Sustainability in Top Hospitality/Leisure Management Programs: Teaching for a Sustainable Future?

Laura Zizka, PHD

Ecole hoteliere de Lausanne HES-SO University of Applied Sciences and Arts Western

Switzerland

laura.zizka@ehl.ch

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Abstract

Higher education (HE) programs in hospitality/leisure management studies offer the theoretical knowledge which should prepare graduates to be effective thought leaders for a changing global workplace. Previous research examined HE institutions' role in preparing students for their professional careers by applying innovative and sustainable solutions to everyday problems. This study examines the top 50 international hospitality/leisure management programs of 2017 through a content analysis of their sustainability curriculum, mission /vision statement, and projects to establish a link between school reputation, sustainability courses and practices, and authentic student engagement. The premise is that top ranked hospitality/leisure management programs will be leaders in sustainability courses and practices. The results demonstrate that the majority of top ranked programs currently offer between zero and five sustainability courses in their undergraduate hospitality/leisure management programs. Hospitality/leisure management programs worldwide need to reconsider their undergraduate programs to prepare positive social change agents for the 21st century workplace.

Keywords: sustainability, hospitality/leisure management programs, reputation, engagement, positive social change agents

Introduction

The United Nations General Assembly declared 2017 as the 'International Year of Sustainable Tourism for Development' to advance the universal 2030 Agenda for Sustainable Development and to promote tourism's goals in five key areas of sustainable economic growth, social inclusiveness, resource efficiency and environmental protection, cultural values and diversity, and safety and security (Zizka, 2019). Travel and tourism is one of the world's fastest-growing sectors, with bookings hitting close to $1.6 trillion in 2017 and represents one-tenth of the global GDP. For the hospitality industry, the statistics are positive as well as it is projected to sustain strong 5–6 percent growth throughout 2018 (https://www2.deloitte.com/content/dam/Deloitte). Nonetheless, some travelers have become aware of the impact they are having on the sites they are visiting and are encouraging hotel and restaurant stakeholders to make more sustainable choices for the future of the destinations they visit (Lee, Kang, Choi, & Olds, 2020). In the past few years, a further emphasis on 'responsible holiday-making' has come to the forefront. Can holidays ever be 'responsible' or sustainable? With the effects that tourism and hospitality have on the global economy and environment, it has never been more important to address the issue of sustainability in their practices, actions, and initiatives. Thus, introducing and embedding sustainability concepts before entering the workplace has become an objective for Higher Education Institutions (HEIs) around the globe.

In 2004, the United Nations declared 2005- 2014 the "Decade of Education for Sustainable Development" (Seto-Pamies & Papaoikonomou, 2016) and introduced the Principles for Responsible Management Education (PRME, 2016) to enhance and extend sustainability into mainstream education regardless of program or level of studies. The purpose was to create 'sustainability-minded citizens' with sustainability conscious actions, attitudes and values (Savelyeva & Douglas, 2017). Since then, many HEIs have made

concerted efforts to include sustainability in the curriculum, the corporate strategy, and as a part of campus life. The initial role of preparing graduates to be functional in the workplace has evolved into preparing students who make a difference in the greater society (Thapa, 2019; Zeegers & Clark, 2013) by considering the choices that are being made and the ethical effects associated with these choices (Kline, Benjamin, Merreck Wagner, & Dineen, 2020).

Over the last two decades particularly, HEIs have made great strides toward embracing sustainability concepts. Projects regarding recycling, clean transportation, and zero waste have become commonplace on HEI campuses and are often initiated by the institution. However, one of the most visible manners for HEIs to promote sustainability actions and initiatives revolve around the community in which the campus is based. For this reason, more community engagement initiatives are encouraged than any other sustainability actions. Many of the most prominent top-tier ranking universities follow the definition of community engagement from Carnegie Foundation for the Advancement of Teaching which describes the relationship between the HE institutions and the greater community to create mutually beneficial exchanges and partnerships regarding knowledge and resources in a reciprocal manner (Tuma & Sisson, 2018). To successfully achieve sustainability objectives through community engagement, the Carnegie Foundation established 6 core principles for improvement, particularly: 1) Make the work problem-specific and user-centered; 5) Anchor practice improvement in disciplined inquiry; and 6) Accelerate improvements through networked communities (https://www.carnegiefoundation.org).

