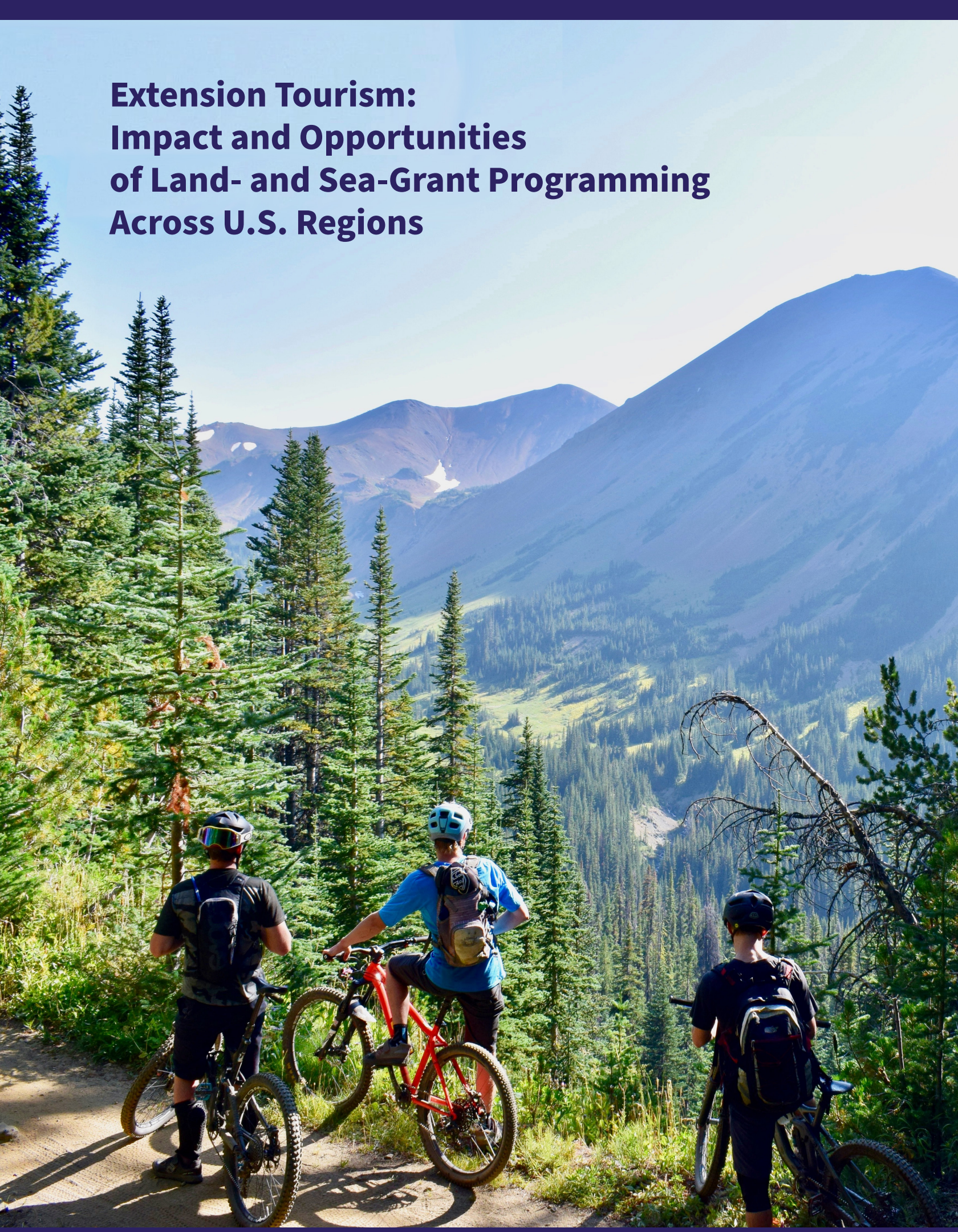


Extension Tourism: Impact and Opportunities of Land- and Sea-Grant Programming Across U.S. Regions



About this report

The report was developed by members of the National Extension Tourism Research Committee, as follows:

Northeast

- Doug Arbogast (Chair) — West Virginia University Extension Service
- Lisa Chase — University of Vermont Extension

Southern

- Matt Ulmer — Alabama Cooperative Extension System
- Bryan Fleuch — Georgia Sea Grant

North Central

- Xinyi (Lisa) Qian — University of Minnesota Tourism Center

Western

- Dolan Eversole — University of Hawaii Sea Grant
- Miles Phillips — Oregon Sea Grant
- Jake Powell — Utah State University

Northeast Regional Center for Rural Development

- Stephan Goetz — Director
- Jason Scott Entsminger — Associate Director
- Kristen Devlin — Communications Specialist
- Yuxuan Pan — Graduate Research Assistant

Elizabeth Rohring, Engagement Lead for NOAA Sea Grant, also contributed to this report.

For questions about the content found in this report, contact the appropriate Regional Representative listed at: <https://bit.ly/3EN5Qg4>

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Introduction

National Extension Tourism (NET) is a national network of professionals from the Extension services of U.S. Land- and Sea-Grant universities who engage in tourism and outdoor recreation research, education, and outreach programs. The NET Design Team provides leadership and guidance for running and maintaining the network's collaboration. It currently includes 12 regional representatives and receives administrative and leadership support from the Northeast Regional Center for Rural Development (see opposite page).

NET supports the continued development of sustainable tourism programming within Extension services in collaboration with institutions of higher education, federal agencies, and other partners. Through such efforts Extension contributes to the long-term economic development, environmental stewardship, and socio-cultural wellbeing of American communities.

For more than 50 years Land-Grant Extension services have conducted programming that supports communities' tourism and recreation economies, emphasizing outreach efforts that assist local leaders and governing officials in making informed decisions about tourism and recreation as components of overall community development. In 1978 and again in 1993, national Land-Grant Extension system governing bodies issued high-level reports calling for such programming. The NET Design Team originated as a response to fulfill the 1993 report's action agenda, focused at first on coordinating efforts of those at Land-Grant institutions. Support within these institutions for tourism and recreation efforts has experienced cycles at the state and Federal levels. Today, Land-Grant based programming is supported by Extension and Agricultural Experiment Station funds, USDA NIFA competitive grants, private sector sources, and fee-for-service models.

Sea Grant has responded to community needs related to coastal tourism and has, to varying degrees across states, invested in such programming for decades. Sea Grant's efforts in tourism are embedded in all four of the national

Sea Grant focus areas in a number of states. Many programs are working on coastal tourism issues and impacts to coastal ecosystems, yet there is no unified national strategy to address this important subject. In 2008 several programs began an informal dialog about how to reinvigorate Sea Grant's interest and role in tourism. The NOAA Sea Grant Coastal Tourism Vision Plan 2018-2028 builds upon its framework and recommendations to continue strengthening the role that Sea Grant plays in promoting sustainable coastal tourism across the network.

In March 2020, the NET Design Team, with the support of the Regional Rural Development Centers (RRDCs) and USDA, met to draft their 2020-2025 Strategic Plan. That plan highlights the important role Extension services play in assisting communities across the U.S. to benefit from tourism and outdoor recreation, and identifies several objectives, including:

- inventorying and assessing existing Extension and Sea Grant tourism programs
- identifying a contact in each state who can provide accurate information on current Extension and Sea Grant tourism programs
- developing a national database of land grant and Sea Grant Extension tourism programs organized according to region and topical areas
- sharing applied research, special programs, or other tourism development and outdoor recreation technical expertise with key stakeholders and audiences.

To that end, the NET Design Team and RRDCs carried out a national survey process from 2017 to 2019 to catalog current tourism and recreation programming being conducted by U.S. Extension professionals. The findings are summarized in this report, which:

- documents the distribution, depth, and breadth of tourism and outdoor recreation programming offered by the Land- and Sea Grant Extension services;
- demonstrates the regional impacts of this programming; and,
- highlights opportunities for expanding this programming nationally.

National Extension Tourism and the Regional Rural Development Centers: Partnering to Promote Community Vibrancy

The **National Extension Tourism Design Team** includes an executive committee and regional representatives (as of 2021):

- **Chair:** Lisa Chase, University of Vermont Extension
- **Vice Chair:** Andy Northrop, Michigan State University Extension
- **Secretary:** Stacy Tomas, Oklahoma State University
- **Past Chair:** Cynthia Messer, University of Minnesota Tourism Center
- **2021 Conference Chair:** Bryan Fluech, Georgia Sea Grant

Northeast Regional Representatives:

- Doug Arbogast, West Virginia University Extension Service
- Penny Whitman, University of New Hampshire Cooperative Extension

Southern Regional Representatives:

- Julianne Dunn, University of Arkansas Cooperative Extension Service
- April Turner, South Carolina Sea Grant Consortium
- Matt Ulmer, Auburn University Extension

Western Regional Representatives:

- Dolan Eversole, Hawaii Sea Grant
- Miles Phillips, Oregon State University Extension Service/Oregon Sea Grant
- Jake Powell, Utah State University Extension

North Central Regional Representatives:

- Natalie Chin, Wisconsin Sea Grant
- Diane Van Wyngarden, Iowa State University Extension and Outreach
- Xinyi Qian, University of Minnesota Tourism Center

Federal Liaisons

- Brent Elrod, USDA NIFA
- Elizabeth Rohring, NOAA Sea Grant

Learn more at: extensiontourism.net

The NIFA **Regional Rural Development**

Centers (RRDCs) were established by the Rural Development Act of 1972 and play a unique role in USDA's service to rural America. With core funding from USDA NIFA, they link the research and educational outreach capacity of the nation's public universities with communities, local decision-makers, entrepreneurs, families, and farmers and ranchers to help address a wide range of development issues. They collaborate on national issues that span regions — like tourism, the changing interface between rural, suburban, and urban places, and workforce quality and jobs creation. Each tailors programs to address particular needs in its region.

