were targeted at children as primary consumers of after-school snacks, and some concepts used more than one waste ingredient from each company. The product concepts included: apple berry oat bran star biscuits (exhibit 1), oat bran biscuits with an added prebiotic using inulin, vegan pancakes using the aquafaba witha strawberry top chia jam, vegan meringue ghosts using the aquafaba, apple and berry mini vegan cheesecakes (exhibit 2), savoury oat bran biscuits with apple jam, apple pulp cereal bars and leek-based vegetable wraps, as well as a high fibre butterusing the fruit waste and high fibre butter bites using the fruit butter and oat bran waste. In summarising the product concepts, initial results indicated that the oat bran and the apple pulp ingredients offered the most potential for further development work.This decision was supported by the research team and the lead company. The resultsfrom this stage provided the research team with the opportunity to ‘screen’ initial ideasusing food loss ingredients, evaluating their feasibility and to develop initial concepts within specified timeframe (Stanton, 1994; Hart et. al., 1999) to assess the technical requirements and customer demand for the product. Stage two of the project will continue to build on the product concepts by conducting further product development, product and market testing and business analysis to determine the commercial viability of at least one product for the lead company (Fuller, 2011).

Results from the company interviews (n =5) identified 3 barriers and 3 facilitators for embedding a wholesome nutrition approach into the NPD process.

Barrier 1: Determining the opportunities of food loss

One of the main barriers impacting on all five companies was the recognition that they could be doing more with their food loss products but did not know how to fully utiliseit. For three of the companies their food loss was sent to a local farm for cattle feed, placed back on the field as fertiliser or was sent to an aerobic digestor. Only one company currently sold some of their food loss product as cattle feed while for another company “all the waste goes down the drain, but it could be easily captured in large drums” (Company 4). Each company recognised that they were creating food loss within their production cycle, and all agreed that while they had no specific purpose for their waste it did not mean opportunities did not exist to develop food loss-based products. “If we can’t find a market for all our waste, we would view it as a huge loss not financially but sustainability wise” (Company 2). This also highlights the notion that food loss is considered as a negative opportunity cost, if it can’t be included into further production cycles.

Barrier 2: Food safety concerns over food loss products

Three of the companies discussed how they did not like to see so much food loss occurring within their production process but that removing it off-site as soon as possible was crucial to minimise the risk of vermin in or near the factory. This meant that no food loss was kept on site to use as part of New Product Development work. This food safety concern creates a huge barrier for embedding food loss into the NewProduct Development cycle. However, two of the companies discussed how they havefuture plans to house some of their food loss on site in their new factories so that newproducts can be developed using it. “We would be keen to set up something on site for processing our waste. The challenge for us will be that we need to extract what wewould want from the waste here on site as soon as it comes off the factory line so it’sa fresh as possible” (Company 5). In addition to food safety concerns, this quote alsodenotes the challenges around technical capabilities of repurposing food loss products within the NPD process.

Barrier 3: The true cost of waste

Results highlighted that one of the barriers to embedding sustainability within a company's NPD process was the increased risk of labour and resource costs. One company explained that "The labour in our product is so high, it's cheaper to throw the waste away than to sort through it again. And, as labour costs go up that becomes less viable in some ways" (Company 1). For four of the five companies indicated thatif they were to utilise their food loss on-site, they would have to invest in additional staff, machinery and equipment that would allow them to separate, clean and store the product for a new use.

Collectively, these results highlight the importance of those early stages within the product development process for developing new ideas and processes (Cooper, 1979). In summary, barriers of repurposing food loss into the NPD process revolve around awareness (barrier 1), capability (barrier 2) and motivation (barrier 3).

Facilitator 1: Consumer demand for food loss-base products

Results revealed that no company indicated any issues relating to consumer perceptions of waste-based food products. In fact, one company discussed how it was supermarket specifications and not consumer demand that prevented so much of a product to be lost. "There is waste in the top part of the product which still could be potentially usable to the consumer if specifications weren't so tight with the supermarkets" (Company 1). While another company discussed how the biggest challenge was not the product itself but the lack of consumer awareness about the ingredients; therefore, meaning a lack of demand for the product, "…the actual ingredient itself, you know it's a natural by-product of our process. It's not hard tomake. It's not hard to separate out. We do that already, and it's also not hard to package. So, you know it's probably just more the consumer awareness of its health benefits" (Company 3).

Facilitator 2: Converting loss into value

All companies involved in the study discussed how they were starting to view food loss differently, considering how value could be added. For example, one company stated, "At the moment it doesn't cost us to get rid of it but we know there is potentialfrom that fruit" (Company 5). While another company stated, "The project has got us thinking about going down the powdered route for our product, but I don't know how costly that would be or if it would be too much of a loss with the amount of liquid you have to have for the amount of powder in return –so we are just not quite sure" (Company 2). The quotes demonstrate opportunity recognition in the process of converting loss into value.

Facilitator 3: Co-creation of new products

All companies discussed their enjoyment of being part of the study as it provided them with the opportunity to collaborate directly with other local companies and co-create on a range of new ideas for the development of commercially viable products using food loss ingredients. One company stated, "Collaboration with the other companies and seeing if we can work with another company especially using our food waste…..and it's not that we would be interested in making money as such out of it because we have never done it before so we would just be delighted to work with other companies that would want to use it" (Company 2).

Collectively, these facilitators reiterate the importance of taking a consumer-led approach to NPD by embedding consumer needs and wants into the process and can also help to identify opportunities for adding value, thereby increasing the chances of new product success (Grunert and van Tripp, 2014). Additionally, results indicate the benefit of smaller firms co-creating products together to overcome limitations in available resources (Verhees and Meulenberg, 2004). Facilitators also revolvearound awareness (facilitator 1), opportunity/capability (facilitator 2) and motivation (facilitator 3).

CONCLUSION

This exploratory research has identified several new product concepts which have been developed using food loss from the food production cycle. Further market testing and business analysis is required. Preliminary findings from the interviews identified three barriers and three facilitators to embedding a sustainable nutrition approach within a firms NPD process. Further analysis of each barrier and its applicability is required. Future research would seek to apply a COM-B behaviour change framework (Michie et al. 2014) to convert barriers into facilitators, and facilitators into action; thereby providing a practical framework for plant-based food manufacturers for adopting a 'wholesome' nutrition approach and accelerating sustainable developmentof food production systems.

Exhibit 1

Exhibit 2

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SECTION D: FOOD AND EDUCATION

TRANSFORMING THE CULINARY CURRICULUM: THE FUTURE OF THE TRAINING KITCHEN

Hennie Fisher, Leon Roets and Gerrie du Rand

ABSTRACT

Most hospitality operations today continue to depend on the extreme precision of the strict Brigade chain-of-command system, which separates and delegates tasks to different operational sections. However, today's employers may require more from employees than taking direction from only one central source of authority. The commercial food and hospitality industries are driven to respond to globalisation by modernising and/or Westernising local cuisines in response to the constantly evolvingneeds of global and local citizens. Industry role players seek a new breed of culinary graduate who understands ever more demanding clients, while simultaneously acknowledging and accommodating co-workers who possess varying levels of experience. These employers need employees who are able to multitask, thinkcritically, have a good attitude and present a professional image. Transforming the culinary curriculum to student-centered learning may produce graduates with a fine- tuned ability to address modern-day industry needs, along with a sense of how their contribution could help to address the socio-economic inequalities of South Africa's past.

The University of Pretoria's Transformation Framework catch-line reads 'ReimaginingCurricula for a just University in a vibrant democracy', and is based on four drivers, namely: Responsiveness to social context; Epistemological diversity; Renewal of pedagogy and classroom practices; and An institutional culture of openness and critical reflection. This exploratory descriptive case study presents results for a renewed pedagogy and changed classroom practices intended to transform the Culinary Arts (VDS 414 & 424) module within the BConSc Hospitality Management degree in the Department of Consumer and Food Sciences at the University of Pretoria. Results are presented as a SWOT analysis obtained by way of ethnographical reflective essays from currently enrolled students, validated by industrystakeholders. Acknowledgement of student diversity in terms of ethnicity, culture, religion and socio-economic background, as well as the inclusion of culturally appropriate food knowledge and practices and the incorporation of local ingredients intraining menus, are suggested. Changes to pedagogy, as well as teaching and learning content identifying with the wider socio-economic and political challenges thatthe country has experienced over the past 25 years, are presented.

Keywords: Culinary Arts, Curriculum Transformation

BACKGROUND

'I am not African because I was born in Africa but because Africa was born in me' -Kwame Nkrumah (Collins et al., 2018).

The socio-economic impacts of globalisation and its consequent effects on the earth, ecology, indigenous people, women, the poor and other vulnerable communities challenge all aspects of life (Kunnie, 2015). It is within these impacts that the commercial food industry often contributes to globalisation by way of modernisation and Westernisation of local cuisine in response to the needs of evolving global and local citizens. South Africa adopted a transformative vision post-1994 (Adonis and Silinda, 2021) to create an equal, free and democratic country for all, which included a focus on addressing socio-economic inequalities. The post-school education and training sector plays a critical role as a strategic driver for social and economic transformation by providing opportunities to enhance the educational levels of all communities and promoting access to lifelong learning for all people in an effort to redress historic inequities. Transforming the curriculum should be done with referenceto the Afro-global context, recognising the unique social histories and legacies shapingthe lived experiences and perceptions of people and communities. Furthermore, any such endeavour should also align with the goals and strategies of the South African National Development Plan 2030 (Mbanda and Fourie, 2020), the Africa Agenda 2063(Ndizera and Muzee, 2018), and globally, with the UN Sustainable Development Goalsto ensure sustainable development (Chankseliani and McCowan, 2021). The hospitality and tourism curricula should also reflect local developments within a globalmovement of flexible mobility, rapid change and cross-global trends in food and travel,while addressing local socio-economic challenges such as localising the food industryand promoting local travel for sustainability (Mendy and Madiope, 2020).

Curriculum transformation can be defined as a process that requires critical reflectionon the outcomes and impacts of the curriculum, using a student-centered learning approach as well as continuous stakeholder engagement to shape changes that meet the demands from industry and society (University-of-Washington, 2017).Transforming the culinary curriculum may pose additional hurdles, including hybrid spaces for education and in-service training (physical, virtual and agitated realities), flexible learning outcomes and spaces, incorporation of technology, and entrepreneurial development within a local yet globally competitive world (Jacobs, 2010, Mendy and Madiope, 2020).

PURPOSE OF STUDY

This study was conducted at the University of Pretoria (UP), South Africa, and applied four drivers of curriculum transformation to frame its objectives and findings. The fourdrivers are: Responsiveness to social context; Epistemological diversity; Renewal of pedagogy and classroom practices; and An institutional culture of openness and critical reflection (University-of-Pretoria, 2017).

The Department of Consumer and Food Sciences within the Faculty of Natural and Agricultural Sciences currently offers two food-related undergraduate degrees (BConSc) specialising in Hospitality Management or Retail Management. The final year of the Hospitality Management degree requires students to enroll in a compulsorycookery module, Culinary Arts (VDS 414 (first semester) and VDS 424 (second semester)), which is mostly based on Western cookery techniques and traditions. This module combines memorisation and recitation techniques of academic knowledge, skills training and some higher cognitive learning such as planning and management.

The purpose and aim of this study explored the perceptions of currently-enrolled Culinary Arts students and graduates on the need for curriculum transformation in order to develop short- and long-term learning interventions and strategies. The objectives of the study set out to explore the perspectives of current students and graduates on curriculum transformation; explore the nature and types of curriculum transformation interventions based on the respondents' experiences within the currentcurriculum and their work experience in industry; and explore teaching staff's perceptions of curriculum transformation in the module/degree to construct strategic recommendations for curriculum transformation of the Culinary Arts module over the next three years.

