TeMA

The 10th volume of the TeMA Journal will promote the debate on the definition and the implementation of methods, tools and best practices aimed at improving energy efficiency at the neighbourhood level while increasing the capacity of urban systems to adapt to natural changes and/or man-made changes.

METHODS, TOOLS AND BEST PRACTICES TO INCREASE THE CAPACITY OF URBAN SYSTEMS TO ADAPT TO NATURAL AND MAN-MADE CHANGES

TeMA

METHODS, TOOLS AND BEST PRACTICES TO INCREASE THE CAPACITY OF URBAN SYSTEMS TO ADAPT TO NATURAL AND MAN-MADE CHANGES

3 (2017)

Cover Image: Hunters Point Park South. Unite States -Landscape Architect - Thomas Balsley Accosiates with Weiss/Manfredi - Landscape Architecture, Temple University, Waterfront Design, ASLA (2016).

TeMA. Journal of Land Use, Mobility and Environment offers researches, applications and contributions with a unified approach to planning and mobility and publishes original inter-disciplinary papers on the interaction of transport, land use and environment. Domains include: engineering, planning, modeling, behavior, economics, geography, regional science, sociology, architecture and design, network science and complex systems.

The Italian *National Agency for the Evaluation of Universities and Research Institutes* (ANVUR) classified TeMA as scientific journal in the Area 08. TeMA has also received the *Sparc Europe Seal* for Open Access Journals released by *Scholarly Publishing and Academic Resources Coalition* (SPARC Europe) and the *Directory of Open Access Journals* (DOAJ). TeMA is published under a Creative Commons Attribution 3.0 License and is blind peer reviewed at least by two referees selected among high-profile scientists. TeMA has been published since 2007 and is indexed in the main bibliographical databases and it is present in the catalogues of hundreds of academic and research libraries worldwide.

TeMA

Journal of
Land Use, Mobility and Environment

METHODS, TOOLS AND BEST PRACTICES TO INCREASE THE CAPACITY OF URBAN SYSTEMS TO ADAPT TO NATURAL AND MAN-MADE CHANGES
3 (2017)

Contents

355 REVIEW PAGES

Gennaro Angiello, Gerardo Carpentieri,
Maria Rosa Tremiterra, Andrea Tulisi

TeMA

Journal of
Land Use, Mobility and Environment

CALL FOR PAPERS: TEMA VOL. 11 (2018)

The Resilience City/The Fragile City.
Methods, tools and best practices.

The fragile/resilience city represents a topic that collects itself all the issues related to the urban risks and referred to the different impacts that an urban system has to face with. Studies useful to improve the urban conditions of resilience (physical, environmental, economical, social) are particularly welcome. Main topics to consider could be issues of water, soil, energy, etc.. The identification of urban fragilities could represent a new first step in order to develop and to propose methodological and operative innovations for the planning and the management of the urban and territorial transformations.

The Journal also welcomes contributions that strategically address the following issues:
-    new consideration of the planning standards, blue and green networks as a way to mitigate urban risks and increase city resilience;
-    the territorial risks and fragilities related to mobility of people, goods, knowledge, etc.;
-    the housing issue and the need of urban regeneration of the built heritage;
-    socio-economical behaviour and the "dilemma" about emergency and prevention economy;
-    the city as magnet of the next future's flows (tourism, culture, economy, migration, etc.).

Publishing frequency is four monthly. For this reason, authors interested in submitting manuscripts addressing the aforementioned issues may consider the following deadlines
-    first issue: 10th January 2018;
-    second issue: 10th April 2018;
-    third issue: 10th September 2018.

CALL FOR PAPERS: GENERAL CALL.

Papers in Transport, Land Use and Environment

The Journal welcomes papers on topics at the interdisciplinary intersection of transport and land use, including research from the domains of engineering, planning, modeling, behavior, economics, geography, regional science, sociology, architecture and design, network science, and complex systems

TeMA Journal of
Land Use, Mobility and Environment

CALL FOR PAPERS: SPECIAL ISSUE 2018

Urban Travel Behavior in the Middle East and North Africa

The characteristics of urban travel behaviors and the attitudes of passengers in the Middle East and North Africa (MENA) is less-studied. When it comes to the effects of urban form, residential self-selections, and lifestyles, it is entirely not investigated in majority of the countries of the region. There is a considerable knowledge gap about the circumstances of how people think and decide about their short-term, medium-term, and long-term mobility for commute and non-commute travels. The we do not know if the land use traits such as population and employment densities as well as mix of land uses, accessibility to public transportation and neighborhood amenities, and connectivity of street networks are as influential as they are in western counties or in higher income societies. There is a very limited understanding about the extent to which the personal preferences, lifestyles, and in general psychology of the people of the region affect their transport behaviors. The complexity of the analysis methods applied for studying urban travel phenomena of the MENA region is even less-developed. Longitudinal or discrete choice molding methods are applied in mobility research considerably less than studies coming from high-income countries.

This special issue collects the results of some of the most-recent studies on the MENA countries to fill out a part of the gap in English-language publications. The main topics covered by the issue include the following with focus on the MENA region:

- The role of urban form and land use in forming urban travel behavior;
- Urban sprawl and urban travel behavior;
- The effects of historical urban transformations on urban mobility decisions;
- Car ownership and use; car dependency;
- The impacts of socioeconomics and culture in forming the transport patterns;
- Lifestyles and personal preferences and urban travels; Perceptions of mobility, safety, security, neighborhoods;
- The interactions of travel behavior and health effects of different ages, genders, and income groups;
- Travel behavior of public transport riders;
- and similar topics.

The target countries of this issue are the ones that are referred to as the MENA counties in most of the definitions. Studies on the cities of Turkey and Pakistan are also of particular interest and welcome. Manuscripts about all city sizes are reflected by the issue. The authors interested in submitting manuscripts addressing the aforementioned issues may consider the deadline of 31st January 2018. All submissions will go through rigorous double-blind review, and if accepted will be published. Interested authors are requested to contact Houshmand Masoumi at masoumi@ztg.tu-berlin.de, to discuss submission and review procedure.