The RRDCs have been longtime partners with the NET Design Team. In 2018 this partnership was strengthened when the Northeast Regional Center for Rural Development (NERCRD) offered staffing support to the Design Team as it planned the 2019 NET biennial conference. Since then, this partnership has flourished, with all four RRDCs supporting and participating in the ongoing growth and development of the National Extension Tourism network. In 2021 - 2022, the NERCRD is expanding its support of NET through a partnership with the Extension Foundation funded by USDA NIFA's New Technologies for Agricultural Extension (NTAE) Program. The project seeks to make critical investments in NET which hold promise to scale up the network's activities. As of this report NET engages more than 800 individuals.

The Regional Rural Development Centers

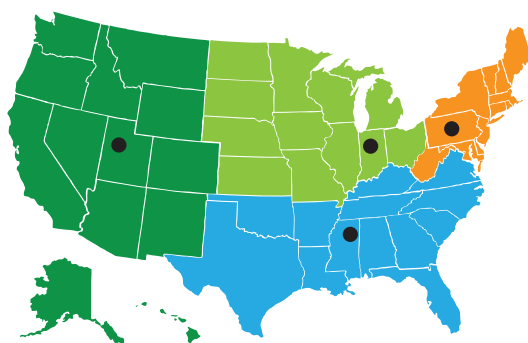
rrdc.usu.edu

North Central Regional Center for Rural Development

Hosted by Purdue University
ncrcrd.org

Western Rural Development Center

Hosted by Utah State University
wrdc.usu.edu



Northeast Regional Center for Rural Development

Hosted by Penn State University
ncrcrd.psu.edu

Southern Rural Development Center

Hosted by Mississippi State
University
srdc.msstate.edu

Methodology

Over the course of 2017 - 2019, the authors (with support from the National Extension Tourism Design Team) designed and conducted a national survey of Extension land-grant and Sea Grant programs to better understand their involvement in state/regional tourism programming and their perceptions of tourism related opportunities and challenges within land-grant and Sea Grant. The survey instrument included multiple choice and open-ended questions designed to measure the states that have faculty involved in tourism related work, interest in having more faculty involved in tourism related work, time allocated to tourism work, topical areas covered and specific programs offered, gaps in tourism program offerings, and challenges Extension administrators face in being able to deliver tourism programming.

Data were collected through structured questionnaires administered online using Qualtrics survey software. The sample for the land-grant survey was drawn from the Regional Rural Development Centers Community Resource Development Unit State Program

Leader database and distributed to their contacts in 2019 in all 50 states in addition to the District of Columbia, Puerto Rico, Guam and Virgin Islands who are part of the Cooperative Extension System. A total of 60 responses were received including 49 states (all but New Mexico) and District of Columbia, Guam and Virgin Islands. Some states had multiple responses. If there are different answers from the same state on the questions “have faculty involved in tourism” and/or “would like to have more faculty involved in tourism”, they were counted separately otherwise the responses were combined.

The sample for the Sea Grant survey was drawn from the National Sea Grant contact list and distributed online through Qualtrics in 2018. A total of 26 surveys were completed from Sea Grant Extension. Table 1 shows the number of survey responses according to state, region, and affiliation. Data analysis included descriptive techniques to identify characteristics and demographics of the respondents as well as to establish general trends.

Table 1: Survey responses by state, according to Extension region

Northeast Region			Southern Region			Western Region			Northcentral Region		
State	LG	SG	State	LG	SG	State	LG	SG	State	LG	SG
CT	1	1	AL	3	1	AK	1	1	IL	1	
DE	1	1	AR	1		AZ	1		IN	1	2
DC	1		FL	1	2	CA	1		IA	1	
ME	1	1	GA	2	1	CO	1		KS	1	
MD	1	1	KY	1		HI	1	1	MI	1	
MA	1		LA	1	1	ID	2		MN	1	1
NH	1	2	MS	1		MT	1		MO	2	
NJ	1	1	NC	1	1	NV	1		NE	2	
NY	1	2	OK	2		NM			ND	1	
PA	1		SC	1	1	OR	1	1	OH	1	
RI	1	1	TN	1		UT	1		SD	1	
VT	1		TX	2	1	WA	1	1	WI	1	
WV	1		VA	1	1	WY	1				
			USVI	1		Guam	1				
			Puerto Rico		1						
Total	13	9		19	10		14	4		14	4

LG: Land Grant

SG: Sea Grant

Results

Results from this national survey are presented here by region, as defined by the USDA. For each region, we show the number of Extension and Sea Grant staff working on tourism programming, the types of tourism programming offered, and qualitative responses describing gaps and challenges in tourism programming by state. For each region, we also “spotlight” a selection of success stories from states that have committed resources for staff development and expansion to address opportunities in tourism and community economic development.

NORTHEAST RESULTS

Eight of the thirteen states in the Northeast currently offer tourism related programming. Agritourism programming is prevalent, with seven of these eight states offering such activities. Examples of agritourism related programming offered in the northeast include West Virginia’s Agritourism initiative, Vermont’s Opening Your Farms to Visitors program, Pennsylvania’s Open Gate Farm Tours, Assessing Farm Safety in New Jersey, Farmers Markets and CSA support in Maine, Maryland, and Connecticut, and a Food for Profit workshop and Annie’s Project in Maryland. New York, New Jersey, and Massachusetts Extension are expressed interested in agritourism program expansion. Nature-based tourism programs are especially prominent across the region. Examples reported in the survey were West Virginia’s recreation economies initiative in the Monongahela National Forest; support for trail development in Vermont; wildlife watching, nature and environmental activities, and geocaching through statewide camps and nature centers in New York; and Connecticut’s volunteer trail monitoring and trail finder programs.

Extension programming in the region is diversified beyond agritourism and includes support for community and regional planning; programs that address the economic, environmental, and social impacts of tourism; tourism research and evaluation; destination marketing and promotion; and community tourism assessments. Northeast Extension professionals are also leading tourism research including studies on resident attitudes, visitor preferences, and economic impact in West Virginia, agritourism studies in New York, and a dedicated Tourism Research Center in Vermont.



Economic, social, and environmental impact studies are being conducted in West Virginia, Vermont, Maine, and Connecticut. In addition, the First Impressions Program is offered in New Hampshire, Connecticut, and West Virginia. Tourism education programs include West Virginia’s rural tourism case study videos, business retention and expansion program, and educational classes and curriculum for farmers. Community and regional planning programs include West Virginia’s transdisciplinary Rural Tourism Design Team, New York’s Ag and Farmland Protection Plan, Pennsylvania’s Migration Decision Making in a Tourism-Dependent Rural Community, Maine’s Sea Grant collaborative coastal tourism planning, and Connecticut’s education and assistance in tourism planning programming.

Three states (Maine, Rhode Island, and Massachusetts) that do not currently offer tourism related programming are interested in having more faculty or staff involved in developing and/or delivering tourism related programs through Extension. Several institutions in the Northeast identified specific programs that they currently are unable to provide but wish they could, including: tourism studios and destination development

programming; hospitality training; asset mapping and development; tourism strategy assessment and planning; downtown development; opportunities related to COVID and increased outdoor recreation including ecosystem/natural resources impact and management strategy, user data collection, and natural resource development; craft and wine beverage trails; expansion of farm tours and visits; farm business management support; farm stay/ glamping industry; social media and marketing for agritourism; farm to table culinary initiatives, ecotourism, cultural heritage tourism, and a way to connect more fluidly with other tourism entities (ie; chamber, tourism promotion authority).

However, significant challenges to program expansion were identified. Lacking capacity (personnel) and certain expertise was the most common challenge identified in the northeast followed by funding and resources to support staff/faculty time. Other challenges identified include lack of supporting infrastructure, recognition from the university that tourism should be a priority, existing tourism related programs not coordinated or marketed as tourism programming, regulations and liability, and state leadership working in areas without coordinated effort.

The NERCRD has supported and encouraged multi-state teams to collaborate and share programs across state lines through a small-grants program. In 2015-2016, it funded a collaboration led by West Virginia University Extension Specialists involving the transfer of scholarly innovations of the First Impressions Program through a combination of train-the-trainer educational swaps and pilot

programming among the states of West Virginia, Connecticut, Vermont and New Hampshire in the Northeast region, and Michigan and Minnesota in the North Central region. The program resulted in webinars and manuals for use in delivering the First Impressions program, multiple regional and national conference presentations, a published manuscript, and program adoption in Connecticut, New Hampshire, and Michigan. According to a FIT Successes Report (2021) published by Michigan State University Extension Service, the First Impressions Tourism program has proven to be the catalyst needed to launch and expand small town tourism across Michigan. New Hampshire adopted the program to new technology using smartphone apps and Connecticut created the Community & Innovation District Assessment & Improvement program.

New Hampshire, Vermont, Pennsylvania and West Virginia have a high level of interest in expansion of programming with leadership positions on the NET Design Team. The University of New Hampshire Extension Service recently added two new positions with a focus on tourism development. With support from the NERCRD, Extension faculty/staff in these states are currently collaborating on a NIFA AFRI grant to develop a national model for destination management research and programming in addition to a Hatch integrated rural tourism proposal. This demonstrates the potential for multi-state partnerships to “share” expertise among states and potentially overcome some of these challenges through collaboration and program sharing.