METHODOLOGY

For this exploratory descriptive case study, an ethnographic research design and method were used as the most appropriate and applicable design to explore curriculum transformation. Reflective ethnography research encourages reflection andtheorising about human aspects such as learning and teaching, with specific focus onfour approach aspects: 1) phenomenon in real-world settings; 2) that it is holistic, which aims to address a whole phenomenon; 3) that it is a multi-method approach thatuses a variety of research techniques to generate a range of data; and 4) that it is interpretative, which aims to represent participants' perspectives (Sharma and Sarkar, 2018). Data collection methods include reflective student essays, content and document analysis and stakeholder engagements.

Participants were purposely sampled for two data collection events. The first was a reflective essay using a SWOT-analysis frame for final year students, and the second a stakeholder engagement with a range of participants from various categories. The latter was a facilitated six-hour workshop attended by (N = 18) participants, comprising final year students (n = 5), industry professionals and graduates (n= 6), academics involved in teaching the module (n=2). Specialists included an internal curriculum development specialist (n = 1) while external expertise included a gender specialist, instructional design specialist and sociologist, and the session was facilitated by an external curriculum transformation specialist (n = 4). The session was recorded after informed consent was obtained, and initial themes and findings were further validatedwith follow-up interviews. Storytelling was facilitated through the sharing of childhoodmemories about memorable meals over a Chakalaka Lasagna, an adaptation of an international dish to an African version.

RESULTS

Thematic analysis and coding of the student essays were used to situate the findingsin a SWOT analysis which was subsequently framed within stakeholder engagement results.

Strengths of the current curriculum: Most of the students and stakeholders felt that themodule consisted of appropriate culinary content where the theory supported the practical application with a focus on modern cooking styles and contemporary trends.Furthermore, it also provided them with the ability to function in the world of work, tofunction in a high-pressure environment, and imparted the correct skill sets and personality traits to solve problems and manage peers.

Weaknesses of the current curriculum: Some weaknesses of the current curriculum included the time-consuming nature of the module, which affects students' ability to manage time, plan and execute their work which often leads to them neglecting othermodules and not meeting other degree requirements. The respondents also identifiedthe need for integration of personal and social skills which would enhance student- centered learning outcomes and employability.
Regarding opportunities and recommendations, both students and stakeholders identified the need to diversify the curriculum by increased exposure to other cuisines(including other African cuisines); the application of current module content to specifically South African cuisine to promote this culinary culture, and to allow food presentation in a modern artistic manner. Other recommendations included

annual workshops (such as in this study), more engagement with alumni and industry role players to enhance experiential and social skills learning, more engagement with students from other departments and culinary experts from industry to transform the curriculum and enhance students' employability. The participants felt that a concertedeffort should be made to market the degree to create greater awareness of the trainingprovided in industry and other training institutions. Finally, participants highlighted thatthe COVID -19 pandemic not only prevented some intended module learning outcomes from being met completely, but that it might also be one of the biggest long-term challenges to sustainability in the food industry.

Additional challenges that affect individuals included adequate and appropriate preparedness for the workplace and finding innovative ways to adapt and stay relevantin the ever-changing global world of food while staying grounded within the location ofAfrica. The challenges at the programme level included keeping the curriculumrelevant and up-to-date through transformative learning interventions and practices, which may include external classroom settings, engagement with industry, and the flexibility to innovatively adapt theory and practices to align with local and global contexts.Student participants identified the need for teaching staff to keep their knowledge current, use the latest textbooks and refer to their personal experiences, knowledge and skills to enhance the value of the module content. Students felt that the module fell gravely short in the teaching of human interactions, also colloquially referred to as'people skills'. This broad term was expanded through examples such as 'how to workwith people', 'how to provide guidance to others', 'how to encourage others to take direction', and 'how to acknowledge differences such as cultural respect for authority'.

Finally, from the cross-referenced workshop results it appeared that the possibility of culinary training for disabled students or students with special needs warrants investigation. Another important consideration that emerged is the need to accommodate students with specific religious eating behaviours in the module. In relation to the curriculum at a broader, systemic level, there was a recommendation that Africanisation should be promoted through a focused appreciation of Pan-Africancuisine, and by placing much more emphasis on indigenous and endemic foods. Figures 1 to 4 (authors own images), illustrate some examples of some innovative adaptations created by students in the module which celebrate culturally specific andindigenous South African food items, referred to during the workshop as

‘Food throughthe African lens’.

Figure 1: Msoba Panna Cotta with spekboom, aloe vera, croutons and wild sage.

Figure 2: Amadumbe gnocchi on a puree of pickled indigenous water chesnuts with beetroot cubes and a guineafowl beetroot jus with a biltong dust
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Figure 3: Sous vide Kuku loin on ting with creamed morogo, rooibos smoked carrotsand buttered waterblommetjies.

Figure 4: Carob and cocoa macaron with a milk-tart filling, Amarula ice cream on a wild rosemary crumble and served with African horned cucumber gel and Plumbago.

CONCLUSIONS AND RECOMMENDATIONS

For the larger aim of curriculum transformation to benefit both individuals and broader society, the degree (of which the Culinary Arts module forms an integral part) must produce graduates who acknowledge culinary traditions and who are able to draw upon the lessons of the past to integrate these aspects in new, innovative ideas and approaches. These new ideas and approaches are needed to stimulate and encourage sustainable hospitality and tourism development in the South African region. Increasing sustainable employment in the hospitality and tourism sectors would benefit local people who are facing historic and current social, cultural and economic challenges. The transformed curriculum should foster ‘imagination, intuition,intellect, the emotions and physical sensory technical skills to transform raw food into a pleasing creation’ (Brown, 2005), a particularly pressing objective in South Africa with its critical problem of unemployment.

The results of this ongoing ethnographic study, involving VDS 414 and VDS 424 Culinary Arts students, alumni and industry stakeholders, suggest that increased interaction between students and industry partners is needed to cultivate future relationships as a short-term curriculum transformation action. Further short-term actions include the introduction of more diverse African cuisine items in the current cooking programme and establishing links with high-end restaurants that use and celebrate indigenous foods.

For the medium term, the departmental budget for the module should be investigatedto establish the viability of regular visits to local restaurants featuring cuisines from the African continent. Pretoria (where the UP is situated) is a melting pot of indigenous African cuisines that include Ethiopian, Senegalese, Congolese, Nigerian, Sudanese and Moroccan, which allows for ample interaction. Furthermore, it is recommended that an annual industry workshop should be incorporate in the module to facilitate interaction and learning exchanges with stakeholders in a safe, secure environment for students.

Finally, the findings provide some evidence for UP to consider in approving the already proposed merging of the two aforementioned two BConSc degrees. This merger of the two degrees will not only alleviate the considerable stress experienced by staff and resolve the time constraints experienced by students but will also position the degreeas the most eminent Food Management undergraduate degree in Africa, which wouldallow progression to post-graduate studies up to doctoral degree level.

The findings from this study could be used to conduct further curriculum transformation research within UP and other universities that offer Culinary Education, or to developa conceptual frame for continuous curriculum transformation strategies.

Ethics: The ethics application for this study is being processed. However, the research was conducted within standard university ethical regulations for curriculum improvements**.**

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EMBEDDING SUSTAINABILITY EDUCATION AND INCREASING COGNITIVE COMPLEXITY INTOHOSPITALITY AND TOURISM CURRICULA: AN INITIAL FRAMEWORK

Nadine Sulkowski and Rachel Vieira

ABSTRACT

Since 2004, Gastronomy is amongst the central themes addressed by the UNESCO Creative Cities Network. Promoting sustainable business practices, raising public awareness of sustainable gastronomy and sustainability education rests at the heart of this network. In a previous paper, the authors identified the QAA document "Education for SustainableDevelopment Guidance" as the most comprehensive framework currently available for embedding sustainability competencies into university curricula. Based on UNESCO's keycompetencies for sustainability, the guidance document systematically identifies knowledge, skills and graduate attributes linked to those competencies and recommendspedagogic approaches thought to support their development in university students. Academic research into sustainability education has however highlighted that more rigorous testing is required to validate the proposed pedagogical approaches as effectivemethods for cultivating the identified set of key competencies. Further research is also needed to explore and validate suitable assessments methods for testing the attainment of associated knowledge and skills. As the current QAA guidance does not differentiate between lower-level and higher-level knowledge and skills there is scope for developing a taxonomy of sustainability learning outcomes to inform curriculum development at different undergraduate levels. This leads to the purpose of the paper, which is to propose a framework for assessing the comprehensiveness and of sustainability education. Firstly, the paper reflects on the concept of sustainable gastronomy. Secondly, a taxonomy of sustainability learning outcomes (SLOs) aligned with higher education demand levels 4, 5 and 6 is devised. Theundergraduate degree programme in International Hospitality and Tourism Managementat the Gloucestershire Business School is then used as a pilot for trialling its use in assessing the embeddedness of SLOs at each level. The paper ends with discussing howthe insights derived from this pilot can inform the creation of a developmental self- assessment tool for undergraduate students and how, in turn, the outcomes of such self-assessments can inform the advancement of sustainability education.

Keywords: sustainability, curriculum development, taxonomy, competencydevelopment hospitality, tourism

INTRODUCTION

Since the adoption of the United Nations Sustainable Development Goals (SDGs) in 2015, higher education institutions have been given the mandate of promoting sustainability education. This means that management education must impart knowledge and developcompetencies needed by future leaders to address complex social, economic and environmental challenges (Zamora-Polo and Sanchez-Martin, 2019; Stough et al, 2018. Mula et al, 2017). In the field of gastronomy, this goes hand in hand with embedding the key principles of the Strategic Framework of the United

Nations Food and Agricultural Organisation (FAO) concerned with sustainable food production and consumption (FAO Website, 2021).

This paper firstly reflects on the concept of sustainable gastronomy. Secondly, a taxonomy of sustainability learning outcomes (SLOs) aligned with higher education demand levels 4, 5 and 6 is devised. With gastronomy being a central part of hospitality and tourism experiences, the undergraduate programme in International Hospitality and Tourism Management at the Gloucestershire Business School is then used as a pilot for trialling its use in assessing the embeddedness of SLOs at each level. The paper ends with discussing how the derived insights can inform the creation of a developmental self-assessment tool for undergraduate students and how, in turn, the outcomes of such self-assessments can inform the advancement of sustainability education.

This research in progress is informed by the University of Gloucestershire's (UoG) expertise in this area. Recognising sustainability as an educational priority to inspire change in individuals, professions and organisations, UoG hosts a United Nations Regional Centre of Expertise in sustainability education and has pioneered the transformation of the whole university towards sustainability.

GASTRONOMY AND SUSTAINABLE DEVELOPMENT

FAO (2021) defines sustainable gastronomy as cuisine that considers the origin of ingredients, how the food is grown, how it is supplied to markets and eventually served toconsumers. Key aspirations include innovative and equitable farming solutions that reduce carbon emissions and support local farming communities through local sourcing. A further aspiration is the preservation of culinary roots and traditional crops that are not only central to delivering culturally authentic gastronomy experiences, but also to enriching diets. Finally, with a third of all food produced being wasted, sustainable gastronomy is concerned with reducing food waste through management and consumer education. These aspirations are linked directly to SDG 2 (Zero Hunger), SDG 3 (Good Health and Wellbeing) and SDG 12 (Responsible Consumption and Production).