This paper examines the top 50 ranked hospitality/leisure management programs in HEIs worldwide to gauge how much emphasis they place on sustainability in their courses, programs, and projects/initiatives. The supposition is that the highest ranked schools will also be the most forward thinking in regards to the three pillars of sustainability and the preparation of their graduates to meet real world demands while considering the greater good

for society. This paper focuses particularly on the courses, programs, mission/vision statements, and sustainability initiatives as communicated on the top 50 HEIs' official websites.

Sustainability in HEIs

Previous literature has examined the responsibility of HEI to be 'change' agents or leaders in the community by providing knowledgeable and educated graduates with a green mindset to deal with sustainability issues long after they have terminated their studies (Hoover & Harder, 2015; Seto-Pamie & Papoikonomou, 2016; Thapa, 2019). According to Rundle-Thiele and Wymer (2010), "universities owe society graduates who are ethically responsible" (p. 11) to themselves, their future employers, and the greater society as a whole. Nonetheless, skepticism remains on the effectiveness of teaching sustainability in HEIs (Sisson, Grisamore, & Jang, 2020).

In HEIs, student attitude affects how students react to sustainability courses within their academic programs and in their personal lives. Previous literature has emphasized the importance of a holistic approach toward sustainability that serves all three pillars (economic, environmental, and social) of sustainability (Karatzoglou, 2013), is within and across courses (Lozano et al., 2015), and takes place in classrooms and on/off campus (Thapa, 2019). Thus, when sustainability is holistic and interdisciplinary or multidisciplinary (Kennedy & Odell, 2014), and students can see the connection between sustainability and their studies (Swaim et al., 2014), student engagement is high.

However, there is no consensus on how to address the three pillars of sustainability in education. There is an unequal distribution of understanding and consideration reported in the literature: Environmental is reported first and most often; economic is the most elusive, and social is under-assessed (Zizka & Varga, 2020). According to a study by Zeegers and Clark (2013), 87% of participants cited environmental examples of sustainability; 69% cited

economic examples, and 49% cited social examples, thus reinforcing the perception that environmental issues are considered above all others. In HEIs, the economic pillar is greatly ignored except for keeping the sustainability costs within budget. From a student perspective, HEIs continue to name environmental issues first believing tackling environmental issues should be given the highest priority and are rarely aware of or conversant on the other two pillars.

Sustainability Education in HEIs

According to the Association to Advance Collegiate Schools of Business (AACSB), a school's prestige is significantly associated with more sustainability education (Nicolls et al., 2013). AACSB states that "management education must prepare students to contribute to organizations and the larger society and to grow personally and professionally throughout their careers" (Rundle-Thiele & Wymer, 2010, p. 5) and promotes a greater role for education on sustainable practices in business schools (Nicolls et al., 2013). One of AACSB's standards includes a school's demonstration of a commitment to address, engage, and respond to emerging issues such as sustainable development or environmental sustainability amongst others through its policies, procedures, curriculum, research, or community activities (Nicolls et al., 2013).

While sustainability is important for accreditation and reputation, sustainability concepts have not been taught consistently within hospitality management programs (Deale & Barber, 2012; Sisson, Grisamore, & Jang, 2020; Zizka & Varga, 2020) as there are discrepancies between the aims, objectives, or necessity of such courses. Previous literature concurred that the hospitality industry's negative impacts must be offset with its positive impacts (Deale & Barber, 2012; Zizka, 2018), but agreeing on how to proceed has been problematic. While industry experts may question the relevance of teaching sustainability in hospitality education (Deale & Barber, 2012; Lee, Kang, Choi, & Olds, 2020), other studies

have shown that students perceive sustainability as a crucial topic for their education and future success (Zizka, 2018; Zizka & Varga, 2020).