—Doug Arbogast, West Virginia University

State	University	Do you have faculty and/or staff that are involved in developing and/or delivering tourism related programs through Extension?	What percentage of time are each of these faculty/staff able to allocate to tourism related work?	Would you like to have more faculty or staff involved in developing and/or delivering tourism related programs through Extension?
New Hampshire	University of New Hampshire	Yes	0-10% 21-30% 31-40%	Yes
Vermont	University of Vermont	Yes	0-10% 11-20% 71-80%	Yes
Connecticut	University of Connecticut	Yes	11-20%	Yes
New York	Cornell University Cooperative Extension	Yes	0-10%	Yes
New Jersey	Rutgers	Yes	11-20%	Yes
Maryland	University of Maryland Extension	Yes	21-30%	Yes
Pennsylvania	Penn State	Yes	11-20% 21-30% 51-60% 61-70%	Yes
West Virginia	West Virginia University	Yes	100% 50% 20% 20%	Yes
Massachusetts	UMass Extension	No		Yes
Rhode Island	University of Rhode Island	No		Yes
Maine	University of Maine	No		Yes
Delaware	Delaware State University	No		No
District of Columbia	University of the District of Columbia	No		No

Multiple percentages indicate multiple faculty/staff.

Programs	Count	States
Agritourism—Local Foods, Farmers Markets, Culinary Tourism, Farm Stays	7	CT, MD, NY, NJ, PA, VT, WV,
Community and Regional Planning and Development	6	CT, MD, NH, NY, PA, WV,
Economic, Environmental, and Social Impacts of Tourism and Recreation	5	NH, NJ, PA, VT, WV
Marketing and Promotion	5	CT, MD, NY, NJ, PA,
Tourism Research and Evaluation	4	NH, NJ, VT, WV,
Community Tourism Assessments	4	CT, NH, PA, WV,
Placemaking	3	CT, NH, PA,
Nature-Based Tourism: Ecotourism, Wildlife watching, and Adventure Tourism	3	NH, VT, WV
Tourism Education, Training, and Certification Programs	2	NJ, WV
The Shared Economy	1	NH
Cultural-Heritage Tourism	0	

State	Are there tourism programs that are needed in your state/region that you are unable to offer but wish you could?
NH	Yes, we would like to adopt a hybrid of Oregon's tourism studios and Minnesota's Destination Development programming.
VT	Yes! There is much more demand for assistance from communities and businesses than we can handle.
CT	There are a significant number of communities in CT that rely heavily on tourism, particularly along the shoreline, and could probably benefit from hospitality training, asset mapping and development, tourism strategy assessment and planning, downtown development. There are also some substantial opportunities related to COVID and increased outdoor recreation. This may include ecosystem/natural resources impact and management strategy, user data collection, natural resource development.
NY	More emphasis on Craft And Wine Beverage Trails An expansion of farm tours and visits Interest in the emerging farm stay/ glamping industry Growth for farm to table culinary initiatives Needs for integrated social media, marketing for agritourism A connection with agritourism and wine industry A way to connect more fluidly with other tourism entities (ie; chamber, tourism promotion authority)
NJ	Ecotourism may be an opportunity area; however we lack capacity.
PA	Cultural Heritage Tourism
MD	glamping
MA	We do not even have basic farm business management support at UMass Extension, so we would need the resources to offer that sort of programming as a foundation, and then to incorporate tourism components as an add-on.
RI	I'm sure there must be, but this isn't an area where Extension is currently active.
DC	There is tourism in the District of Columbia, but not a priority area for extension at this time.
DE	not sure

State	What challenges do you face in being able to provide services to support tourism in your state?
NH	Lacking staff capacity to implement statewide, lack of supporting infrastructure, lack of certain expertise (e.g. marketing and promotion).
VT	Funding to support faculty and staff time. Recognition from the university that tourism should be a priority.
WV	Lack of additional resources and the state leadership working in areas without coordinated effort.
CT	While many of our rural communities could benefit from more tourism programming I have been reluctant to start needs assessment in this area as we have so little capacity to support this work. As the only Community & Economic Development Educator in the state, I am stretched thin and our small Extension system lacks resources to support substantive program development, research support, and maintenance. Existing tourism programs (community food systems, community development, trails development and promotion, Seagrant) are not coordinated or marketed as “tourism” programming. The state of Connecticut as a whole also provides minimal funding for tourism through state agencies so many communities don’t see this as a viable strategy for economic development.
NY	There are challenges in thinking through risk management for farms and smaller agriculture industries Marketing Making the economic connection of agri tourism (beyond wine) Not enough research on the impacts of agritourism
NJ	Lack of capacity (personnel). I was extension specialist in ag policy and focused part of my programming on agritourism before moving into administration. Several county ag agents remain involved; however, it is not the majority of their time/job duties.
MD	Regulations and liability
MA	Funding, and public/stakeholder concerns about competing uses of agricultural land and what sorts of “farm” and “farmer” are worthy of public support.
ME	Lack of funding, and the need to prioritize hiring.
DC	Limited financial resources
RI	Staffing and financial resources. We are thinly staffed and under resourced, so there would have to be new funds to add a new program.
DE	This is not a programmatic area that we have explored, likely due in part to our geographic location, academic programs, and other extension program foci.

Spotlight on Northeast Programs: West Virginia

The West Virginia University (WVU) Extension Service Community Resources and Economic Development Unit is dedicated to providing educational programs and technical assistance to strengthen the capacity of citizens and organizations throughout the state of West Virginia by utilizing the latest research-based knowledge, strategies, and technology to help people understand community change and identify opportunities to improve their social and economic well-being. Their efforts of finding practical and timely solutions are enhanced by working closely with local communities, organizations, and partnering agencies. Community Design Specialists have expertise in Community Planning & Development, Community Design & Landscape Architecture, Leadership, Economics, and Rural Tourism Development.

WVU Extension Rural Tourism provides research, planning, and training programs

to support the development of a sustainable tourism economy in West Virginia. These programs focus on a participatory approach to community-based tourism development and are offered with the support of a transdisciplinary team of WVU faculty and students. Partnerships with faculty and staff in Recreation, Parks, and Tourism Resources, Landscape Architecture, Natural Resources Analysis Center, Graphic Design, Public Administration, Business and Economics and other Colleges and Departments at WVU provide a depth of knowledge and expertise and the ability to develop and deliver a wide range of programs to rural destinations including Tourism First Impressions, Destination Management Planning, Participatory Research, Economic Impact Analysis, Interpretive Guide Training, and Recreation Economy Development.



WVU Extension Specialist Doug Arbogast (standing at right) works with community stakeholders at a participatory tourism development meeting. Image courtesy of WVU Extension.

Spotlight on Northeast Programs: New Hampshire

The University of New Hampshire Extension provides a range of research, community engagement, and training programs aimed at building a vibrant tourism and outdoor recreation economy in New Hampshire. The following community engagement programs and offerings are offered to assist communities and regions in the state with tourism, outdoor recreation, and destination development:

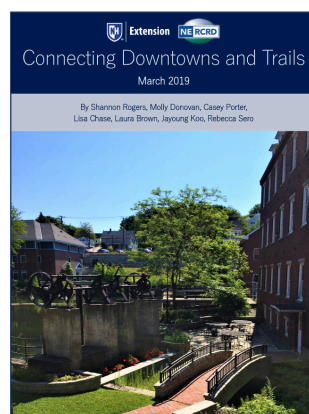
- **Destination Development Planning** support to communities, including scenario planning, feasibility studies, and risk assessments; for established and emerging destinations
- **Downtowns and Trails Program**, which provides direct planning support and technical assistance to communities to help them explore actions that will enable them to better leverage natural assets for economic vibrancy and better link natural amenities with the downtown corridor.
- **Agritourism Development and Education** to guide communities and agricultural enterprises in the best practices to develop and enhance farm and agriculture-based tourism.
- **Recreation Economy Assessment** to help communities and the state understand the various ways that natural assets contribute directly and indirectly to the local, state, and regional economy.

- **Hospitality, Tourism, and Recreation Workforce and Skills Development** training to prepare existing and future workers in a variety of tourism, hospitality, and recreation-related fields.

In addition to UNH Extension's community engagement programs, they partner with UNH's Department of Recreation Management and Policy and various state agencies and organizations, including the Division of Travel and Tourism and the Granite Outdoor Alliance, to offer targeted trainings to community constituents, tourism enterprises, and organizations, on topics including:

- Monthly Rock Talks (various topics focused on outdoor recreation)
- Assessing your Tourism Assets
- 10-Point Spring Tune-up for Tourism and Hospitality Businesses
- Strategies for Attracting Visitors, and
- Agritourism Visitor Safety

For more information, visit extension.unh.edu/economic-dev/nature-economy or contact Shannon Rogers: Shannon.Rogers@unh.edu.



Spotlight on Northeast Programs: Vermont

University of Vermont Extension has a long history of providing applied research and outreach to benefit communities, organizations, businesses, and governmental agencies in Vermont. Beginning in 1983, UVM Extension faculty organized the first statewide tourism conference, the Vermont Travel Industry Conference. The purpose of that half-day session was to provide members of the tourism industry with information and research data available through the University. Almost 40 years later, the conference continues as a multi-day event that rotates throughout the state and is run by an independent non-profit with Extension representation on the Board of Directors, along with other public and private sectors leaders in Vermont's tourism industry.

In 1992, the Vermont Tourism Research Center began as a partnership between the University of Vermont and the state government's Vermont Department of Tourism and Marketing. Today, the Center collaborates

with educational institutions, governmental agencies, local communities, non-profit organizations, and private sector businesses throughout Vermont and also around the US and abroad. A collaboration among UVM Extension, the UVM Center for Rural Studies, and the UVM Rubenstein School of Environment and Natural Resources, the Vermont Tourism Research Center runs several tourism and recreation programs focused on the intersection of community development, food systems, environmental conservation, and stewardship of working lands. Programming of the Vermont Tourism Research Center and UVM Extension shifts to address current and emergent issues including the COVID-19 pandemic, climate change, and workforce development. The Center and UVM Extension are renowned internationally for their leadership in agritourism research and outreach, with plans to host the International Workshop on Agritourism August 30 – September 1, 2022.