TeMA

Journal of
Land Use, Mobility and Environment

How to cite item in APA format:
Wiltshier, P. (2017). What is a learning town? Reflections on the experience at Wirkworth. *Tema. Journal of Land Use, Mobility and Environment*, 10 (3), 339-353. doi: http://dx.doi.org/10.6092/1970-9870/5275

WHAT IS A LEARNING TOWN? REFLECTIONS ON THE EXPERIENCE AT WIRKSWORTH

ABSTRACT

This paper explores the legacy of regeneration project work and knowledge management and transfer. A university intervention was undertaken with a regeneration charity designed to support new business opportunities, specifically in arts and entertainment, tourism, skills development and training. As part of the University of Derby's own work-related learning and problem-based learning, a project team was assigned to work alongside the charity 'New Opportunities in Wirksworth!' (NOW!). The knowledge exchange, the new learning acquired at Wirksworth is viewed from the perspective of the public sector organisations, the private sector organisations engaged at the destination and the university. The results of the knowledge transfer (KT) are analysed from these three perspectives; the businesses, local government and educators. A participant observation, action research approach has been used to elicit and analyse the knowledge transfer, both explicit and implicit. Staff and students from the University of Derby have been contracted to research development specifically in festival supply and visitor demand, the attractiveness of the destination and its key features the market, mining heritage and volunteer railway. Staff and students also committed to an events strategy, marketing the destination and finance for start-ups. Key stakeholders have reflected on a decade of achievements and both fails and success stories. Through the KT process agendas for the future have been identified and the project NOW! Has a legacy of both tacit and explicit knowledge for the benefit of other communities. There is an ongoing desire to explore how both public and private sectors can benefit from knowledge sharing and to benefit ongoing problem-based learning in education and training through university based open-access library resources.

KEYWORDS:
knowledge transfer, repository, university, learning, stakeholder, tourism.

PETER WILTSHIER

University of Derby
e-mail: p.wiltshier@derby.ac.uk

TeMA

有关土地使用、交通和环境的杂志

How to cite item in APA format:
Wiltshier, P. (2017). What is a learning town? Reflections on the experience at Wirkworth. *Tema. Journal of Land Use, Mobility and Environment*, 10 (3), 339-353. doi: http://dx.doi.org/10.6092/1970-9870/5275

什么是学习型城市？关于威克斯沃斯经验的思考

PETER WILTSHIER

University of Derby
e-mail: p.wiltshier@derby.ac.uk

摘要

本文探讨了再生项目工作和知识管理与迁移的遗留问题。

我们进行了一次大学实验，设计了一个再生慈善机构，旨在为艺术和娱乐、旅游、技能发展和培训方面提供新的商业机会。我们还指定了一个项目小组，与名为"威克斯沃斯的新机遇！（NOW!）"的慈善机构一同工作，作为德比大学自己的工作相关学习和以问题为本的学习的一部分。从公共部门组织、从事的私营部门组织和大学的不同角度，对知识交流和在威克斯沃斯学到的新东西这两方面进行观察。从三个角度分析了知识转移（KT）的结果：企业、地方政府和教育工作者。

采用了参与者观察法和行动研究方法来引出和分析知识的转移，包括显性和隐性的。

德比大学的工作人员和学生已签约该研究开发项目，具体而言包括以下方面：节日供应和游客需求，目的地吸引力及其在市场上的关键特点，矿业遗迹和铁路志愿者。工作人员和学生们也都努力推行活动战略，推广目的地，为初创企业提供资金。

利益攸关者们回顾了十年来的成就，同时也追忆了失败和成功的故事。通过 KT 流程，确定了前景计划议程和 NOW！项目。保持具有隐性和显性知识的传统，能造福于其他社区。人们总是希望探讨公共和私营部门如何能从分享知识中获益，并能通过以大学为基础的开放式图书馆资源，为教育和培训方面的持续的问题提供支持。

关键词：
知识转移，知识库，大学，学习，利益攸关者，旅游

1   INTRODUCTION

This paper aims to clarify the explicit and tacit benefits of knowledge transfer in a small rural market-town community in England. Specifically it undertakes, through a reflective research process with eight key informants, to establish the residual value to the community of knowledge transfers through research tasks assigned by stakeholders to students and staff of the University. The report is structured to reflect the core literature on networks, structure, legacy of learning and knowledge transfer using current academic perspectives, research approach and method. The paper reflect on the findings for the three key stakeholder groups and develops an emergent model with a framework for further exploration.

Wirksworth has been an important market town and centre for mining and extractive industries from medieval times. In the eighteenth century lead mining was at a peak. In the twentieth century quarrying for feldspar, lime came to a conclusion as the easily mined raw materials became hard to extract and a rejuvenation in the 1970s saw Wirksworth change direction as a centre towards services, arts, crafts and a dormitory town for workers from Derby, Nottingham and Sheffield. At this time the town was awarded a grant for sympathetic renovation of Georgian houses and there was a growing awareness that Wirksworth's future was going to be marked by innovation and enterprise in services, the creative industries, education and tourism.

So, the story that unfolds here relates to the formation of a government funded charity, New Opportunities Wirksworth (or NOW!) established in 2001 to take advantage of an inflow of skilled, creative, energetic and like-minded residents who saw that the small town of 5000 people could become a magnet for specialists in creative arts, education, services and tourism. Tourism is almost an afterthought. Many residents, even a decade ago, perceived increased visitor numbers as contrary to community wishes, based on values and beliefs largely accruing to a mining town, a market town, and a rather depressed economic destination at least defined by the boom era of the mid twentieth century.

Considerable funding was made available to have NOW! Co-ordinated by a project manager based in the Town Hall and various research tasks undertaken with the collaboration of the Business School at the University of Derby as well as privately commissioned contract workers right through to 2008. A period of energetic optimism pervaded the Wirksworth community. Far from feeling constrained by limited economic growth, the people of the town anticipated an even greater, government subsidised Arts Festival and Trail annually in September to accompany a long-standing Carnival earlier in each summer that was locally well patronised.

Community groups, public servants, retailers, schools, the University of Derby, various jobbing contractors all work cooperatively during the 2000s to secure a future based upon the creative industries and other ancillary services as earlier described. There was no sense of concern for the expenditure and resources thrown at the project NOW! By late 2008 the community was still keen to espouse a future predicated on several pillars of development. During 2009 with two major factors, NOW! Came to a head. Firstly funding of the co-ordinator's role ceased and the person contracted for the tasks was dismissed. This was not exactly unexpected as the project had a project shelf-life of seven years. At the same time the economic recession ended enthusiasm and sapped energy for volunteers to continue their roles in these diverse silos.