Sustainability Implementation on Three Levels

HEIs have attempted to introduce sustainability and sustainability-related concepts into the curriculum in various ways on an institutional or strategic level (Hoover & Harder, 2015; Seto-Pamies & Papaoikonomou, 2016), instrumental or curricular level (Kennedy & Odell, 2014; Seto- Pamies & Papaoikonomou, 2016), and an individual or stakeholder level (Lozano et al., 2015; Seto- Pamies & Papaoikonomou, 2016).

Institutional level- Strategy

Sustainability strategy needs to be built with the stakeholders both on and off campus to engage all stakeholders through genuine dialogue and collaboration (Hoover & Harder, 2015; Kennedy & Odell, 2014) to establish a shared vision where all stakeholders learn from each other in regards to sustainability actions and initiatives. One of the most evident ways to emphasize the importance of sustainability in HEIs is to include it in the mission/vision statements.

Instrumental level- Curricular and program

On an instrumental level, HEIs can create new courses/modules/programs that focus on sustainability to motivate students to engage in sustainable actions in daily life, outside of the classroom (Swaim et al., 2014). Interdisciplinary, multidisciplinary courses with real world or work-based contextual environments (Kennedy & Odell, 2014) can encourage students to see themselves as members of a greater community. However, there is no guarantee that sustainable concepts will be replicated in real life (Sisson, Grisamore, & Jang, 2020; Torbo-Carbo et al., 2016). Further, adding sustainability elements does not necessarily fit into the traditional curriculum (Cooper et al., 2014) and faculty are not necessarily prepared to incorporate this dimension into their course material.

Individual level- Students, faculty, and community

Sustainability actions and initiatives offer many possibilities for the individual stakeholders to gain personal satisfaction (Hoover & Harder, 2015). However, some faculty may not be motivated or do not believe in sustainability initiatives (Swaim et al., 2014) or may not be trained to deal with these issues at the level the HEI requires (Lozano et al., 2015) as it involves a large amount of time, energy, and personal commitment (Hoover & Harder, 2015). Similarly, students cannot engage if they do not understand the bigger picture of sustainability in relation to the society at large. Further, forcing students or faculty to become change agents may result in resentment and resistance to sustainability initiatives.

Community Engagement

One way to encourage authentic student commitment is by community engagement through sustainability actions and initiatives instigated and supported by HEIs. There is a strong relationship between the HEI and the community in which they reside. HEIs engage with the community for the core academic purposes of learning and knowledge management to enable student engagement around sustainable development (Chile & Black, 2015). Faculty members support community engagement as it improves learning through real life application and direct links between curriculum and reality (Gorski et al., 2015; Ryan, 2017; Tuma & Sisson, 2018). Students are enthusiastic to make a positive difference in the greater community. However, community engagement projects fail when local knowledge, perspectives, and frameworks are not integrated from the beginning (Gorski et al., 2015; Kline, Benjamin, Merreck Wagner, & Dineen, 2020) and there is a mismatch between the expectations and needs of the HEI and the community itself. For this reason, it is important to align the project with the expectations and objectives of all of the stakeholders on and off campus.

This research note examines the three levels of implementing sustainability into the top 50 ranked hospitality/leisure programs by analyzing their mission/vision statements, courses offered, and community engagement initiatives and actions.

Methodology

This study is based on a content analysis of the official HE institutions' websites of the top 50 ranked hospitality and leisure programs in 2017. The original list can be found on Table 1.

INSERT TABLE 1 HERE

The schools derived from a list provided by Quacquarelli Symonds Limited (QS) world rankings that combines academic and employer reputation surveys, and the Scopus data used to calculate citations per faculty indicator in the global rankings to produce the subject results (QS World University Rankings®) and provides four scores: Overall, academic reputation, citations, employer reputation. Nonetheless, these rankings do not contain a specific sustainability category; thus, the rankings are predominantly based on the academic and research rigor of the HEI within a specific area of expertise, in this case, hospitality/leisure management programs worldwide.

A content analysis of each university's official website was conducted to establish what and how sustainability is communicated. Keywords for the website search included 'sustainability', 'sustainability programs', 'sustainability diplomas/certificates', 'sustainability courses', 'sustainability initiatives', 'mission/vision statements', and 'community engagement'. For HEIs with multiple schools and disciplines, the keyword search began at the macro level, considering the HEI as one entity and recording their sustainability information. Once that was noted, a further search into their hospitality/leisure bachelor's program was conducted.