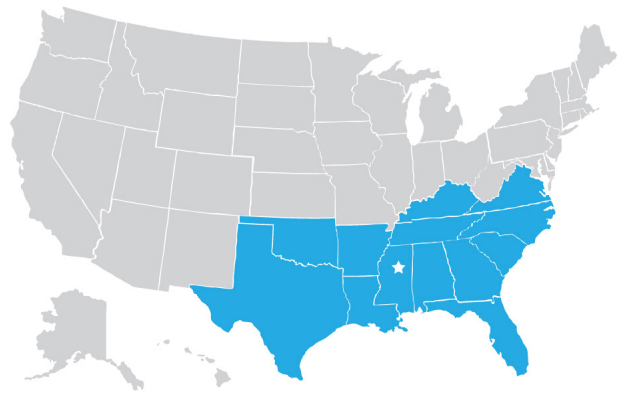
University of Vermont Extension workshop held at Sandiwood Farm, VT. Courtesy of Lisa Chase, UVM.

Participating southern region institutions place a strong programmatic focus in agritourism (AL, AR, KY, LA, MS, NC, SC, TN, VA). State participation in other tourism related topics is less consistent. Six states conduct programming related to tourism education, training, and certification programs (AL, LA, FL, NC, GA, TX). Five states explore community and regional planning/development (AL, AR, FL, KY, NC). Five states conduct work related to place making (AL, AR, FL, KY, TX). Four states explore projects related to nature-based tourism (AR, MS, NC, TN). Three states research the economic, environmental, and social impacts of tourism and recreation (GA, MS, NC). Three states provide programming and assistance related to tourism marketing and promotion (AL, AR, NC). Three states conduct community tourism assessments (FL, KY, NC). Three states explore cultural heritage tourism (AR, FL, NC). Lastly, two states conduct tourism research and evaluation (NC, SC).

Going forward, Extension faculty report an interest to expand tourism programmatic and service offerings to include first impressions programs, rural tourism development (including agritourism), branding, visitor profiles, and return on investment (ROI) studies.

Extension faculty and staff across the southern region have expressed significant interest in developing and offering tourism related programming and services within their states. Those states comprising the southern region are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. Of the 18 institutions among southern region states responding, 12 have faculty allocating some percentage of time to tourism related activity. More specifically, only three faculty have 51% or more of their time attributed to a tourism related focus; whereas, the remaining thirteen allocate between 10-30% of their time to tourism.

Southern region states whose Extension organizations employ faculty providing tourism



expertise are found within all but Oklahoma. Further, five of the six institutions not currently offering tourism programming and related services are 1890 institutions. Growing tourism capacity among southern region institutions is of significant interest to the majority of responding institutions as all but Kentucky and Mississippi expressed a desire to have additional faculty or staff members developing and delivering tourism related programming through Extension.

Cultivating and sustaining tourism related programming and expertise in the southern region can be accomplished by developing and implementing thoughtful plans of action capable of leveraging the collective strengths and expertise among faculty and Extension services in the southern region and beyond. Through the SRDC and NET, southern Extension tourism faculty could assemble a working group of those Extension professionals actively engaged in tourism related programming and service offerings. Bringing together Extension faculty across the region would facilitate opportunities to establish communities of practice, facilitate the sharing of curricular resources and tools, and promote multistate collaboration as extramural funds are secured and various types of scholastic products are produced to the benefit of Extension programs in the southern region and beyond. In addition, collaborative efforts in the southern region could be easily connected to other regions or national efforts through NET.

Southern region faculty identified key challenges and obstacles preventing current and future engagement in tourism related Extension program and service offerings. Key limitations included: lack of staff, limited faculty expertise, lack of awareness of existing

Extension resources from the public, and lack of internal and regional Extension tourism programmatic leadership.

Matt Ulmer - Alabama Cooperative Extension System

State	University	Do you have faculty/staff that are involved in developing and/or delivering tourism related programs through Extension?	What percentage of time are each of these faculty/staff able to allocate to tourism related work?	Would you like to have more faculty or staff involved in developing and/or delivering tourism related programs through Extension?
Texas	Texas A & M University	yes	0-10%	yes
Louisiana	LSU AgCenter	yes	21-30%	yes
Arkansas	University of Arkansas Cooperative Extension	yes	0-10% 11-20%	yes
Alabama	Auburn University Alabama Cooperative Extension System	yes	11-20% 11-20%	yes
Tennessee	University of Tennessee	yes	21-30%	yes
North Carolina	North Carolina State University	yes	0-10% 21-30% 91-100%	yes
South Carolina	Clemson University	yes	0-10%	yes
Virginia	Virginia Tech/Virginia Cooperative Extension	yes	0-10%	yes
Georgia	University of Georgia	yes	21-30%	yes
Florida	Florida A&M University	yes	21-30%	yes
Mississippi	Mississippi State	yes	51-60%	no
Kentucky	University of Kentucky	yes	21-30% 51-60% 61-70%	no
Georgia	Fort Valley State University	no		yes
Alabama	Alabama A&M University	no		yes
Texas	Prairie View A&M	no		yes
Oklahoma	Oklahoma State University	no		yes
Oklahoma	Langston University	no		yes
US Virgin Islands	University of the Virgin Islands	no		yes

Multiple percentages indicate multiple faculty/staff.

Spotlight on Southern Programs

Alabama

Beginning Farmer: Alabama Extension’s digital curriculum designed to help new and emerging farmers establish their business now features a four part chapter discussing agritourism ventures. The Beginning Farmer Program “provides science-based information and consultation to beginning farmers, develops new educational resources, and sustains a statewide network of producers to strengthen the local food movement that is inclusive of low-resource farmers and military veterans” (Alabama Extension).

Florida

Florida Friendly Fishing Guide Certification: - Established by UF/IFAS, Florida Sea Grant and the Florida Fish and Wildlife Conservation Commission, the Florida Friendly Fishing Guide Certification “recognizes fishing guides who are committed to preserving the future of Florida’s fisheries through sustainable boating and fishing techniques. Florida Friendly Fishing Guides provide a richer fishing experience for their clients through their angling expertise and environmental stewardship. This online certification course covers science-based techniques that ensure minimal environmental footprint of fishing” (Florida Sea Grant).



Credit: Mick Haupt



Credit: Yanny Mishchuk

Georgia

Coastal Awareness & Responsible Ecotourism Certification (CARE): Created in 2021 as a partnership between Georgia Sea Grant and Manomet, Inc., the Coastal Awareness & Responsible Ecotourism Certification program “provides ecotour companies with the tools to implement best practices when it comes to water-based tourism. Engaging ecotourism companies through a certification course will build support for conservation and stewardship of important habitats and wildlife on the coast” (Marine Extension & Georgia Sea Grant).

Mississippi

Gulf Coast Outpost Program: Lead by the Mississippi State University Extension Service and Mississippi-Alabama Sea Grant Consortium, the Gulf Coast Outpost program “is part of the Nature-Based Tourism Plan for Coastal Mississippi and recognizes businesses whose owners and operators are knowledgeable about the coast’s natural environment and work to foster environmental and cultural understanding, appreciation and conservation of its resources” (Mississippi State Extension & Mississippi/Alabama Sea Grant).

Programs	Count	States
Agritourism—Local Foods, Farmers Markets, Culinary Tourism, Farm Stays	9	AL, AR, KY, LA, MS, NC, SC, TN, VA,
Tourism Education, Training, and Certification Programs	6	AL, LA, FL, NC, GA, TX,
Community and Regional Planning and Development	5	AL, AR, FL, KY, NC,
Placemaking	5	AL, AR, FL, KY, TX,
Nature-Based Tourism: Ecotourism, Wildlife watching, and Adventure Tourism	4	AR, MS, NC, TN,
Economic, Environmental, and Social Impacts of Tourism and Recreation	3	GA, MS, NC,
Marketing and Promotion	3	AL, AR, NC,
Community Tourism Assessments	3	FL, KY, NC,
Cultural-Heritage Tourism	3	AR, FL, NC,
Tourism Research and Evaluation	2	NC, SC
The Shared Economy	0	

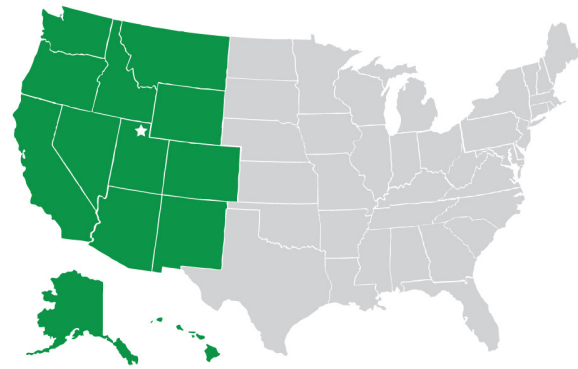
State	Are there tourism programs that are needed in your state/region that you are unable to offer but wish you could?
AL	Alabama would benefit from additional tourism assessment materials and conducting first impressions programs. Would like to engage in more of this type of work in the future.
NC	I'm sure there are plenty but while still carving out my role it is hard for me to decipher what specifically this is. I'll likely be able to pinpoint quite a few in 6 months though.
MS	Coastal
VA	We need state level specialist support for agritourism, perhaps as part of a rural community development specialist focus.
TX	Commercial development
GA	Not at this time. Our state's Georgia Department of Economic Development has a very active and robust tourism division. Link: https://www.georgia.org/industries/georgia-tourism
GA	Community tourism development, tourism destination planning, tourism destination branding, visitor profile studies, ROI studies examining the impact of Accommodation Taxes on tourism development.
OK	We have people working on tourism programs, but we lack a central theme and focus.
AR	Not sure how to answer this because we are fairly surface level in what we do related to tourism.
Virgin Islands	Yes