Underpinning sustainable gastronomy are FAO's five key principles of sustainability for food and agriculture. These are articulated as an emphasis on (1) increasing productivity, employment and value addition in food systems, (2) protecting and enhancing natural resources, (3) improving livelihoods and fostering inclusive economic growth, (4) enhancing the resilience of people, communities and ecosystems, and (5) adapting governance to new challenges.

To implement those principles, FAO (2018) called on decision-makers in the public, private and third sector to take action in a total of twenty areas. Whilst the majority of theseactions are directed towards policy-makers and food producers, there is a growing expectation that gastronomy managers inform the design of their culinary and experientialconcepts, their supply chain strategies and social responsibility initiatives in line with thoseactions. Some of the proposed actions, such as encouraging reuse and recycling, promoting sustainable consumption, and improving nutrition and promoting balanced diets are directly relevant to the core gastronomy business and by extension to the wider hospitality and tourism industry. This leads to the challenge of appropriately embedding sustainability education into relevant university curricula.

DEVELOPING A TAXONOMY OF SUSTAINABILITY LEARNING OUTCOMES (SLOS)

Clearly formulated learning outcomes are central to rigorous programme design and define what knowledge and competencies graduates should have attained at the end of their studies (Kioupi and Voulvoulis, 2020). The process of embedding sustainability education into curricula thus needs to start with the formulation of an appropriate set of SLOs. Formulating these requires a systematic definition of sustainability competencies and associated knowledge and skills that is informed by commonly accepted sustainabilityparadigms and multi-disciplinarity (Williamo et al, 2018).

Previous work by the authors (Sulkowski, Greenaway and Vieira, in press) identified the UK's Quality Assurance Agency (QAA)'s Education for Sustainable Development Guidance (QAA, 2021) as the most comprehensive articulation of general sustainable development competencies. The competencies identified include: (1) normative competency, (2) self-awareness, (3) integrated problem-solving, (4) collaboration competency, (5) strategic thinking, (6) critical thinking, (7) anticipatory thinking and (8) systems thinking (QAA, 2021).

In addition to providing more detailed descriptions of each competency, the guidance alsoidentifies corresponding knowledge, skills and attributes. The document therefore provides a comprehensive framework for formulating SLOs adapted to different subjects. It also presents a catalogue of suitable pedagogic techniques including collaborative learning, enquiry-based learning, play-based learning, storytelling and problem-based learning and links these to specific competency development.

What it does not provide is a taxonomy that would assist in formulating a progressive setof SLOs based on increasing academic demand levels. Williamo et al's (2018) GHH modeloffers a potential reference point for the development of such taxonomy. The framework is an epistemological and heuristic tool for the comprehensive study of complex phenomena integrating the elements of **G**eneralism, **H**olism and **H**olarchism. Generalism extends to the two dimensions of object generalism and viewpoint generalism, whereby the former examines multiple objects within the context of the same framework (such as multiple waste materials within the context of recycling) and the latter examines the same object from multiple perspectives (such as multiple stakeholder perceptions on recycling).Holism offers a systems perspective by studying interrelationships between different agencies and their impact on the evolution of the system. Holarchism provides an advanced perspective by additionally viewing systems as hierarchical, whereby some entities are located at the same systemic level and others either at higher or lower levelsof the same hierarchy. Examples of this would be complex interrelationships between local, national and global policymaking or industries made up of different groups of organisations including SMEs, large corporates, professional associations and regulatorybodies.

Bloom's taxonomy of cognitive skills is typically used to formulate learning outcomes at different higher education levels with lower level outcomes such as knowledge and understanding typically linked to Level 4, mid-level learning outcomes such as analysis and application typically linked to Level 5 and higher-level learning outcomes such as critical evaluation and synthesis typically linked to Level 6 and beyond (see for example Pappas, Pourrakos and Nagel, 2013). Providing increasingly complex perspectives on systems thinking, the GHH framework can be used in a similar way to create a progressiveset of learning outcomes. Here, generalist thinking would most likely inform Level 4 SLOs, holist thinking would inform Level 5 SLOs and holarchist perspectives would be introducedat Level 6 and beyond.

METHODOLOGY

The initial phase of conceptualising the taxonomy and curriculum audit tool consisted of two stages. The first stage involved a review of the knowledge, skills and attributes linked to the different sustainability competencies identified in the QAA guidance document. It was found that the development of each competency required the development of cognitive skills of increasing complexity suggesting that curricula would need to be designed in a way that enables learners to acquire lower level cognitive abilities in relation to each competency before moving on to developing higher level cognitive abilities (Figure1).

A combined total of 125 elements of knowledge, skills and attributes were ranked based on their level of cognitive complexity and linked to Williamo et al's (2018) GHH model. A combined total of 35 elements of knowledge, skills and attributes were found to correspond to generalism, a combined total of 40 were found to correspond to holism anda combined total of 50 were found to correspond to holarchism. This created an initial framework for linking SLOs to increasing academic demand levels.

QAA Sustainable Development Competencies	**Taxonomy of Knowledge, Skills and Attributes (Sustainability Learning Outcomes) based on increasing levels of cognitive complexity**
NORMATIVE COMPETENCY Knowledge, Skills, Attributes	**HOLARCHISM** **Level 6** Knowledge, Skills, Attributes
SELF-AWARENESS Knowledge, Skills, Attributes	
INTEGRATED PROBLEM-SOLVING Knowledge, Skills, Attributes	
COLLABORATION COMPETENCY Knowledge, Skills, Attributes	**HOLISM** **Level 5** Knowledge, Skills, Attributes
STRATEGIC THINKING Knowledge, Skills, Attributes	
CRITICAL THINKING Knowledge, Skills, Attributes	**GENERALISM** **Level 4** Knowledge, Skills, Attributes
ANTICIPATORY THINKING Knowledge, Skills, Attributes	
SYSTEMS THINKING Knowledge, Skills, Attributes	

Figure 1. Reordering Sustainable Development Competencies into a Taxonomy of Sustainability Learning Outcomes (Adapted from QAA, 2021 and Williamo et el, 2018)

The second stage involved a review of UoG's BA Hons International Hospitality and Tourism Management programme, whereby module learning outcomes were mapped against the framework. The purposes were to assess how comprehensively the competencies are embedded in the curriculum and to establish the validity of using

Williamo et al’s (2018) GHH model for creating a taxonomy of SLOs to inform curriculum development at different academic levels.

FINDINGS AND DISCUSSION

Initial findings suggested a coverage of all eight competencies and of almost all knowledgeelements, skills and attributes in the curriculum. Not all relevant learning outcomes identified in the module descriptors explicitly mentioned the term sustainability, but they were nevertheless found to assist learners in the attainment of relevant knowledge, skillsand attributes.

Findings also suggested the validity of using Wiliamo et al’s (2018) GHH model as a relevant framework for embedding SLOs at different academic demand levels. Those linked to the concept of generalism were largely found in Level 4 modules. SLOs linked to the concept of holism were largely found at Level 5 and those linked to the concept of holarchism were exclusively found at Level 6. There was some convergence at Levels 4 and 5 where some modules introduced both generalist and holist thinking.

There was some evidence of competency clustering within modules. For example, collaboration competency seemed to be emphasised in strongly applied modules involving group work and client briefs. Anticipatory and systems thinking appeared to be clustered in modules addressing planning scenarios and multi-stakeholder integration. Other competencies, including normative competency, self-awareness, problem solving, and strategic and critical thinking showed a greater level of dispersion across different modules.

There is a need to further test the validity of both the proposed taxonomy and the results of the curriculum audit. The taxonomy was developed and the curriculum audit conductedsolely by the authors. Further consultation with academics and practitioners is required toaccept the proposed framework as authoritative. As the curriculum audit exercise was based on a review of published module learning outcomes a further consultation exerciseinvolving colleagues teaching those modules is required to verify the purpose and contentof actual learning opportunities.

As the curriculum audit tool being developed as part of this ongoing research systematically links SLOs to academic levels and modules, it provides an opportunity forthe development of a learning diagnostic This diagnostic holds the potential to serve twopurposes. It can inform learners’ academic, professional and personal development planning by tracking their progress in attaining relevant knowledge, skills and attributes. Insights into this journey can, in turn, inform the enhancement of teaching, learning and assessment methodologies. As the model is generic, it can be applied across disciplines.

CONCLUSION

With reference to the UN SDGs, this paper has reflected on sustainability as an educational priority to inspire change in individuals, professions and organisations acrossthe gastronomy as well as wider hospitality and tourism sector.

The QAA Education for Sustainable Development Guidance (QAA, 2021), Williamo et al's(2018) GHH model and Bloom's taxonomy of cognitive skills were used to develop a taxonomy of SLOs that can inform curriculum development at different academic levels. From this, a generic curriculum audit tool was developed and piloted. Findings suggestthat Willliamo et al's (2018) hierarchy of generalism, holism and holarchism. presents a valid reference point for the development of progressive set of SLOs at different academicdemand levels with generalist thinking being introduced at Level 4, holist thinking at Level5 and holarchist perspectives introduced at Level 6.

More rigorous testing involving a larger range of stakeholders is needed to ascertain the validity of the proposed hierarchy. Once established, the framework can be used by learners for the purpose of self-assessment and by academics to inform the enhancementof learning, teaching and assessment strategies.

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A DIGITAL GASTRONOMY RESEARCH AND PEDAGOGIC TOOL; THE CASE OF MENUMUSEUM.CO.UK AN ONLINE RESTAURANT MENU ARCHIVE.

Ioannis Pantelidis

ABSTRACT

This paper adopts an autoethnographic approach to present and reflect on the archive hosts journey as well as present the possibilities of such an archive. The purpose of the menumuseum.co.uk is to facilitate researchers and students to have a resource of menus that allows them to review and analyse trends in menu design, pricing, and other areas relating to menu design. The host began the process of digitising a collection of menus almost a decade ago. The hope was that this source of materials can facilitate research in menu design not only in hospitality management but also in design, marketing and even the history of menu design. He also hoped that the website creates possibilities for a community of researchers that share their passion for the menu as an artefact that tells us stories about the history of culinary arts and gastronomy. Indeed, the site has been visited by over 143 thousand interested individuals who had over 155 thousand sessions. The popularity of visits is understandable as the digital archive provides many opportunities for research and teaching. For example, a researcher may investigate areas of the menu such as design, typography, pricing, the changes in sections or thematic approaches even the order of items or sections. The same areas can be points of departure in a teaching class of food and beverage or even design! Although in digital form the tool can provide descriptions of materials and with the advancement in technology it could even host 3D imagery of the artefacts in the future. Digitisation provides immense opportunities for hosts and researchers alike. However, digitization is not the easy democratizing panacea, that one may presume it is. It can present new problems for both the host and the researcher. This paper takes a reflective approach to the nine years of existence of the menu museum and reviews the scope, coverage and visual quality of the menu database to speculate its future usability and impacts for key stakeholders.

Keywords: online archive, menu museum, food, restaurant

INTRODUCTION: THERE IS ALWAYS THE WAITER AND A CHEF

My life as a professional and as an academic appears to become more fun duringthose periods when I collaborate with a Chef. I guess being born in a family of hoteliers and restauranteurs bestows a career inheritance that underlined mydestiny. The culture of service has been in my family for generations and when the time was right I helped my brother (a trained Chef) open his restaurant. That was a great time of happiness and productivity! But that was just the beginning. My restless nature pushed me on a life journey around Europe. I met the most amazingChefs and we had our quarrels but we also shared a camaraderie that made up for all the bickering during the heat of service. In a way, it was as if each Chef was my brother away from the island and restaurants a home away from home.

