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Institutions of Higher Education and Cultural Heritage Tourism: A Case Study of The Crooked Road, Virginia's Heritage Music Trail

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INSTITUTIONS OF HIGHER EDUCATION AND CULTURAL HERITAGE
TOURISM:
A CASE STUDY OF THE CROOKED ROAD, VIRGINIA'S HERITAGE MUSIC
TRAIL

by

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ABSTRACT

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Terence Michael Gilley
Old Dominion University, 2015
Director: Dr. Dennis E. Gregory

The southwest region of Virginia has an unstable economy, which cycles through periods of growth and decline. The strategic plans for southwest Virginia propose cultural heritage tourism as a sustainable industry for economic development of this rural region. Institutions of higher education provide education and training for a qualified workforce and community service. This qualitative, single case study on *The Crooked Road, Virginia's Heritage Music Trail* examines the roles of institutions of higher education with regard to cultural heritage tourism for sustainable community and economic development in rural areas. The data sources for this study are the administrators of *The Crooked Road* and institutions of higher education, including community colleges and four-year colleges, private and public. All institutions of higher education in the study population offer some form of heritage music activities or programs. Not all of the institutions of higher education in the study populations have a formal association with *The Crooked Road*. Study findings propose institutions of higher education have roles for cultural heritage tourism to support rural economic and community development. Strong institutional leadership and partnerships among all stakeholders are necessary for the sustainability of the cultural heritage events.

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“Somewhere over the rainbow skies are blue
And the dreams that you dare to dream really do come true”.

Edgar Yipsel Harburg

This study is the fulfillment of a twenty-two year old dream which would not have happened without the support of many people across those twenty-two years, especially a special cheerleader whose belief in me always kept the dream alive. I dedicate this dissertation to all who dare to dream and to their cheerleaders who dare the dreamers. May all your dreams come true!

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CHAPTER I

INTRODUCTION

This chapter introduces the case study of the roles of institutions of higher education with regard to cultural heritage tourism for community and economic development in rural areas. The case study is *The Crooked Road, Virginia's Heritage Music Trail*, a cultural heritage tourism initiative in southwest Virginia. This chapter identifies the problem addressed by the study with historical background, defines the purpose of the study and the research questions, and describes the professional significance of the study. In addition, the chapter presents a brief overview of the methodology of the study with definitions of key terms.

A review of the higher education literature identified three basic functions of higher education: the education and training of a qualified workforce, the creation and dissemination of new knowledge, and community service (Altbach, 2005; Özdem, 2011). With their missions of open access, comprehensive curriculum, economic development, and community education, community colleges offer opportunities for displaced workers to retrain for new careers (Cohen & Brawer, 2008; Vaughan, 2006). These community college missions are interrelated and can provide opportunities to develop partnerships to support cultural heritage tourism within the service regions of the community college. With the missions of community service and workforce education and training, institutions of higher education have an interest in the economic and community development initiatives within their service communities. Trani and Holsworth (2010) proposed institutions of higher education have become indispensable in the knowledge economy of the twenty-first century as communities seek partnerships with higher

education for community and economic development. To assist with these community and economic development initiatives, leaders at higher educational institutions need to know if their educational programs and activities align with the efforts of regional initiatives. Collaborative partnerships are important for community and economic development initiatives for communities, particularly for the proposed sustainable development in rural areas of cultural heritage tourism (McKercher & du Cros, 2002; Richards, 2007; Timothy, 2011).

The researcher examined heritage music activities of institutions of higher education associated with *The Crooked Road* initiative to gain a better understanding of the roles institutions of higher education play in the community and economic development of their service regions, particularly with cultural heritage tourism. In 2004, the Virginia General Assembly established *The Crooked Road, Virginia's Heritage Music Trail* with public funding from state, federal, and local governments as an economic development initiative for the southwestern region of the state, with a history of economic instability. This case study explored the roles of institutions of higher education with this cultural heritage tourism site.

Background of the Study

This section examines the economic and educational history of the region of *The Crooked Road*. Historically, the economy of this region was based upon extraction industries, such as mining, forestry, and agriculture, which required a high school diploma or less for employment (Appalachian Regional Commission, 2014; Hibbard, 1990; U. S. Department of Agriculture, 2013; U. S. Department of Commerce, 2009; U. S. Department of Labor, 2004). Over time, these industries have declined within the

region. To counteract this economic instability, the governments serving the region have sought alternative, sustainable industries to improve the economy and the quality of life in the communities. Proposed alternative industries often require higher educational attainment levels, which institutions of higher education provide. Therefore, this section reviews this history to understand the purpose for establishing *The Crooked Road* and its partnerships, especially with institutions of higher education.

Geographically defined differently by various agencies, organizations, and people, the southwest region of Virginia is composed of twenty-six counties and eleven cities. This geographic region includes the counties of Alleghany, Bedford, Bland, Botetourt, Buchanan, Carroll, Craig, Dickenson, Floyd, Franklin, Giles, Grayson, Henry, Lee, Montgomery, Patrick, Pulaski, Roanoke, Rockbridge, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe, as well as the cities of Bedford, Bristol, Buena Vista, Covington, Galax, Lexington, Martinsville, Norton, Radford, Roanoke, and Salem. Historically focused on agriculture, mining, and manufacturing in the textile, apparel, and forest-based industries, the economy of the southwest region of Virginia has shifted between periods of growth and decline. Supply and demand, government trade and environmental policies, and funding initiatives have influenced the economic shifts of the extraction industries and the economy of the southwest region of Virginia.

Southwest Virginia economy. A major agricultural industry supporting the economy of southwest Virginia has been the tobacco industry, with 98% of Virginia burley tobacco grown in the southwest region. Sales of tobacco decreased by 63.5% for a loss of over \$118 million within a decade, 1997 through 2007 (U. S. Department of Agriculture, 2013). Linked partially to the increased costs for tobacco products, tobacco

sales decreased significantly after the attorneys general of 48 states and the tobacco industry reached the Master Settlement Agreement (MSA) in 1998 to recover costs for tobacco-related public healthcare (National Association of Attorneys General, 2013). Settlement funds from the MSA support economic development initiatives in southwest Virginia through the Virginia Tobacco Indemnification and Community Revitalization Commission. Some funding initiatives of the Virginia Tobacco Indemnification and Community Revitalization Commission are cultural heritage tourism, education and training center development, educational scholarships, industrial development parks, and infrastructure development (Virginia Tobacco Indemnification and Community Revitalization Commission, 2013).

Virginia is seventh in the nation in coal production; however, modern coal production in Virginia is limited to a small geographic area of the state, primarily the southwestern region. The producing coal seams in southwest Virginia are in Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, and Wise Counties. Coal mining has continued to be a major industry in southwest Virginia since the 1880s, particularly in Buchanan, Dickenson, and Wise counties with more than 90% of the land over coal seams (Hibbard, 1990). In 1883, the Norfolk & Western Railway (N&W) transported the first shipment of coal from southwest Virginia to Norfolk (Hibbard, 1990). The early development of the railroads throughout southwest Virginia was central to the growth of the mining industry. By 1935, the Carolina, Clinchfield & Ohio (CC&O), Chesapeake & Ohio (C&O), Interstate, Louisville & Nashville (L&N), Norfolk & Western (N&W), Southern, and the Virginian had developed rail lines through the coalfields of the region (Hibbard, 1990). With mergers of railways, only two have served the southwest Virginia coalfields since

1984: CSX Transportation, a merger of the CC&O, C&O, and L&N; and Norfolk Southern, a merger of the Interstate, N&W, Southern, and Virginian.

By the 1920s and 30s, the coal industry mechanized operations, which increased the coal production, but reduced the number of miners employed. With the Great Depression in the 1930s, coal production decreased due to a decline in the nation's steel production. Many miners lost their jobs during this time. During the 1940s, World War II increased industrial production leading to a higher demand for coal. According to Hibbard (1990), the mine employment peaked in 1942 at 19,416 miners with production at 20.4 million tons (mt). During these boom times, the mining industry introduced surface mining in the southwest coalfields, increasing coal production with fewer miners. By the mid-70s, surface mining provided 33% of the coal production in southwest Virginia; however, state and federal environmental and reclamation regulations reduced surface mining production to 17% by 1988 (Hibbard, 1990). Table 1 provides historical overview of coal production in southwest Virginia, 1882-1988.

Table 1

Southwest Virginia Coal Production, 1882-1988

County	First Recorded Shipment	Peak Year	Peak Tonnage	Total Shipped
Buchanan	1932	1988	19,769,235	716,751,459
Dickenson	1917	1967	9,529,472	289,202,881
Lee	1907	1987	3,118,439	91,141,293
Russell	1901	1957	2,745,060	119,451,586
Scott	1918	1986	123,816	2,352,725
Tazewell	1882	1943	4,800,320	196,786,857
Wise	1892	1985	14,103,658	769,219,269

Note: From *Virginia coal: An abridged history and complete data manual of Virginia coal production / consumption from 1748 to 1988* (p.10), by W. R. Hibbard, 1990, Blacksburg, VA: Virginia Center for Coal & Energy Research, Virginia Polytechnic Institute & State University. Copyright 1990 by Virginia Polytechnic Institute & State University. Adapted with permission granted.

Coal companies started using modern underground mining equipment such as the continuous miner in the 1950s. In addition, increased use of natural gas and oil decreased coal sales in the 1950s. By 1959, the number of operating mines in southwest Virginia peaked at 1,807; however, the number of employed miners decreased to 13,799 with production at 28.2 mt (Hibbard, 1990). Although the production of coal increased through the 1980s, the number of mines in operation and employed miners decreased. “With modern mechanization and extraction methods, 11,096 miners at 545 mines produced a record 46.4 mt output in 1988” (Hibbard, 1990, p. 10).

The coal mining industry in southwest Virginia has declined since the production peak of the 1980s. According to the U. S. Department of Energy (2010), there were 61 underground and 44 surface mines operating in the southwest Virginia coalfields producing 22.4 mt in 2010. Mechanization of the mining industry continues to increase coal production while decreasing the employment of trained miners. Statutes, such as the *Federal Coal Mine Health and Safety Act of 1969*, the *Clean Air Act of 1970 and 1990*, the *Federal Water Pollution Control Act of 1948*, the *Federal Mine Safety and Health Act of 1977*, the *Surface Mine Control & Reclamation Act of 1977*, and the *Staggers Rail Act of 1980* deregulating railways, have increased the costs of coal extraction (Hibbard, 1990; U. S. Department of Labor, 2013; U. S. Environmental Protection Agency, 2013a; U. S. Environmental Protection Agency, 2013b; U. S. General Accounting Office, 1990). In addition, the *Staggers Rail Act of 1980* decreased the demand for coal from the southwest Virginia coalfields (Hibbard, 1990).

The rural areas of southwest Virginia lost manufacturing jobs with increased sales of imported products and decreased exports of U. S. products. Tariff reductions increased the imports of products from other countries to the United States significantly with the enactment of the U. S. Generalized System of Preferences (GSP) under the *North American Free Trade Agreement Implementation Act of 1993*, (NAFTA) (U. S. Department of Labor, 2004). Textile and apparel industry employees lost jobs with plant closings in 1999-2001 (U. S. Department of Labor, 2004). To offset the impact of the massive job loss, funds from the federal *Workforce Investment Act of 1998* (WIA) provided retraining of employees faced with job displacement (U. S. Department of Labor, 2004). With a reduction in the sales of new furniture due to the increasing sales of

imports and the housing market crash, employees in furniture manufacturing lost jobs with plant closings in 2006 (U. S. Department of Commerce, 2009). Government initiatives have helped and hurt the economic and community development of the Appalachian region as the above cases illustrate.

Even with assistance from government initiatives, economic challenges for the southwest Virginia region continue to exist with high unemployment, low educational attainment, low per capita income, and few employment opportunities for workers with limited skills. According to the Comprehensive Economic Development Strategies of the planning districts for this region, the range of the unemployment rate for 2013 was between 6.1 and 8.5% (Cumberland Plateau Planning District Commission, 2013; LENOWISCO Planning District Commission, 2014; Mount Rogers Planning District Commission, 2013; New River Valley Planning District Commission, 2014; West Piedmont Planning District Commission, 2014). In comparison, Virginia's unemployment rate for 2013 was 5.5% and the national rate was 7.4% (U.S. Department of Labor, 2014). In addition, the southwest Virginia region also has a higher percentage of population with education less than a high school diploma. The educational attainment among the counties in this region for 2012 ranged between 9.2 and 29.5% for individuals having less than a high school diploma. For the same period, Virginia's educational attainment rate was 11.6%, while the national rate was 13.9% (U. S. Department of Commerce, 2014a). The per capita income for 2013 ranged from \$16,664 to \$25,109 for the counties and cities on *The Crooked Road* compared to \$33,493 for Virginia and \$28,155 for the United States (U. S. Department of Commerce, 2014b).

Southwest Virginia community and economic development. These continual shifts in the economy of southwest Virginia suggest the need for strategic planning among local, state, and federal agencies to increase the educational levels of citizens to meet the demands for a skilled workforce for the 21st Century and to diversify the businesses and industries in the region for a sustainable economy. To assist with economic and community development advocacy and planning in the Appalachian region, the federal government established the Appalachian Regional Commission (ARC) in 1965. The Appalachian Regional Commission's strategic plan identified the goals of "increasing job opportunities and per capita income, strengthening competitiveness in the global economy, improving the infrastructure, and building a highway system to decrease isolation" (Appalachian Regional Commission, 2013a). The ARC extended its service area in Virginia from the traditional southwest region to include two additional counties, Bath and Highland (Appalachian Regional Commission, 2013b). According to the Appalachian Regional Commission (2013c), ten of the twenty-five counties served in Virginia are "at-risk" economically. The counties considered "at-risk" are Buchanan, Carroll, Dickenson, Grayson, Henry, Lee, Patrick, Russell, Scott, and Smyth. Two counties, Bath and Craig, are "economically competitive", while the remaining counties of Alleghany, Bland, Floyd, Giles, Highland, Montgomery, Pulaski, Rockbridge, Tazewell, Washington, Wise, and Wythe are "transitional" (Appalachian Regional Commission, 2013c). Only one county, Botetourt, has attained economic status with other areas outside the Appalachian Regional Commission's service area (Appalachian Regional Commission, 2013c). Franklin County, which is on *The Crooked Road Music*

Trail but not included as a county in the Appalachian Regional Commission's service area, is included in this study.