The premise of this paper was to find a link between the highest ranked hospitality/leisure management programs and the sustainability information they communicate online to on three levels: Institutional, instrumental, and individual by examining their mission/vision statements, curriculum/program offer, and the sustainable initiatives/actions both on and off campus. The initial assumption was that the top ranked HEIs would be the leaders in sustainability education as well.

Findings/Discussion

Institutional Level: Mission and Vision

The mission and vision statements of each of the top 50 hospitality/leisure programs were assessed. Fifty-three words or phrases appeared more than once. The most common word that appeared was 'research' (70 times), followed by 'education/educational' (54 times), 'student' (47 times), and 'lead/leading/leadership/leaders' (45 times). Table 2 exhibits the full list of the 53 common words or phrases. The mission/vision statements also reflect key words regarding the core objective of the HEI itself such as the words 'knowledge' (43 times), 'learn/learning' (32 times), and words to encourage stakeholders like parents such as 'excellence/excellent/excel' (28 times) and 'best/top/highest' (27 times).

INSERT TABLE 2 HERE

While the words 'global/globally' and 'community/communities' appear in 5th and 6th place respectively on the list, the terms 'responsible/responsibility/responsibly' ranked in 32nd place (11 times mentioned). The terms 'sustainable/sustainability' held the 39th position and were only cited by 7 of the top ranked schools. To better visualize the frequencies of the words incorporated in the mission and vision statements of the HEIs with the highest reputations, the following word cloud was produced (See Figure 1).

INSERT FIGURE 1 HERE

From the mission and vision statements, the social aspect of sustainability appears more than twice than that of the environmental pillar and more than 4 times than that of the economic pillar. HEIs focus predominantly on the social aspects that students and parents would expect to see in a mission/vision statement. For example, key words or phrases including any of the HE stakeholder groups, i.e. social pillar, (students, employees/employers, the government, the community, etc.) were cited 19 times compared to 9 inferences toward the environmental pillar, and only four phrases for the economic pillar.

Further, on an institutional level, the HEIs in this study were quite vocal about their sustainability actions. Over half of the HEIs (56%) communicated sustainability information through explicit sustainability centers, hubs, departments, or offices. These institutions have made strategic decisions to prepare their students to be future 'change agents' and to invest in sustainability by offering ample resources such as time, human resources, and money. This dispels some of the concerns mentioned in the literature in regards to the challenges, in particular the lack of resources, HEI's face in regards to the implementation of sustainability (Hoover & Harder, 2015; Lozano et al., 2015; Swaim et al., 2014; Zizka, 2018).

Instrumental Level –Courses and Programs

Each of the top 50 hospitality/leisure programs were analyzed based on the information accessible on their official school websites. The top ranked hospitality/leisure management programs are spread over North America and Europe, with a particularly heavy accent on Swiss schools (7 Swiss schools rank in the top 50 hospitality/leisure programs). The results, however, show particularly different results between the two geographical areas. The following paragraphs summarize the results when searching for sustainability or sustainability-related courses on the official HEIs websites.

Based on the 50 schools analyzed for this paper, 24% offer between 11 and 20 courses related to sustainability and 20% propose 31-40 courses. Further, eight of the top ranked HEIs

offer a minor in sustainability ranging from 15 to 23 credits. Nonetheless, when analyzing the results geographically, North America HEIs offer the most courses, followed by Australia/New Zealand, Europe, Asia, and Other. Additionally, 20% of the schools in North America offer more than 100 sustainability or sustainability-related courses. These are the HEIs with many schools and programs which may explain why they can offer so many sustainability courses. While sustainability courses seem to be present in HEIs' general curricula, the statistics are lower when focusing specifically on their hospitality/leisure undergraduate programs.