State	What challenges do you face in being able to provide services to support tourism in your state?
AL	Time and staff resources. Lack of staff with proper expertise to develop and deliver such programs. Time challenges and lack of support from the state level. One person right now is dedicated to doing this work and he is stretched thin. The County Extension Coordinators pick up the slack and do what we can at our county level.
FL	Human Capital and Technical Expertise
VA	Not a challenge per se but the Virginia Department of Tourism provides leadership to most of the topics you listed in this area.
AR	Without faculty or staff dedicated to tourism, most of our efforts are limited to communities/ regions in which we are working, providing fairly general assistance, and linking people to other resources.
NC	The main challenge we have right now is that folks don't know who we are and when they find out they don't know why we are. Hoping to help solidify some programs and partnerships to appease that but ask me again in a year :).
MS	Funding
OK	Lack of program leadership. Figuring out the right methods to use to encourage it.
TX	FTEs, partners, financial resources. Salary for a faculty extension specialist
GA	Labor to conduct data collection and data analyses, and a communication channel that informs tourism stakeholders of our applied research efforts
GA	I would not say that there is a challenge in providing support, because the Georgia Department of Economic Development has a fully staffed team dedicated to this effort in our state.
Virgin Islands	Financial resources to support staff salaries

Nine out of the 13 states (~70%) in the Western region have faculty or staff who are involved in developing or delivering tourism programs illustrating the importance and value of tourism to the region. The majority (seven out of nine) of these staff spend less than 20% of their time on tourism-related work. Outdoor recreation programming, community planning and destination management are some of the primary focus areas for these programs. All of the programs surveyed agreed they would like to increase staff involved with working on tourism-related projects. Additional program needs identified in the surveys include: economic and technical assessment, outdoor recreation and access to public lands, workforce development and business management training, economic development and rural integration opportunities. Major tourism focus area of these extension programs include:

- Community and regional planning and development
- Destination management plans and impacts of tourism
- Outdoor recreation programming
- Tourism research and evaluation (agrotourism, nature-based, ecotourism, etc.)

Challenges identified in the region include funding and staffing for existing programs and the need for better coordination and interconnectedness of national and regional tourism programs. Programming in the Western region is diversified beyond agritourism and outdoor recreation with a variety of programs on nature-based tourism, tourism education and certification, tourism research including socio-economic evaluation of tourism impacts, Community and regional planning and tourism marketing and placemaking. Activities across the region's Extension Services include support for community and regional planning; programs that address the economic, environmental, and social impacts of tourism; tourism research and



evaluation; destination marketing, promotion and management; and identification of community tourism assessments. Tourism research being led by Western Extension professionals includes: studies on resident attitudes of tourism, visitor preferences, and economic impact assessments, and a dedicated tourism research centers and programs in Utah (The Institute of Outdoor Recreation and Tourism) Hawaii (Center for Sustainable Coastal Tourism) and Oregon (Guide, Outfitter, Tour Operator Training for Professional- GORP).

Four states in the Western region do not currently offer tourism related programming (California, Montana, Arizona and Alaska). These programs have all indicated they are interested in having more faculty or staff involved in developing and/or delivering tourism related programs through Extension. This suggests an untapped potential for expansion of Extension led tourism programs regions-wide. Western regional institutions identified several programs as needed, but ones they are currently unable to provide but wish they could include developing economic assessments, destination management plans, and overall workforce development. These institutions cited a universal need for additional funding and staffing to increase the technical and research capacity to develop and implement these programs. Another consistent need was identified for programs that focus on integrating tourism and outdoor recreation into the economic development plans and programs of rural counties and communities.

Hawaii, Utah, Oregon and California have a high level of interest in expansion of programming in destination management and outdoor recreation programs. The Western region can look to other institutions across the nation for inspiration regarding growing tourism focused extension services. For example, the University of New Hampshire Extension Service recently added two new positions with a focus on tourism development. Additionally, several Northeast region states are currently collaborating on a NIFA AFRI grant to develop a national model for destination management research and programming in addition to a Hatch integrated rural tourism proposal. This demonstrates the potential for multi-state partnerships to potentially overcome some of these challenges through collaboration and program sharing. The NET 2021 conference presents an opportunity to collaborate and share information on successful examples of destination management.

The Hawaii Tourism Authority (HTA), in partnership with the counties and local stakeholders, have developed community-based Destination Management Action Plans (DMAPs) that aim to rebuild, redefine and reset the direction of tourism over a three-year period. The focus is on stabilization, recovery, and rebuilding to the desired visitor industry for each island. The actions put forth in the DMAPs are guided by an island-based Steering Committee for each island, and include a collaborative process which encourages participation and vital input from the community, visitor industry and other sectors. The DMAPs identify areas of need as well as actionable solutions for enhancing the residents quality of life and improving the visitor experience across the islands.

—Dolan Eversole, Hawaii Sea Grant

Programs	Count	States
Community and Regional Planning and Development	7	CO, HI, ID, OR, UT, WA, Guam
Tourism Research and Evaluation	6	CO, HI, OR, UT, WY, Guam,
Economic, Environmental, and Social Impacts of Tourism and Recreation	6	CO, NV, OR, UT, WY, HI
Agritourism—Local Foods, Farmers Markets, Culinary Tourism, Farm Stays	5	CO, ID, OR, WA, Guam
Nature-Based Tourism: Ecotourism, Wildlife watching, and Adventure Tourism	5	CO, OR, UT, WA, WY
Marketing and Promotion	3	CO, OR, UT
Placemaking	2	ID, Guam
Tourism Education, Training, and Certification Programs	2	CO, OR
Cultural-Heritage Tourism	2	ID, Guam
The Shared Economy	2	CO, Guam
Community Tourism Assessments	0	

State	University	Do you have faculty and/or staff that are involved in developing and/or delivering tourism related programs through Extension?	What percentage of time are each of these faculty/ staff able to allocate to tourism related work?	Would you like to have more faculty or staff involved in developing and/or delivering tourism related programs through Extension?
Colorado	Colorado State University	Yes	0-10%	Yes
Wyoming	University of Wyoming	Yes	21-30%	Yes
Idaho	University of Idaho	Yes	11-20% 11-20%	Yes
Utah	Utah State University	Yes	51-60%	Yes
Hawaii	University of Hawaii, Manoa (Sea Grant College Program)	Yes	11-20%	Yes
Oregon	Oregon State University/ Oregon Sea Grant	Yes	51-60% 91-100%	Yes
Nevada	University of Nevada, Reno	Yes	11-20%	Yes
Washington	Washington State University	Yes	0-10% 11-20%	Yes
Guam	University of Guam	Yes	0-10%	Yes
California	University of California, Davis	No		Yes
Montana	Montana State University	No		Yes
Arizona	University of Arizona Extension	No		Yes
Alaska	University of Alaska Fairbanks	No		Yes



Credit: Hawaii Tourism Authority

State	Are there tourism programs that are needed in your state/region that you are unable to offer but wish you could?
CO	More technical assistance to operators
ID	More Agritourism, wine trails, art trails
ID	More staff personnel to help deliver programming (I am a single educator county and resource scarce).
UT	Yes. Utah has a need for programs that focus on integrating tourism and outdoor recreation into the economic development plans and programs of rural counties and communities. We have a very diverse state geographically, politically, and economically. The state is served by one statewide Extension specialist, so developing programs that meet the needs of all the state's tourism interests is difficult. Programs focused on the needs and unique context of rural counties and communities are needed.
HI	Additional capacity for economic assessment and destination management.
OR	More local economic impact studies, demonstration/educational tours, and most importantly An Extension Sustainable Tourism Research and Demonstration Center where we design and test for highest paying outdoor recreation experiences to help public and private landowners achieve economic sustainability which allows management of the environmental and social resources
NV	Working in developing outdoor recreation specifically on public lands.
CA	Yes. We have regions like the coasts and the Sierras that could use a tourism program.
MT	I am working on tourism in Montana. I serve on the Governor's Tourism Advisory Committee. I work with agriculture producers that are interested in agri-tourism. MSU does not have a specific tourism program and this is not my official role in extension. I am working with a work group that includes the MT Department of Agriculture and the MT Dept of Commerce focusing on tourism.
AZ	While I would like to see more faculty/staff involved in tourism-related programming, there isn't a formal tourism Extension program or even a Community Development Extension program. The closest that we have at University of Arizona is our team (Extension Regional Economic Analysis Program). Our work has aspects of outdoor recreation, and tourism more broadly, but it is a smaller component of our research. Yes- there has been considerable demand from the Arizona Office of Tourism and local communities for visitor intercept surveys. With such a large state and close to zero Extension agents with community development background, we have not had the capacity to do this type of work. That said, if another entity conducted the visitor intercept survey, we have offered to partner with them to conduct economic impact analyses.
WA	I see a need for workforce development training to support tourism.
AK	Marketing/Business management courses would be useful.

State	What challenges do you face in being able to provide services to support tourism in your state?
WY	lack of staff and coordination; some organizational complexities. Tourism spans three Colleges here: College of Ag and Natural Resources, Haub School for the Environment and Natural Resources, and College of Business. For the most part we work together but it can be complicated.
CO	Too little staffing
ID	funding, personnel (FTEs)
UT	Tourism is not seen by university administration as an Extension program of equal value to other 'more traditional' Extension programs like agriculture, horticulture, and 4-H extension programs. This leads to fewer opportunities for growing and developing tourism and outdoor recreation Extension programming.
HI	Severe economic downturn due to COVID. Decreasing community support/sentiment for tourism.
OR	This is for all of the US....Extension in the US is not generally seen or part of the Tourism Industry, not enough staff, not a national support system funding NET, lack of industry connections and sponsorship. A big challenge is ongoing marketing and engagement.
NV	With COVID-19 our budgets are reduced so funding a problem and little in personnel numbers to address this issue.
CA	First, getting the program funded. Second, connecting it to industry.
MT	Funding. With appropriate funding, MSU Extension could support a full-time tourism specialist. This specialist could work with the agents in the state.
AZ	Most I've already listed above, but generally: lack of faculty/staff (both in terms of number of people, but also expertise), no clear tourism-related Extension program, geographic scale/scope.
WA	Funding, staff resources
AK	State budget cuts have impacted available services.