For 2000-2010, the ARC reported the industries with the highest concentrations in Appalachia were mining, manufacturing, farming and forestry, and utilities (Appalachian Regional Commission, 2014). Of these four employment sectors, none were projected to grow significantly through 2020 (Appalachian Regional Commission, 2014). The employment sectors projected to have the highest growth through 2020 were professional and technical services, health and social services, education and information services, and food, lodging, and entertainment (Appalachian Regional Commission, 2014). These occupations typically require advanced education. Since its establishment, the ARC has provided grants for "asset-based development, community infrastructure, education and training, energy, entrepreneurship and business development, export and trade development, health, leadership development and capacity building, telecommunications, tourism development, and transportation and highways" (Appalachian Regional Commission, 2013d).

The five planning district commissions within *The Crooked Road* region have included *The Crooked Road: Virginia's Heritage Music Trail*, a cultural heritage tourism destination, as a sustainable economic development initiative to diversify the economy of the Appalachian region (Cumberland Plateau Planning District Commission, 2013; LENOWISCO Planning District Commission, 2014; Mount Rogers Planning District Commission, 2013; New River Valley Planning District Commission, 2014; West Piedmont Planning District Commission, 2014). National and regional reports provide evidence for tourism supporting economic development. According to the U. S.

Department of Commerce (2013), the United States' travel and tourism industry generated approximately \$1.57 trillion for the national economy, supporting 8 million jobs. Cultural heritage is a growing sector of the tourism industry according to reports from the President's Committee on the Arts and Humanities for the 2005 U.S. Cultural and Heritage Tourism Summit, and the National Trust for Historic Preservation (Rypkema, Cheong, & Mason, 2011; U. S. Department of Commerce, 2005). In 2008, Robert Jones with Sustainable Development Consulting International, LLC (SDCI) conducted an economic impact study of *The Crooked Road*. For this study, Jones (2008) conducted 253 interviews of visitors to five major venues and one affiliated partner on thirteen separate occasions on *The Crooked Road*. In addition, he assessed three communities with major venues on *The Crooked Road*, one community without a venue on *The Crooked Road*, and one community in the region, but not on *The Crooked Road*. In the *Economic Impact Assessment of The Crooked Road: Virginia's Heritage Music Trail* (2008), Jones proposed the tourism revenues in southwest Virginia as a result of *The Crooked Road* would be over \$22 million with 445 full time equivalent jobs in 2008. In *Southwest Virginia: Authentic, Distinctive, Alive: SWVA Economic Analysis Report* (2014), policy analyst Jack Morgan reported travel expenditures increased by 43% since 2004 to \$927 million in 2012, with \$22.5 million in local tax revenue generated, a 28% increase. Tourism supported 9,504 jobs in 2012 (Morgan, 2014).

Southwest Virginia cultural heritage tourism and higher education. In 2004, the Virginia General Assembly established *The Crooked Road, Virginia's Heritage Music Trail* as a cultural heritage tourism initiative for economic development in the Appalachian region of southwest Virginia. *The Crooked Road* is a 300-mile trail from

Rocky Mount in Franklin County to the Breaks Interstate Park in Dickenson County.

The counties included on this heritage music trail are Carroll, Dickenson, Floyd, Franklin, Grayson, Lee, Patrick, Scott, Washington, and Wise with the cities of Bristol, Galax, and Norton. The mission of *The Crooked Road* “is to support and foster community and economic development by celebrating, preserving, and promoting the region’s musical and cultural heritage and exceptionally high quality of life” (Romeo, 2010).

This economic development initiative receives funding from public and private partnerships with financial support provided by the Appalachian Regional Commission, the United States Department of Agriculture Rural Development Program, the Virginia Department of Housing and Community Development, the Virginia Tobacco Indemnification and Community Revitalization Commission, the Virginia Coalfield Economic Development Authority, the Virginia Tourism Corporation, and local communities. Regional economic development plans support continued development of *The Crooked Road* as a cultural heritage tourism destination (LENOWISCO Planning District Commission, 2014; Mount Rogers Planning District Commission, 2013; New River Valley Planning District Commission, 2014; Southwest Virginia Economic Development Commission, 2006; West Piedmont Planning District Commission, 2014). In addition, the Southwest Virginia Economic Development Commission in (2006) reported *The Crooked Road*, the Daniel Boone Wilderness Trail, and the Country Music Highway support heritage tourism in the region.

Currently, five of the nineteen institutions of higher education have partnerships with *The Crooked Road* (Crooked Road, 2013). A private, four-year institution of higher

education, Ferrum College is a major venue for *The Crooked Road*. Four community colleges are affiliated partners with *The Crooked Road*: Mountain Empire Community College, New River Community College, Southwest Virginia Community College, and Wytheville Community College. Although the relationship between institutions of higher education and *The Crooked Road*, a cultural heritage tourism initiative, exists and is documented in reports, an empirical study on these partnerships presents a gap in the existing literature.

In summary, the geographic area of *The Crooked Road* has historically had an unstable economy and low education attainment levels. The planning districts for this area, as well as state and federal government agencies, seek to develop the communities and economies of this rural region. They propose tourism for sustainable economic development in the region. *The Crooked Road*, a cultural heritage tourism destination, was established and developed with funds from local, state, and federal government to use cultural assets of the region for sustainable economic development. Some institutions of higher education have collaborated with *The Crooked Road* to support the cultural heritage tourism initiative, suggesting the need for further examination of the role of institutions of higher education with regard to cultural heritage tourism.

Purpose of Study

A review of the literature of higher education shows a limited number of empirical studies on cultural heritage tourism (Schulman & Greenberg, 1994a). The limited number of empirical studies on higher education and cultural heritage tourism suggests a qualitative case study to explore the boundaries between higher education institutions and cultural heritage tourism (Hays & Singh, 2012). The purpose of this

single, collective case study is to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development as perceived by the leadership of the educational institutions and *The Crooked Road*. The case under study is *The Crooked Road, Virginia's Heritage Music Trail*, a cultural heritage tourism initiative in southwest Virginia.

Research Questions

The following research questions guided this study:

- 1: What are the roles institutions of higher education have with regard to cultural heritage tourism for rural community and economic development as viewed by the leaders of the higher education institutions and programs and the leaders of *The Crooked Road, Virginia's Heritage Music Trail*?
- 2: What is the effect of these roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development on the institutions' service regions from the viewpoints of the leaders of both the higher education institutions and *The Crooked Road, Virginia's Heritage Music Trail*?
- 3: What are the benefits and challenges faced by the higher education institutions with their roles and partnership with *The Crooked Road, Virginia's Heritage Music Trail*?
- 4: What are the benefits and challenges faced by *The Crooked Road, Virginia's Heritage Music Trail* with their roles and partnership with institutions of higher education?

Significance of the Study

Schulman and Greenberg (1994b), suggested studies on travel and tourism programs in the literature of higher education are limited. This study will contribute to the literature on tourism and higher education, with focus on the roles of higher education within the cultural heritage tourism industry. More information on the roles of higher education with cultural heritage tourism will guide the involvement of higher education with this tourism in the future to fulfill their missions for workforce development and community service. Community college leaders as well as leaders of four-year institutions will have an interest in the findings of this study. Smith (2009) proposed studying cultural tourism in rural areas to determine how the industry positively influences economic development. Another issue for study in cultural tourism is the compromise of traditional culture by the presence of the tourism industry (Mathieson & Wall, 1992; Pine & Gilmore, 2007). The audience for this study extends beyond southwest Virginia as other cultural heritage initiatives exist in several states, including, for example: Alabama (Ultimate Alabama music trail, 2013); Arkansas (Arkansas delta byways - Music heritage trail, 2010); Mississippi (Find your true south with music, n.d.); North Carolina (The Blue Ridge Mountains of North Carolina, n.d.); and Tennessee (Southeast Tennessee Tourism Association, 2006).

Overview of the Methodology

The methodology appropriate for this study is the qualitative universal case study (Creswell, 2009; Hays & Singh, 2012; Plano Clark & Creswell, 2010). A case study provides an in-depth examination of a contemporary phenomenon within its context to identify the boundaries between the phenomenon and context, which are obscure (Hays

& Singh, 2012; Yin, 2009). The design for this research was descriptive, providing a detailed description of the phenomenon and its context. This single case study was collective, focusing on the boundaries of the phenomenon and context, as they existed at multiple institutions (Stake, 1995). The case study was *The Crooked Road: Virginia's Heritage Music Trail*, a cultural heritage tourism initiative in southwest Virginia. This qualitative, single case study examined the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development.

The researcher conducted the study at *The Crooked Road* office at Heartwood in Abingdon, Virginia, and on the campuses of the institutions of higher education in and outside *The Crooked Road* region. The research collected data during the spring through winter of 2014. The study focused on the following institutions:

- the administrative offices of *The Crooked Road*;
- all of the institutions of higher education which are either major venues or affiliated partners with *The Crooked Road*;
- selected institutions of higher education in *The Crooked Road* area which have cultural heritage activities, but are not officially associated with *The Crooked Road*; and
- selected institutions of higher education outside of *The Crooked Road* area which engage in cultural heritage activities.

The institutions of higher education included private and public four-year colleges and community colleges. Although the focus of the case study was on the institutions of higher education associated with *The Crooked Road*, inclusion of institutions of higher education not associated with *The Crooked Road*, but which engage in cultural heritage

tourism featuring the traditional music, provided rich data for a fuller understanding of the case under study.

Data collection included field observations, reviews of documents, and interviews with program and college administrators. Field observation and documents provided thick description of the cultural heritage activities provided by the institutions of higher education, which defined their roles with cultural heritage tourism. Interviews provided perspectives from the leaders of institutions of higher education and *The Crooked Road* on the roles of higher education with cultural heritage tourism. Data collection continued simultaneously with data analysis. The data analysis process included open coding of field observation notes, documents, and interview transcripts to create a codebook; and constant comparison of collected data to refine the codebook, identify themes, variation, and saturation of data (Hays & Singh, 2012). The use of a variety of strategies will maximize the trustworthiness of this study (Hays & Singh, 2012).

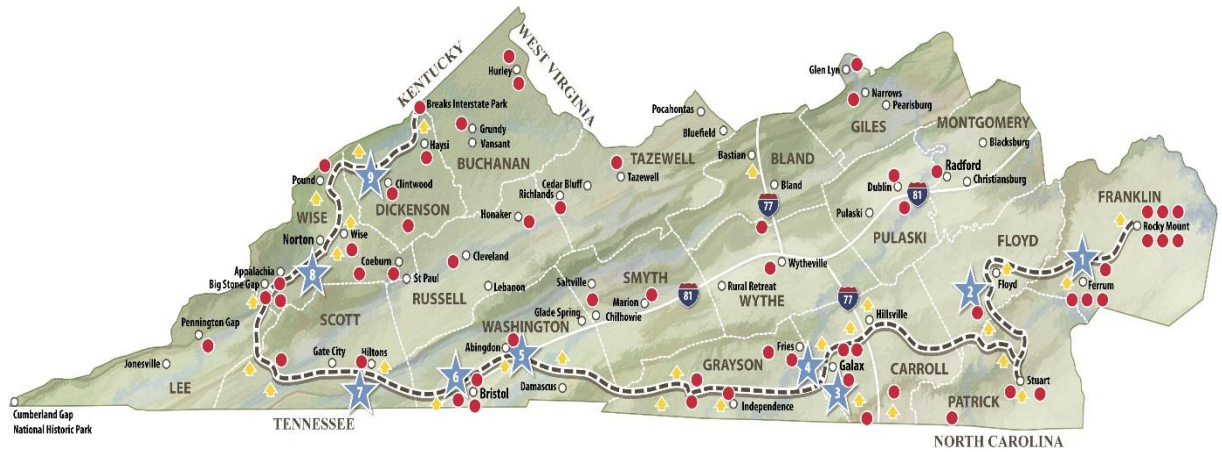
Definitions of Terms

Community development. Community development has as its purpose the enhancement of existing social relationships and networks among diverse members of the community (Brennan, Spranger, Cantrell, & Kumaran, 2014).

Crooked Road. *The Crooked Road, Virginia's Heritage Music Trail* is a cultural heritage tourism initiative in southwest Virginia focusing on the music heritage of the region. *The Crooked Road* trail includes the counties of Carroll, Dickenson, Floyd, Franklin, Grayson, Lee, Patrick, Scott, Washington, and Wise, and the cities of Bristol, Galax, and Norton. The map in Figure 1 shows the geographic area defined as *The Crooked Road*.

Figure 1

Map and Legend of The Crooked Road Region.



MAJOR VENUES

- 1 Blue Ridge Institute & Museum, *Ferrum*
- 2 The Floyd Country Store & County Sales, *Floyd*
- 3 Blue Ridge Music Center, *Carroll/Grayson Counties*
- 4 Rex Theater & Old Fiddlers Convention, *Galax*
- 5 Heartwood, *Abingdon*
- 6 Birthplace of Country Music Alliance, *Bristol*
- 7 Carter Family Fold, *Hiltons*
- 8 Country Cabin II, *Norton*
- 9 Ralph Stanley Museum, *Clintwood*

● *Affiliated Venues & Festivals*

★ *Wayside Exhibits*

— *The Crooked Road*

Note: From *The Crooked Road*, by The Crooked Road, 2013. Provided by Jonathan

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Crooked Road affiliated partners. Affiliated partners of *The Crooked Road* are:

festivals or events, which have as their focus traditional music and/or crafts, which are representative of and celebrate the unique cultural heritage of *The Crooked Road* counties of southwest Virginia. The event should have an established history of at least two years of quality music, fiscal stability, and responsible and community-oriented operations (Crooked Road, 2012, p. 1).

Crooked Road major venues. Major venues of *The Crooked Road* are:

musical or exhibition facilities, open at least one day a week, which feature traditional music performances and/or crafts, which demonstrate and promote the unique cultural heritage of *The Crooked Road* area of southwest Virginia. The venue must be open at routine hours and have an established history of responsible, community-oriented operation and a focus on the traditional music and cultural heritage of the region (Crooked Road, 2012, p. 1).