Years later as an academic, serendipity lead me to the Lakeside training restaurant at the University of Surrey. I had some of my best times as a hybrid academic/restaurateur there. Peter A (the Chef) and I (the waiter) made a great pairand had fun teaching and writing around the themes of food and beverage. It was ataround that time that I began collecting menus to utilise in my Food and Beverage Management classes. My collection was growing steadily but one colleague, in particular, added a tremendous quantity and quality of historical and contemporary menus to my collection. Chris S. upon his retirement gave me one of the best presents he could! His menu collection.

Four and a half years in a London University meant I could add even more menus and of course one has to experience the culinary delights. Such is the harshness oflife for the restaurant menu collector/researcher. By the time I reached the chalky hills of Eastbourne to join the University of Brighton my collection was well over 250menus.

At Eastbourne, I would meet another Chef! Ken Woodward at the Culinary Arts Studio. Ken had put his soul into that little training restaurant and he was a delight to workwith. We experimented on crazy projects from solar cooking to microwave cooking from light experiments to new product development. One day as we are about to teacha food and beverage class we both arrive with several boxes from our menu collections! For a few years, we had no idea we shared the same passion until that day in class.

After the class, we both agreed we won't be getting much younger and our bodies will soon complain about carrying all these menus to classes. I did not have to argue too hard that we must think of a better way to transport but also conserve these menus for future collectors. My inclination towards technology and digitisation and my hobby as a web developer-led our discussions towards digitisation. Very soon the idea for a digital archive was born.

METHOD: AN AUTOETHNOGRAPHIC APPROACH

For this paper, I utilise an autoethnographic approach (Butz & Besio, 2009) as a personal experience narrative (Denzin, 1989). Autoethnography enabled me to weave a story of my experiences in developing the menu museum and its community of users. As Ellis et al., (2011 p1) put it, autoethnography, can be defined as "an approach to research and writing that seeks to describe and systematically analyse personal experience to understand cultural experience". My experiences as a researcher and a practitioner are defined by my culture (both national and organisational) as well as my career inheritance (Gebbels et al., 2019).Autoethnography enables me to capture that cultural experience of the transition from a collector to a host and researcher.

THE BEAUTY OF RESTAURANT MENUS & THE DIGITISATION OF ARCHIVES

Now you have to admit that from an early age we see, feel, smell and read menus andby that account alone restaurant menus are an amazing artefact! Still, they are so much more! They are the soul of a restaurant as they represent the very essence of what the restaurant is about. They are the gateway to culinary experiences and delightful memories. But for the researcher and the hospitality pedagogue restaurant menus are, even more, they are a gold mine of understanding!

Menus can be used to understand marketing (Baiomy et al., 2013) we can understand diets (Bleich et al., 2015) or how they influence food choice (Bacon & Krpan, 2018). Restaurant menus have been used to research consumer behaviour (Baiomy et al., 2019; Filimonau et al., 2017) or to understand design, merchandising and pricing (Antun & Gustafson, 2005; Yang & Chang, 2011). Menus and their design extend itsbranches in advertising. In behavioural economics, the design of menus can affect choices to a great extend, Rory Sutherland jokes about the effects of a waiter offeringthe choice of chicken or fish (Thinking Digital Conference, 2017; 14:32) and the customer chooses the fish but when later on the waiter remembers they also have beef the customer then chooses chicken. The comparison of what is a healthier optionchanges when a 'higher evil 'is presented and the simple act of menu design suddenlybecomes a behavioural economics exercise!

An amateur web developer was not what a digital museum of menus needed. Sure the world had advanced greatly with the digitisation of books (Brightenburg, 2016) andthere was plenty of evidence that archives were getting digitised (Hansen & Sundqvist,2012) but the size of our combined collections was now close to 500 menus and scanning properly archiving creating the correct data fields was a logistics nightmareI had not considered. Scheer talks of the rewards of digital archives but also warns that digitisation brings up unexpected problems and it is not the straightforward democratising panacea many think it is (Scheer, 2019). Problems in the case of menumuseum included the underestimation of the time needed to scan and input all the fields on the database, copyright issues, issues of funding to maintain the service freefor as long as possible, issues with servers, issues with the website design to fit numerous devices and

browsers and more recently issues even with the Uniform Resource Locator address (URL) due to Brexit!
Crucial to the early funding of this endeavour was Peter Odgers. We discussed the idea and we aligned the menu museum with an Interreg project that gave us enough funding to not only develop the website but also scan the documents. We purchased the bigger scanner I ever saw in my life and with the help of Troy from trigger solutionswe designed the Menu Museum. Crucial to the team was also Merz H because withouther scanning and properly archiving the menus the whole project would have been dead in the water but soon enough we were up and running with menumuseum.co.ukand almost 500 menus scanned and digitally archived.

As if all of these issues were not enough I added an extra layer of difficulty in my hopeto create a community of scholars that shared the passion for this wonderful artefact.An element of community was added including a discussion board and that brought another difficulty we had not foreseen. Bot posting on the discussion boards soon rendered them unusable, from the selling of jewellery to more unsavoury content I hadto delete posts daily. No matter how many security features we utilised within our limited resources even after we changed permission settings the bot posts spread likewildfire to the point where the forum was just locked and the community idea was parked.

THE MENU MUSEUM

Despite the setbacks, the menu museum grew from strength to strength with colleagues around the globe sending menus and a small number contributing menusby uploading them directly on the website. The meu museum featured in publicationsof the institute of hospitality ('The Menu Museum', 2017) and university blogposts (A New Museum - for Menus, 2017). In the same year, the team behind the menu museum won a teaching innovation award (CHME- 2021).

As the years progressed maintaining the menu museum as a free resource became difficult to the point that even the web design and hosting team became sponsors andthe savoy educational trust supported us with a fund boost. In the later years with no funding remaining the principal investigator funded the project from his research fund. An interesting fact about the menu museum is that even though the majority of menusare from Europe and we created the menu with a European audience in mind, it is India and the US that use the site the most! Combines they make up 32.5% of our audience as seen in Table 1. UK and Europe only make up around 20% of the audienceor only 18% of the top ten countries.

Over the years the changes in operating systems saw android overtaking windows and iOS (Table 2) although when we look at overall sessions by device for the lifetime of the menu museum (Figure 1) we see that desktops are still ahead with 58.7% usage.This makes sense because viewing the menus in their pdf format is easier on a largerscreen. Having said that the mobile audience is still considerably large at 39.7% for the lifetime of the menu museum.

Table 1. Top ten Countries utilising the menu museum:

	Country	Users	% Users
1.	India	26,248	18.35%
2.	United States	20,321	14.20%
3.	United Kingdom	7,522	5.26%
4.	France	7,172	5.01%
5.	Italy	4,781	3.34%
6.	Germany	4,358	3.05%
7.	Brazil	4,282	2.99%
8.	Spain	3,982	2.78%
9.	Canada	3,677	2.57%
10.	Malaysia	3,268	2.28%

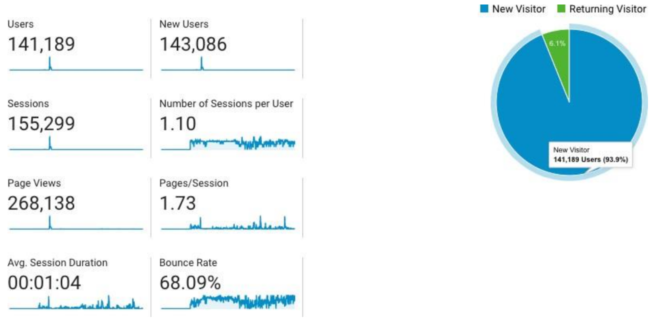
Source: Menu Museum Analytics

Table 2. Operating systems utilised

	Operating System	Users	% Users
1.	Android	54,720	38.36%
2.	Windows	50,259	35.24%
3.	iOS	22,760	15.96%
4.	Macintosh	11,541	8.09%
5.	(not set)	1,607	1.13%
6.	Linux	1,076	0.75%
7.	Chrome OS	215	0.15%
8.	Tizen	181	0.13%
9.	Windows Phone	114	0.08%
10.	BlackBerry	59	0.04%

Source: Menu Museum Analytics

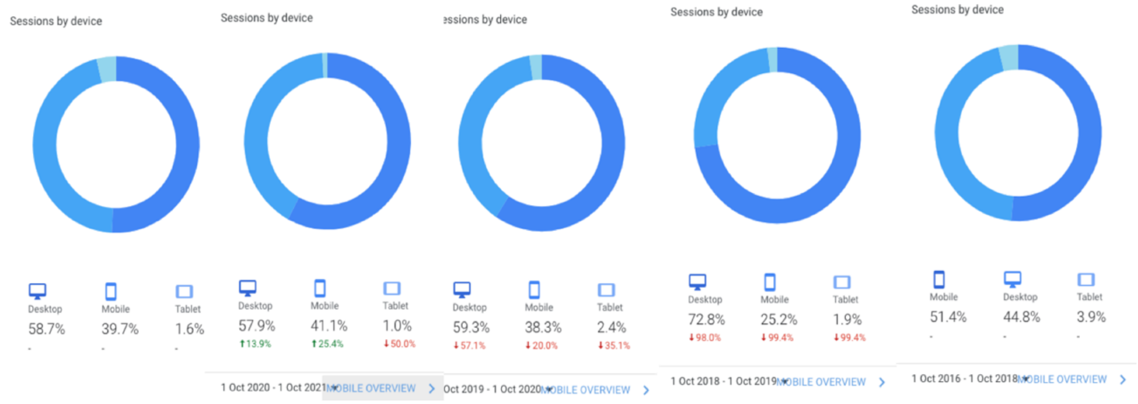
Figure 1. Menu Museum Overall users:



Source: Menu Museum Analytics

An interesting fact about the menu museum is that in its early life it had more mobile users than desktop ones. This may suggest that these were not users who would stay long on the website or represented the primary audience of the menu museum (researchers, educators etc). But as the year's progress, we see a spike of desktop users in 2019 then settling at 58% desktop users. From the early beginnings of around 500 menus from the collections of two individualsthe menu museum now has 641 menus in its archive. One could argue that 141 extramenus are not that big a difference but to me, it illustrates the potential for a communityof researchers, scholars and enthusiasts.

Figure 2. Sessions by device:



Lifetime versus annual

IMPLICATIONS FOR RESEARCH AND PEDAGOGY

The utilisation of an extensive online archive of menus combined with the ease of search of the archive using characteristics such as the year of publication or type of menu makes the meu museum a useful tool for teaching as educators of food and beverage or gastronomy modules have ease of access to a resource that allows for the design of teaching and learning sessions that may focus on menu design, menu item preferences and even pricing. In teaching the tool can be used for flipped classroom exercises where students are given instructions on how to use the menu museum to achieve certain tasks. Similarly in research terms because the archive includes historical and contemporary menus researchers can compare and analyse menus of old and new focusing on different attributes (pricing, design, menu item choice). The possibilities both for teaching and research are only limited by the imagination of the researcher or educator.

ETHICAL CONSIDERATIONS

Key design decisions in developing the menu museum had to be considered as decisions on behalf of the users of the archive. Participant privacy, confidentiality and anonymity are the top key ethical concerns of any research and the menu museum both as a website and as a research or pedagogic tool needs to ensure that at all timessuch principles are upheld.

CONCLUSION

With over 140,000 users the menu museum has shown that it is a much-needed resource for audiences of both developing and developed countries. Since the creation of the menu museum others followed (UKmenuarchives, 2021) and that maybe a simple coincidence or the impact the menu museum had. But the full potential ofthe menu museum has yet to emerge. The original idea was for others to utilise this resource but to also reignite research around menus in as many disciplines as possible. The menu museum can be the epicentre of a community of stakeholders that through a more synergistic approach magnifies the impacts of this collection of restaurant menus.