Oregon Sea Grant team working on Mountain Bike Trail Participation Survey at Whiskey Run Trails, -Bandon, Oregon. Images courtesy of Miles Phillips, Oregon Sea Grant and NET Design Team member, pictured at right.

Spotlight on Western Programs

Utah

Utah State University's Institute of Outdoor Recreation and Tourism operates under a service-oriented model as opposed to a program-oriented extension model. The services we provide for our clients include:

1. The Gateway and Natural Amenity Region Initiative (<https://www.usu.edu/gnar/>) which provides tools and information related to the development challenges faced by gateway communities;
2. Needs Assessment development (https://extension.usu.edu/iort/extension/needs_assessments); and,
3. Visitor Use Monitoring and Management assistance (<https://extension.usu.edu/iort/extension/visitor-use-project>).

Oregon

Oregon State University Extension/Oregon Sea Grant offers "Guide and Outfitter Recognized Professional" (GORP) training, which can now be used by all states. They also have launched online courses on Practical Customer Service, an expansion of their online "Know Your Community" program, which trains front-line workers about their own community, tourism industry, resource management and that of nearby communities and regions, using a template that customizes data to each community.

Washington

Festival outreach and boater education: Washington Sea Grant specialists in boater activity and water quality attend key festivals and events around Puget Sound annually, including the Northwest Wooden Boat Festival

and NW Sportsmans Show, presenting information and instruction to visiting boaters and sportsmen on methods for preventing small oil spills in vessels and reducing sewage spillage.

Colorado

Colorado State University's Warner College of Natural Resources has online degrees and courses in addition to our Extension workshops.

Hawaii

University of Hawai'i Center for Sustainable Coastal Tourism was established in 2009 as a university collaboration between the School of Ocean and Earth Sciences and Technology, the College of Social Sciences, School of Travel Industry Management, Hawaiiinuiakea School of Hawaiian Knowledge, and the School of Architecture. In partnership with local businesses, government, and the community, the center conducts research, education, and outreach on Hawaii tourism and the various economic, cultural and environmental impacts of the visitor industry. Signature projects of the Center of Excellence for Sustainable Coastal Tourism serve to improve the quality of Hawaii's environment, restore habitats and ecosystems, and reduce the energy and water needed to support the tourism industry resulting in positive impacts on both Hawaii's economy and quality of life for local residents.

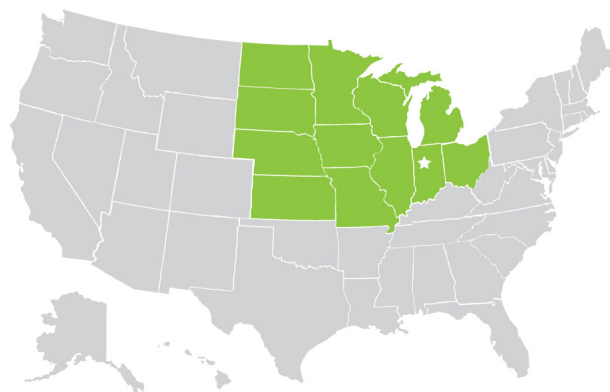


Credit: Hawaii Tourism Authority

Eight out of the 12 states (67%) in the North Central region have faculty or staff who are involved in developing or delivering tourism-related Extension programs: Nebraska, Missouri, Illinois, Michigan, Ohio, Minnesota, Iowa, and South Dakota. The four states that currently do not are Kansas, Indiana, North Dakota, and Wisconsin. With the exception of South Dakota, the other 11 states all would like to have more faculty or staff working on tourism-related programs. Three states have at least 80% of faculty time allocated to tourism-related work, and two states have 51%-60%. On the other hand, one state has 31%-40% of faculty time allocated to tourism-related work, while six states have no more than 20%. In other words, more than half of the North Central states have less than 40% of faculty time on tourism-related work. This finding at least partially explains the widespread desire to have more faculty or staff working on tourism-related programs.

The most frequently offered program in the North Central region is agritourism—local foods, farmers markets, culinary tourism, farm stays, etc. Placemaking, cultural-heritage tourism, and Tourism education/training/certification programs were each offered in five states. Other tourism-related programs, each offered in three states, include community and regional planning and development, economic, environmental, and social impacts of tourism and recreation, tourism research and evaluation, community tourism assessment, and the shared economy. Lastly, natural-based tourism (ecotourism, wildlife watching, and adventure tourism) and marketing/promotion were each offered in two states.

In terms of tourism programs that states wish to offer but are unable to, respondents from



two states pointed out the need to have more Extension Educators, in order to implement programs more broadly. Respondents from two states identified agritourism, and the following program areas were each mentioned by one state: ecotourism, natural amenity-based tourism/creation, pandemic relief, marketing and communications strategies, tourism and tribal communities, and DEI issues in tourism. Lastly, respondents in two states were “not sure.”

When it comes to challenges states face in providing services to support tourism, the most frequently identified are staffing and funding. Lack of staffing was identified in six states, need for more devoted time from currently faculty/staff in two, and lack of funding in five. One respondent specifically pointed out the lack of a faculty of specialist who could take the lead on tourism-related work. One respondent mentioned the state is not thought of by most as a destination. Another respondent pointed out that tourism tends to take a backseat as an “in vogue” economic development strategy, while other sectors and entrepreneurship tend to dominate discussions.

—Xinyi Qian, University of Minnesota

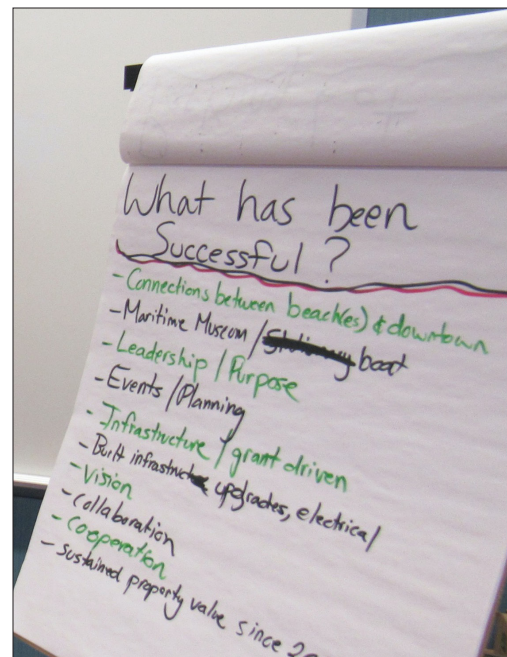
State	University	Do you have faculty and/or staff that are involved in developing and/or delivering tourism related programs through Extension?	What percentage of time are each of these faculty/staff able to allocate to tourism related work?	Would you like to have more faculty or staff involved in developing and/or delivering tourism related programs through Extension?
Nebraska	University of Nebraska-Lincoln	Yes	51-60%	Yes
Missouri	University of Missouri University of Missouri College of Engineering	Yes	0-10% 11-20%	Yes
Illinois	University of Illinois	Yes	0-10%	Yes
Michigan	Michigan State University	Yes	31-40% 51-60% 81-90%	Yes
Ohio	Ohio State University	Yes	0-10%	Yes
Minnesota	University of Minnesota	Yes	91-100%	Yes
Iowa	Iowa State University	Yes	91-100%	Yes
South Dakota	South Dakota State University	Yes	11-20%	No
Kansas	Kansas State University	No		Yes
Indiana	Purdue University	No		Yes
North Dakota	North Dakota State University	No		Yes
Wisconsin	University of Wisconsin, Madison	No		Yes

Multiple percentages indicate multiple faculty/staff.

Programs	Count	States
Agritourism—Local Foods, Farmers Markets, Culinary Tourism, Farm Stays	6	IA, MI, MO, MN, OH, SD
Placemaking	5	MI, MO, MN, NE, SD
Tourism Education, Training, and Certification Programs	5	IA, MI, MN, NE, SD
Cultural-Heritage Tourism	5	IA, MI, MO, MN, NE
Community and Regional Planning and Development	3	MI, MN, NE
Economic, Environmental, and Social Impacts of Tourism and Recreation	3	MI, MO, MN
Tourism Research and Evaluation	3	IA, MO, NE
Community Tourism Assessments	3	MI, MN, NE
The Shared Economy	3	MI, MN, NE
Nature-Based Tourism: Ecotourism, Wildlife watching, and Adventure Tourism	2	MI, MN
Marketing and Promotion	2	MN, NE

State	Are there tourism programs that are needed in your state/region that you are unable to offer but wish you could?
SD	Eco-tourism
NE	We have specialist expertise, but we need Educators to partner to offer the education broader
IL	there might be, but i'm not familiar with them.
MO	Unsure
KS	Not sure. Not sure if First Impressions counts as such, or a support of such. We have that in our state though.
IN	Generally, I feel the opportunity (for us in Community Development) is integrating tourism into our economic development and placemaking programs.
MN	We are working on expanding our work in agritourism and have connected across the US with Extension specialists doing this work.
ND	Unsure of all of the programs available but very limited staffing does not allow us to do much work with tourism development.
WI	Place-based and natural amenity-based tourism (e.g., agritourism, recreation, natural amenities, unique identity, downtown business districts, etc.); pandemic relief for tourism-based businesses (e.g., funding, strategies, alternatives); market/communication strategies; tourism and Tribal communities; inclusive tourism working with/across diverse consumers, locations, and communities.