Cultural heritage. Cultural heritage includes “material objects such as buildings, rural landscapes and villages, cities, art collections, artifacts in museums, historic gardens, handicrafts, and antiques as well as non-material elements of culture, including music, dance, beliefs, social mores, ceremonies, rituals, and folklore” (Timothy, 2011, p. 3). Cultural heritage can be the focus of tourism as well as education and community development. *The Crooked Road*, through its major venues, offers historical and

interpretive information through museums and archives as well as educational programs. The cultural heritage focus of this study was the traditional music of the Appalachian counties and cities of southwest Virginia as defined by *The Crooked Road* and the surrounding areas in eastern Kentucky, northwestern North Carolina, and northeastern Tennessee, which share similar music traditions.

Cultural heritage music. For this study, cultural heritage music is the heritage music of the region “that has been submitted to the process of oral transmission, the product of evolution, dependent on the circumstances of continuity, variation, and selection” (Karpeles & Wilson, 1953, p. 2).

Cultural heritage tourism. For this study, the cultural heritage tourism initiative is *The Crooked Road, Virginia’s Heritage Music Trail*. Cultural heritage tourism is defined broadly as the visiting and observing or participating in living cultures or cultures handed down or built from the past (McKercher & duCros, 2002; Richards, 2007; Smith, 2009; Timothy, 2011). Again, the cultural heritage tourism focus of this study was the traditional music tourism destinations associated with higher education institutions as designated by *The Crooked Road*. The National Trust for Historic Preservation reconfirms the broad definition of cultural heritage tourism as the “traveling to experience the places, artifacts, and activities that authentically represent the stories and people of the past and present” (2013). According to the National Trust for Historic Preservation (2012), the five principles for developing a successful cultural heritage tourism program are collaboration among community organizations, coordinated match for community and tourism, interactive sites and programs, quality and authenticity, and conservation and preservation of resources.

Economic development. Economic development has as its purpose the enhancement of the economic well-being of individuals, businesses, and industries within a community or larger region. The Appalachian Regional Commission recognizes both community and economic development in its mission statement: “ARC’s mission is to be a strategic partner and advocate for sustainable community and economic development in Appalachia” (Appalachian Regional Commission, 2010, p. v).

Institutional leadership. Institutional leadership includes the administrative leaders of the cultural heritage tourism initiative and the higher education institution and/or activity associated with the cultural heritage tourism initiative.

Institutions of higher education. Private and public, 2- and 4-year colleges and universities providing post-secondary education.

Roles of higher education. The roles of higher education are any active involvement by the higher education institution in the cultural heritage tourism initiative.

Service region. The geographic area, designated by political divisions such as counties and cities, served by an institution of higher education.

Sustainable tourism. Defined by McKercher and du Cros as “a partnership that satisfies both tourism and cultural heritage management objectives” (2002, p. 11). “Tourism that takes full account of its current and future economic, social, and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities” is sustainable tourism as defined by the United Nations World Tourism Organization (United Nations, 2011, p 1).

Summary

This chapter introduced the background for this study tracing historically unstable economy in southwest Virginia. With the instability of the national economy over the past several years, economic conditions in this region of Virginia have further deteriorated. Regional planning districts proposed cultural heritage tourism as a means for developing a sustainable economy for rural areas (Cumberland Plateau Planning District Commission, 2013; LENOWISCO Planning District Commission, 2014; Mount Rogers Planning District Commission, 2013; New River Valley Planning District Commission, 2014; West Piedmont Planning District Commission, 2014). Local, state, and federal governmental agencies have included cultural heritage tourism in their strategic economic and community development plans. These agencies have provided funding to develop a cultural heritage tourism initiative for southwest Virginia, *The Crooked Road, Virginia's Heritage Music Trail*. Institutions of higher education are involved in economic and community development, through workforce training and cultural activities.

This chapter introduced a qualitative, single collective case study to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development. The researcher outlined research questions for this study with the significance of the study suggested as filling a gap in the literature. In addition, the institutions of higher education and cultural heritage tourism sites could enhance their partnerships and programs with a fuller understanding of the roles of institutions of higher education with regard to cultural heritage tourism for rural

community and economic development. The chapter provided an overview of the methodology and definitions of key terms.

The next chapter presents a review of the professional literature on the roles of higher education with rural community and economic development, tourism, cultural heritage tourism, and *The Crooked Road*.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of the literature within the education and tourism disciplines on higher education and tourism, focusing on cultural heritage tourism. There are three purposes for this literature review:

- to identify the roles of institutions of higher education with the tourism industry as found by other researchers,
- to identify gaps in the studies available on the roles of institutions of higher education with regard to cultural heritage tourism, and
- to provide a review of the existing literature.

Following this introduction, the chapter is subdivided under the headings of roles of higher education with rural community and economic development, roles of higher education with tourism, roles of higher education with cultural heritage tourism, and roles of higher education with *The Crooked Road*.

The researcher used these headings as descriptors in advanced searches connecting the descriptors with the Boolean operator “AND” and using phrase searching. For example, a search string would be “higher education” AND “cultural heritage tourism”. The researcher limited the literature search to scholarly, peer-reviewed articles with the exception of topics where the literature was limited. The databases searched were EBSCOhost’s Education Full Text (H. W. Wilson), Education Research Complete, ERIC, and Hospitality and Tourism Complete, and ProQuest’s Dissertations and Theses. The researcher limited the searches in ProQuest’s Dissertations and Theses to dissertations only. The researcher primarily chose articles and dissertations from the

research result lists if the literature covered the roles of institutions of higher education with tourism, cultural heritage tourism, or *The Crooked Road*. The exceptions were with topics where the literature was limited. In this case, the researcher included articles in the literature review because of their connection to the purpose of the study, in whole or part. To have a comprehensive representation of previous studies, the researcher allowed a time span of approximately 20 – 24 years for the publication dates of the articles, with the majority of the articles published after 1990. A critical review as well as a summary of the articles and dissertations for this literature review followed under the appropriate headings in this chapter. The researcher provided the brief summaries of the studies in the literature so the reader could better understand the relationship of previous studies to the current study. Subheadings identified the roles of higher education institutions with tourism and cultural heritage tourism.

Roles of Higher Education with Rural Community and Economic Development

The roles of higher education were education, training of a qualified workforce, the creation and dissemination of new knowledge, and community service (Altbach, 2005; Özdem, 2011). In the study of the mission and vision statements of the strategic plans of institutions of higher education, Özdem (2011) found the statements included the basic functions of higher education: the training of a qualified work force, scientific research, education, and community services. Zaglul and Shenard (2006) proposed government support, innovative management, and entrepreneurship in curriculum reform was necessary to integrate research, instruction, and community outreach at institutions of higher education to support economic and community development. The ability of institutions of higher education to forge collaborative partnerships with the private sector

was suggested as a strategy for future and sustainable community and economic development (Pappas & Eckart, 1997; Reinhartsen, 2003; Skinner, 2009; Usnick, Shove, & Gissy, 1997; Young, 1997).

The missions of community colleges included open access, comprehensive curriculum, economic development, workforce development, and community education (Cohen & Brawer, 2008; Vaughan, 2006). These interrelated missions provided opportunities for community colleges to develop partnerships to support community and economic development, particularly cultural heritage tourism within the rural service regions. With a focus on their unique service communities, community colleges were in a position to facilitate community problem solving and development at the local level (Fluharty & Scaggs, 2007; Pierce, 1996; Young, 1997). Rural community colleges uniquely served their communities through leisure education, cultural enrichment, economic development, and education and training programs (Miller & Kissinger, 2007). Fluharty and Scaggs (2007) suggested resource gaps exist among community colleges' service in rural and urban areas with rural community colleges facing greater challenges in supporting local community and economic development. Collaborative partnerships were necessary for community and economic development as well as the development of public policies to support these efforts.

The community college supported the economic and community development of the service region in many ways. The open access mission provided opportunities for all of the citizens of the service region to gain entrance to the college. The comprehensive curriculum provided opportunities for these citizens to enhance current knowledge and skills, acquire new knowledge, and develop new skills. These educational and training

opportunities of the community college provided a skilled workforce for businesses and industries within the service region. Often the community college assisted entrepreneurs with for developing new businesses through the small Business Development Center (Cohen & Brawer, 2008). Faculty and staff served on local and regional chambers of commerce, economic development boards, and strategic community planning committees. Another economic and community development function of the community college was the development of partnerships to support cultural heritage tourism efforts (Daniel, 2005).

Open access, which distinguished community colleges from other institutions of higher education, provided access to traditional students entering college from high school as well as non-traditional students entering college at varying stages in life for various reasons (Cohen & Brawer, 2008). Community colleges supported open access by providing developmental courses and tutoring services to ensure student success at the college level. Open access gave non-traditional students who were employed an opportunity to take classes to renew or expand their knowledge and skills. This mission also provided workers who had lost their jobs an opportunity to retrain for career changes.

For a community college to have open access, provide community education, and support economic development, the college must offer a comprehensive curriculum. A comprehensive curriculum included transfer, degree, certificate, and diploma programs with offerings of credit and non-credit courses, contract training, and enrichment courses in a variety of disciplines to address the educational and training needs of the service region (Cohen & Brawer, 2008). A comprehensive curriculum can provide an

opportunity to develop courses for exploring and promoting the local culture and providing training for the cultural heritage tourism industry.

Community education focused on continuing education, community services, and contract training (Cohen & Brawer, 2008). Gilley, Hill, and Spencer (2012) suggested community colleges, through their mission of community education, are “gatekeepers for training and a source of economic renewal” (p. 7). Community colleges can respond quickly to the training needs of businesses and industries, because community education’s non-credit courses and contract training have fewer restrictions by institutional regulations (Wang, 2004). With their ability to create custom training, community colleges can serve the training needs of cultural heritage tourism sites.

Community service, as a function of community education, extended beyond the curriculum to include activities such as concerts, plays, arts and craft exhibits, and festivals to engage the communities in the service region, as well as the students. With their dedication to community service, community colleges can sponsor cultural heritage activities and assist organizations in the development of cultural heritage tourism sites. Institutions of higher education provided facilities as a vital service to communities, especially in rural areas where community-use facilities are limited (Eddy & Murray, 2007). The key for community service was establishing partnerships both inside and outside the college to provide educational programs for the needs of the community (Lundquist & Nixon, 1998). Community education can support cultural heritage tourism through continuing education and contract training for developing the workforce and community services for providing cultural activities and programs.

Williams (2002) and Fink (2010) proposed partnerships among multiple institutions of higher education with community organizations enhance the development and sponsorship of programs for developing community leadership. Fink (2010) described the Higher Education Consortium of the Center for Rural Development serving a 42- county service region in southern and eastern Kentucky to provide partnership opportunities among the Center for Rural Development and institutions of higher education for community development. The Higher Education Consortium with funding from the Appalachian Regional Commission sponsored a collegiate summit in 2009 for the region, entitled Project IDEAS (Insight and Dialogue Engaging Appalachian Students). At the Project IDEAS Collegiate Summit, 48 students from 15 institutions of higher education met in small groups and discussed community development topics on economic development, education, environmental quality, health care services, retention of young people in the region, and drug abuse prevention (Fink, 2010).

Roles of Higher Education with Tourism

A search of the education and tourism databases for scholarly literature on the roles of higher education and tourism produced 15 articles and one dissertation. This literature revealed the following roles of institutions of higher education with regard to tourism:

- the development of curricula to support current and emerging businesses and industries (Fletcher, Dunn, & Prince, 2009; Okumus & Yagci, 2005; Schulman & Greenberg, 1994a);
- the provision of community service and education (Jackson, 2003);

- the provision of opportunities for service learning (Breakey, Robinson, & Beesley, 2008);
- the provision of research consultants (Porter & Tarrant, 2001);
- the provision of workforce development through initial education and certification programs, and continuing education training and certifications (Alexander, Lynch, & Murray, 2010; Annaraud, 2006; Breen, 2002; Burkhart-Kriesel & Francis, 2007; Chaisawat, 2005; Fletcher, et al., 2009; Hawkins, 2006; Okumus & Yagci, 2005; Trivun, Kenjic, & Mahmutcehajic, 2008); and
- the use of and training for innovative and emerging technologies for current and emerging businesses and industries (Marshall, 2001; Wygonik, 2003; Zehrer & Grabmüller, 2012).

Although each article provided a description of some roles of institutions of higher education with regard to tourism, these studies did not focus on a detailed understanding of the roles, particularly with regard to cultural heritage tourism for rural community and economic development.

Development of curricula. Fletcher, Dunn, and Prince (2009) surveyed 273 members of Florida's Festivals and Events Association to determine entry-level skills for the events management industry for creating a college curriculum. While professional organizations in the event management industry have established professional competency standards, these competencies are the skills of employees with experience in the industry, not entry-level skills. With a response rate of 25.3%, the 91 skills from the survey results were divided into three categories: social skills for interpersonal and human relation skills, personal skills for self-management and personal work habit skills,

and knowledge skills for academic, conceptual, and analytical skills (Fletcher, et al., 2009). The survey results suggested events management professionals rated personal skills highest, followed by social skills, and knowledge skills (Fletcher, et al., 2009). Fletcher, et al. (2009) proposed internships providing experiential learning support the development of social and personal skills.

Okumus and Yagci (2005) reviewed the development of higher education programs for tourism in Turkey, with associate, bachelor, and graduate degrees offered at 53 universities. They identified the following problems with the tourism programs:

- a lack of qualified teaching staff with educational credentials and work experience;
- poorly designed curricula, which fails to develop required skills, knowledge, and customer service attitudes;
- insufficient facilities and equipment;
- a lack of tourism industries for internships in rural areas; and
- poor career counseling leading to industry retention issues (Okumus & Yagci, 2005).

Okumus and Yagci (2005) suggested poor strategic planning for tourism education resulted in the problems with the tourism programs. To improve the tourism education programs in Turkey, Okumus and Yagci (2005) proposed providing pedagogy training for instructors and certification credentials, revising the curriculum, establishing accreditation review for tourism programs, establishing partnerships with tourism industries and international tourism programs, and securing additional funding.