The project continues in the second decade of the century. There is a project manager and some of the original silos still exist. Tourism has not really fared well since 2009 (see for example Coles et al., 2014). The destination struggled to secure support from devolved local economic partnership (D2N2) in Derby/Nottingham (shires) at the same time as regional development agencies, centrally funded, ceased to exist in 2010. Champions for tourism development emerged from various areas, a volunteer railway that predates NOW! and several retailers including the champion of the monthly market. Unfortunately, even with the energy of these champions and their earnest intentions to provoke demand for visitor services the lack of research, co-operation and co-ordination had an unfortunate and divisive effect on the tourism cluster. Several champions wanted to co-locate the visitor service centre in either the Heritage Centre of the Railway, even a bakery that

was vacant. This research reflects on those experiences and provides some insights into the knowledge management and transfer that occurred at Wirksworth since 2001. At the same time notions of community development through regeneration projects and volunteers and suggest a blueprint for KT and Knowledge repository at, and facilitated by the University of Derby are discussed.

2   LITERATURE REVIEW

A plan-check-do-see-act approach to resolving difficulties with embedding new knowledge for stakeholders is central to success as has been recognised in the health and wellbeing research and just-in-time innovations in engineering (see for example, WHO, 2000; Srivannaboon, 2009; Nakamura and Ashton, 2017). At the heart of this research is the imperative for small market towns, tourist destinations in their own right and centres for inward investment as distinctive regeneration projects for some forty years (Garcia, 2004; Richards & Wilson, 2007; Knox & Mayer, 2013; La Rocca, 2014). Since 1979 Wirksworth has been a typical destination struggling to create a vitality for stakeholders and enthusiasm with local government and business as a service centre after having been a failed mining and quarrying centre. In the neo-liberal environment of Margaret Thatcher and the conservative government at the time there was considerable emphasis placed on such towns to re-align their resources and productive strategy around the emerging service economy (Coles et al., 2014). A compelling story has now emerged within the town as a rejuvenated historic market town and centre with notable architecture dating back 2000 years (personal communication, Wirksworth Heritage Association, 01/10/2017). Perhaps we are now fortunate to have reflections on the 'Bowling-alone' phenomenon so described by Putnam in the United States with the parallel rise of neo-liberal market-forces economy issues in small town USA under Ronald Regan (Putnam, 1995; Swyngedouw et al., 2002). The key for knowledge management is securing skills, capacity and associated resources to ensure regeneration action does not go un-documented and that the processes and structures associated with this are transferred explicitly and tacitly to the knowledge required for continuing adaptation to the changing external and by inference, internal, environment (Jessop, 2002; Geddes, 2006).

Additionally in responding to the structural changes needed in the market town economy the commitment required to a legacy of learning for key stakeholders is acknowledged (Raivola et al., 2001; Robinson et al., 2013). It is insufficient to emulate projects conducted elsewhere to embed new learning. It is imperative to embed learning and new knowledge within this community to ensure continuity and to align structure with strategy and forecasting to ensure that these processes are stored, retrieved and added to over time (Clarke et al., 2012; Coles et al., 2014).The University was asked by the local town council to provide support for various regeneration projects in tourism and small business, education and skills development, arts and performance (see for example, Midmore & Thomas, 2006; Selada, Cunha & Tomaz, 2011; Robinson et al., 2013). The project entitled 'New Opportunities for Wirksworth' or 'NOW!' which was established at the beginning of the twenty first century with a charter as a charity and with human resources to manage and review projects sourced from European Union regional development funding and from the University of Derby. A third key issue which has been the centre of higher education activity working with the private sector over the past decade is encouraging stakeholders to publish, store and access developmental materials for destinations in open-source forms (Atkins et al., 2007). Open source is an innovation from this decade to allow possibly deprived stakeholders from benefiting from state of the art resources to inform and empower communities to take key problems and establish a priori solutions from benchmarking and the use of appropriate case studies (Cooper, 2006; Clarke et al., 2012). The gift of research conducted by project workers is often overlooked as the repository offered is seldom transparently provided by institutions to communities to the same degree of ease of access that is provided to enrolled students and researchers of the institution (Atkins et al., 2007; Geuna & Muscio, 2009; Finch, 2012).

Useful outputs and feedback from this work-related learning can inform future student-led research. The knowledge transfer and repository aspects of this research are secondary objectives but by no means of lesser importance (Moscardo, 2014; Arnaboldi & Spiller, 2011; Geuna & Muscio, 2009; Agrawal, 2001; Raivola et al., 2001).

A further focus is skills acquisition to manage new knowledge and extract maximum shared benefit with new social capital held in trust for future generations (Raivola et al., 2001; Moscardo, 2014; Shone et al., 2016). Universities play a key and critical role in furnishing studies that allow communities such as Wirksworth to become enthused and excited over empowerment and devolved responsibility for a shared common future (Fishbourne & Derounian, 2009). To illustrate the opportunities, successes and challenges to knowledge transfer and repository we have interviewed key informants within the community of Wirksworth using unstructured questions. These questions drive answers to specific issues such as the external and internal environment in 2014 and comparisons and contrasts in 2004. The focus is on skills required for regeneration, again using the respondents' reflections as a lens. Suggestions that lessons learned through the knowledge transfer and repository are considered as benchmarking opportunities to be shared with other communities. Finally respondents were asked to clarify the aim and objectives of NOW in 2014 to compare with those explicitly explored in 2004.

Lastly, the report identifies whether stakeholders actually can agree on shared agendas within the community (for example see Henderson et al., 2007 for a UK example; Flowers & Waddell, 2004 using an Australian example). There are metaphors and algorithms for measuring outcomes that can be shared (for example see Kania & Kramer, 2011). The establishment of a regeneration body within the community has reinforced the development of Wirksworth. The various sections of the regeneration board have enjoyed and celebrated the successes and reflected on the opportunities for the future.

A community-led leadership and development role is a conceptual start point to reviewing the outcomes (Flowers & Waddell, 2004). In a political climate of devolved responsibility for policy, planning and management the Wirksworth community needed strength in local government, not just 'liberation from central policy control' (Rossiter & Price; 2013). Critically the increased devolution of responsibility to local council and community from regional government with the demise of the region East Midlands was not accompanied by resources for upskilling the community nor policy directions from central government in the face of increased demand for public sector funding cuts and transfer of knowledge and skills to private sector community stakeholders (Bentley & Pugalis, 2013; Shone et al., 2016).