Permissions: where full names are used I had permission from the named individuals to use their full names.

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SECTION E: HOSPITALITY MANAGEMENT ISSUES

TO INVESTIGATE THE GROWING TREND TOWARDS TOTAL REVENUE MANAGEMENT IN THE HOTEL INDUSTRY

Robert McKenna

ABSTRACT

This paper will investigate the growing trend towards total revenue management and how the practice has evolved, from the yield management practices of the airline industry in the 1970's, as a mechanism to extract maximum revenue from theconsumer (Dunleavy & Westermann, 2005). The other main consideration will be toconsider the implications and integration of a Total Revenue Management approach,and then to ensure that employees grasp the strategic direction of the business and to execute well against it (Karadjov & Farahmand, 2007). It has been found that revenue management can be profitably applied in airlines, hotels, restaurants, golf courses, shopping malls, telephone operators, conference centres and other companies (Ivanov & Zhechev 2012). However, this paper considers the importance of implementing revenue management practices into a hotelbusiness, to maximise the revenue potential it can generate from all facets of the business. Therefore, in order to accomplish this the right conditions must be in place.

For a hotel business to maximise all potential revenue, it is therefore essential that a Total Revenue Management approach is adopted and implemented. Buckhiester (2012, 1) contends that Total Revenue Management "is an approach that integrates all the revenue streams within a hotel property to optimize revenue." Hotels are a multi-faceted operation nowadays, which offer other non-accommodation services which generate income, such as restaurants, bars, meeting space, conference rooms, banqueting and wedding services, and leisure facilities (i.e. golf courses, spa and fitness), this paper will look at how a total revenue approach can be applied. The removal of the 'silo' mentality of departments and overall change in mindset in hotels is key going forward. Therefore, training is essential to understand their main customer base and the various customer segments they attract. In addition, the COVID 19 Coronavirus pandemic, has had a dramatic impact and that the industry has diametrically changed. This was reflected in one of the interviewee responses which suggested, "Corporate travel has diminished so other segments are growing and organisational strategy has changed to accommodate changes i.e. staff used to deal with corporate travellers, now families and leisure segments increased, so service practices changes." Subsequently there is a belief that taking a Total Revenue Management approach is an essential strategy for their teams going forward. In addition, knowledge and understanding of the markets, hotels operate in and the customers they serve are essential traits of hotel revenue and marketing teams.

Keywords: Total revenue management, revenue management systems, property management systems, customer centric, capacity, segmentation, key performance indicators

INTRODUCTION

The conditions for Revenue Management as suggested by Kimes (2003) are fixed capacity, perishable inventory, reservations made in advance, volatile demand, appropriate cost structure, variable demand and segmented markets. According to Buckhiester (2012, p.1) "Total Revenue Management enables revenue professionals explore revenue opportunities from food and beverage, function space, spa, retail, golf and other revenue streams."

For a hotel business to maximise all potential revenue, it is therefore essential that a Total Revenue Management approach is adopted and implemented. Hotels are a multi-faceted operation nowadays, which offer other non-accommodation services which generate income, such as restaurants, bars, meeting space, conference rooms, banqueting and wedding services, and leisure facilities (i.e. golf courses, spa and fitness), therefore this paper will look at how a total revenue approach can be applied.

The core concern for hotel operation is the maximisation of profit. Therefore the effective application of revenue management practices into a hotel business, is essential to maximise the revenue potential, that can be generated through all facets of the business. The aim of this research is to investigate the growing trend towards total revenue management, in the evolution of revenue management in the hotel industry.

The objectives are as follows:

- To describe the evolution of revenue management in the hotel industry and growing trend towards total revenue management
- To identify how a total revenue management approach and integrated revenue management system can be implemented as a strategy within a hotel business
- To establish if a total revenue management approach can optimise profits, based on pricing that incorporates consumer centric oriented factors

Ideally this research will reflect on the evolution of revenue management practices and then consider how total revenue management, has emerged in the hotel industry as an approach for optimising revenue across all strands of the hotel business.

LITERATURE REVIEW

In their research, Ivanov & Zhechev (2012) found that yield/revenue management had been successfully applied primarily in airlines (Donaghy, 1996) and hotels but more recently in restaurants, golf courses, spas, retail, conference space and other companies (Wang & Bowie, 2009). Yield management developed into revenue management and is now universally recognised as an intelligence tool, which is an essential instrument for matching supply and demand, by dividing customers into different segments based on their purchase intentions and allocating capacity to the different segments in a way that maximizes a particular firm's revenues (El Haddad etal 2008). In addition, the evolution of revenue management has advanced from just being limited to capacity planning and allocation, for the right price, at the right time, but rather it factors into the pricing policies of companies, to make demand or consumer behaviour endogenous to revenue management (Ng, 2007). With this in mind, it is therefore pertinent to consider the business as a whole, the systems and procedures followed, the technology i.e. revenue management system, staff training/communication and most importantly the consumer.

In the past few decades, hoteliers have focused, primarily on designing their revenue management strategies based on room revenue (Zheng & Forgacs, 2017), however this was found to be limited to capacity planning and allocation, for a given set of prices(Ng & Godsiff, 2007). The three main traditional pricing strategies employed by hoteliers, would have included cost-based, competition driven (price matching) and customer driven (demand-based) pricing strategies (Gu & Caneen, 1998; Collins & Parsa, 2006). Wang & Bowie (2007, p.32) contend "that the core of the revenue management concept is to maximise revenue through the effective management of three main areas: pricing strategy, inventory control and control of availability." To generate and maximise revenue, effective management is essential, therefore the combination of all revenue streams i.e. rooms, restaurants, bars, spa, recreation etc. all need to be profitable, hence a Total Revenue Management approach is key.

Legoherel et al (2013, p.10) suggest "that 'simple' revenue management is currently being replaced by that of total revenue management which corresponds to a broader approach to a company's revenue optimisation." This is reflected more in the overall performance of the business, in terms of the strategies employed, revenue integrity (whereby manipulation of the process can be addressed) and taking a customer centric approach to revenue management practices (McMahon-Beattie et al, 2016). Consequently, if companies develop and utilise the skills of their revenue management employees and introduce them to the variety of approaches available to them, then this in turn will provide the opportunity to develop and promote relevant messages thatsell desirable customer experiences.

The revenue management systems in hotels are more sophisticated today, so hotel owners and revenue managers, need to determine how they can develop their revenue management practices, so they are ready for what the future brings, no one could have predicted how the current pandemic has impacted the sector. For a hotelbusiness to maximise all potential revenue, it is essential that a Total Revenue Management approach is adopted and implemented. Revenue maximisation is generally considered to be an attractive goal, because it increases the amount of money flowing from existing demand (Harris, 2013). However, Thompson (2010) contends that some revenue streams, such as restaurants, have high variable costs associated with them, and this therefore has also necessitated a shift in focus from revenue to profitability. Therefore, in order to accomplish this the right conditions mustbe in place. The conditions for Revenue Management as suggested by Kimes (2003)are fixed capacity, perishable inventory, reservations made in advance, volatile demand, appropriate cost structure, variable demand and segmented marketsTotal Revenue Management is based on pricing that incorporates consumer centric oriented factors (Dunleavy & Westermann, 2005). With decades of growth and development, the approach of total revenue management has emerged as an improvement on traditional revenue management practices (Buckhiester, 2012). Therefore, in order to accomplish this the right conditions must be in place. In their research, Noone et al (2017) suggested that revenue management is moving away from a sole focus on top-line rooms revenue toward a bottom-line orientation focused on the customer. Implementing a total revenue approach needs to have theappropriate technology infrastructure. The other main consideration is to understandthe implications and integration of a Total Revenue Management approach, and thento ensure that employees grasp the strategic direction of the business and to executewell against it (Karadjov & Farahmand, 2007).

Through integrating several revenue streams including food and beverage, function space, catering, spa, retail, golf and others with room revenue management, total revenue management enables hotels to achieve their goal in maximizing revenue in highly competitive markets (Zheng & Forgacs, 2017). The development and integration of a total revenue management approach will facilitate the attention, segmentation and retention of customers who will purchase products/services and generate repeat business. As a consequence, this will provide the opportunity for thebusiness to target the right customers, with the right messages and preferably with theright price to suit their needs (McMahon-Beattie et al, 2016).

In summary it is incumbent that the implementation of a total revenue management strategy in a hotel, must be cognisant of consumer buying behaviour, price sensitivity in target markets, and this will provide the opportunity to ensure customers are charged the right price at the right time, every time (Milla and Shoemaker 2007). Which in turn, confirms the need for hotel businesses to apply revenue management practices into a hotel business, across all strands of the business, in order to maximisethe revenue potential.

RESEARCH DESIGN

The aim and objectives, this paper is trying to uncover, led to a qualitative study utilizing a combination of both primary and secondary research. Dawson (2009) recommends that qualitative research should be used in order to examine attitudes, behaviours, opinions and experiences, and the data collection techniques include interviews, case studies or focus groups. In this case, an interpretivist approach wasapplied, through one on one semi-structured interviews, conducted with a cross- section of revenue professionals which included three Revenue Managers and two General Managers. This permited the ability to explore each theme, to compare participant responses and to identify the underpinning patterns or links to theory. Thus the integration of participants responses, to the line of questioning will help inform therecommended approach to the implementation of Total Revenue Management. The eight questions sought to establish the current revenue management practices utilisedin each of the properties, were there issues, the Key Performance Indicators (KPI's) they track, did they practice Total Revenue Management and if they saw challenges in its implementation?

FINDINGS

The main issue which seemed to be universal, was ensuring the accuracy of the data used for forecasting, using the correct rate fencing techniques and since the difficulties experienced during the Covid Pandemic, segmenting guests and the business they generated. This generally led to discussing the experience and knowledge the respondents had of the marketplace they operated within and applying that on a day to day basis to override the Revenue Management System (RMS) and Property Management Systems (PMS). Which raised another issue in that the RMS and PMS are not directly linked. One of the General managers interviewed commented that their "hotel is actually looking at applying some elements of a TRM approach going forward, however hinted that the RMS and PMS software is only as good as the experience of those managing the information it produces and this is based on experience."

A good revenue manager should be able to monitor and analyse the internal operationof the hotel and be able to sense the changes in the external market including economic environment, competition, technology evolution and new trends in social media (Zheng & Forgacs, 2017). All of the respondents indicated that the key KPI's they tracked were Average Daily Rate (ADR), Revenue per Available Room (RevPar)and Occupancy.

The main strategic challenges respondents felt that currently this changes day by day and week by week, obviously as a consequence of Covid, business have had to review their historical segmentation. For example, this may have been heavily reliant on corporate trade during the week pre-Covid, now this is reduced dramatically and therefore other channels such as leisure or family markets being targeted. General Manager 1 contends, “Strategy is evolving with the Covid restrictions and what they imply, which is reviewed every 3 months to look at strategic opportunities which play towards a rate strategy.”

There is also a shift to explore a more integrated approach ensuring that the information collated on the PMS and RMS is shared. Thereby enabling the growth ofother revenue streams, dynamic pricing and a more collegiate approach between marketing, rooms division and other departments. Therefore, not just looking at the top line for rooms revenue, but to look at the operation in its entirety i.e. Gross Operating Profit Per Available Room (GOPPAR).