Schulman and Greenberg (1994a) suggested the placement of tourism programs at community colleges has had little research. Within institutions of higher education, some tourism programs are within their own department, while other tourism programs were within other departments such as business, recreation, or hospitality (Schulman & Greenberg, 1994a). Schulman and Greenberg (1994a) conducted a quantitative study to determine whether a significant relationship existed with the placement of tourism programs and satisfaction of the programs. The findings of the study revealed the placement of the program had a significant relationship with the satisfaction with programs placed more frequently in business departments, while program chairs and directors' preferences were for freestanding programs (Schulman & Greenberg, 1994a). Schulman and Greenberg (1994a) proposed the interdisciplinary nature of tourism programs suggested the placement in freestanding programs.

Provision of community service and education. Jackson (2003) traced the development of three communities in the Florida panhandle - Seagrove Beach, Seaside, and Watercolor - to the attraction of tourists to develop summer homes. Community service and education were linked to the development of these tourist communities. In the 1980s, Seaside created the Seaside Institute to link culture and education by sponsoring concerts, conferences, exhibits, recitals, seminars, and symposia (Jackson, 2003). Seaside collaborated with the University of West Florida to co-sponsor programs and seminars in the 1990s (Jackson, 2003). This partnership created Lukeion, a distance education initiative for "creative interdisciplinary thought and action" (Jackson, 2003, p. 80).

Provision of service learning. Breakey, Robinson, and Beesley (2008) explored a collaborative project between the tourism industry and a university to develop an internship model for providing students in the tourism program a practical application of theoretical knowledge. The resulting internship model was a rotating internship which gave students an opportunity to expand their practical skills by working with various tourism initiatives and developed a collaborative relationship between members of the tourism industry and the university (Breakey, et al., 2008). The outcomes of the project were:

- a stronger partnership and structured exchange of information between higher education and the tourism industry;
- an opportunity for students to identify future employers and the industry to identify a trained workforce; and
- marketing tourism regionally (Breakey, et al., 2008).

The lessons learned from this pilot project were proposed to extend the accessibility of the internships to more students and tourism businesses through grant funding, to develop strategic plans for marketing, and to develop research on the teaching and learning opportunities of the project (Breakey, et al., 2008).

Provision of research consultants. Porter and Tarrant (2001) used geographic information systems to identify census block groups within 1,500 meters of federal tourism sites in the southern Appalachian mountain regions of Alabama, Georgia, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. Using a case study with spatial and statistical analysis, these researchers incorporated “an environmental justice framework to determine whether certain socioeconomic and social groups are

discriminated against with respect to the distribution of federal tourism sites” (Porter & Tarrant, 2001, p. 28). The study findings suggested significant relationships exist among the location of federal tourism sites and race, occupation, and median household income (Porter & Tarrant, 2001). As with previous research, this study suggested tourism does not positively affect job positions and personal income, although tourism has a positive impact on local economic development (Porter & Tarrant, 2001).

Provision of workforce development. Alexander, Lynch, and Murray (2010) explored the roles of training kitchens & restaurants with hospitality management education through the case study of four institutions of higher education. The problems were funding issues with continued expenses for staffing, equipment, and supplies; and a perception of low academic rigor and research associated with the training facilities (Alexander, et al., 2010). The findings of the study supported:

- the creation of a bridge between theory and practice in training programs;
- the provision of a realistic context for the practice of knowledge and skills;
- an opportunity for students to reflect on new knowledge and its implementation; and
- an opportunity to generate revenue through the operation of the training restaurant and industry research (Alexander, et al., 2010).

Limitations of the study were the focus of interviews with faculty and staff of the higher education institutions and no investigation of the cost-effectiveness of training facilities or of collaborative partnerships with restaurant industries for alternative training internships (Alexander, et al., 2010).

Annaraud (2006) suggested the 84-year history of hospitality education in the United States has allowed it to refine the curriculum to respond more quickly to industry needs than the hospitality education in Russia, 12 years old in comparison. Annaraud (2006) compared the skills of American and Russian students for restaurant and hotel careers in a quantitative study using a survey instrument from a previous similar study with the populations of students, faculty, and industry leaders. The skills listed in common among American and Russian students, faculty, and the hospitality industry were customer relations, customer service, dependability, ethics, problem solving, and responsibility (Annaraud, 2006). Annaraud (2006) suggested Russian students required practical training opportunities with faculty guidance and access to international exchange programs. In addition, faculty also required more experience with practical skills. Annaraud (2006) suggested faculty participation in professional associations, trade shows, and international exchange programs will increase their knowledge of the industry and hospitality programs.

Breen (2002) conducted a qualitative study to explore the results of professional development for employees of the tourism and hospitality industry provided through the partnerships of higher education institutions and the industry. The perceived major outcomes of the professional development training with the university for the tourism and hospitality industry were improved employee confidence and a stronger commitment from the industry to professional development (Breen, 2002). The major outcome for collaborative professional development training with the industry for the university was the program becoming a core focus for the department. Breen (2002) suggested quantitative studies would expand the findings of this study with future studies including

longitudinal surveys and studies on the links between emerging disciplines and professional development training.

Burkhart-Kriesel and Francis (2007) with a university extension service developed a train-the-trainer program to increase tourism awareness, customer service, and marketing skills for front-line employees of businesses in rural communities. The evaluation surveys showed increases in the participants' perceptions of the effect of the training on their knowledge and skills, particularly with awareness of local tourism attractions, ability to share tourism information with visitors, and knowledge on how to identify and locate additional tourism resources (Burkhart-Kriesel & Francis, 2007). Burkhart-Kriesel and Francis (2007) suggested collaboration among institutions of higher education, government agencies, businesses, and industries within a broader regional context capitalizes on regional assets, self-development and training strategies, and opportunities to develop social capital and sustainability.

Chaisawat (2005) reviewed the historical development of the tourism industry and educational programs in Thailand. To achieve sustainable tourism in Thailand, Chaisawat (2005) suggested strategies for the development of human resources such as the involvement of local people in tourism planning and development and the education and training of all tourism employees from the frontline employee to the manager.

Hawkins (2006) explored the role of higher education in the transference of tourism knowledge to practice. Education should move the student beyond the discovery of knowledge to the integration and application of knowledge (Hawkins, 2006). Hawkins (2006) proposed collaborative networks between the institutions of higher education and

the tourism industry could transfer knowledge to practice through the outreach practices of research, teaching, and service.

Trivun, Kenjic, and Mahmutcehajic (2008) proposed changes in tourism trends placed demands on the tourism education program to change its curriculum to train skilled employees for the workforce, especially as smaller hospitality and tourism businesses might not afford the tuition costs of formal educational programs. Life-long learning strategies and continual professional development can support workforce training through work-based activities such as project teams and mentoring; courses, seminars, and conferences; informal learning activities such as professional reading and technology training; and personal activities such as volunteer work (Trivun, et al., 2008).

Use of and training for innovative and emerging technologies. Marshall (2001) reviewed the use of technology (Blackboard, internet, and virtual enterprise) to provide tourism students with a course on restaurant and catering management in an asynchronous, virtual learning environment. A class of fifteen students worked in a collaborative unit with individual roles and responsibilities to design, build, furnish, stock, market, and operate a new restaurant with international fare and occupancy of 200 (Marshall, 2001). The use of technology provided the New York City community college students, who were disadvantaged and at-risk, an opportunity to develop their technology and communication skills while developing their restaurant management skills such as restaurant design, purchasing, budgeting, menu design, pricing, scheduling, and marketing including advertising, brochure, and web design (Marshall, 2001). Marshall (2001) found the confidence of the students increased along with their

knowledge and skills and suggested the internet-based and asynchronous instruction was successful for the community college students.

Wygonik (2003) surveyed 104 culinary arts programs in higher education institutions to determine the use of computers in the programs. With a response rate of 37%, the survey results indicated the majority respondents, community colleges, used computers in the program courses with the highest usage for menu planning, followed by nutrition (Wygonik, 2003). Wygonik (2013) made six recommendations for future studies: replication of the study on a two-three year basis, during a different period of the year, and with the industry; a Delphi study with a population of educators and industry representatives; a study of the use of computers within each course; and a study on the core course requirements for accreditation.

Zehrer & Grabmüller (2012) conducted a case study on the use of a social network site for fostering communication and collaboration, and marketing a tourism program with students at a university. The results of the study determined students' choice for a social network site was Facebook with information on jobs, internships, social events, and the tourism industry posted (Zehrer & Grabmüller, 2012). Zehrer & Grabmüller (2012) proposed students were more likely to read than post information on the site. Zehrer & Grabmüller (2012) recommended future studies on this topic should include multiple case studies and cross-cultural studies.

In summary, the research for literature on the roles of higher education with regard to tourism produced 15 articles and one dissertation. The six roles of institutions of higher education with tourism identified in this literature review were curriculum development, community service and education, service learning, research consultants,

workforce development, and use of and training for innovative and emerging technologies. Of the 16 studies identified in this section, nine focused on the provision of workforce development through initial education and certification programs, and continuing education training and certifications. Less than 19% of the studies identified each of the remaining five roles of institutions of higher education with regard to tourism. Common themes found in these sixteen studies on the roles institutions of higher education with regard to tourism were:

- the development of strong partnerships between the institutions of higher education and the tourism industries and other agencies for collaborative training efforts (Breakey, et al., 2008; Breen, 2002; Burkhart-Kriesel & Francis, 2007; Chaisawat, 2005; Hawkins, 2006; Jackson, 2003; Okumus & Yagci, 2005; Zehrer & Grabmüller, 2012);
- the combination of practical and theoretical training (Alexander, et al., 2010; Annaraud, 2006; Breakey, et al., 2008; Breen, 2002; Burkhart-Kriesel & Francis, 2007; Chaisawat, 2005; Fletcher, et al., 2009; Hawkins, 2006; Marshall, 2001; Okumus & Yagci, 2005; Zehrer & Grabmüller, 2012);
- the provision of entry to advanced level training through a flexible curriculum with internships, courses, seminars, conferences, technology provided in various instructional formats (Annaraud, 2006; Breakey, et al., 2008; Chaisawat, 2005; Fletcher, et al., 2009; Jackson, 2003; Marshall, 2001; Okumus & Yagci, 2005; Trivun, et al., 2008); and

- the provision of training for students and faculty as well as varying levels of workforce and industry professionals (Annaraud, 2006; Breakey, et al., 2008; Breen, 2002; Chaisawat, 2005; Okumus & Yagci, 2005; Trivun, et al., 2008).

These sixteen studies did not focus on the roles of higher education with regard to cultural heritage tourism.

Roles of Higher Education with Cultural Heritage Tourism

Smith (2009) suggested that cultural heritage tourism could support growth for rural areas. One might question the sustainability of cultural heritage tourism for rural community and economic development as there is a recognized dichotomy in cultural heritage tourism. The tension and conflict exists between the goals of economic development or tourism and heritage preservation or cultural heritage (McKercher, Ho, & Du Cros, 2005; Urry, 1990). This relationship is further complicated with the management of the destination site or environment. According to Farrell (1999), sustainability of cultural heritage tourism is dependent upon a balance of culture, economy, and environment. In addition, du Cros (2001) linked partnerships and cooperation among various stakeholders to sustainability in tourism.

In their cross-disciplinary thematic study of tourism and cultural heritage, Loulanski and Loulanski (2011) suggested fifteen factors to support the sustainability integration of tourism and cultural heritage. These fifteen factors were:

- local involvement;
- education and training;
- balance of authenticity and interpretation;

- sustainability-centered tourism management and practice;
- integrated planning and management;
- incorporation of cultural heritage and tourism in the sustainability framework and policy;
- controlled, balanced growth of tourism development;
- integrated governance and stakeholder participation;
- market and product diversification;
- sufficient and diversified funding;
- international governance and support;
- heritage capital approach;
- site management;
- destination management; and
- theoretical and methodological knowledge base (Loulanski & Loulanski, 2011, p. 845-848).

In addition, Loulanski and Loulanski (2011) suggested achieving sustainability by identifying the reasons for unsustainability and responding to each of them.

Timothy (2011) proposed education, either formal or informal, was the most important role of cultural heritage tourism. Through interpretation, visitors could understand and appreciate the cultural heritage site. Richards (2007) suggested cultural tourism increased knowledge and skills through education and training, which was beneficial for the people, tourists, and government. Some cultural heritage tourism sites provided an experiential or edutainment encounter for visitors to learn through interaction with entertaining activities (McKercher & du Cros, 2002; Smith, 2009). While education

was revealed as a role of cultural heritage tourism, the literature suggested institutions of higher education could play a partnership role with cultural heritage tourism fostering sustainability, particularly in rural areas for potential community and economic development (Abramson, 2009; Chung, 2009; Dale and Povey, 2009; Howell, 1994; Kehrberg, 2009; Perivoliotis-Chrysovergis, 2007; Stoddard, 2002; Turnage, 1994; Wall, 2008).

A search of the education and tourism databases for scholarly literature on higher education and cultural heritage tourism produced twenty articles and one book. This literature revealed the following roles of institutions of higher education with regard to cultural heritage tourism:

- the development of curricula to support current and emerging businesses and industries, including cultural heritage tourism (Selwyn, 2010; Wall, 2008);
- the development of partnerships for cultural development and engagement (Doyle, 2010);
- the development of research collections (Kehrberg, 2009);
- the funding of work-study positions with cultural heritage tourism (Abramson, 1993);
- the preservation of authentic culture (Anick, 2012; Blevins, 2003; Chung, 2009; Dabback & Waldron, 2012; Kehrberg, 2009; Morris & Sanders, 2009; Nelson, 2012; Titon, 2009);
- the promotion and sustainability of educational and tourism initiatives (Leiser, 2007; Mcgehee & Meares, 1998; Stoddard, 2002);

- the provision of community service and education (Mcgehee & Meares, 1998; Turnage, 1994);
- the provision of research consultants (Howell, 1994; Mcgehee, Boley, Hallo, McGee, Norman, Oh, & Goetcheus, 2013);
- the use of and training for innovative and emerging technologies for current and emerging businesses and industries, including cultural heritage tourism (Dale & Povey, 2009; Perivoliotis-Chryssovergis, 2007); and
- the provision of workforce development through initial education and certification programs, and continuing education training and certifications (Blevins, 2003; Perivoliotis-Chryssovergis, 2007; Stoddart, 2002; Yellin, 2000).