The opportunity to identify champions in leadership roles as opposed to management teams and project co-coordinators as a further issue in this community (Lemmetyinen & Go, 2009; Gibson, Lynch & Morrison, 2005). Without doubt the critical factor in successful planning, implementation and review of learning destinations revolves around the presence of inspirational and motivational stakeholders. Our present review focused our attention on such champions and we identified the conceptual presence of a champion as reality through this process (Della Lucia & Franch, 2014).

The ability to inspire, influence and direct proceedings that actually reflected the values, beliefs and intent of the entire community was central to success and has been demonstrated to be important to lead on regeneration and redevelopment projects in other locations (Manidis, 1997). Globally some of the more successful tourism projects have been constructed around culture and heritage tourism (see a Romanian example Dumitrescu & Baltalunga, 2014). Therefore, through the lenses of regeneration, business championship, the importance of innovation, creativity, the industries and performances at the heart of the projects cannot be underestimated (Richards, 2014). The articulation of shared values and a common agenda that reflects the over-arching aim of NOW! also seemed to be absent from the extant materials. Too many of the project objectives were not mirrored in political structures so alignment of political roles, co-ordination of

actors and networks was similarly missing as has been indicated as central to many other success stories(Della Lucia & Franch, 2014). Resourcing projects for change is another core area that needs reflecting in the lens of a learning destination (Robinson et al., 2013). The small town has a core of intellectuals, artisans, creative enterprising people which, on the face of it, bodes very well for development and new directions. This has not so far occurred and we should reflect on the literature to identify why resources were not easily mobilised and consider internal as well as external factors that have had an impact.

3   RESEARCH METHOD

As has been mentioned over the past ten years the University provided additional resources to NOW! in the form of both undergraduate and postgraduate enrolled students. The students worked with the NOW! team on specific research projects for which students earned academic credits towards their respective programmes. Key stakeholders at the University and within the town agreed to manage the research experience and outcomes. The earlier research activity consisted of consumer satisfaction surveys with visitors and townspeople in regard to events, attractions and tourist sites. In addition reviews of these events, attractions and sites were incorporated in the research activity by stakeholders that had committed time to the projects in NOW! and who were self-selected to become mentors to students and maintained oversight of the aim and objectives of specific projects. These mentors and townspeople were not required to participate in the academic outcome or performance and management of the student experience. These stakeholders were encouraged to reflect on the experiences and were brought together to review and discuss the regeneration of Wirksworth in light of the established charitable organisation NOW!

Two of the University's staff have worked together since 2009 on the research projects that linked the objectives of NOW! to the town's regeneration strategy. The research projects involved both undergraduate and postgraduate students from tourism management, events management, marketing and business management. The outcomes of these projects have formed the basis of several academic research publications (Clarke & Raffay, 2002; Clarke, Raffay & Wiltshier, 2012; Wiltshier & Edwards, 2013). The publications were designed to analyse the delivery of outcomes and outputs from regeneration and project work to be stored in the University's research repository UDORA (University of Derby Online Research Archive). The aim of UDORA is to inform all stakeholders of the University's research activity and holds copies of peer-reviewed research and defended research theses. The existence of UDORA is not unique. What is important is that the gift of research conducted on and bestowed upon a local community is hosted as open-source and online and is available for the benefit of current and future project managers and community leaders to interrogate as needed. By adoption of an inductive and exploratory research approach key stakeholders were identified that have been engaged in the KT and empowerment and devolution arguments for the past decade (see for example Wakefield & Poland, 2005). These identified respondents have been dealing with expectations of greater accumulations of social as well as economic capital. However, there has been little research to elicit how lessons learned from devolution, regeneration and the attracting of inward investment to this small community have been viewed and analysed by either the community of the university.

Interviews were conducted with eight key public and private sector stakeholders from NOW! The interviews were largely unstructured. Respondent stakeholders were asked to comment on the success and failures from the regeneration projects with special emphasis on enablers and barriers as they were perceived somewhat subjectively. The focus was to identify responsibility for these factors and to consider capacity building and nurturing from the teams engaged with the projects over the decade. Several respondents felt quite comfortable with this approach and were prepared for informal interviews lasting an hour or more. All topics were presented and respondents questioned until the discussions were exhausted. Access through action research and participant observation were deemed appropriate approaches owing to previous engagement by

the author with the projects in tourism and arts/culture regeneration. In future such a subjective and inductive approach might be supported by metrics to build a series of hypotheses testing the relationships between skills, aptitude and attitude of key stakeholders and specific outcomes such as jobs created, business opportunities supported and informatics relating to visibility and ongoing provision of regeneration under the project works umbrella (Phillimore & Goodson, 2004; Crang, 2003). Key algorithms for measuring success of tacit and explicit knowledge management and sharing can be driven by best-practice case study (Huysman & Wulf, 2006). The model presented here identifies the framework proposed for future enquiry as to the legacy of new knowledge and learning assigned to responsible stakeholders within the community who will share agendas, attempt to resolve problems arising from skills shortages in decision-making and outcomes that can improve capacity for local communities to take development and KT forward for shared benefit.

4 FINDINGS

Of the eight respondents almost all credited themselves, as would naturally be expected, with successes and failures under the umbrella of regeneration practices. As was explained the focus was on expectations and conditions for capacity building and antecedents to nurturing (Shaw & Williams, 2009). Discussions along the lines of pride in achievement and humbled by the outcome were common. Respondents were seldom shy about their successes and quite matter-of-fact about their role, and that of other partner workers, in the outputs and outcomes. In general these concur with the working discussion on knowledge management (see Shaw & Williams, 2009; Cooper, 2006). A reflexive individual adjusting to the changing needs of their host community can demonstrate the skills and capacity available and the opportunity to reinforce the devolved, private sector supportive approach needed for future growth in all dimensions of regeneration; the economic underpinning social and environmental (Fishbourne & Derounian, 2009; Midmore & Thomas, 2006). A framework is proposed that reflects the shared agenda across a range of roles, skills and knowledge transfer enablers. In tab. 1 the issues relating to successful incorporation of KM in the destination community are outlined. Following the figure are details of specific initiatives undertaken that reflect developing capacity and the nexus of knowledge sharing and outcomes for all three key stakeholder groups; the public and private sectors and educators.