RECOMMENDATIONS FOR IMPLEMENTATION AND APPLICATION OF TRM

For Total Revenue Management to be incorporated effectively the respondents felt that it really depended on the style or rating of the hotel. Commercial properties are very much dependent on the customer and loyalty, therefore understanding that goodservice and how to communicate effectively with the customer are essential elementsin the process. Consequently, there needs to be a change in mindset and that the hotel see the interrelationship between Revenue and Sales teams, but also Rooms Division and Food & Beverage/Spa/Leisure teams. The key word is team and subsequently the respondents felt training was important for employee ‘buy-in’ and ‘embedded’ in the organisational culture.

A pattern that did recur throughout the interviews, was the need for the development of software that would marry the information that the Property Management Systems,the Electronic Points of Sale in each Department and the Revenue Management Systems generated, so that they can communicate with each other. Generally, the responses suggested that in many cases the system would be overridden daily and new information added, based on knowledge and experience of the person operating the system. This would, it was felt advance the adoption of a Total Revenue Management practices.

CONCLUSION

In conclusion it is incumbent that the implementation of a total revenue management strategy in a hotel, must be cognisant of consumer buying behaviour, price sensitivity in target markets, and this will provide the opportunity to ensure customers are charged the right price at the right time, every time (Milla and Shoemaker 2007). In addition, if implemented correctly, the approach can evolve into the more accurate andcustomer centric way of managing revenue streams across the business and increasing the profitability of the business. However, for this to happen, there are a number of challenges and suggested areas that must be addressed.

A number of key themes arose from the interviews with the revenue professionals in relation to the implementation of a Total Revenue Management Approach to their business. The key themes were:

- The knowledge and experience of the revenue team
- The development of RMS, PMS and ePOS software that feeds into each other
- Communication between the different departments
- Training and organisational culture

The removal of the ‘silo’ mentality of departments and overall change in mindset in hotels is key going forward. Therefore, training is essential to understand their main customer base and the various customer segments they attract. In addition, the respondents suggest that COVID has had a dramatic impact and that the industry has diametrically changed. Subsequently there is a belief that taking a Total Revenue Management approach is an essential strategy for their teams going forward.

A recurring response from those interviewed was that the two systems do not ‘talk to each other’, which suggests that is the next step in the evolution of this type of software. In addition, knowledge and understanding of the markets, hotels operate inand the customers they serve are essential traits of hotel Revenue and Marketing teams.

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Appendix

RM1 Multi-National Hotel Company - Key Responses

1. RM on property – Head Office uses software which produces forecasts and budgets. This sets rates and packages etc. for corporate, group travel and group tours. Strategy comes from head office and targets are set.
2. Procedures and structures are proscribed as the business is franchised. Due to Covid stay patterns etc. make forecasting difficult.

   Tactics and strategy change by day, week etc. Covid restrictions have caused a downturn in trade, which therefore creates options on what rates to use or loose. Corporate travel has diminished so other segments are growing and organisational strategy has changed to accommodate changes i.e. staff used to deal with corporate travellers, now families and leisure segments increased, so service practices changed.
3. Food & Beverage, Retail, Cook/Serve meals (Microwave in room), Room Service, Outside F&B provision, Rooms offered as alternative working space.
4. ADR, RevPar, Occupancy. Use STR Data for comparative analysis.
5. Limited to large Group Hotels. Independent Hotels can apply it much more readily.
6. Depends on the style of the hotel. Commercial RM is dependent on the customer, so loyalty is key. Long term relationships are necessary. Understanding segmentation is important. Biggest issue is the Online Travel Agencies.
7. Rates have dropped, more competition caused by restrictions and this has made it a buyers' market. Again, current obstacle is OTA's

RM2 Revenue Management Solutions/Software company

1. RM Software – use system to apply rates to different segments. Looks at KPI's to focus on pick up reports focussing on different supply channels.
2. Understanding Historical Data and its accuracy across the business. RM systems need good data and applied segmentation. Understanding demand drives strategy. KPI's are a significant element of decision making and of course knowledge and experience. This dictates adjustments to price by utilising demand data effectively. Training and development of RM's is key.
3. Going forward post-Covid segmentation and understanding supply channels is going to be incredibly important. If the team are not revenue savvy and understand the commission issue with OTA's then there will be problems.
4. Inclusive of Rooms Division, RM's will need to communicate with sales/marketing team and include other revenue streams as part of the dynamic pricing strategy. Therefore Golf, spa, food and beverage, event space and retail to name a few revenue streams. The TrevPar and GOPPAR come into play.
5. ADR, RevPar, Occupancy. These are based on rates trending last year. However, going forward business need to go 2 years back to ascertain patterns. Consider Gross Revenue that can achieved per customer.
6. Dynamic pricing applied based on system pricing per customer and property, what is realistic?
7. Revenue Management System, ePOS and and Property Management System

software do not ‘talk to each other’. Equally teams do not talk to each other or understand how they can help each other increase revenue.

8. There have to be changes, Covid and the damage it has done to practices and segments in the sector, will have an impact the industry for a number of years.

RM3 High End Luxury City Centre Hotel

1. Limited to Rooms Division. A structure approach is applied. RMS, PMS and Central Revenue Management System.
2. Independent Luxury Hotel optimising revenue on limited inventory. Forecasting is important and shows very high demand. Very selective segmentation due to high service levels and building relationships with guests.
3. Yes. 1. Demand levels have reduced significantly. 2. Maintaining constant occupancy levels split between weekday and weekend business. Forecasts based on RMS and segment mix. Key to their work is communicating with marketing team and communication throughout the organisation.
4. Food & Beverage, Event space and Spa/pool offering. Application of dynamic pricing.
5. ADR, RevPar and Occupancy. However post-Covid and doing this course, looking to apply RevPASH, RevPASM and GOPPAR
6. First of all an understanding of how it is applied. There needs to be an integration of systems. A change of mindset with the team. Remove ‘silo’ mentality, team working is key, and data needs to be collated and analysed.
7. Training of staff and change in mindset. Important to identify important guest data and treat it properly. The implementation of a system can be expensive.
8. Corporate business has reduced dramatically, so the strategy of where the hotel position itself will be important. The hotel is currently under refurbishment so will be reopening in a number of weeks. The strategy is to get guests to stay longer b creating rate fences i.e. need to stay at least two nights mid-week. The hotel has a big American and Canadian client base so linking in with tour operators to develop more attractive packages.

GM1 Boutique Hotel based in Guernsey

1. Revenue Management practices based on Annual Forecasts and Budgets based on Season/month/segment.
2. Average incremental spend by guests is a concern. Consider the spend per room during the week and weekends. This is system led. Length of stay restrictions.
3. Strategy is evolving with the Covid restrictions and what they imply, which is reviewed every 3 months to look at strategic opportunities which play towards a rate strategy. When considering packages, Brexit and Covid do have implications for the sector.
4. Events is a big area they are investigating so when developing packages they need to be based on minimum spend and return for the business. Therefore pricing will be dictated by numbers, spend per customer on accommodation but in other departments. The Spa facilities at the hotel are used by both guests and local membership, so again RM could be and is applied to an extent currently.
5. ADR and Occupancy. Looking at conversion rates for customers using the restaurant by offering a discount on first visit to encourage more visits during

stay. RM in Food and Beverage is currently being developed.

6. The independence of the hotel makes the application of a TRM approach more probable going forward. The RMS and rates it produces are overridden primarily because of experience and knowledge of the marketplace. The PMS information does not feed into the RMS.
7. The type of hotel, the region, long term relations with guests and the information collated during a reservation.
8. Pricing will be affected by the growtyh of Staycations; the marketplace has changed, and some segments have gained more importance as a consequence of Covid. Now working on how to extend the season, through changing operating practices.

GM 2 Large 4 Hotel with Leisure Facilities on outskirts of Belfast

1. Largely rooms division. Hotel was largely catered towards large corporate events, which depending on the type of event would dictate spend on food and beverage. Since Covid and demise of the corporate vents market, the hotel has repositioned itself as a leisure hotel and largely markets towards the familyand leisure business.

   Occupancy levels and daily/weekly rates. Comparisons made with local competitors. Biggest issue is location on the outskirts of town. Marketing nowlooks at what is happening in the city i.e. events, music gigs, school holidays. Minimum lengths of stay i.e. 2 nights introduced
2. Looking at other revenue streams. Hotel has benefitted from Covid which helped them reposition themselves from Conference business to Leisure business. OTA commission remains an issue they are hoping to manage and reduce. Linking in with local tour operators and outdoor pursuits companies to develop packages.
3. Family market, leisure facilities, food and beverage offering
4. ADR, Occupancy and RevPar
5. Never just look at the top line income, look at the entire offering i.e. rooms, f&b, leisure offering, C&B.
6. Changing mindsets and training. Staff need to realise that service and good customer relations are more important since the business is more family and leisure orientated. The corporate business is different. The conference and banqueting team need to be retrained.
7. Yes, if they do take corporate business it will be priced more dynamically. They will take business based on return not on the publicity. Some events did not cover what was spent on staffing i.e. because the food and beverage element was low.
8. This hotel is actually looking at applying some elements of a TRM approach going forward, however hinted that the RMS and PMS software is only as good as the experience of those managing the information it produces and this is based on experience

EMBEDDING THE VALUE OF PERSONAL SOCIAL RESPONSIBILITY WITH THE GENERATION Z BUSINESS STUDENT.

Michael Gillies, Mairead McEntee, Laura Wells, Claire Mulrone, Esther McGuinness and Richard Gormley

ABSTRACT

This paper considers how Personal Social Responsibility (PSR), as a theory and as a professional skill, may be formally introduced to Generation Z with reference to two civic responsibility initiatives undertaken by Ulster University culinary arts and hospitality management students in collaboration with key bodies, including Ulster University's Social Justice Hub, and funders. The initiatives entitled 'Antonio Carluccio's Recipe for Hospitality Success' and 'The Breakfast Club @ Home' soughtto tackle a range of issues including food poverty and financial and environmental sustainability while building on key life skills for those in vulnerable situations or financial difficulty. Such collaboration, it was hoped, would generate a heightened recognition and appreciation of the value and impact of PSR within the student cohort.As a result of these initiatives there is now a focus on how these civic responsibility projects can be formally embedded into the curriculum to nurture key generational employability skills. This paper presents the preliminary findings and theoretical basisfor an ongoing piece of research.

Keywords: Personal Social Responsibility; Generation Z; Civic Impact.

INTRODUCTION

Pre COVID-19 pandemic, the hospitality industry was the third largest UK employer (UK Hospitality, 2021), representing 10% of UK employment (UK Hospitality, 2018). In 2018, the industry communicated its aims of meeting the need for an additional 66,000 new jobs and approximately 200,000 new apprenticeships within the next fiveyears (UK Hospitality, 2018). The same report affirmed the importance of promoting the industry as a 'viable and enjoyable' career option by doing more to attract prospective employees to the industry and to ensure the creation of long-term career opportunities (UK Hospitality, 2018). At a regional level, the Northern Ireland Skills Strategy identified the hospitality industry as a priority skills area highlighting a need for workplace ready staff and promotion to entice young people to careers within this industry (Hollywood, 2019). This challenge has been exacerbated with both the pandemic and changes to the immigration rules post Brexit, meaning that now more than ever, the UK industry faces a critical recruitment drive with a record number of job vacancies as 3 in 10 hospitality businesses find vacancies difficult to fill (ONS, 2021). Subsequently, there is an ever-increasing focus on securing the future of theworkforce by attracting and

retaining young people to the industry**.**
Born between 1995-2019 (Sakdiyakorn et al, 2021), Generation Z have already surpassed Generation Y (Millennials) in terms of population size, making up 32 per cent of the global population (Miller and Lu, 2018, cited by Sakdiyakorn et al, 2021). Profoundly different than their millennial counterparts, this generation has a unique outlook on how to define success in life and their employment (Deloitte, 2019). Whilst, and as identified by Dawson et al (2010) the hospitality and tourism industries are beneficiaries of people's inability to make the link between responsibility and personal actions, Generation Z believe in the power of individuals to evoke change and seek action on matters including environmental concerns, inequality and discrimination (Deloitte, 2021). Such traits are reflective of Personal Social Responsibility (PSR), an outworking of Corporate Social Responsibility that shifts the onus from the organisation on to the individual (Mulgan, 2000 as cited by McKercher et al, 2012) both as employees and consumers (López Davis et al, 2017). Interestingly, Brauer (2018, cited by Cox, 2018) maintains that a new group of working professionals is emerging from Generation Z entitled the 'New Working Order' who prefer to blend education with experience for their career advancement.