Most, but not all, of these articles provided a description of some roles of institutions of higher education with regard to cultural heritage tourism; however, the focus of these studies was not on understanding the roles of institutions of higher education with regard to cultural heritage tourism and their impact on rural community and economic development. Most of the following articles illustrated the importance of partnership formations between institutions of higher education and cultural heritage tourism to accomplish mutual goals. Some of the articles provided an understanding of the benefits and challenges of the partnerships. The majority of the articles address the impact cultural heritage tourism has on either community or economic development or both.

Development of curricula. Selwyn (2010) reviewed two cooperative educational projects between universities and civil society organizations to train professionals for tourism and cultural industries. After the fall of the Berlin Wall, the European Commission initiated the Trans-European Mobility Program for University Studies

(TEMPUS) program with the purpose of renovating non-European Union universities through cooperative academic projects (Selwyn, 2010). The universities in the United Kingdom have collaborated with those in Italy to work with Bosnia-Herzegovina and with those in Finland to work with Palestine to develop graduate programs for training students for the tourism and cultural industries (Selwyn, 2010). The proposals to develop cultural and heritage tourism programs in Bosnia-Herzegovina and Palestine were not developed due to the political unrest in these regions resulting from strong traditions tied to multiple religious and cultural heritages (Selwyn, 2010). Selwyn (2010) suggested tourism and cultural industries would not develop in these two geographic areas in the future due to the uncertainties brought by ethnic conflict.

Wall (2008) suggested the proposed Aboriginal Recreation, Tourism, and Community Development (ARTCD) program at Red Deer College in Alberta, Canada would have provided the Aboriginal youth with occupational skills training and improved physical, mental, and social well-being while preserving their traditional culture. The ARTCD program would offer a one-year certificate as well as the two-year transfer diploma program. The ARTCD program design was flexible, including on-site and distance courses combined with local fieldwork and internships in a one-year as well as a two-year transfer diploma program (Wall, 2008). The flexible curriculum, which reflected the cultural traditions and values of the Aboriginal students and their community, allowed students to remain in their communities and work on projects, linking their training with work experience within their local community, benefiting local community development (Wall, 2008). The ARTCD program did not receive funding and ceased operations in 2005 because partners could not negotiate their program

requirements successfully (Wall, 2008). According to Wall (2008), the annual, rather than ongoing governmental support created barriers for sustainability of this educational program. This article revealed the importance of the partnerships between institutions of higher education and the service community in developing curriculum to support the local tourism industry. Successful partnerships require a commitment from all parties on the collaborative project.

Development of partnerships for cultural development and engagement.

Doyle (2010) provided the preliminary findings from a qualitative study on the role of the PASCAL (Place and Social Capital and Learning) International Observatory Universities' Regional Engagement Project (PURE) within ten countries: Australia, Botswana, Finland, Hungary, Italy, Lesotho, Norway, Sweden, United Kingdom, and the United States. This report was restricted to research results from Australia, Norway, and the United Kingdom, with data collected from interviews and document analysis.

Cultural engagement between institutions of higher education and communities resulted not as a means to collaborate, but because of specific agendas of the collaborating bodies (Doyle, 2010). Cultural heritage tourism provided a means for sustainable economic development, particularly in rural areas with a loss of population. According to Doyle (2010), institutions of higher education have provided and supported cultural programs; however, higher education institutions have helped renew communities by locating facilities on vacated industrial sites, increasing regional access to higher education through distance education programs, and supporting educational and workforce training needs of local businesses and industries. Business innovation is restricted if businesses and institutions of higher education do not collaborate with their resources (Doyle, 2010).

Doyle (2010) proposed institutions of higher education have a role in the development of regional identity. The regional needs and national policies and funding can be in conflict, which presents a destructive competition among institutions of higher education within a region for national funding to serve a regional need (Doyle, 2010). This study suggested higher education institutions establish a unique niche to secure national funding, assist with regional needs, and decrease competition (Doyle, 2010)..

Development of research collections. Developing and making research collections on cultural heritage accessible is a role of institutions of higher education. Kehrberg (2009) introduced two college archives with collections of recorded traditional music, the Southern Appalachian Archives at Berea College in Berea, Kentucky and the Center for Popular Music at Middle Tennessee State University in Murfreesboro, Tennessee. These two archives have extensive collections of southern gospel music (Kehrberg, 2009). The Appalachian Sound Archives housed in the Southern Appalachian Archives of Berea College includes over 90,000 entries of music accessible from the Digital Library of Appalachia (Kehrberg, 2009). The Center for Popular Music of Middle Tennessee State University houses the most extensive collection of shape-note songbooks (Kehrberg, 2009).

Funding work-study positions with cultural heritage tourism. Abramson (1993) described the work-study program at Berea College, which allows all students to attend the four-year college tuition free. While some jobs are similar to work-study positions found on most college campuses, Berea has a unique student work program through its Crafts Program, in which students hand-make brooms, coverlets, and

furniture, which are marketed through a local crafts store and e-commerce web site (Abramson, 1993).

Preservation of authentic culture. Anick (2012) interviewed two instructors Cathy Goode, fiddle instructor, and Louis Kaplan, bass instructor, of the Joe Val Bluegrass Festival in Massachusetts and the Grey Fox Bluegrass Festival in New York about the bluegrass boot camp for teaching bluegrass performance to children, ages eight and older. Students are taught how to hold, tune, and play two songs on their instruments (fiddle, guitar, mandolin, and bass) during a three to four-day class (Anick, 2012). Although these music camps for introducing performance of traditional music to youth are viewed as a means for preserving the traditional music for future generations, this article does not cover institutions of higher education (Anick, 2012).

Blevins (2003) traced the history of tourism development in the Arkansas Ozarks, which ranged from cultural heritage tourism with focus on authentic local crafts and music, to tourism based on the stereotypical image of the “hillbilly”, to tourism not based on local culture. The tourism efforts, which were successful for the longest period-of-time, were cultural heritage tourism based upon authentic local crafts and music: the Arkansas Folk Festival, 1963 to the present and the Ozark Folk Center, 1973 to the present in Mountain View (Blevins, 2003). Ironically, there were few local people, who still practiced the traditional crafts and/or performed the traditional music, so the state’s Department of Vocational Education established a training program at the Folk Center (Blevins, 2003). The training program ceased because local people lost interest in the traditional crafts due to the seasonal and part-time nature of employment for crafts people and musicians; therefore, the traditional crafts and music, for which tourists had an

interest, were replaced by non-traditional, commercialized crafts and music created by people who were not local to the area (Blevins, 2003). According to Blevins (2003), tourism destinations based upon stereotypical images of the “hillbilly” and the “western frontier” were short-lived while the most financially successful tourism initiative was a Christian-theme park and passion play opened in 1968 in Eureka Springs.

Chung (2009) suggested cultural artifacts enrich multicultural art programs by providing meaning to abstract concepts such as cultural beliefs, traditions and values; however, typical exhibits of cultural artifacts remove the artifacts from their context of place and time. Chung (2009) initiated a collaborative project between a university’s art education program and a local art museum for graduate art education students to create multicultural art lesson plans. The graduate students researched the museum’s artifacts to design exhibits utilizing three artifacts on a theme with an informational text panel and brochure providing the context for the artifacts with lesson plans incorporating the exhibits and brochures (Chung, 2009). While this higher education project with cultural heritage tourism provided the graduate art students an opportunity to explore cultural artifacts in-depth and create multicultural lessons on the artifacts within their context, this partnership was not an empirical study examining the learning outcomes from the change in exhibit format (Chung, 2009). This article does suggest higher education institutions have roles of forming partnerships with other community agencies to create cultural programs within their context to improve cultural interpretation.

Dabback and Waldron (2012) conducted a qualitative, ethnographic study among five participants from old time and bluegrass musicians in the Blue Ridge region of Virginia and an online resource forum known as the Banjo Hangout. The researchers

focused their study on “the culture bearers regarding the transmission of traditions and perceptions of authenticity to identify issues of gatekeeping within their various musical communities in the twenty-first century” (Dabback & Waldron, 2012, p. 254). Dabback and Waldron (2012) identified three categories of musicians based upon their learning methods: enculturated musicians exposed to the music during childhood from family and community; pre-Internet revivalists who learned through exposure to audio recordings and attendance at adult summer music camps; and post-Internet revivalists, who learned primarily through exposure to Internet music communities and videos. Dabback and Waldron (2012) found a tension between these three categories of musicians as well as the interest in the authenticity or purity of the music versus the plurality of music. The post-Internet revivalist musicians were more likely to have a standard for authentic traditional music, while both the enculturated and pre-Internet revivalist musicians were more likely to rely on the perspectives of respected traditional musicians (Dabback & Waldron, 2012). All three categories of culture bearers are interested in preserving this music by passing it on to succeeding generations. Traditional music is a living, thriving cultural experience, which evolves over time and continues to exist through community acceptance (Dabback & Waldron, 2012). Dabback and Waldron (2012) suggested the learning field would also evolve, presenting the need for additional studies for music education.

From a historical perspective, Morris and Sanders (2009) suggested the economic policies of cultural heritage tourism often outweigh the authenticity of the cultural representations. Often, authenticity is sacrificed to the desires of the cultural heritage tourists who have their own conceptions of what the “local folk” and their traditional

crafts are (Morris & Sanders, 2009). Morris and Sanders (2009) advocated art education to balance authenticity with economic development by art educators teaching children and adults to seek authenticity in exploring cultural heritage and not surrender the authenticity to inexpensive, mass-produced counterfeits.

Nelson (2012) interviewed instructors of traditional music programs at Berklee College, East Tennessee State University, Indiana Conservatory of Music, and the University of North Carolina - Greensboro about the influence a formal college classroom setting would have on the character of traditional music. The instructors' perspectives varied from little impact because the teaching methods were similar to there being a change in the character of articulation and intonation on the fiddle performance (Nelson, 2012). Brad Leftwich stated:

What you lose in the 'violinization' of traditional fiddling is the quirky individuality of the old non-literate musicians, playing scales with neutral tones and other non-standard intonation, often on cheap, poorly maintained instruments and without formal training. A lot of us who grew up with it learned to love that sound; it was like the cracked patina on ancient works of art. With the modern, classically-trained players, it's like the patina has been cleaned off and the works are all polished up. It's still great art, but we miss the patina (Nelson, 2012, p. 20).

Of the six instructors interviewed, two are classically trained musicians, three are trained traditionally, and one has received both classical and traditional training (Nelson, 2012).

Two of the instructors, who had a family connection with traditional music, had the

perspective that a formal instructional setting could change the character of the music (Nelson, 2012).

Titon (2009) described the curriculum focusing on the cultural heritage music genres of blues, country, and old time at Brown University. Titon (2009) did not focus on the role of higher education with regard to cultural heritage tourism, but illustrated how higher education through the curriculum can promote cultural diversity and preserve authentic culture through teaching music performance to another generation in the more formal setting of a college classroom. The ethnomusicology faculty members were more concerned with the authenticity of the music than the students were, as authenticity remains a debated topic in the fields of anthropology, ethnomusicology, and folklore (Titon, 2009). “Authenticity, they argued, is not a property inherent in an object or person, an intrinsic quality that signals an absolute truth; rather, it is socially constructed and contingent upon the agreement of an interpretive community” (Titon, 2012, p. 229). The music genres along with their historical, cultural contexts are taught to undergraduate students representing a variety of demographics (Titon, 2009). Titon (2009) did mention the rise in the number of cultural heritage music camps held nationally as well as increased attendance at these camps. These four to seven day music camps for various age groups are an example of tourism devoted to musical heritage, as people travel across the country during the summer to spend their vacations at one or more of these music camps (Titon, 2009).

Promotion and sustainability of educational and tourism initiatives. Leiser (2007) reviewed the U. S. Cultural & Heritage Tourism Summit of 2005, focusing on the

statement of principles adopted at the conference. The statement of principles included the following marketing strategies for cultural heritage tourism:

- cultural heritage exhibits should be interactive or entertaining to capture visitors' interest;
- create excitement with special limited edition tours;
- create tourists' package deals (entertainment plus lodging and meals);
- collaborate and pool resources with other organizations and government agencies;
- promote cultural heritage tourism as community and economic development among government representatives to maintain and increase government support;
- offer press tours and monthly press releases with a different feature article on the site;
- post good signage to direct tourists from main highways to site;
- create a web presence; and
- create a foundation for fundraising and visibility (Leiser, 2007).

There were no roles for institutions of higher education specifically mentioned in the marketing strategies.

McGehee and Meares (1998) conducted a qualitative case study to examine how cultural heritage craft cooperatives, in their different forms of rationality, contribute to community development. This study was framed by Max Weber's theory of formal (motivated by the provision of needs) or substantial (motivated by more than the provision of needs) rationality for collective action (McGehee & Meares, 1998). The researchers purposefully selected three craft cooperatives in the central Appalachian region based on their placement of a continuum of formal and substantial rationality with members of the cooperatives and their service communities were interviewed (McGehee

& Mearns, 1998). The findings of the study indicated, “the Weberian framework is a useful device for interpreting whether a tourism-related marketing cooperative organization’s internal goals and priorities are manifest in its external contributions to community” (McGehee & Mearns, 1998, p. 4). Although one of the craft cooperatives provided community training as one of their operational goals, there were no official links to institutions of higher education indicated in this article.

In documenting the history of the Hindman Settlement School in eastern Kentucky, Stoddart (2002) illustrated how an educational institution through partnerships sustained local cultural heritage and tourism efforts, and supported community and economic development. In the late 1970s, the Hindman Settlement School instituted two popular cultural heritage programs, the Appalachian Writers Workshop and the Appalachian Family Folk Week (Stoddart, 2002). Well-known writers of Appalachian literature, including faculty members from various institutions of higher education, teach writing during the week long Appalachian Writers Workshop. In addition, this school offers workshops in traditional Appalachian crafts, music, and dance at the Appalachian Family Folk Week. In the late 1990s, the Hindman Settlement School was central in the efforts to secure over 30 million dollars from the state and federal governments through the Community Development Initiative (CDI) to establish a community facility (Stoddart, 2002). According to Stoddart (2002), the multi-purpose facility would house a branch of the Hazard Community College in Knott County, a public library and museum, a technology center for distance learning, an adult literacy center, and a childcare center. The CDI project also included plans to renovate the Hindman Settlement School for a

two-year Kentucky School of Crafts for craft production and marketing education, as well as an Artisan Center in downtown Hindman (Stoddart, 2002).