Specific successes mentioned: (Acting, Checking, Seeing, Planning and Doing)

- NOW achieved the skate park for kids. We managed to get broadband into Wirksworth. The monthly Farmers Market has been hugely successful. I'm proud of my involvement with the community fair. Everything I wanted introduced has come to the fore. Inference; stakeholder has engaged with wider community and used resources appropriately;

- The Northern Lights independent cinema is very successful. The owner brings in people from miles around. He is committed to Wirksworth. There are expensive holiday homes sleeping up to 14 people adjacent to the site at £383 per night and people are using it. Inference; supportive and nurturing approach connecting past to present;

- Open gardens in June is successful and contributes to charity;

- The Railway draws people in and enterprising schemes exist. We have got younger people moving in. New blood is coming through. The NOW AGM was attended by 20+ people and enthusiasm is evident - we have a new secretary who is a friend of mine. Inference; engaged the wider community and demonstrates a participatory approach;

- Our community quiz is magnificent;

- Our publications are great; Community Fayre is immensely successful and been going for 35 years. An ex-teacher is the chief editor. There are new people in Community Fayre; a journalist; a

psychology lecturer; a retired Guardian journalist. Inference; has engaged the values and beliefs espoused to develop storytelling that demonstrates power-sharing.

— Heritage is doing well. For example the Pilsley Pit has been done well. Chesterfield Canal also done well despite some hiccups with the route of HS2. We've had a decade of developing skills and much research has been done and obtaining the local community's buy in. Inference; adopts a mediation role with skills to the fore in resourcing and planning.

— We are adapting to a different climate and pulling in European money couched in terms of developing confidence and work ready outcomes. There is mission drift but caring people can navigate streams of funding. It's harder for small groups that are passionate but not wise.

— I feel a 'rosy glow' personally. If you make a successful application for funds then everyone's behind you and support a great idea and people want it (the Centre).

— The trauma of sorting out a brilliant idea was worth it. However no one now has any money.

ISSUE	RESOLUTION	IMPACT	OUTCOME	SPECIFIC DETAIL
Difficulty accessing regeneration funding for projects and community development (shared socio-economic capital, Putam,1195)	Skills and capacity capability within destination (Acting)	Targeting structures and infrastructure for business and new inward investment	Local capacity to manage various silo projects	An Independent cinema. A Heritage Railway
Enduring lifelong learning (Gibson, Lynch & Morrison, 2005)	Acknowledges contracted staff for special regeneration projects are truly mobile yet their legacy is embedded within the destination (Checking, Seeing)	Agile in the face of competing destinations and a rapidly changing external environment	On site expertise with evidence of prior experience	Wirksworth Heritage Association. Printed media and online resources to promote the destination
Resources (Finch,2012)	Open Access (Planning)	Improved benchmarking capacity and managing in a chaotic, complex and uncertain environment	Just in time solutions	Heritage projects. Improving experience of applications for funding.
New networks (Della Lucia & Franch,2014)	Created external partnerships (Doing)	Improved benchmarking capacity and managing in a chaotic, complex and uncertain environment	Better use of public funding at both destination and at the university	Heritage projects. Consumer expectations and perceptions research
Permanence of enduring skills acquisition community (Lemmetynen & Go, 2009)	Supportive University both academic staff and students (Doing)	Minimising budget overrun	Better use of government funding for both destination and university	Heritage projects. Emerging new business ventures; Farmers' Market, Skate Park for young people.

Tab.1 Shared Agenda Framework for the Learning Destination

Specific hurdles and interim failures: (Not yet Acting, Checking, Seeing, Planning or Doing)

— NOW tried to invigorate the Tuesday market. We got some flags and bunting and councillors had an opening ceremony and the following week it was dead again; it struggled. Inference; working to eradicate imbalance in power;

— A Literary Festival is planned. This will occur at a different time of the year (not September, June). NOW is not dead; it's the structure that has changed. We have a new person learning and featured a lot with festival. Contact has been made with schools. Inference; change management taken aboard and prepared to manage change;

— Priorities for the future include maintenance of what we already have. I accept that we are disparate and there are 'unders and over's';

— We need to bridge the gap. In past years the Festival didn't know and didn't care. There was inequality and now we are coming up with some ideas around the Literary Festival. More thinking and possible action relates to doing things for the whole town. We are not just addressing the needs of the underprivileged or the privileged. Inference; sharing power awareness;

— How difficult it is to involve younger people and what steps might be needed to get them into the Heritage Centre and volunteering. Difficult working with schools' timetables and not everyone wants to be involved;

— We never had support in the past other than the Town Council;

— We are 'nose diving' in tourism as no one wants to pay for it. The government is at fault as no one ways to pay for up skilling. People do not want a certificate they want to run a business. It is desperately sad that different governments come and go and say tourism is important but they would not support tourism unless it fits into local area and that's maybe only certain areas (where there's nothing to promote). I've seen this over and over again. Inference; engaging formal and informal ties within community and working with people before trying to change institutions;

— A broadband policy as an example working for rural areas. They would give advice not a grant. Needed for funding connections. First into on-line booking was excellent and a successful project which was expensive. Outcome driven with training sessions and visits to properties (were good);

— We don't get people into the town as we used. The post office has closed and people prefer to go out of town at the weekends. With the introduction of the Coop other retail struggles as a result. People park at the Coop to get petrol and don't used the Independent shops. I have no real answer to solving that problem. Inference; we can share power;

— There is evidence of poverty everywhere and I feel we are worse off now than a decade ago. London's making the laws and doesn't see the inequality. We have some nice Independent shops but those shops relate the struggles they're having;

— We have seen a rise in the number of second homes and holiday cottages and many opposed them. I prefer that young people occupy those homes and get onto the housing ladder. What did you learn from these?;

— There's still a big division between the haves and the have not's. Old and new (carnival versus festival). Nothing's really been achieved. Inference; we can leverage off incoming investors;

— Creative Futures were asked as consultants to undertake a private study with lots of suggestions but nothing was taken up and only the Town Hall improved;

— Festival no longer receives Art Council funding. !50 artists over 2 days, No one knows who will pay and doesn't help that a division exists between the haves and the have not's;

— Maybe there will be fewer artists and fewer displays. According to the Festival Chair they have done okay;

— One former project worker is currently working in the voluntary sector with caring services for older people;

— 'People don't want to learn lessons from the past' Wirksworth was never good at managing impact or the social return on investment practices. Inference; we can work co-operatively to break down barriers.