To date, there has been limited research considering how PSR as a theory and as a professional skill may be introduced to culinary arts and hospitality management students via the curriculum. Consequently, this conceptual paper considers how PSR may be formally introduced to Generation Z through a case study of two civic responsibility initiatives undertaken by Ulster University Students. To achieve this aim, the first section of the paper presents a focused literature review of the following identified themes; including PSR, Generation Z, Project Based Learning and Civicimpact. The subsequent section provides an overview to the two civic responsibility initiatives and initial observations of the impact of the activity on PSR. While, the final sections of the paper outline future research activity and concluding comments.

LITERATURE REVIEW

Personal social responsibility

Whilst Corporate Social Responsibility (CSR) that is "caring for the well-being of others and the environment with the purpose of also creating value for the business" (Glavas and Kelley, 2014, 171) has been studied for decades, with Bowen, in 1953, recognised as having been first in defining the social responsibilities for business, the evolution of CSR has not been as well defined. This evolution has moved the onus from a business entity to a quasi-partnership between the entity and individuals as both, or either, consumers and potential employees (McKercher et al, 2014; Lopez Davis et al, 2017) resulting in the paradigm of Personal Social Responsibility (PSR). PSR intimates those consumers decisions should be based on holding companies responsible for atthe very least adhering to their CSR declarations (Lopez Davis et al 2017). As for employees, CSR is seen as a nonmonetary motivator in attracting and retaining employees (Boğana and Dedeoğlu, 2019), however, a business cannot adhere to its CSR commitments if its employees do not (Makower, 1994), hence PSR. As summarised in the conceptual model (Figure 1), there is a third player that being the stakeholders, not only those of the business but also those of the individual. Each affects the other.

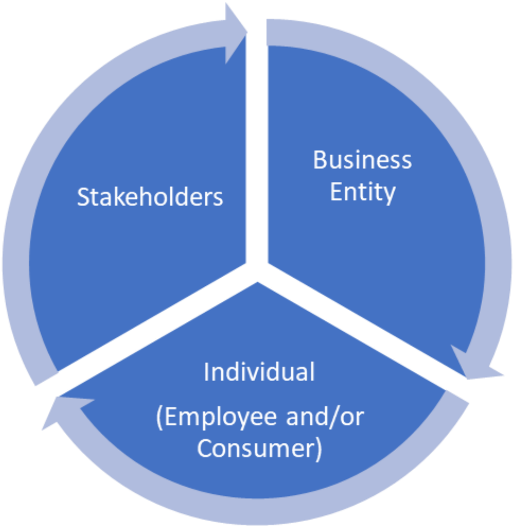

Figure 1: Conceptual Model of interaction between Individual, Business and Stakeholders

For hospitality and tourism, PSR is of note, not least because of the disconnect between people's tourism/hospitality related activities and resultant macro impacts (Dawson et al., 2010, Becken 2007, Hares et al, 2010).

Generation Z

Born between 1995-2019 (Sakdiyakorn et al, 2021), Generation Z are profoundly different than their millennial counterparts and have a unique outlook on how to define success in life and their employment (Deloitte, 2019). According to McKinsey (2021), Generation Z believe that communities are created by common interests and not by 'economic backgrounds. Members of Generation Z are observed as thoughtful and responsible (Seemiller and Grace, 2016, cited by Self et al, 2019) and 'mobilise themselves' for a range of causes (McKinsey, 2018). Furthermore, Generation Z believe in the power of dialogue to improve the world and approach their decision making in a very analytical and pragmatic way (McKinsey, 2018). Generation Z believe in the power of individuals to create change and embrace personal responsibility (Deloitte, 2021). Recent research (Brauer, 2018) revealed thatGeneration Z are more motivated by job satisfaction and working for social good thanby financial reward. Furthermore, a report by Deloitte (2021) revealed that 49% of Generation Z have made decisions on the type of work and the organisations that theyare prepared to work for based on personal ethics. Members of Generation Z actively seek learning opportunities (Deloitte, 2019) to enhance skills and prefer to blend education with experience for their career advancement (Brauer, 2018, cited by Cox, 2018).

PROJECT BASED LEARNING

Project-Based Learning (PBL) is an approach that emphasises meaningful learning activities that are long-term, interdisciplinary, and student-centred. The learning activities are designed to provide students with real world relevance, complex tasks, and creative outcomes. PBL is based on constructivism. Constructivism emphasises that learners can construct their own knowledge through interactions with their environment. The learners are different, and each individual learner can construct new knowledge by building from the current knowledge (Piaget, 1969; Vygotsky, 1978; Perkins, 1991). The students have chances to learn course content, master course objectives, choose their own topics, activities, or learning tools (Grant, 2002). In the words of Papert (2011), ‘creating is learning’, using knowledge to gain more knowledge. This can happen by creating projects such those discussed within the twocase studies

Civic engagement and responsibility

Social or civic responsibility refers to individuals who consider the social implications of their civic actions for the welfare of others and perform the feelings or consciousness of their civic actions of transcending themselves for community involvement (Putnam, 2000; Wray et al., 2011). Bresinger et al. (2014) indicated the civic responsibility as one's feeling about their personal and social responsibility for helping those people inneed. Furthermore, civic engagement refers to taking part in volunteer activities through working with others within social organizations or communities to achieve the social good (Zukin et al., 2006).

FINDINGS & DISCUSSION

Antonio Carluccio's recipe for success' & 'The breakfast club @ HOME': embedding civic impact

Ulster University has a powerful sense of civic purpose with values grounded in helping to advance society in Northern Ireland. The University has a wide range of admissions, access pathways and financial packages to support those with difficult circumstances to overcome disadvantage and enter higher education. To achieve this the University works in partnership through schools and community outreach, to ensure that those who are the most able but least likely to participate, have fair opportunity to access and success in higher educationThe two civic responsibility initiatives that are the subject of this paper were: 'Antonio Carluccio's Recipe for Success' and 'The Breakfast Club @ Home', both sought to tackle a range of issues including food poverty, financial and environmental sustainability while building on key life skills for those in vulnerable situations or financial difficulty with a focus on the opportunities available within Ulster University for widening access participants.

Carluccio's Recipe for Success was a civic centered outreach programme designed to engage prospective students who would not otherwise consider attending university and pursuing career opportunities in hospitality and culinary arts management. The project comprised of 300 students from 10 schools across Northern Ireland and was part of the university's ambitious widening access and participation agenda. The delivery of the Antonio Carluccio Outreach Programme was financially supported by the Antonio Carluccio Foundation and involved students and graduates of the university's hospitality and culinary arts programmes. It was intended that this activity would involve a series of face-to-face events however with the ongoing COVID-19 pandemic the programme delivery was pivoted to online while ensuring the same outcomes were achieved through a bespoke and comprehensive online course Mainstream media has frequently reported on issues such as homelessness, the useof food banks, and children coming to school hungry, and the term 'destitution' has re-entered everyday usage. There has been a rapid growth in the number of charitable food banks and the quantity of emergency food parcels they are distributing. The Trussell Trust's network of food banks distributed 61,000 emergency food parcels in 2010/11, rising to 1.9 million in 2019/20. (Bramley et al 2021). At a local level Covid- 19 has greatly exacerbated the issue of food poverty in 2020 -21 and demand for theservices of the North Belfast Food Bank has soared. Since the first lockdown in March2020 the Food Bank has delivered 15,000 food parcels, 22,500 hot meals and 550

school lunches.

During Summer 2020, compared to the 15-20 families it supported perweek pre-pandemic. (Ulster University Insight 2021). The Breakfast Club @ Home supported 100 families, providing store cupboard ingredients such as oats, flour and honey and equipment such as hand blenders and mixing bowls to create 10 healthy breakfast recipes over five weeks in May and June 2021. Fresh ingredients and the recipe were delivered directly to families once a week by the North Belfast Advice Partnership. Easy to follow recipe cards, and step by step videos, were developed byBSc Culinary Arts Management students, with design input from graphic art students. The key theme was healthy, easy to follow recipes that could be enjoyed by all members of the household.

Whilst no formal evaluation of the student's participation in the two initiatives was undertaken, anecdotal evidence and informal feedback was sought. This suggested that both initiatives prompted an awareness of PSR. Participants also commented on the feeling of 'giving something back' to those in less favourable circumstances.

AGENDA FOR FUTURE RESEARCH

Research on personal social responsibility (CSR) flourished pre-COVD-19 and could reasonably claim to be one of the most widely read and cited sub-fields of management. It was observed during the projects with students that such collaboration as discussed within this paper generated a heightened recognition and appreciation of the value and impact of PSR within the student cohort. Consequently, this recognition has placed a critical focus on how these civic impact initiatives can be formally embedded into the curriculum to nurture such key generational employability skills.

Future research may measure the value of embedding PSR into the curriculum by aligning the activity with project-based learning objectives. In particular, future research may investigate student's perceptions of PSR and where possible, compare perceptions between Generation Z and Millennials. Lastly, future research may consider the influential role of projects as described in this paper and the impact it may have on the wider community.

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HOSPITALITY MANAGEMENT EDUCATION IN THE 21ST CENTURY: BACK TO THE FUTURE

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ABSTRACT

Debate about the academic scope of UK higher education programmes in hospitality management has continued for more than forty years. Central to the debate surrounding curriculum design is the balance between theoretical subjects and vocational skills related to the management of food and beverage production and service. The UK QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism (2019) defines the academic standards that can be expected of a graduate outlining what graduates might know, do and understand on completion of their studies. Whilst an increasing number of UK Higher Education programmes in hospitality management are theory based, Ulster University's new £250million campus includes a state of the art Academy restaurant which is central to its hospitality curriculum offer. This paper considers how future hospitality management education might best evolve to address the needs of stakeholders. The paper focuses on the broad context for future hospitality management curriculum planning at Ulster University with its 21st century hospitality training facilities. The paper also addresses the role of stakeholders in higher education at a time of renewed focus on higher level apprenticeships alongside the University's targets for development regeneration impact on the NI economy. It presents a conceptual framework for hospitality management curriculum design and pedagogy.

Keywords: hospitality management, higher education, curriculum design

INTRODUCTION AND CONTEXT

The launch of Academy: Centre for Food, Drink and Culture (CDFC) reflects unprecedented investment in higher education by Ulster University and marks a new beginning for the Department for Hospitality and Tourism Management. With the recent publication of the government's economic strategy A 10x Economy: Northern Ireland's Decade of Innovation, the CFDC is uniquely placed to support the growth of an economy that is 10x stronger, 10x more prosperous and 10x more resilient. The Government recognises that the achievement of the ambitious strategy will necessitate both innovation and a transformation in our skills system (DfE, 2021a). In2021 service industries dominate the economy representing over 80% of jobs. Withinthe Northern Ireland services sector by far the largest number of people are employedin retail, hotels and restaurants (DfE, 2021b). In Q2 of 2021, as Covid-19 related restrictions began to ease and hospitality businesses re-opened, the hospitality sectorreported a tenfold increase in job vacancies and businesses have struggled to attractand retain talent with Ulster Bank's Chief Economist warning that in firms in Northern Ireland are going to be engaged in a war on talent (Ulster Economix Report, July 2021).