Provision of community service and education. Turnage (1994) documented the efforts of Virginia Highlands Community College to assist the Town of Saltville through the economic impact of the expected 900 layoffs from the closing of the Olin Chemical Group after 79 years of operation. After all operations ceased in 1972, more than 70 percent of the adults in Saltville were unemployed so the local community college opened a Job Preparedness Center in Saltville to assist the unemployed adults receive their GED (Turnage, 1994). Turnage supervised the Job Preparedness Center's operations during the community crisis. To lift the people's spirits, Turnage worked with William J. Totten, the Mayor of Saltville, and many citizens to organize a community festival, Pan-O-Rama. Turnage wrote, "two tenets of crisis management are to help those in the midst of the crisis see the parameters of the problem and define them, and to recognize past achievements" (1994, p. 37). The festival celebrating the history of Saltville became the town's first tourism initiative, which later expanded to include the Museum of the Middle Appalachians, a paleoecology museum and teaching center (Turnage, 1994).

Provision of research consultants. Howell (1994) proposed professional cultural specialists such as anthropologists have a responsibility to serve as consultants on cultural heritage tourism projects. Often, cultural heritage tourism objectives to support sustainable economic development conflict with the objective to conserve the cultural heritage which becomes more a concern for underdeveloped areas where tourism efforts are viewed as a threat to indigenous culture (Howell, 1994). Entrepreneurship and

political agendas can motivate cultural heritage tourism to conform to tourists' conception of a region's culture (Howell, 1994). The presence of professional cultural specialists on the project team can ensure the involvement of local people in the planning process for the authenticity and conservation of cultural heritage events and sites. Arts and humanities councils can reinforce these conservation goals by supporting the presence of professional cultural specialists on grant approvals for cultural heritage projects (Howell, 1994).

McGehee, Boley, Hallo, McGee, Norman, Oh, and Goetcheus (2013) reported on an interdisciplinary and mixed methods research methodology using gap analysis to develop a sustainable tourism attraction for a two-county area along the Blue Ridge Parkway in Virginia. Multi-disciplinary researchers from two universities comprised the research team, each in a different state, who implemented the research in six phases:

- a GIS-based inventory of community assets and resources,
- stakeholder interviews for assessing community resources,
- GPS visitor tracking and surveying,
- development of seven reasonable tourism strategies,
- surveys of potential visitors for determining the most attractive strategies, and
- economic analysis of the proposed strategies (McGehee, et al., 2013).

Based on the research results, the researchers proposed two tourism strategies: Trillium Mountain Life Visitor Center and Nature Trail, and Miller's Way farm Life Center and Trail. Trillium Mountain Life Visitor Center and Nature trail, a visitors' center with self-guided trails and travel routes through both counties, would allow visitors to explore natural areas, scenic vistas, and traditional culture and heritage (McGehee, et al., 2013).

Miller's Way Farm Life Visitor Center and Trail would be a centrally located farm with a "slow food" restaurant and agricultural tour routes through both counties (McGehee, et al., 2013).

Use of and training for innovative and emerging technologies. Dale and Povey (2009) developed a class assignment on heritage management for third-year undergraduate students to develop podcasts as visitor guides for heritage attractions. Using blogs and focus groups, students reflected on and assessed their learning experiences. The findings of this study on students generating learning content suggested the students gained both academic and work skills preparing them for employment opportunities (Dale and Povey, 2009). Dale and Povey (2009) recommended additional studies on learner-generated content due to the small population of this study. An assessment of the value of the student-generated podcasts as guides for visitors of the heritage attractions chosen by the students would have enhanced this study.

Perivoliotis-Chryssovergis (2007) proposed higher education through distance education could assist the local tourist industry of textile manufacturing with technology to develop designs while preserving the cultural identity of the textiles. Using a case study, a university research team over a period of three years interviewed textile producers and local and international tourists about the textiles (Perivoliotis-Chryssovergis, 2007). Using this information, textile design students produced a package of electronic information resources to assist the textile producers with technology innovation for design and production. The university added information and links for textile design, production, and marketing to their website for use by the textile industry. With this information provided on the university's website, the textile producers could

learn from their homes and businesses. The findings of the study showed 50 textile craft producers benefited from the distance education effort with collaborative partnerships developed between textile producers and designers (Perivoliotis-Chrysosovergis, 2007). This case study illustrated the role of institutions of higher education with cultural heritage tourism of providing customized information and education on the use of technology for product design, production, and marketing through distance education.

Yellin (2000) explored the use of e-commerce for marketing traditional crafts, including the Berea College Crafts e-commerce web site. Artisans have mixed emotions concerning the use of technology to market and sell traditional crafts. While e-commerce web sites greatly expand the marketplace for crafts, demand can increase beyond the production capabilities of a one-to-two person artisan studio (Yellin, 2000). E-commerce can end the leisurely pace of the artisan in making their crafts and depersonalize the sales experience between the artisan and buyer (Yellin, 2000).

In summary, the research for literature on the roles of higher education with regard to cultural heritage tourism produced 20 articles and one book. The ten roles of institutions of higher education with cultural heritage tourism identified in this literature review were community service and education, curriculum development, funding of work study positions, partnership development, preservation of authentic culture, promotion and sustainability of educational and tourism initiatives, research collections development, research consultants, use of and training for innovative and emerging technologies, and workforce development.

Of the 21 studies identified in this section, eight studies (38%) focused on the preservation of authentic culture. Less than 20% of the studies identified with each of the

remaining nine roles of institutions of higher education with regard to cultural heritage tourism. Common themes found in these 21 studies on the roles institutions of higher education with regard to cultural heritage tourism were:

- the development of cultural heritage tourism projects, events, and destinations by institutions of higher education for community and economic development (Dale and Povey, 2009; Howell, 1994; Kehrberg, 2009; Mcgehee, et al., 2013; Perivoliotis-Chryssovergis, 2007; Turnage, 1994);
- the development of strong partnerships between the institutions of higher education and the tourism industries and other agencies for the accomplishment of mutual goals (Chung, 2009; Dale & Povey, 2009; Howell, 1994; Perivoliotis-Chryssovergis, 2007);
- the preservation of a community's cultural heritage by institutions of higher education while assisting with community and economic development through cultural heritage tourism (Howell, 1994; Kehrberg, 2009; Mcgehee, et al., 2013; Perivoliotis-Chryssovergis, 2007; Stoddard, 2002);
- the preservation of a community's cultural heritage with teaching traditional culture through curriculum development by institutions of higher education (Chung, 2009; Nelson, 2012; Titon, 2009); and
- commitments from all stakeholders for successful partnerships (Turnage, 1994; Wall, 2008).

Roles of Higher Education with the Crooked Road

A search of education and tourism databases for scholarly literature on higher education and *The Crooked Road* produced no results; however, a search of the same databases for *The Crooked Road* produced two articles and one dissertation. One article focused on the musical analysis of song recordings to explore the musical phenomenon of a specific type of tune (Rockwell, 2011). The second article focused on the compensation of musicians performing on *The Crooked Road* (Weaver, 2007). The dissertation presented a qualitative, ethnographic study of the phenomena of *The Crooked Road* as heritage tourism (Chaney, 2008).

In “Time on The Crooked Road: Isochrony, Meter, and Disruption in Old-time Country and Bluegrass Music”, an ethnomusicologist analyzed selected music recordings of songs performed by Carter and Ralph Stanley and the Carter Family who are nationally recognized musicians from *The Crooked Road* region (Rockwell, 2011). In these recordings, Rockwell (2011) explored the musical phenomenon of a “crooked tune” in the performances by old time and bluegrass fiddle players. A “crooked tune” has an irregular time signature, which some fiddlers referred to as a “backstep” (Rockwell, 2011). This “backstep” was identified as an extra beat in the third measure of the second strain in Ralph Stanley’s rendition of *Clinch Mountain Backstep* (Stanley Brothers and the Clinch Mountain Boys, 1959), changing the time signature for the tune from 2/4 to 3/4 for this one measure (Rockwell, 2011). Rockwell (2011) suggested a “crooked tune” is a disruption of an anticipated meter. Using the metrical theories of Lerdahl and Jackendoff (1983), Keil (1966), and Hasty (1997), Rockwell (2011) created a model of metrical disruption from the recording of *Clinch Mountain Backstep*. He then analyzed

290 songs recorded by the Carter Family (2000) using the metrical disruption model (Rockwell, 2011). Findings from Rockwell's study (2011) were:

- the metrical disruption was not generalized across musicians;
- the subjective expectations of musical performance due to the varied nature of individual performance practices and listening experiences prevented a clear distinction of metrical disruption; and
- a difference existed in the effects of the text and the tune of a song with the rhythm and meter.

Future studies on this phenomenon among contemporary fiddle players can provide information on authenticity, aesthetic values, and musical transmission and competence (Rockwell, 2011).

Chaney, an anthropologist, conducted a qualitative, ethnographic study on the phenomenon of *The Crooked Road* as heritage tourism (2008). Chaney (2008) conducted field observations of music performances at the major venues in Floyd, Virginia to examine the authenticity of the music. He also interviewed participants at the music performances, native and non-native musicians, as well as audience members. Through the voices of the participants, Chaney (2008) revealed the participants' perceptions on changes *The Crooked Road* as a cultural heritage tourism initiative brought to the music and communities. The study's findings were:

- native and non-native residents were concerned the commercial and residential over-development would affect the quality of life, and
- some of the musicians believed *The Crooked Road* might change the traditional music to suit the commercial palates of the tourists; however, the musicians

believed the traditional music was a living tradition, which changes over time (Chaney, 2008).

Chaney's findings supported the evolutionary nature of the oral transmission process, from which variants of traditional songs have come into existence (2008). These variants resulted from memory lapses or as a reflection of societal changes; however, these songs continued to exist as the traditional culture of a community as long as they were relevant to the community (Chaney, 2008). The music as a living tradition evolved with the community in which it existed (Chaney, 2008). This study did not reveal any information on the roles of institutions of higher education with regard to cultural heritage tourism.

Weaver (2007) interviewed two tourism executives, Bill Smith, executive director of *The Crooked Road*, and Richard Lewis, Virginia Tourism Office, as well as Scott Perry, musician, teacher, and owner of the Pickin' Porch, a music store in Floyd, Virginia. Weaver explored the perspectives on musician compensation and authenticity of the music with the people who promote the traditional music of southwest Virginia as cultural heritage tourism. While tourists are willing to spend more money on music performances, local residents do not spend as much of their disposable income on local music performances and visit free events such as jams (Weaver, 2007). In addition, there are many music venues, where amateurs perform free of charge. Musician compensation must achieve a balance to capture the visiting tourist as well as local residents with professional musicians working with music venue owners to establish a minimum pay, which is reasonable and benefits the musicians as well as the venue owners (Weaver, 2007). Weaver (2007) also noted visiting tourists want authenticity in the cultural heritage venues.

In summary, a literature search on *The Crooked Road* and higher education revealed no articles; however, a search on *The Crooked Road* produced two articles and one dissertation. Neither the articles nor the dissertation presented any information on the role of institutions of higher education with *The Crooked Road*. Weaver's interviews with Crooked Road stakeholders mentioned the authenticity of music performances for cultural heritage tourism, but did not examine the roles of institutions of higher education with regard to cultural heritage tourism (2007). Rockwell's study focused on the music as performed by musicians from *The Crooked Road* region, but did not study *The Crooked Road* as cultural heritage tourism; nor did it examine the roles of institutions of higher education with regard to cultural heritage tourism (2011). Although Chaney's study was similar to the proposed study as a qualitative study focused on *The Crooked Road* as cultural heritage tourism, Chaney (2008) used an ethnographic study of *The Crooked Road* rather than a case study. In addition, Chaney (2008) did not investigate the roles of higher education with regard to cultural heritage tourism or *The Crooked Road*. These studies present a gap in the research of cultural heritage tourism with regard to the roles of institutions of higher education in rural areas for community and economic development. The limited empirical studies on higher education and *The Crooked Road* suggested a need for this case study.

Summary

This chapter presented an examination of the literature on the roles of institutions of higher education with tourism, cultural heritage tourism, and *The Crooked Road*. This literature revealed resources, which proposed institutions of higher education have roles with rural community and economic development (Cohen & Brawer, 2008; Fluharty &

Scaggs, 2007; Miller & Kissinger, 2007; Pierce, 1996; Young, 1997; Zaglul & Shenard, 2006). In addition, studies in the literature review suggested collaborative partnerships, particularly between public and private sectors, support sustainable community and economic development (Fink, 2010; Lundquist & Nixon, 1998; Pappas & Eckart, 1997; Reinhartsen, 2003; Skinner, 2009; Usnick, Shove, & Gissy, 1997; Williams, 2002; Young, 1997). Many of these articles from the reviewed literature supported the formation of collaborative partnerships among higher education, government agencies, and local/regional organizations for the development, implementation, and sustainability of tourism projects. The review of the literature revealed the following roles of higher education with community and economic development, specifically with tourism in general and cultural heritage tourism:

- the development of curricula to support current and emerging businesses and industries, including cultural heritage tourism (Fletcher, Dunn, & Prince, 2009; Okumus & Yagci, 2005; Schulman & Greenberg, 1994a; Selwyn, 2010; Wall 2008);
- the development of partnerships for cultural development and engagement (Doyle, 2010);
- the development of research collections (Kehrberg, 2009);
- the funding of work-study positions with cultural heritage tourism (Abramson, 1993);
- the preservation of authentic culture (Anick, 2012; Blevins, 2003; Chung, 2009; Dabback & Waldron, 2012; Kehrberg, 2009; Morris & Sanders, 2009; Nelson, 2012; Titon, 2009);

- the promotion and sustainability of educational and tourism initiatives (Leiser, 2007; Mcgehee & Meares, 1998; Stoddart, 2002);
- the provision of community service and education (Jackson, 2003; Mcgehee & Meares, 1998; Turnage, 1994);
- the provision of opportunities for service learning (Breakey, Robinson, & Beesley, 2008);
- the provision of research consultants (Howell, 1994; Mcgehee, Boley, Hallo, McGee, Norma, Oh, & Goetcheus, 2013; Porter & Tarrant, 2011);
- the provision of workforce development through initial education and certification programs, and continuing education training and certifications (Alexander, Lynch, & Murray, 2010; Annaraud, 2006; Blevins, 2003; Breen, 2002; Burkhart-Kriesel & Francis, 2007; Chaisawat, 2005; Fletcher, Dunn, & Prince, 2009; Hawkins, 2006; Okumus & Yagci, 2005; Perivoliotis-Chryssovergis, 2007; Stoddart, 2002; Trivun, Kenjic, & Mahmutcehajic, 2008; Yellin, 2000); and
- the use of and training for innovative and emerging technologies for current and emerging businesses and industries, including cultural heritage tourism (Dale & Povey, 2009; Marshall, 2001; Perivoliotis-Chryssovergis, 2007; Wygonik, 2003; Zehrer & Grabmüller, 2012).