5   DISCUSSION AND CONCLUSION

There is a diverse range of perspectives on learning achieved through this case study. As has been demonstrated there are multiple angles to establishing the a priori conditions and a framework for a well-developed learning destination. The communitarian approach much espoused since Reaganomics and post Thatcher years (Putnam, 19905) can be used through the observation of structures needed to espouse and enable social capital. That has been well demonstrated in Wirksworth. The legacy of learning is embedded by the community project lobby group, New Opportunities Wirksworth and reflects the focus on inequalities and access to resources (again Putnam with elements of Bourdieu, 1986). The final route to becoming a true learning destination is represented through the articulation of resources, values and action using students and staff to provide repositories of new information derived from on-site research and embedded in open-source and on-line resources (Finch, 2012). European Union regional development funding is difficult to obtain and the learning from the project needs reviewing and then embedding in the public and private sector for future reference. Project leaders and contract workers in these funded projects are also difficult to obtain and to retain. The legacy in explicit and tacit knowledge is often lost. Concurrence on values and beliefs is essential prior to adoption and circulation of any development plans (Manidis, 1997). The reflections on equality of opportunity; the "haves and have nots"; divisions between groups within this community help reinforce the need for detailed plans built around shared values, practices and culture. Although Wirksworth's residents reflect above-average socio-economic and education scores compared to English averages there is very little evidence of capacity building, skills development and embedding new knowledge as part of the original plan (Cooper, 2015; Wiltshier & Edwards, 2014). Skills and training necessary for regeneration are assumed to be in plentiful supply. The evidence was that skills and training was fragmented, some sectors or silos were competing for skills and some residents were opposed to regeneration in principle (see Clark & Kippenberg, 2014). This reflected in the successes and failures indicated here. Community well-being and intangible benefits from regeneration are also important outcomes and often seen but not explicitly measured (Knox & Mayer, 2013). External political and economic drivers became important towards the end of the project. The literature indicates that externalities can and will jeopardise positive outcomes from centrally funded projects as risk cannot be mitigated in the case of the economic recession and global banking crisis (Coles et al., 2014). Perhaps a level of contingency could have been expected to be part of the original specifications to acknowledge risk areas where some projects within NOW! would inevitably suffer from public sector funding and inherently never be protected by private sector investment. What should be measured though regeneration projects in the learning are good governance, institutional organisation, quality of life, levels of enterprise and emergent and growing networks (Selada, Cunha & Tomaz, 2011). Social capital is infrequently discussed by stakeholders; the underpinning for shared social capital must surely derive from shared economic gains but this is implied and not explicit in this research. Many authors identified the relative strength of a

destination through the quality and effectiveness of collaboration, partnership and networking. The relationships established are across disciplines, in the vertical and horizontal supply chain and evidenced through the perceptions of quality and return on investment at the destination (see an example measured longitudinally, in Alberti & Giusti, 2012). The ability to achieve a measure of sustainability though collaboration is a strategic intent and plan in many rural location in Europe (see Hall et al., 2011). Unfortunately there are also examples where collaboration has not occurred and relationships have been fragmented and counter-intuitive to a learning destination (see an example from Portugal in Fonseca & Ramos, 2012). The supply chain in collaboration has occasionally also missed festivals and events as the cornerstone of bringing communities together using long existing beliefs and values (see Clifton et al., 2012). Special relationships over projects have triumphed where influential stakeholders can rise to support activity (Bordeaux wine centre, Cusin & Passebois-Ducros, 2015). A commitment to growing skills and a destination's capacity to improve business opportunities through regeneration was also evident in a further Scottish example (McCarthy & Doyle, 2011). In conclusion the need from the outset was for an agreed and shared agenda for all three groups of stakeholders that is driven by research-informed values and beliefs. We can see that the project utilised a myriad of objectives in different economic sectors. The actions planned were differentiated but the key was to acknowledge that difference and to mutually agree and support the diverse range of outcomes anticipated in 2001 (see for example Kania & Kramer, 2011). The framework conceived for future development is predicated on a focus on strongly reinforced outcomes for key stakeholders. The final significant area of concern and ongoing interest concerns the strength of networks, partnerships and opportunities missed for collaboration. These can include spatial, scalar, network, supply-chain collaborations (Lemmetyinen & Go, 2009). Systems thinking would indicate that a failure to study and model developments from other locations has impacted network development (Checkland, 1981). A cyclical process based on the agreed values and beliefs, the capacity to adapt to change and skills base to enact change coupled to infrastructure and man-made and natural endowments are pre-conditions to the learning town (Figure1). Decisions on informed action accompanied by learning resources enable development through regeneration. Throughout the reflections in recognition of the need to reinforce new networks, both formal and informal learning, is evident. Learning from a plan-check-do-see-act approach in education is insufficiently embedded in the terms and conditions of the responsible charitable body NOW! Embedding into the regulations of the organisation this wonderful skills-set and enthusiasm is critical to the success of the learning town.
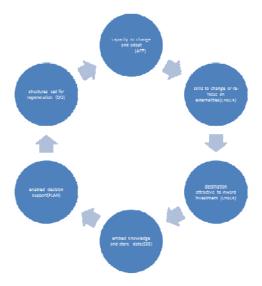

Fig.1 **The Plan Check See Do Act Approach to Embedding Learning (after Srivannaboon, 2009)**

Fig.2 Garden party

Fig.3 Wirksworth's Heritage

REFERENCES

Agrawal, A. K. (2001). University-to-industry knowledge transfer: literature review and unanswered questions. *International Journal of Management Reviews*, 3(4), 285-302. doi:http://dx.doi.org/10.1111/1468-2370.00069

Alberti, F. G. & Giusti, J. D. (2012). Cultural heritage, tourism and regional competitiveness: The Motor Valley cluster. City, *Culture and Society*, 3(4), 261-273. doi:http://dx.doi.org/10.1016/j.ccs.2012.11.003

Arnaboldi, M. & Spiller, N. (2011). Actor-network theory and stakeholder collaboration: The case of cultural districts. *Tourism Management*, 32(3), 641-654. doi:http://dx.doi.org/10.1016/j.tourman.2010.05.016

Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). A review of the open educational resources (OER) movement: Achievements, challenges, and new opportunities,1-84,Creative common. Retrieved from: https://pdfs.semanticscholar.org/8d16/858268c5c15496aac6c880f9f50afd9640b2.pdf

Bentley, G. & Pugalis, L., (2013). New directions in economic development: Localist policy discourses and the Localism Act. *Local Economy*, 28(3),257-274. doi:http://dx.doi.org/10.1177/0269094212473940

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.) Handbook of Theory and Research for the Sociology of Education, 241-258, Greenwood, New York. ISBN 9780313235290

Checkland, P. (1981) *Systems Thinking, Systems Practice*, John Wiley and Sons Ltd, Chichester.