Further, most hospitality/leisure programs (74%) in this study, regardless of the geographical area, offer between zero and five sustainability or sustainability-related courses followed by six to ten courses (16%) and eleven to fifteen courses (8%). Unlike earlier results where there are clear differences the number of total sustainability courses offered between geographical areas, these results that focus on hospitality/leisure undergraduate programs are more consistent, ranging predominantly between zero and five. Nonetheless, these results are preliminary and should be interpreted prudently as some of the schools did not have accessible course descriptions which may contain sustainability topics. For those schools, only course titles with sustainability or sustainability-related topics were calculated; thus, these results can be regarded as cautious estimates.

On a larger scale, the number of programs leading to degrees in sustainability was also examined. This included all academic programs and degrees offered by the HEI on their official websites. While most of the HEIs (60%) examined in this study offered between one and ten programs/degrees in sustainability across all schools and disciplines, 6% offered over 20 programs/degrees, and 28% offered no sustainability program or degree at all. One HEI institution proposed a sustainability summer program and another institution had a sustainability certificate. A minor in sustainability was available in three of the HEIs. For

many HEIs, sustainability degree programs were reserved for graduate or post-graduate studies. Comparatively, from a geographic perspective, Australia/New Zealand offer the most sustainability degree programs with an average of 9 degree programs per HEI. This exceeds both North America and Europe where an average of 4 degree programs are offered.

While the literature has shown the importance of including sustainability concepts and principles into HEI programs (Hoover & Harder, 2015; Zeegers & Clark, 2013; Zizka, 2018: Zizka & Varga 2020), only 74% of the institutions in this study currently have mandatory sustainability or sustainability-related courses. Over half of the institutions examined in study (62%) offer sustainability programs or degrees and/or, to a lesser extent (16%), propose a sustainability or 'green' certificate as an option; however, these often take place in the other schools within the larger university or at Master or Doctoral levels. Thus, a gap for sustainability programs and degrees directly linked to hospitality/leisure management studies currently exists.

The findings in this study refute the initial premise that the top ranked HEIs would be the leaders in sustainability and sustainability initiatives. At present, they are not. Even in the programs with over 80 sustainability courses or numerous degrees, their offer in their hospitality/leisure management programs is meager at best. Many of the degree programs these top rated HEIs offer are linked to completely different programs of study such as engineering or environmental sciences. The hospitality industry, with its widespread effect on the global workplace, should reflect sustainability actions and initiatives potentially even more so than other types of studies. This may be an opportunity for these industry leaders to seize by creating innovative degree programs based on the three sustainability pillars.

Individual Level: Sustainability initiatives, clubs, on and off campus

There are many opportunities for HEIs in regards to sustainability initiatives, clubs, and activities. It is unclear from the websites how many of them are institutionally-led and

how many derive from student initiatives. The initiatives and actions are quite varied in number and offer. The most prominent and, thus, the most often cited initiative derived from 'sustainability offices, centers, or institutes'. These initiatives are institutionally-led and are part of the sustainability strategy the HEI has put into place. The general term of 'green' appeared frequently as did reference to student sustainability clubs or committees. In regards to the three pillars of sustainability: All three are almost equally represented on the top 50 hospitality/leisure management HEI websites. The social pillar is illustrated through the term 'community engagement'; the environmental pillar through any use of the word 'environmental' found on the website; and the economic pillar through words such as 'economic, purchasing, or funding'.

Most of the top ranked HEIs with hospitality/leisure programs offered numerous opportunities for students and faculty to engage with the local community through volunteer work (88%), community projects (90%), research (66%), or partnerships (46%) with 'green' agencies or groups. This links to the previous literature that calls for this type of intervention for a better society for all (Gorski et al., 2015; Ryan, 2017; Zizka, 2018). For on-campus initiatives, green living, green campus, and green impact actions focused specifically on how students could make a difference in their daily lives. In fact, the word 'green' is highlighted in 48% of the HEIs' websites when promoting sustainability initiatives or actions.

Many student initiatives and committees for sustainability were also observed in the information available on the school websites. As confirmed by the literature, sustainability in HEIs and its link to community engagement is important as the students can apply what they have learned in the classroom setting to 'real-world' scenarios where strategic decisions are often chaotic (Gorski et al., 2015; Ryan, 2017; Tuma & Sisson, 2018). Thus, sustainability initiatives supported and encouraged by HEIs which take the theory into the community to

make positive change are effective ways to bridge the gap between school and real life and create authentic change agents for the future.