State	What challenges do you face in being able to provide services to support tourism in your state?
NE	need people and need more of their time
MS	\$
IL	lack of Extension staff to work in this area.
MI	Limited field staff capacity results in some communities waiting for an assessment.
KS	Budget. Staff.
SD	Many farmers and ranchers don't really want to take time to show people around. Right now, travel is difficult for staff
MN	More staff needed. We extend our reach by working with and training colleagues in the Center for Community Vitality and other Extension centers; and faculty across the University.
OH	funding
IN	We are not a natural amenity-rich state. We do have a tourism industry, but we aren't currently thought of (by most) as a destination.
ND	Lack of staff/faculty
WI	Two challenges: (1) we currently don't have a point person (i.e., faculty member or specialist) who is taking the lead on this effort. We tend to have a more haphazard approach led by county Educators responding to local requests/needs. (2) Tourism has taken a bit of a backseat in the state as an "in vogue" economic development strategy. That's not to say it's not important or that there aren't people working on it and/or resources devoted to it. Local discussions tend to be dominated by other sectors such as manufacturing and healthcare, or by entrepreneurship more broadly.
MO	Overall funding
IA	Limited resources - both staff and funding.



Facilitated by Extension, stakeholders document their community's known and unknown assets.

Credit: MSUE/Northrop 2021

Spotlight on North Central Programs: Michigan State University

Michigan State University Extension's Community, Food, and Environment Institute (CFEI) is focused on developing strong sustainable community blueprints that strengthen relationships and social capital, foster innovative economic growth, and leverage and sustain our natural resources. Housed within CFEI is a small dedicated team of professionals that comprise the Tourism Development team. MSU Extension's tourism development team works statewide addressing community needs and interests in leveraging assets and resources for tourism development. A variety of programs exist to assist a community or region in becoming a destination or launch initiatives to strengthen existing tourism offerings. Programs are specifically designed to involve local leaders and stakeholders in a collaborative process for developing regional synergies and inclusiveness, exploring niche markets and/or capitalizing on the results of community assessments by



MSU Extension's Andy Northrop presenting to a Michigan community. Credit: MSUE/Northrop 2021

first-time visitors. Ultimately, programs can form the basis for future development, spawn local leadership, and strengthen community vitality. Further information can be found by visiting <https://www.canr.msu.edu/tourism/programs/> and/or contacting Andy Northrop, MSU Extension Community Vitality/Tourism Educator and NET Chair (2022-2024), at northro5@msu.edu.

Spotlight on North Central Programs: Iowa State University

Iowa State University Extension and Outreach's Community and Economic Development (CED) unit fosters thriving, resilient Iowa communities through our programs, processes and projects. CED specialists work as interdisciplinary teams in five areas of expertise: 1) Civic Engagement and Equity, 2) Data and Technology, 3) Local Government and Housing, 4) Small Business Development, and 5) Tourism Development.

Our tourism development team works statewide to strengthen communities and their local economies by teaching best practices and providing hands-on technical assistance. This team enjoys strong partnerships with Iowa's state tourism office, and with regional and community tourism leaders, who conduct needs assessment and contract our tourism

team to develop and deliver innovative programming to address state and local community tourism needs. New programs that our tourism team created and are delivering at the request of these state and community partnerships include Interpretive Guide Training and Certification, The Great Iowa Road Trip (Covid-19 recovery), Customer Service and Community Tourism Strategies, and Customer Service Train-the-Trainer; as well as statewide programming in agritourism, tourism entrepreneurship, and group travel. For more information, contact Diane Van Wyngarden, State Tourism Specialist, at dvw@iastate.edu or visit Iowa State University Extension's website at <https://go.iastate.edu/VAX4FG>.

Spotlight on North Central Programs: University of Minnesota Tourism Center

The University of Minnesota Tourism Center empowers, prepares and supports the tourism industry, and communities engaging in tourism, for success and sustainability. We do this by providing education and training, applied research, engagement and outreach, and support of undergraduate and graduate education. We work closely with businesses, industry organizations, nonprofit entities, and public agencies to meet the needs of the industry and local communities. To strengthen our work, we also leverage resources across the University of Minnesota system, including our Faculty Affiliates, Extension colleagues, and other institutes on campus. One of the flagship programs of the Tourism Center is the Tourism Assessment Program. The program is a deeply-engaged collaboration between a community and a team of experts led by the Tourism

Center staff, to help a community review and analyze its tourism assets and potential for tourism development. The Tourism Center also offers workforce education, from multicultural customer service training to webinar series that nurtures future industry leaders. Another strength of the Tourism Center is focused on consumer intelligence, from working with businesses and communities on using mobile analytics data, conducting profiles of visitors, event attendees, and outdoor recreation users, to selectively pursuing external funding opportunities that would enable the Tourism Center staff to conduct research that meet the industry and communities' needs. Visit tourism.umn.edu for our information, and/or contact Dr. Xinyi Qian, Interim Director and Tourism Specialist at qianx@umn.edu



University of Minnesota Tourism Center Educator DeeDee LeMier at an agritourism workshop, describing the agritourism definition diagram that appears on the screen behind her. The definition diagram was developed by NET members and collaborators Lisa C. Chase, University of Vermont Extension; Mary Stewart, Oregon State University Extension Service; Brian Schilling, Rutgers University; Becky Smith, Mississippi State University Extension; and Michelle Walk Michigan State University Extension. The definition diagram is available at: <https://bit.ly/2ZEbLol> Photo credit: Beverly Sandlin, Whispering Winds, MN.

While not all work conducted by Sea Grant may be directly classified as tourism, many of its initiatives can provide the tourism industry with the assistance it needs to develop, grow, and prosper while reducing environmental impacts, as well as harm to tourists and wildlife. Sea Grant's efforts in tourism are embedded in all four of the national Sea Grant focus areas of:

- Healthy Coastal Ecosystems
- Resilient Communities and Economies
- Sustainable Fisheries and Aquaculture, and
- Environmental Literacy and Workforce development.

Each program develops their tourism priorities based on the needs of their communities, and the Sea Grant Coastal Tourism Community of Practice (CoP) meets annually/biannually to update their implementation plan and outcomes. The examples in this report are representative of the CoP's activities, and help to identify gaps in areas of expertise, necessary partners, and associated funding needs.



Sea Grant has been building relationships with tourism-related partners, at the local, state, and national levels. These relationships will be key to building the capacity

necessary to achieve the outcomes of Sea Grant's Coastal Tourism vision. The partnership between Sea Grant and Land Grant university extension programs is a vital step on this path.

The good news is that there are many new initiatives aimed at building community economies, particularly post-pandemic, that require community partners, along with integrated research and engagement. These initiatives (such as the EDA Build Back Better Regional Challenge, and the EDA Travel, Tourism, and Outdoor Recreation Grant program) that are ideal for extension tourism professional support. With connections to their communities and knowledge of community priorities, Extension Tourism programs can identify areas that will not only support sustainable tourism but will also build stronger and more resilience economies.

—Elizabeth Rohring, NOAA Sea Grant



Credit: Todd Marsee, Michigan Sea Grant

Region	State	University	Number of faculty involved in developing and/or delivering tourism related programs through Extension?	What percentage of time are each of these faculty/staff able to allocate to tourism related work?
Northeast	New York	Cornell University	2	0-10%
Northeast	New York	Cornell University	NA	91-100%
Northeast	Delaware	University of Delaware	NA	NA
Northeast	New Hampshire	University of New Hampshire	3-5	0-10%
Northeast	New Hampshire	University of New Hampshire	1	0-10%
Northeast	New Jersey	Non-University NJSeaGrant.org	1	51-60%
Northeast	Connecticut	University of Connecticut	NA	NA
Northeast	Maine	College of the Atlantic	4	31-40%
Northeast	Rhode Island	University of Rhode Island	3	11-20%
Northeast	Maryland	University of Maryland	0	0-10%
Southern	South Carolina	SC Department of Natural Resources	4	11-20%
Southern	Georgia	University of Georgia	4	0-10%
Southern	North Carolina	North Carolina State University	2	21-30%
Southern	Florida	University of Florida IFAS Extension	35-45	NA
Southern	Florida	University of Florida	"Too many to list"	11-20%
Southern	Virginia	Old Dominion University/ Virginia Sea Grant partner	1	0-10%
Southern	Alabama	Auburn University	1	81-90%
Southern	Louisiana	Louisiana State University	NA	0-10%
Southern	Puerto Rico	University of Puerto Rico	3	21-30%
Western	Washington	University of Washington	4	0-10%
Western	Oregon	Oregon State University	18	91-100%
Western	Alaska	University of Alaska	2	0-10%
North Central	Minnesota	University of Minnesota	2	11-20%
North Central	Indiana	Purdue University	2	0-10%

Programs	Count	States
Nature-Based Tourism: Ecotourism, Wildlife watching, and Adventure Tourism	16	WA, OR, AK, NY, NH (2), ME, IN, SC, GA, NC, FL (2), AL, LA, PR
Community and Regional Planning and Development	11	HI, NY, NH, ME, RI, MD, MN, SC, NC, FL, PR
Tourism Education, Training, and Certification Programs	11	WA, OR, AK, NY (2), NH, SC, GA, FL (2), PR
Economic, Environmental, and Social Impacts of Tourism and Recreation	10	HI, WA, OR, NY, RI, SC, GA, FL, LA, PR
Marketing and Promotion	10	OR, NY (2), NH, ME, SC, GA, FL, LA, PR
Cultural-Heritage Tourism	10	OR, NY (2), NH, ME, SC, NC, FL (2), PR
Agritourism—Local Foods, Farmers Markets, Culinary Tourism, Farm Stays	9	OR, NY, NH, ME, RI, SC, FL (2), PR
Tourism Research and Evaluation	7	HI, OR, NY, SC, FL, VA, PR
Placemaking	3	RI, IN, NC
The Shared Economy	3	RI, NC, PR
Community Tourism Assessments	2	OR, FL