Clark, G., Kippenberg, G., Europe ULI. & Robert de Jong, ULI UK (2014). *Business-Friendly and Investment-Ready Cities*. Retrieved from:http://europe.uli.org/wp-content/uploads/sites/3/ULI-Documents/Business-Friendly-Report-final.pdf

Clarke, A., Raffay, Á. & Wiltshier, P., (2012). Knowledge management and tourism development in Andrew Holden, David Fennell (Eds.)*The Routledge Handbook of Tourism and the Environment*, Routledge, USA and Canada,307. ISBN 978-0-415-58207-0

Clarke, A. & Raffay, Á. (2002). Tourism strategy in urban Europe–the DETOUR experience. In N. Andrews, S. Flanagan and J. Ruddy (Eds.) Tourism Destination Planning, Dublin Institute of Technology. ISBN 0-9542930-1-0

Clifton, N., O'Sullivan, D. & Pickernell, D. (2012). Capacity Building and the Contribution of Public Festivals: Evaluating "Cardiff 2005". *Event Management*, 16(1), 77-91. doi:http://dx.doi.org/10.3727/152599512X13264729827712

Coles, T., Dinan, C., & Hutchison, F. C. (2014). Tourism and the public sector in England since 2010: a disorderly transition? *Current Issues in Tourism*, 17(3), 247-279. doi:https://doi.org/10.1080/13683500.2012.733356

Cooper, C., (2015). Managing tourism knowledge. *Tourism Recreation Research*, 40(1), pp.107-119. doi: https://doi.org/10.1080/02508281.2015.1006418

Cooper, C., (2006). Knowledge management and tourism. *Annals of tourism research*, 33(1), pp.47-64. doi: https://doi.org/10.1016/j.annals.2005.04.005

Crang, M., (2003). Qualitative methods: touchy, feely, look-see? *Progress in human geography*. 27(4), pp.494-504. doi: https://doi.org/10.1191/0309132503ph445pr

Cusin, J. & Passebois-Ducros, J. (2015). Appropriate persistence in a project: The case of the Wine Culture and Tourism Centre in Bordeaux. *European Management Journal*, 33 (5),341-353. doi:https://doi.org/10.1016/j.emj.2015.04.001

Della Lucia, M. & Franch, M. (2014). Case B: Culture-led Urban Regeneration and Brand Building in Alpine Italian Cities. *Harnessing Place Branding Through Cultural Entrepreneurship*, 122-140. doi:https://doi.org/10.1057/9781137465160_7

Dumitrescu, D. & Baltalunga, A.A., (2014). Regional Parks-The Alternative for Renewing the Sensitive Rural Areas with Potential for Agrotourism. Case Study: Bran-Rucar Corridor. *In 14 the GeoConference on Ecology, Economics, Education and Legislation, Conference Proceedings*,Vol. 3, 837-844. doi: http://dx.doi.org/10.5593/SGEM2014/B53/S23.111

Finch, J., (2012). *Accessibility, sustainability, excellence: how to expand access to research publications*. Report of the Working Group on Expanding Access to Published Research Findings. Retrieved from:https://www.acu.ac.uk/research-information-network/finch-report-final

Fishbourne, S. & Derounian, J. (2009). *Skills and knowledge needed in the near future by English rural communities*. Carnegie UK Trust, Dunfermline.

Flowers, R. & Waddell, D. (2004). *Community Leadership Development Handbook*. Broadway NSW: Center for Population Education UTS. Retrieved from:
https://www.researchgate.net/publication/229028842_Community_Leadership_Development_Handbook

Fonseca, F. P. & Ramos, R. A. (2012). Heritage tourism in peripheral areas: Development strategies and constraints. *Tourism Geographies*, 14(3), 467-493. doi:https://doi.org/10.1080/14616688.2011.610147

Garcia, B. (2004). Cultural policy and urban regeneration in Western European cities: lessons from experience, prospects for the future. *Local economy*, 19(4), 312-326. doi:https://doi.org/10.1080/0269094042000286828

Geddes, M. (2006). Partnership and the limits to local governance in England: institutionalist analysis and neoliberalism. *International journal of urban and regional research*, 30(1), 76-97. doi: https://doi.org/10.1111/j.1468-2427.2006.00645.x

Geuna, A. & Muscio, A. (2009). The governance of university knowledge transfer: A critical review of the literature. *Minerva*, 47(1), 93-114. doi:https://doi.org/10.1007/s11024009-9118-2

Gibson, L., Lynch, P.A. & A. Morrison (2005) The Local Destination Tourism Network: Development Issues. *Tourism & Hospitality Planning & Development*. 2:2:87-99. doi:https://doi.org/10.1080/14790530500171708

Hall, D., Birtwistle, M. & Gladstone, J. (2011). Semi-rural Marginal Areas, Inbetween-ness' and Tourism Integration in South-West Scotland. *Tourism Recreation Research*, 36(1), 3-14. doi:https://doi.org/10.1080/02508281.2011.11081655

Henderson, S., Bowlby, S. & Raco, M. (2007). Refashioning local government and inner-city regeneration: The Salford experience. *Urban Studies*, 44(8), 1441-1463. doi: https://doi.org/10.1080/00420980701373495.