Conclusions/Implications

Larger HEIs with many programs, disciplines, and resources have a clear advantage when it comes to offering sustainability or sustainability-related courses to their student bodies. Further, schools with many diverse programs were more inclined to promote their sustainability initiatives and community engagement actions on their official websites. In the top 50 ranked hospitality/leisure management programs examined in this study, many of them fall under the umbrella of much bigger universities that house business schools, some of which have AACSB accreditation. As seen in the literature review, AACSB accreditation is important to the top ranked schools (Rundle-Thiele & Wymer, 2010). The HEIs used for this study were no exception. Confirmed by the official AACSB website (https://www.aacsb.edu/accreditation/accredited-schools, 2019), 31 of the top 50 schools for hospitality/leisure management programs are also accredited by AACSB for their business studies. These top ranked HEIs that offer hospitality, leisure, or a combination of those rank highly on the list, have strong reputations for excellence, and are appreciated by the industries in which they send their graduates. Nonetheless, their offers for sustainability or sustainability-related courses are underrepresented in their undergraduate programs. This is not to say that they do not embed sustainability into other courses or projects, but it is not evident from the information available on their websites that they do so.

Limitations/Next Steps

There are several limitations in this study. Firstly, comparing hospitality/leisure management programs in HEIs which offer many schools and disciplines with HEIs institutions offering only hospitality or leisure management programs could be questioned. Larger institutions have greater infrastructure and resources to offer more sustainability or

sustainability-related courses than specific hospitality-based universities. Secondly, some of the course descriptions could not be accessed through the official university websites. For this reason, the number of courses for some of the universities may have been lower than expected and may not necessarily reflect reality.

Based on the results of this study, sustainability in HEIs continues to be a subject wrought with inconsistencies regarding how, how much, and when to implement it into hospitality/leisure programs. Sustainability initiatives clearly exist for top ranking HEIs; nonetheless, the communication of said initiatives varies which suggests that future research on communicating sustainability initiatives to external stakeholders and interested parties is crucial. Further, there is a need for future studies on how to best implement sustainability into hospitality, leisure, and tourism curriculum and initiatives both on and off campus to produce authentic, engaged change agents.

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Table 1
Top 50 Hospitality and Leisure Programs Worldwide 2017