Photo courtesy of Washington Sea Grant



Credit: Todd Marsee, Michigan Sea Grant



Credit: Mari Mitchell, Wisconsin Sea Grant



Credit: Jim Buchholz, Wisconsin Sea Grant

Region	State	Are there tourism programs that are needed in your state/region that you are unable to offer but wish you could?
Northeast	NY	Yes - tour guide training with certification, administered in partnership with private sector, faculty, and tourism department
Northeast	ME	The types of programs that link fisheries and aquaculture with tourism are in high demand, both from visitors, and from businesses. We already provide some capacity in this area but are limited and would like to be able to do much more.
Northeast	RI	Yes. Aqua - ecotourism. Promoting aquaculture and local food as a tourist attraction. Developing a revenue-based field experience related to coastal activities (wind farm tours, aquaculture, community resilience) for tourism and recreation.
Northeast	MD	I just started my position a month ago and am still learning what areas within Sea Grant we are able to work in.
Southern	SC	Nature-Based Tourism Certification Program(s) to promote exceptional tourism businesses; Professional development courses related to sustainable tourism business practices as well as environmental issues/impacts (e.g., microplastics, growth and development impacts on resources)
Southern	GA	We are hoping the coastal tourism conference that we offer this spring will be an opportunity to solicit feedback for future programs. With that being said, birding tourism has been identified as an opportunity that could be enhanced along the coast. While there are efforts by our state to assess the economic impacts of tourism on the coast, there is a need to refine this time of information on a finer scale (county or city level).
Southern	NC	Leadership development for tourism professionals
Southern	VA	Business services- helping eco-tourism businesses develop in rural areas.
Southern	PR	Yes
Southern	FL	Yes I am sure there are but we dont have a great needs assessment in the state so that is probably where we need to start. I am sure the most needed programs are things that focus on audiences like hotel staff and small business owners but I could not be much more specific without doing some legwork on a survey
Western	HI	Visitor carrying capacity studies are being requested at the county and community level. We are involved with one but don't have the capacity to scale up to do all the islands.
Western	AK	Ecotourism operations often request ocean- related educational activities for their passengers impacts of large cruise ships on marine environment marine environmental education for tourists
Western	OR	Yes, Economic Impact Studies, Federal Grant Programs, Discovery Tours locally, nationally and internationally
North Central	IN	No, I think we need to assess what we want to do.

Region	State	What challenges do you face in being able to provide services to support tourism in your state?
Northeast	NY	Lack of funding is the biggest hurdle. Misaligned priorities with tourism agencies
Northeast	NH	The coastal region of NH draws scores of residents and visitors (especially in the summer). I'm not sure additional supports for tourism are needed in this part of the state versus other parts. I'm not sure how to respond to this question.
Northeast	NJ	Allocating staff time.
Northeast	ME	Capacity is the largest limiting factor. All our extension staff at Sea Grant touch on tourism and bring expertise to the table, so we do programs as we can, but our staff time is limited.
Northeast	RI	1) Funding for doing these activities, given that we are on soft funds. 2) We have not developed and implemented a needs assessment to know what our niche would be. 3) We do not a dedicated tourism program, rather we implement value-added programs within our Blue economy, aquaculture, and community resilience themes.
Northeast	MD	We don't have anybody working in this area. This is the biggest challenge.
Southern	SC	Lack of data on nature-based tourism contribution to state and local economies; tourism impacts on coastal resources (litter, cruise ships); climate change impacts on community tourism (e.g., increased flooding related to tides, storm event, etc.; need for more nature-based tourism development for rural communities (business services, trainings, technical assistance); tourism and sustainable development (addressing competing uses of waterfront access); Challenges from within the agency: competing demands and allocation of staff time to address tourism-related issues with programming.
Southern	GA	We don't have a designated person to focus solely on tourism. There are other entities that work on tourism so we'd also need to make sure we clearly define our role so we are not duplicating efforts.
Southern	NC	Competing demands based on program strategic plan and focus areas Definable metrics Audience demand Internal capacity and expertise
Southern	FL	lack of state specialists w/expertise in this field
Southern	VA	No funding directed to this effort.
Southern	PR	Balance development and conservation. Access to resources.
Southern	FL	I really would like to be able to reach recreational boaters better - they are such a tough audience to reach but their behaviors have huge impacts. Some kind of online training that can be distributed through an industry group or something is needed but finding the right inroad is really tough. Same goes for "Joe Angler" although it is a little easier to reach anglers.

(Continued on next page.)

Region	State	What challenges do you face in being able to provide services to support tourism in your state?
Western	HI	We have many negative impacts from over-tourism that the community is being frustrated by.
Western	WA	Tourism seems to be a topic that is insulated within an existing group, typically tourism boards, marketers, economic development councils, chambers of commerce, etc. that all support each other. It's difficult to identify what is needed and how best to support the industry.
Western	OR	Support staff needed. Integration with University as a whole, especially the teaching program which could integrate experiential learning with the Extension Tourism program to provide a much richer student experience...funded by the teaching program/student fees
Western	AK	Our recreation/tourism specialist retired recently and was not replaced lack of staff time
North Central	MN	capacity
North Central	IN	Funding and manpower.



Kids testing out dive masks with communication devices. Photo by Moira Harrington, Wisconsin Sea Grant.

Spotlight on Sea Grant Programs: The Florida Friendly Fishing Guides Program

The recreational for-hire sector in Florida is a rapidly growing field of professionals. More than 4,000 licensed charter captains are operating in the saltwater areas of Florida; however, there are countless others who operate from kayaks, from shore, only in freshwater areas that do not require state licensing. Regardless of experience level, there are very few (if any) professional development opportunities available to recreational fishing guides interested in improving practices or making their business more environmentally sustainable.

The Florida Friendly Fishing Guide (FFFG) Program was launched in September 2019 to train, identify, and recognize fishing guides who are committed to preserving the future of Florida's fisheries through sustainable boating and fishing techniques. The program uses an online, self-paced and mobile-friendly format to teach science-based practices for proper fish handling and release, food safety, sustainable boating, and other topics. Videos, animations, fact sheets, narrated interactive presentations, and evaluations are included in the training modules to increase the knowledge of participating captains. The program culminates in guides earning a certification



and through this training, a cohort of branded ambassadors for sustainable angling practices is being created.

This program is an example of how Extension education and outreach can embrace and implement effective online education to reach an audience unlikely to attend classes in traditional educational settings. For this reason, the FFFG Program has generated a great deal of interest in all areas of the state and regionally.

Spotlight on Sea Grant Programs: The Maine Oyster Trail

The Maine Oyster Trail is an interactive guide that helps you find oyster farm tours, raw bars, boat and kayak tours, and opportunities to buy oysters



"Hit the Maine Oyster Trail to discover the way oysters should be!"

Photo: Tommaso Cantelli

directly from farmers anywhere along the Maine coast. The Trail invites visitors and locals to discover a new side of oysters by connecting to local farms and traveling off the beaten path.

The Maine Oyster Trail is the first interactive, incentive-based oyster trail in the U.S. and features 75 Maine oyster businesses, each of which offer one-of-a-kind experiences. The Trail's interactive trip planner allows you to build your own custom trail based on different types of experiences and regions you're interested in checking out. This makes it easier than ever to plan your route and find fresh Maine oysters. While you travel the Trail, you can use the Maine oyster passport to check-in at participating businesses, track your visits,

and complete challenges to earn Maine Oyster Trail swag!

The original Maine Oyster Trail was launched in 2015 by Maine Sea Grant, Maine Aquaculture Association and many businesses. It was designed to educate consumers about oyster farming in Maine. In 2021, the Maine Oyster Trail was revamped to incorporate new farms, emerging market and tourism opportunities, and interactive virtual features. The Trail highlights local businesses and promotes authentic experiences that can only be found in Maine. In addition to guiding visitors, the Trail works closely with oyster farmers to provide the tools and support they need to explore new business opportunities through tourism. The Maine Oyster Trail is a collaborative initiative organized by Maine Aquaculture Association and Maine Sea Grant.

We encourage you to hit the Maine Oyster Trail to explore Maine's iconic coast, immerse yourself in Maine's oyster community, and taste our world-class oysters! Learn about upcoming events and all things Maine Oyster Trail by following @maineoystertrail on Instagram and Facebook.

Spotlight on Sea Grant Programs: Downeast Fisheries Trail

From Penobscot Bay to Passamaquoddy Bay, the Downeast Fisheries Trail connects historic and active fisheries sites that illustrate the region's maritime heritage. Marine resources sustain the culture and economy of Downeast Maine. The Downeast Fisheries Trail builds on these local resources to strengthen community life and the experience of visitors.

The Downeast Fisheries Trail seeks to support and encourage community projects that highlight the region's fisheries and heritage.

The Downeast Fisheries Trail presents a rich educational opportunity for local and visiting students. Exploring fisheries heritage means learning about marine science, ecology, culture, history, policy and economics. Families and student groups visiting the Trail can learn about the people that make a living off the sea, and participate in activities that bring local fisheries heritage to life.

The Downeast Fisheries Trail was created in 2000 with the help of Sunrise County Economic Council, the Maine Aquaculture Innovation Center, Maine Coastal Program, Quebec-Labrador Foundation, and the Maine

Community Foundation and included sites from Milbridge to Eastport in Washington County.

In 2012, the trail was expanded into Hancock County. New sites were selected with input from Downeast communities with funding from the Maine Community Foundation and DownEast and Acadia Regional Tourism, with significant staff time and project coordination support from Maine Sea Grant, in partnership with the following organizations:

- Maine Sea Grant College Program at the University of Maine
- Sunrise County Economic Council
- Penobscot Marine Museum
- Lobster Institute
- Diadromous Species Restoration Research Network
- Maine Office of Tourism
- DownEast & Acadia Regional Tourism
- College of the Atlantic

In addition, each of the 45 sites on the Downeast Fisheries Trail has people and organizations behind it that are the foundation of this effort. Without them, the Downeast Fisheries Trail would not exist!