While several articles discussed authenticity of cultural heritage, only some of these articles suggested higher education had a role in preserving authentic culture.

While empirical studies on the roles of institutions of higher education with tourism exist, this review of the education and tourism literature revealed limited empirical studies focusing on the roles of institutions of higher education with regard to

cultural heritage tourism and *The Crooked Road* for rural community and economic development. This single case study will fill this gap in the existing literature and add information on the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development as well as *The Crooked Road* to the existing literature.

The next chapter provides an overview of the methodology for this qualitative, single case study on the roles of institutions of higher education with regard to cultural heritage tourism in rural areas for community and economic development. The chapter describes the research design, context, subjects, data generation tools and procedures, data analysis, and limitations and delimitations of the case study on *The Crooked Road, Virginia's Heritage Music Trail*.

CHAPTER III

METHODOLOGY

This chapter provides an overview of the methodology for a qualitative study to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development. The methodology appropriate for this study is the qualitative universal case study (Creswell, 2009; Hays & Singh, 2012; Plano Clark & Creswell, 2010). A case study provides an in-depth examination of a contemporary phenomenon within its context, identifying the boundaries between the phenomenon and context, which are obscure (Hays & Singh, 2012; Merriam, 2009; Yin, 2009). Detailed information on the case study is provided under the section on research design. This chapter describes the purpose of the study, research questions, data generation tools and procedures, researcher's role, research validity, data analysis, limitations, and delimitations.

Purpose of Study

The purpose of this single, collective case study was to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development as perceived by the leadership of the institutions and cultural heritage tourism initiative. The case under study was *The Crooked Road, Virginia's Heritage Music Trail*, a cultural heritage tourism initiative in southwest Virginia.

Research Questions

The research questions guiding this case study were:

- 1: What are the roles institutions of higher education have with regard to cultural

heritage tourism for rural community and economic development as viewed by the leaders of the higher education institutions and programs and the leaders of *The Crooked Road, Virginia's Heritage Music Trail*?

- 2: What is the effect of these roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development on the institutions' service regions from the viewpoints of the leaders of both the higher education institutions and *The Crooked Road, Virginia's Heritage Music Trail*?
- 3: What are the benefits and challenges faced by the higher education institutions with their roles and partnership with *The Crooked Road, Virginia's Heritage Music Trail*?
- 4: What are the benefits and challenges faced by *The Crooked Road, Virginia's Heritage Music Trail* with their roles and partnership with institutions of higher education?

Research Design, A Case Study

Social constructivist theorists have proposed multiple realities exist within varying contexts; however, humans make meaning of their world by engaging with their world and socially with other humans (Creswell, 2009). Qualitative research methods allow humans within a context to describe the meanings of phenomenon within their world through their own voices and words. This study examined heritage music activities at institutions of higher education bounded to a specific geographic region to gain an understanding of the roles institutions of higher education have with cultural heritage tourism for rural community and economic development. There are a limited number of

empirical studies on the relationship between higher education and cultural heritage tourism which provide a qualitative examination of the roles of higher education institutions with cultural heritage tourism; therefore, a need exists for such a study.

According to Creswell (2009), the design of the qualitative case study is emergent. The design for this type of research study is descriptive, providing a detailed description and analysis of the phenomenon and its context (Merriam, 2009). This case study was a single, collective case study, focusing on the boundaries of the phenomenon and context, as they exist at multiple institutions embedded in the study (Stake, 1995). Through field observations, review of documents, and interviews with institutional administrators, the case study provided an opportunity to examine the phenomenon within its context and provided a rich description of the phenomenon through the voices of the people who provide the heritage music activities. The goal of the study was to reach an understanding of the relationship of institutions of higher education with cultural heritage tourism for rural community and economic development through an examination of their current roles in the specific case of *The Crooked Road*.

Context of the Case

The study took place at *The Crooked Road* offices, on the campuses of the institutions of higher education in *The Crooked Road* region, and on campuses of selected institutions outside *The Crooked Road* region during 2014. The geographic context for institutions of higher education within *The Crooked Road* region for the proposed study included:

- Emory & Henry College, Emory, Virginia;
- Ferrum College, Ferrum, Virginia;

- Mountain Empire Community College, Big Stone Gap, Virginia;
- New River Community College, Dublin, Virginia;
- Southwest Virginia Community College, Richlands, Virginia;
- University of Virginia's College at Wise, Wise, Virginia;
- Virginia Highlands Community College, Abingdon, Virginia; and
- Wytheville Community College, Wytheville, Virginia.

The institutions of higher education outside *The Crooked Road* region included East Tennessee State University, Johnson City, Tennessee; and Wilkes Community College, Wilkesboro, North Carolina. *The Crooked Road*, the case under study, has its offices at the Heartwood facility on the campus of Virginia Highlands Community College in Abingdon, Virginia. The researcher examined documents on the institutions of higher education associated with *The Crooked Road* at *The Crooked Road* offices in Heartwood as well as at the institutions of higher education. The researcher interviewed the program manager and the executive director of *The Crooked Road* at *The Crooked Road* offices, as well as the administrator or lead faculty of the heritage music activities and administrators of the institutions of higher education on their campuses. The researcher chose these field settings because the heritage music of *The Crooked Road* was the focus of this cultural heritage tourism initiative in the proposed study with the purpose of examining the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development. The researcher observed heritage music activities of the institutions of higher education in their natural settings.

Population and Samples

Sample size for qualitative research is dependent upon the research purpose (Hays & Singh, 2012). With a case study, the depth of understanding of the phenomenon is of primary concern. Patton wrote, “the validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size” (2002, p. 245). Merriam (2009) proposed the population sample for a case study includes the specific case to be studied and the people, activities, and documents sufficient to address research questions.

The subjects of this case study included the program and college administrators of ten institutions of higher education as well as two Crooked Road administrators. To be included in the study, an institution of higher education must have participated in at least one of the following heritage music activities:

- an archives and / or museum, which preserves heritage music;
- a music camp providing instruction in heritage music;
- music courses providing instruction in heritage music, with or without an official program such as certificate, associate degree, bachelor’s degree, or minor;
- regularly scheduled concert featuring heritage music,
- regularly scheduled festival featuring heritage music;
- regularly scheduled jams featuring heritage music; or
- regularly scheduled public broadcast on radio or television featuring heritage music.

The institutions of higher education included community colleges, private and public four-year colleges.

Although the focus of the case study was on the institutions of higher education associated with *The Crooked Road*, inclusion of institutions of higher education not associated with *The Crooked Road*, which engaged in cultural heritage activities featuring the traditional music, provided rich data for a fuller understanding of the case under study. Purposeful sampling was used to select the institutions of higher education, which were not associated with *The Crooked Road*, as a population for the study. According to Hays and Singh (2012), purposeful sampling directs the population selection on participants who can provide detail-rich data. The criteria for selection for the population not associated with *The Crooked Road* were participation in at least one cultural heritage activity, and the physical location of the institution within or outside and adjacent to *The Crooked Road* region. To provide a wide representation of the population, institutions not associated with *The Crooked Road* were included in the study to represent community colleges, four-year private, and public colleges and as many cultural heritage activities as possible. The study focused on the following institutions:

- the administrative offices of *The Crooked Road*;
- all of the institutions of higher education, which were either major venues or affiliated partners with *The Crooked Road*;
- selected institutions of higher education in *The Crooked Road* area which had cultural heritage activities, but were not officially associated with *The Crooked Road*; and

- selected institutions of higher education outside of *The Crooked Road* area, which engaged in cultural heritage activities.

A more detailed description of the institutions involved in the study is provided in Tables 2, 3, and 4, Characteristics of Institutions of Higher Education for Inclusion in Population Sample.

The researcher identified all institutions of higher education within *The Crooked Road* region. Using the website of *The Crooked Road*, the researcher identified the institutions of higher education, which had an official association with *The Crooked Road*. The program director of *The Crooked Road* confirmed by an email communication the institutions' official status with *The Crooked Road*. Comprehensive sampling included all institutions of higher education having an official association with *The Crooked Road*. Official association with *The Crooked Road* included two specific designations:

1. Major venues of *The Crooked Road* are:

musical or exhibition facilities, open at least one day a week which feature traditional music performances and/or crafts which demonstrate and promote the unique cultural heritage of *The Crooked Road* area of southwest Virginia. The venue must be open at routine hours and have an established history of responsible, community-oriented operation and a focus on the traditional music and cultural heritage of the region (Crooked Road, 2012, p. 1).

2. Affiliated partners of *The Crooked Road* are:

festivals or events which have as the focus traditional music and/or crafts, which are representative of and celebrate the unique cultural heritage of *The Crooked Road* counties of southwest Virginia. The event should have an established history of at least two years of quality music, fiscal stability, responsible and community-oriented operations” (Crooked Road, 2012, p. 1).

The researcher identified institutions of higher education outside *The Crooked Road* region within Virginia which were in the Appalachian states of Kentucky, North Carolina, and Tennessee. Using the websites for these institutions not associated with *The Crooked Road*, the researcher identified any activities with heritage music. The researcher used stratified purposeful sampling to select institutions of higher education, which were not associated with *The Crooked Road*. The criteria for inclusion of higher education institutions not associated with *The Crooked Road* in this study were participation in at least one heritage music activity; a representation of institutional type including community college, four-year private college, and public college; location within *The Crooked Road* region, and location outside Virginia’s Crooked Road region.

The institution of higher education which was a major venue for *The Crooked Road* was Ferrum College (J. Romeo, personal communication, November 20, 2012). Four institutions of higher education which were affiliated partners with *The Crooked Road*, included Mountain Empire Community College, New River Community College, Southwest Virginia Community College, and Wytheville Community College (J. Romeo,

Personal communication, November 20, 2012). Emory & Henry College, University of Virginia's College at Wise, and Virginia Highlands Community College were representatives of higher education in *The Crooked Road* area offering cultural heritage activities with music which were officially in *The Crooked Road* region but not associated with *The Crooked Road*. The institutions of higher education offering cultural heritage activities with music that were outside The Crooked Road region were East Tennessee State University in Johnson City, Tennessee; and Wilkes Community College in Wilkesboro, North Carolina.

The researcher identified the institutions of higher education selected for inclusion in this study and gave them codes to protect their identities if their leaders requested the institutions remain anonymous for the study. No leaders of the institutions of higher education involved in this study requested their institutions to remain anonymous. Tables 2, 3, and 4 provide the characteristics of institutions of higher education for inclusion in the sample population.

Table 2

Characteristics of Institutions of Higher Education Officially Associated with The Crooked Road for Inclusion in Population Sample

Higher Education Institution	Heritage Music Events	Type of Institution
Ferrum College	Archives, Festival, Museum	Private, 4-Year
Mountain Empire	Archives, Camp, Concerts, Festival, Jam, Music Courses/Certificate	Community College
New River	Concerts	Community College
Southwest Virginia	Concerts, Festival, Jam, Music Courses	Community College
Wytheville	Concerts, Music Courses	Community College

Table 3

Characteristics of Institutions of Higher Education Not Officially Associated with The Crooked Road and within the Region, for Inclusion in Population Sample

Higher Education Institution	Heritage Music Events	Type of Institution
Emory & Henry	Radio	Private, 4-year
University of Virginia – Wise	Concerts, Festival, Music Courses	Public, 4-year
Virginia Highlands	Concerts, Festival, Music Courses	Community College

Table 4

Characteristics of Institutions of Higher Education Not Officially Associated with The Crooked Road and outside the Region, for Inclusion in Population Sample

Higher Education Institution	Heritage Music Events	Type of Institution
East Tennessee State University	Archives, Music Courses, BA, Radio	Public, 4-year
Wilkes, NC	Concerts, Festival	Community College

Research Description

According to the National Trust for Historic Preservation (2012), the success of a cultural heritage tourism program is dependent upon five characteristics, which are the collaboration among community organizations, a coordinated match for the community and tourism effort, interactive sites and programs, quality and authenticity of sites and programs, and conservation and preservation of resources. One of the basic missions of higher education is community and economic development through the creation and dissemination of new knowledge, community service, and workforce development (Altbach, 2005; Özdem, 2011). The mission of *The Crooked Road* reflects similar roles of higher education for promoting community and economic development (Romeo, 2010). These missions of higher education and *The Crooked Road*, as well as the characteristics of successful cultural heritage tourism programs, framed this study to

examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development.

Data Generation Tools and Procedures

The data generation tools or methods for this study included the researcher, field observations, review of institutional documents, and interviews with program and institutional administrators. Using multiple research methods provided the ability to validate and verify the findings of the study (Merriam, 2009; Patton, 2002). The external validity or transferability of qualitative research is the trustworthiness of the study's results based upon the thick description of the phenomenon through the participants' voices within the context (Hays & Singh, 2012; Merriam, 2009; Patton, 2002).

Field observations of cultural activities identified for each institution of higher education in the study population began in the spring of 2014 and continued through the winter of 2014. The schedule of cultural heritage activities of the educational institutions determined when the field observations occurred. The field observations were made of a heritage music event at each of the ten institutions of higher education. The heritage music events chosen for observation for the five institutions of higher education officially affiliated with *The Crooked Road* were the events for which these institutions were affiliated as partners with *The Crooked Road*:

- the Blue Ridge Folklife Festival for the Blue Ridge Institute and Museum at Ferrum College on October 25, 2014;
- the Home Craft Days Festival at Mountain Empire Community College on October 17 – 19, 2014;

- the Fiddle, Banjo, and Dance Club at New River Community College on October 11, 2014;
- the Virginia Mountain Music Festival at Southwest Virginia Community College on June 20 – 21, 2014; and
- the Bluegrass and Old Time Jamboree at Wytheville Community College on July 19, 2014.