Huysman, M. & Wulf, V., (2006). IT to support knowledge sharing in communities, towards a social capital analysis. *Journal of information technology*, 21(1), pp.40-51. doi:https://doi.org/10.1057/palgrave.jit.2000053

Jessop, B. (2002). Liberalism, neoliberalism, and urban governance: A state–theoretical perspective. *Antipode*, 34(3), 452-472. doi: https://doi.org/10.1111/1467-8330.00250

Kania, J. & Kramer, M. (2011). *Collective impact. Stanford Social Innovation Review*, 1(9), 36-41. Retrieved from: http://c.ymcdn.com/sites/www.lano.org/resource/dynamic/blogs/20131007_093137_25993.pdf

Knox, P. & Mayer, H. (2013). *Small town sustainability: Economic, social, and environmental innovation.* Walter de Gruyter. Basel. ISBN 978-3764385804

La Rocca, R. (2014). The Role of Tourism in Planning the Smart City. *TeMA. Journal of Land Use, Mobility and Environment*, 7(3), 269-284. doi:http://dx.doi.org/10.6092/1970-9870/2814

Lemmetyinen, A. & Go, F. M. (2009). The key capabilities required for managing tourism business networks. *Tourism Management*, 30(1), 31-40. doi:https://doi.org/10.1016/j.tourman.2008.04.005

McCarthy, J. & Doyle, M. (2011). Business improvement districts and conservation-led regeneration. *Urban Research & Practice*, 4(2), 175-192. doi:https://doi.org/10.1080/17535069.2011.579772

Manidis, R.C., (1997). *Developing a Tourism Optimization Management Model (TOMM), A Model to Monitor and Manage Tourism on Kangaroo Island, South Australia*. New South Wales: Manidis Roberts Consultants. Retrieved from: http://www.utok.cz/sites/default/files/data/USERS/u28/TOMM%20Tourism%20optimisation%20management%20model.pdf

Midmore, P. & Thomas, D. (2006). Regional Self-reliance and Economic Development: The Pembrokeshire *Case. Local Economy*, 21(4), 391-408. doi:https://doi.org/10.1080/02690940600951998

Moscardo, G. (2014) Tourism and Community Leadership in Rural Regions: Linking Mobility, Entrepreneurship, Tourism Development and Community Well-Being, *Tourism Planning & Development*, 11:3, 354-370. doi: https://doi.org/10.1080/21568316.2014.890129

Nakamura, K. & Ashton, A.C.J., 2017. The Diversity of Healthy Cities in Asia and the Pacific. In *Healthy Cities*,293-313. Springer, New York. doi:https://doi.org/10.1007/978-1-4939-6694-3_11

Phillimore, J. & Goodson, L., (2004). *Qualitative research in tourism: Ontologies, epistemologies and methodologies*. Routledge London, USA and Canada. ISBN 0-415-28086-9

Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of democracy*, 6(1), 65-78. doi: https://doi.org/10.1353/jod.1995.0002

Raivola, R., Kekkonen, K., Tulkki, P. & Lyytinen, A., (2001). Producing competencies for learning economy. Sitra reports series, 9. Retrieved from:https://media.sitra.fi/2017/02/28142102/raportti9.pdf

Richards, G. & Wilson, J. (2007). The creative turn in regeneration: Creative spaces, spectacles and tourism in cities. Ch 2, 12-24. in Smith, M. (Ed.) *Tourism Culture and Regeneration*, Wallingford, Cabi. doi:https://doi.org/ /10.1079/9781845931308.0012

Richards, G. (2014). Creativity and tourism in the city. *Current Issues in Tourism*, 17(2), 119-144. doi:https://doi.org/ 10.1080/13683500.2013.783794

Robinson, D.W., Styles, J.L., Evernden, N. & Kirkham, K., (2013). Engaged Learning and Change through Undergraduate Research: A Case Study of the Heart of Gold Community Empowerment Project. *Creative Education*, 4(7A2),110-116. doi: http://dx.doi.org/10.4236/ce.2013.47A2013

Rossiter, W. & Price, L., (2013). Local economic strategy development under Regional Development Agencies and Local Enterprise Partnerships: Applying the lens of the multiple streams framework. *Local Economy*, 28(7-8),852-862. doi: https://doi.org/ 10.1177/0269094213500622

Selada, C., Cunha, I. & Tomaz, E. (2011*). Creative-based strategies in small cities: A case-study approach*. Redige, 2(2), 79-111. Retrieved from:http://www.geoinfo.amu.edu.pl/qg/archives/2012/QG314_043-051.pdf

Shaw, G. & Williams, A., (2009). Knowledge transfer and management in tourism organisations: An emerging research agenda. *Tourism Management*, 30(3),325-335. doi:https://doi.org/10.1016/j.tourman.2008.02.023

Shone, M.C., Simmons, D.G. & Dalziel, P., (2016). Evolving roles for local government in tourism development: a political economy perspective. *Journal of Sustainable Tourism*, 1-17. doi:https://doi.org/10.1080/09669582.2016.1184672

Srivannaboon, S., 2009. Achieving competitive advantage through the use of project management under the plan-do-check-act concept. *Journal of General Management*, 34(3), pp.1-20. doi:https://doi.org/10.1177/030630700903400301

Swyngedouw, E., Moulaert, F. & Rodriguez, A. (2002). Neoliberal urbanization in Europe: large–scale urban development projects and the new urban policy. *Antipode*, 34(3), 542-577. doi: https://doi.org/10.1111/1467-8330.00254

Wakefield, S. E. & Poland, B. (2005). Family, friend or foe? Critical reflections on the relevance and role of social capital in health promotion and community development. *Social Science & Medicine*, 60(12), 2819-2832. doi: https://doi.org/10.1016/j.socscimed.2004.11.012

World Health Organization, 2000*. Regional guidelines for developing a healthy cities project*. Retrieved from: http://iris.wpro.who.int/bitstream/handle/10665.1/1483/Guidelines_healthy_cities_2000_eng.pdf

Wiltshier, P. & Edwards, M., (2014). Managing knowledge transfer partnership for a rural community: The outcomes at Wirksworth, UK. *Kybernetes*, 43(3/4), 629-651. doi:https://doi.org/10.1108/K-07-2013-0128

Wiltshier, P. & Edwards, M., (2013). An Evaluation of Practitioners' Views of Consultancy and Applied Research at the University of Derby. J Tourism Res Hospitality, 5, 2. doi:https://doi.org/10.4172/2324-8807.S1-005

IMAGE SOURCES

Fig. 1,2, 3: created by the author

AUTHOR'S PROFILE

Peter J Wiltshier

Peter J Wiltshier PhD, his research interests concern sharing and experience economy particularly focused on sharing services with co-production between residents and guest-population (visitors and tourists). He hold a Master of Business Studies in Management, Massey University, Albany Campus, Auckland, New Zealand. Bachelor of Arts (Geography), University of Auckland, New Zealand. Since 2004 he has been Programme Leader and Senior Lecturer at the University of Derby in Buxton. He is responsible for driving the experiential learning agenda for the University in tourism studies. At present, he is member of the School Quality Committee and of the Faculty Research and Research Degrees Committee. He is reviewer for scientific Journal of Destination Marketing & Management; a reviewer for the Journal of Tourism Management and a reviewer for the International Society of Travel & Tourism Educators (ISSTE).