Name of Institution	Overall score	Academic reputation	Citations	Employer reputation
1.University of Nevada- Las Vegas U.S.A.	92.1	100		80.6
2. Ecole hôtelière de Lausanne- Switzerland	88.7	92.1		100
3. The Hong Kong Polytechnic University	82.1	84.6	76.9	70.7
4.Les Roches Global Hospitality Education Switzerland	77.9	80.7		88.6
5. University of Surrey U.K.	77.2	83.9	79.6	40.9
6. Virginia Polytechnic Institute and State University U.S.A	73	78.2	83.7	42
7. Pennsylvania State University U.S.A.	72.1	78.7	68.2	38.2
8. Swiss Hotel Management School Switzerland	71.5	73		87.3
=9 Griffith University Australia	71	74.1	71.9	53.9
=9 Purdue University U.S.A.	71	76.8	69.5	40.4
11. Cornell University U.S.A.	70.7	72.8	78.1	56.7
12. The University of Queensland Australia	70.5	72.5	66.4	61.2
=13 Texas A&M University U.S.A.	70.4	75.1	66.8	46.6
=13 University of Waterloo Canada	70.4	72.3	75.7	58.7
15 HTMI- Hotel and Tourism Management Institute Switzerland	70.3	78.7		48.7
16. Bournemouth University U.K.	69.4	74.4	79.6	39.3
17. International Management Institute Switzerland	67.3	70.4		73.2
18 Institute for Tourism Studies Macao	67.2	72.4		61.6
19. University of Florida U.S.A.	66.6	68.4	68.4	56.7
20. Glion Institute of Higher Education Switzerland	66.2	66.6		85.9
21. Michigan State University U.S.A.	65.6	68.6	65.6	49.7
22. Monash University Australia	65.3	66.5	74.2	56.2
23. University of Central Florida U.S.A.	65	66.2	70.6	57
24. University of Waikato New Zealand	63.9	66.7	78.5	43.8
25. Nanyang Technological University Singapore	63.3	63.1	57.3	66.3
26. Sejong University South Korea	63.1	62	78.6	64.1
27. University of South Australia	62.1	60.6	68.2	68
28. The University of Exeter U.K.	62	62.1	91.5	51.9
29. Taylor's University Malaysia	61.5	60.3	45.8	73.2
30. University of Strathclyde U.K.	61.3	64.8	74.8	38.3
31. Kyung Hee University South Korea	60.7	58.9	79.9	64
=32 Sheffield Hallam University U.K.	60.1	69		32.8
=32 Universiti Sains Malaysia	60.1	57.9	52.3	74.5
34. Oxford Brookes University U.K.	59.4	61.9	78.6	39.4
=35. Washington State University U.S.A.	59.2	63.9	76	28.7
=35. Yonsei University South Korea	59.2	56.6	77.6	66.7
37. NHTV Breda University of Applied Sciences Netherlands	59.1	62.6	68.2	37.6
=38. Southern Cross University Australia	57.8	64.1	67.1	21.4
=38. The Chinese University of Hong Kong Hong Kong	57.8	55.9	75.7	62.2
=40. Korea University South Korea	57.3	59.1		66.8
=40. University of Illinois at Urbana Champaign U.S.A.	57.3	61.3	57.6	35.6
42. George Washington University U.S.A.	56.9	59.6	78.3	35.4
43. Lomonosov Moscow State University Russia	56.5	60.5		54.3
44. North Carolina State University U.S.A.	56.1	61.3	63.6	26.1
=45. Auckland University of Technology New Zealand	55.8	56.9	65	46.9
=45. University of Alberta Canada	55.8	59.4	47	39.5
=48. Lincoln University New Zealand	55.7	56.7	82.1	41.7
=48. University of Southhampton U.K.	55.7	53.6	71.4	61.8
50. La Trobe University Australia	55.6	58.6	62.6	37.4

Source: QS World University Rankings by Subject 2017. Retrieved from https://www.topuniversities.com/university-rankings/university-subject-rankings/2017/hospitality-leisure-management

Table 2

Mission and Vision of Top Hospitality/Leisure Management Programs

Mission and Vision- Word Analysis Keyword frequencies	Mission and Vision- Word Analysis Keyword frequencies
Research: 70	Recognize/Recognition: 13
Education/Educational: 54	Challenges/issues: 12
Student: 47	Collaboration/collaborative: 11
Lead/Leading/Leadership/Leaders: 45	Diverse/Diversity (cultural diversity): 11
Global/Globally: 44	Responsible/Responsibility/Responsibly: 11
Community/communities: 43	Reputation: 9
Knowledge: 43	Talent/talented: 9
Social/Society: 37	Positive/Positively: 9
Learn/learning: 32	Success: 8
People/Human/Humanity: 32	Local/locally: 7
Engage/Engagement: 30	Grow/Growth: 7
Excellence/excellent/excel: 28	Sustainable/sustainability: 7
Best/Top/Highest: 27	Tourism: 6
Innovation/Innovative: 25	Government/Governmental: 6
International: 21	Campus/campus environment: 6
Industry: 20	Employment/employability/employ (for the students, not the staff): 6
National: 20	Future/Next generations: 5
Staff/employer: 20	Career: 5
Program/Curriculum/curricula: 19	Prosperity/prosperous/Prosper: 5
Impact: 18	Public service: 4
Hospitality: 18	Environment (in a context of nature): 3
Future: 17	Competition/competitors/competitive: 3
Citizen/Citizenship: 16	Competence: 3
Partner/Partnership: 16	Inclusive: 3
Culture/cultural: 16	Integrity: 2
Quality: 15	
Creative/Creativity: 14	

Figure 1
Word cloud of sustainability related words from hospitality/leisure management HE websites.