Hospitality Management education has evolved since the establishment of the first dedicated hotel school, Ecole Hôtelière de Lausanne Switzerland in 1893. Today there is a proliferation of Swiss hotel schools many of which operate internationally. Exactly 100 years ago and at the request of the American Hotel Association and hotel magnates the world's first undergraduate hospitality programme was founded at Cornell University and 21 students embarked on the programme which reflected the university's mission to found an institution where any person can find instruction in any study (Cornell SC Johnson College of Business).

One of the Cornell School's founding benefactors was initially unconvinced that teaching hospitality in a classroom setting would work as he felt that on the job training would be more effective. In 1927 that changed when he attended the student led Hotel Ezra Cornell industry conference. It was at this point that Ellsworth Statler declared he was "converted" and pledged his support for student experiential learning. With the later establishment of the Statler Foundation a School of Hotel Administration was launched following the opening of a 50 room management laboratory which included Statler Hall. Together with the Staler Inn these facilities transformed the learning experience of students.

As more hospitality management degree programmes were launched around the world, the Cornell model was seen as the preferred approach. In 1944 the first cohort of students embarked on a two year diploma at the Scottish School of Hotel Management and within just a few years demand for the programme grew so significantly that the School relocated to a bigger site, later to become known as the Scottish Hotel School. Students undertook practical training on site but the School later introduced a work experience element (Scottish Hotel School, 2021). With the onset of mass tourism the need for career ready graduates alongside government policy for skills and higher education further influenced the design of hospitality degree programmes and in the UK from the 1980s onwards. However whilst the majority of programmes initially provided teaching facilities to support the acquisition of hands on experience in food and beverage studies, underfunding in higher education has resulted in many UK hospitality management degree programmes now being heavily theory based as the majority of university training restaurants have closed.

Curriculum design in tertiary education is important to a range of stakeholders. For the purposes of this paper the authors have adopted Freeman's definition of a stakeholder as "any group or individual who can affect or is affected by the achievement of the organisation's objectives" (Freeman, 1984, p.46). A study by Gruba et al (2004) concluded that curriculum change in universities is rarely best influenced by educators whilst Williams (2005) described tourism and hospitality education as moving from uncertainty to maturity and importantly highlights that the value and magnitude of growth is connected to the expansion of industry. Significantly Williams also highlights the importance of reassurance for employers as stakeholders in relation to programme design but poignantly that graduates have adequate professional preparation to satisfy the needs of business and industry.

Academy focuses on threshold concepts and as Cousins (2006) explains such an approach enables students to 'become' what they know. Meyer and Land (2003) argue that threshold concepts are 'troublesome' yet 'transformative' as new understanding becomes part of the individual's world view and how that makes them feel. Neve et al., (2017) concur that threshold concepts transform a learner's way of being 'in' or 'knowing' the world. It is anticipated that the Academy will support student learning to develop their ongoing intellectual, personal and professional development. Moreover, mobilising opportunities for learners to master threshold concepts provided by an authentic learning environment facilitates time, space and support to learn and develop a student's professional skills for lifelong learning (Hammond, 2020).

Hudson (2020) argues students must practice the skills they learn to master a subject, 'allowing for richer and more complex insights into aspects of the subjects students are studying' (Land et al. 2006 p198). Indeed, practising skills to master a threshold concept can be messy as teaching must conceptually 'hold' the student tolerating uncomfortable 'troublesome knowledge' while they oscillate between 'knowing and doing' to succeed at rigorous work (Hudson, 2020). This struggle also enables the student to transfer what they are learning from one context (theory) into another (professional practice). Those that overcome this 'struggle' and become comfortable in their uncertainty, learn from their mistakes, articulate between learning strategies and demonstrate resilience through a growth mindset. The recent reawakening of experiential learning methods in hospitality management is a meaningful way to better prepare future leaders for the disruptive world of work (Askren and James, 2021).

TOWARDS A 21ST CENTURY LEARNING MODEL AT ULSTER UNIVERSITY

Academy restaurant represents a modern approach in the development and acquisition of hospitality knowledge and skills. Whilst the previous facility operated primarily as a training restaurant the new Academy is a commercial facility catering for a wide range of university events. Student learning is at the heart of the new facility and draws on much of the previous training restaurant good practice. With the restaurant open to the public the important business of student learning is now being revisited. In the lead up to the launch of the new restaurant staff have developed a set of guiding principles known as the “Ulster experience” but it remains a work in progress for a range of reasons. These principles provide opportunities for students to experience, through threshold concepts, their inseparable and often stressful relationship with the guest providing a meaningful point of distinction. This form of immersive learning “……is based on the significance and focus of experiential learning theory as described by Kolb” (Edwards et al., 2019, p. 365; Kolb, 1984).

Academy creates opportunity for authentic learning through integrating threshold concepts which emphasises an innovative form of experiential learning. Subsequently this form of pedagogy meets employer expectations who require graduates with good social skills, critical thinking, strong work ethic and self-confidence (Alhelalat, 2015; Ball, 1995; Lashley and Rowson, 2005; Papamarcos, 2002; Ruhanen, 2005). According to Barnett and Coate (2005), employers need graduates who are workplace-aware (know), have practical competences (do) and have confidence to participate and grow (be). The experiential learning experience in Academy potentially leads to improved ‘readiness for the workplace’ (Maier and Thomas, 2013, p. 20). Dewey (1971, p10) claims ‘students learn by doing for working in real life’ thus, having experiential activities where students learn how to critically think in real world scenarios are valuable. Consequently, the Ulster Experience in Academy enables critical thinking skills such as reasoning (Coker, 2010) and application of learned theory (Eyler, 2009; Lin et al., 2017) enhancing the intellectual growth of the learner

(Katula and Threnhauser, 1999) whilst providing opportunities for students to gain confidence before commencing in the future workplace' (Askren and James 2021).

Using experiential learning in curriculum design for professional development has increasingly been recognised as transformational, life changing and beyond the acquisition of knowledge and skills (Wilson et al. 2013). Therefore where curricula provide opportunities for students to reflect on experiences which disrupt their worldviews it leads to 'more powerful and generative understandings' (Ryan and Carmichael 2015) and provides confidence to think, feel and become a future leader in the hospitality industry (Bradbury et al. 2015; Cruess et al. 2015). An established model to potentially design and operationalise the unique Academy pedagogy for hospitality future leaders is the 'the six touchstones' (Muller and Oshins, 2017). Balancing the six touchstones competencies enables hospitality managers to 'be' reflective in disruption, whilst concurrently embracing multiple complex perspectives toward 'being' focused and effective.

Drawing on the work of Muller and Oshins the model (Figure 1) provides the basis for further development specifically in relation to the curriculum design and stakeholder engagement. These 'touch points' and associated elements illustrated in the framework underpin a meaningful pedagogic distinction for learning at the Academy. The model demonstrates how pedagogy is rooted intrinsically throughout Academy's operations. Learning is funnelled through utilising curriculum that is supported by 'world class' learning. Central to this is a robust, fit for purpose practical learning environment which will provide international hospitality professionals with the highest professional standards of management and education in the hospitality and tourism sectors and help them become the best and most sought-after managers within the industry, in keeping with the industry's professional body standards. With the impact of both Brexit and COVID -19 the need for a paradigm shift in hospitality education is imperative. A recent study by Papageorgiou et al (2021) highlights it is essential that this shift happens in order to address the rapidly changing world of tourism and moreover to ensure that the sector will have future managers with the requisite core competencies.

From the outset of their studies learners are exposed to the underpinning fundamentals of a practical ‘active’ teaching style. This style of learning centres on ‘how’ to connect the teaching to the real world incorporating practical learning around food and beverage production and service etiquette and customer service whilst becoming more resilient in a busy real-world environment. This then progresses in year 2 of the programme where module outcomes are scaffolded around building on the foundations of underpinning theory. Learners are required to supervise an event to develop leadership skills and identities of aspirant leaders. The ability to lead and manage becomes a central focus in practical modules where learners assume more responsibility for planning, leading and reflecting on their practice within a realistic food and beverage environment. Thus, the learning space acts as a ‘live’ point of reference for all learners and modules are underpinned by Muller and Oshins’ (2017) six touchstones model. The transition between each year of the programme develops leadership competencies necessary for future leaders in the hospitality industry. After the completion of a one year placement learners have further scope for deeper learning in their final year modules as well as opportunities for live industry related assessment tasks.

Academy @

Ulster University Business School

Quinn et al. (2021)

As Academy restaurant evolves it is essential in the first instance for educators to be aware of the competencies required by industry. Indeed, it is more imperative than ever that those entering the labour market from are equipped with the competencies to support economic growth and recovery (Ulster University, 2021). Research suggests that graduates need to possess both soft skills (communication, digital skills, leadership skills, human resource management) and discipline specific skills (Christou and Karamanidis 1999; Papageorgiou et al, 2021; Ulster University, 2021, Walo 2000). Academy restaurant at Ulster University is well placed to develop both skillsets/competencies through the provision of a 'real world learning'.

Given the growth of the tourism and hospitality sector pre-Covid and signs of recovery, there continues to be a huge demand for talent (Ferreras-Garcia, 2020). As Hughes and Saieva (2019) argue, graduates are more likely to have the skills employers need when there is collaboration between institutions and employers in the design and delivery of courses. At a local level, the recent Graduate Survey by Ulster University (2021) revealed how employers in Northern Ireland are eager to have a greater role in the co-design (and co-delivery) of courses. Therefore, it is important for the universities, colleges and industry to work together to identify the needs of industry and tailor provision to meet such demand.

In addition to the traditional undergraduate provision apprenticeships offer an alternative approach. As Felce (2019) highlights, apprenticeships were traditionally the domain of colleges, while universities focused on management; however, there is now a greater interest among universities in offering Higher Level Apprenticeships (HLAs). HLAs were introduced in 2014 with the aim of increasing the apprenticeship community to over 3 million by 2020, offering an alternative way to professionalism through a non-traditional route. They offer a new approach to collaboration between universities, colleges, employers, students and professional bodies (Bravenboer, 2016; Mulkeen et al, 2019). Indeed Wilson's (2012) review recognised that HLAs have the potential to meet the long term skills needed by employers and provide an alternative route for school leavers who wish to combine work with gaining a qualification. As noted by Hughes and Saieva (2019) HLAs not only help to meet the demand for higher level skills but they can also provide a progression route to further study.

CONCLUSION

The design of hospitality management programmes has progressed significantly over the past 100 years and much of the development has been driven by education research and theory. The range and scale of hospitality business operations has equally changed as the industry constantly evolves however the key objectives of the pioneers of hospitality education remains as relevant today as they were previously. At Academy as we continue to strive to ensure our approach reflects the current and future operating environment and consumer trends whilst focusing on developing the core competencies that industry requires, the key to success will be renewed engagement with stakeholders. It is important that our touchstones and model of delivery is informed by industry needs. The advancement of experiential approaches will help students to develop core competencies and skills for the 10x economy but collaboration must be at the centre of our collective endeavours. Planning for the future has never been more important and the stakes have never been higher for industry and education.

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