The heritage music events observed for the five institutions not affiliated with *The Crooked Road* were:

- a bluegrass band class at East Tennessee State University on October 7, 2014;
- traditional music programs on WEHC radio for Emory & Henry College, July – August, 2014;
- Dock Boggs and Kate Peters O’Neill Sturgill Memorial Festival at the Country Cabin II for University of Virginia’s College at Wise on September 13, 2014;
- Fall Festival at Virginia Highlands Community College on October 14, 2014; and
- Merlefest at Wilkes Community College, April 25 - 27, 2014.

The purpose of the field observations was to gather detailed information on the cultural heritage activities for rich description of the activities within their natural settings. The researcher conducted field observations in the observer role. To maximize trustworthiness of the field observations, the researcher established an observation protocol for recording both descriptive and reflective notes (Creswell, 2009; Hays & Singh, 2012). The researcher documented field observations with hand-written notes in a small pocket journal. The researcher kept a field observation journal for each heritage music activity observed for this study.

The researcher examined official records as available, which documented the roles of higher education institutions with cultural heritage tourism. The researcher examined as available, documents at the educational institution as well as *The Crooked Road* offices for institutions of higher education, which were associated with *The Crooked Road*. The researcher copied or scanned institutional documents when accessible. The researcher asked questions of the interview participants, as members of the research team, about contents of the documents in their interviews to verify the validity of the document contents to enhance trustworthiness.

Leaders of ten institutions of higher education as well as *The Crooked Road* were interviewed to gain their perspectives on the roles institutions of higher education have with regard to cultural heritage tourism for rural community and economic development. The leaders interviewed at each college included the director or faculty member over the heritage music activity and an administrator such as the college president or a vice-president. The institutions of higher education included:

- five colleges which were officially affiliated with *The Crooked Road*: Ferrum College, Mountain Empire Community College, New River Community College, Southwest Virginia Community College, and Wytheville Community College;
- three colleges within *The Crooked Road* region, but not affiliated with *The Crooked Road*: Emory & Henry College, University of Virginia's College at Wise, and Virginia Highlands Community College; and
- two institutions of higher education outside *The Crooked Road* region: East Tennessee State University and Wilkes Community College, North Carolina.

The leaders interviewed for *The Crooked Road* included the executive director and the program manager.

The researcher conducted interviews following field observations and review of documents. This provided an opportunity to clarify an understanding of the data collected in the field observations and review of documents. The interviews were unstructured or informal to allow questions to emerge from the research questions, field observations, review of institutional documents, and responses of the interview participants (Hays & Singh, 2012; Merriam, 2009; Rubin & Rubin, 2012). The researcher utilized a responsive interview style, which was friendly and supportive in nature to develop a mutual relationship of trust with each interview participant (Rubin & Rubin, 2012). The responsive interview allowed interview questions to emerge from the interviews (Rubin & Rubin, 2012). Interview participants received copies of interview transcriptions for review and correction. Follow-up interview questions by email or telephone were used as needed to allow the researcher to explore participant responses in more detail. These interview processes of member checking or respondent validation ensured trustworthiness or credibility of the data collection from the interviews (Hays & Singh, 2012; Merriam, 2009).

A goal for this study, which was to reach a rich understanding of the roles institutions of higher education have with regard to cultural heritage tourism, was to benefit the institutions of higher education and the cultural heritage tourism site by reporting all findings of the proposed study. For this reason, the researcher identified the institutions of higher education, unless they requested anonymity. The researcher maintained the confidentiality of the identity of specific participants observed in the

cultural heritage activities as well as participants interviewed assigning code names to all participants in the written descriptions of the field observations and the interview transcriptions. All interview participants signed a written consent form explaining the study, anonymity, and confidentiality. The researcher stored the consent forms with the raw data for each participant securely. There was no academic intervention for this study. The researcher documented the data collection procedures in detail in a research journal so the study can be replicated for other cases of cultural heritage tourism sites and institutions of higher education.

Researcher's Role

The researcher for the proposed study served as a research instrument for the collection and analysis of data. In qualitative studies, the researcher can enhance the trustworthiness of this study by qualifying any assumptions he had about the research topic. In addition, the recording of the researcher's thoughts and interactions with participants throughout the study in a reflexive journal can enhance the trustworthiness of the proposed study (Hays & Singh, 2012). The researcher brings to this study forty years of experience learning, playing, and researching the traditional or folk music of the central Appalachian region.

The researcher works at an institution of higher education, which is included in the study, as an administrator of the library and a faculty member for the old time music program. He believes institutions of higher education should preserve and promote the traditional music within the service region by archiving recordings of the performances of local musicians and contracting with local master musicians to teach the traditional music to young students. In addition, the researcher has concerns regarding the preservation of

the authentic, traditional music particularly with its ties to cultural heritage tourism. Although maintaining the authenticity of the traditional music is a core principle undergirding the success of cultural heritage tourism sites, the authenticity can be sacrificed for the sake of mass appeal for the tourists (Pine & Gilmore, 2007). The researcher believes institutions of higher education working with *The Crooked Road* should monitor traditional music events to ensure authenticity. With a better understanding of the collaborative relationships between institutions of higher education and cultural heritage tourism sites such as *The Crooked Road*, and the roles these institutions play in presenting the music for tourists, perhaps the efforts for authenticity and preservation can be strengthened. These beliefs and experiences of the researcher can affect the outcome of the study and bias the findings of the study.

The researcher has chosen to use a qualitative case study, as the design for the proposed research because this type of research will most effectively explore the traditional music activities provided by institutions of higher education, both on and off *The Crooked Road*. Traditionally, this music has been passed down or taught across generations of musicians through the folk process known as oral transmission (Perlman, 1997). People eager to learn to play and/or sing the traditional tunes and songs sat with master musicians, either within their family or within the community. These master musicians had learned the music from the master musicians before them by ear, by observation, watching and listening to the skilled musician. The names of a tune, the tunings of an instrument, or the notes, phrasing, or lyrics of a song could vary from one community to another, because the music was not written down, producing variants of tunes and songs. Allowing the leaders of the institutions where this traditional music is

performed to give their perspectives in their own voices on their institutions' roles with this traditional culture and cultural heritage tourism was a good method for understanding this phenomenon.

A qualitative research process allowed the leaders of the institutions of higher education and *The Crooked Road* to express their perspectives on the roles of the institutions of higher education with regard to cultural heritage tourism for rural community and economic development in their own voices with thick description. In reviewing the characteristics of qualitative and quantitative research, Merriam (2009) proposed the focus of qualitative research is quality research, which is flexible and emergent in its design. In qualitative research, the researcher serves as the primary data collection instrument assisted with the instruments of field observation, interviews, and document review. The goal of qualitative research was to understand the case under study through the comprehensive and rich descriptive findings based upon the inductive and constant comparison of data in the analysis process. These characteristics of qualitative research have allowed for exploration and understanding of the partnerships of institutions of higher education with cultural heritage tourism.

Validity

Validity is the authenticity and legitimacy of the research. At the heart of research validity and credibility are the ethics of the researcher (Patton, 2002). The researcher maintained a reflexive journal of his thoughts and interactions with the study participants to enhance the ethics of the study. A reflexive journal provided the researcher a heuristic tool for recording discoveries, solving problems, and maintaining a check on biases the researcher has on the research topic, participants, process, and

findings. By acknowledging his biases, the researcher was better prepared to control biases. Hays and Singh (2012) suggested other strategies for enhancing the validity of research included maintaining an audit trail of the research process; member checking of the interview transcriptions, field observation notes, and data analysis; and peer debriefing with the dissertation committee chair.

To maximize the trustworthiness of this study, the researcher used several strategies. For credibility and dependability, the researcher used thick description in field observation notes and research findings, triangulation of data sources, simultaneous data collection and analysis, and an audit trail (Hays & Singh, 2012). For transferability, the researcher maintained a detailed description of the research process, including thick description of the study context and sample selection process of participants, and triangulation of data sources (Hays & Singh, 2012; Lincoln & Guba, 1985; Merriam, 2009). For confirmability, the researcher used participants' voices from the data collection to generate themes and categories in the data analysis and findings report (Merriam, 2009). Other strategies used to maximize confirmability include member checking of interview transcriptions and field observations; triangulation of data sources; and simultaneous data collection and analysis (Hays & Singh, 2012).

Data Analysis

Thick descriptive narratives were written from the data collected through field observations, transcribed interviews, and document reviews. Data collection continued simultaneously with constant data comparison and analysis, which is inductive to develop comprehensive themes (Creswell, 2009; Merriam, 2009). The data analysis process included:

- open coding of copies of field observation notes, documents, and interview transcripts with highlighting selections of raw data and underlining text to identify themes and create a code table using words and source citations from the documents and interviewees; and
- axial or analytical coding with constant comparison of data sheets to continue to identify themes for developing the code table for organizing the data into categories (Merriam, 2009).

The researcher used an Excel spreadsheet to create a code table with themes, sub themes, quoted text from documents and interviewees, and source citations. Once the themes were identified on the spreadsheet, they were colored-coded using colored pencils. Then the researcher again compared the spreadsheet to the corresponding field notes, documents, and transcribed interviews, color-coding the quotes with the colored pencils for corresponding themes. This process continued as data were collected, coded, and analyzed throughout the study.

Constant comparison of data sheets identified similarities and variation among the data for data interpretation, as well as saturation of data (Hays & Singh, 2012). The researcher incorporated thick descriptive narrative and tables, as appropriate, to display and report the data. In addition, the researcher kept a journal to track the research process as well as personal reflections on the researcher's relationship with the interview participants, the research process, and the interpretation of data gathered from field observations, review of documents, and interviews.

Limitations and Delimitations

Research limitations are features of the study not controlled by the researcher, which can affect the study (Hancock & Algozzine, 2011; Roberts, 2010). The data collection process presented a limitation. The researcher's presence in field observations can affect the event observed and the participants in unknown ways. Because many of the heritage music activities were annual events such as festivals, there was not an opportunity for repeated observations of many of the events observed for this study. Although the researcher used field observations of heritage music activities as a data collection tool, event participants were not interviewed for this study to provide their interpretation of the field notes. The purpose of the field observation of heritage music activities was to gain an understanding of the types of heritage music activities presented by institutions of higher education within their context. The focus of this study did include the internal perspectives of the program directors of the heritage music activities and administrators of the colleges, but not the participants at the heritage music activities. Time and financial constraints of the study limited the events for observation. The institutional documents for review can be incomplete, inaccurate, inaccessible, or non-existent. The data collected through interviews can be distorted, biased, exaggerated, self-serving, and inaccurate. With triangulation through multiple data sources, the perspectives on the phenomenon were more comprehensive and trustworthy (Patton, 2002).

The researcher's knowledge on the topic of the study can present a limitation through preconceived interpretations of data. The researcher's employment at one of the institutions under study can present a limitation of bias. The researcher's limited

experience with qualitative research can present a limitation with research design, data collection, and analysis. The researcher's limitations were controlled through the awareness and acknowledgement of these limitations. Strategies for maximizing trustworthiness used by the researcher provided some control for the researcher's limitations.

The delimitations in research are the boundaries of the research project as established by the researcher (Glatthorn & Joyner, 2005; Hancock & Algozzine, 2011; Roberts, 2010). The topic of this study chosen by the researcher limited the exploration of community roles with cultural heritage tourism to institutions of higher education. The study focused on programs and activities of higher educational institutions featuring the traditional heritage music of *The Crooked Road* region, which officially were associated with *The Crooked Road*; however, the study included institutions of higher education not associated with *The Crooked Road*, which were in *The Crooked Road* region or neighboring areas. The reason for the inclusion of institutions of higher education not associated with *The Crooked Road* was to reach a deeper understanding of the roles of institutions of higher education with respect to cultural heritage tourism. The roles of other institutions or organizations, nonprofit or profit, were not included in this study as delimitations. In addition, *The Crooked Road's* focus on the traditional music of the southwest Virginia area excluded other genres of music in the region as well as arts, crafts, storytelling, and other forms of culture.

The use of a qualitative case study for the research determined the population, the research questions, the research tools for data collection, and the analysis of the data. A qualitative case study suggested the use of multiple data sources and methods (Hays &

Singh, 2012). All institutions of higher education, which were associated with *The Crooked Road*, were included in the study; however, purposeful sampling determined the sample population of institutions of higher education, which had cultural heritage activities, but were not involved with *The Crooked Road*. Field observations focused on the heritage music activities associated with the institutions of higher education, which did not include activities sponsored by organizations outside of higher education. Interviews were restricted to program administrators at the higher educational institutions and *The Crooked Road* as well as college administrators. The perspectives of the performers or listeners of the traditional music were not a focus of this study. Although the study used multiple data collection methods such as field observations, informal interviews, and document review, the methods were limited to these three. In addition, the interview questions were limited to open questions, which addressed the study's research questions. The review of documents was restricted to those, which only described the higher education institutions roles with *The Crooked Road*. This limitation restricted document review to specific activities associated with *The Crooked Road* during the times of this association. Continued study on this topic in the future can address these delimitations.

Summary

This chapter provided an overview of the methodology for this research study. The introduction of this chapter presented the purpose of the study, which was to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development. Four research questions, which guided the study, were outlined. The design of the research project was a qualitative,

descriptive, and collective case study. The context for the study was *The Crooked Road* offices, and campuses of the institutions of higher education in *The Crooked Road* region as well as campuses of selected institutions outside *The Crooked Road* region. The study took place during the spring through winter of 2014. The selection process for study participants included comprehensive and stratified purposeful sampling based upon criteria of heritage music activities, geographic location, and formal association of institutions of higher education with *The Crooked Road*. Data collection tools included the researcher, field observations, review of documents, and interviews of program and institution administrators. Data collection and analysis were simultaneous with constant comparison for identification of coded themes. The limitations of the study included the data collection processes, the analysis and interpretation, and the researcher's biases, limited research experience, and preconceived interpretations of data. The delimitations of the study included the study focus, as well as time and financial constraints. Strategies for maximizing trustworthiness provided some control for the limitations and delimitations of the study. These strategies included triangulation of data sources and methods using multiple instruments; a reflexive journal of the researcher's thoughts and interactions with study participants; member checking of interview transcriptions; generating themes from the documents, field observations, and interviews to describe and explain the process; peer debriefing; simultaneous data collection and analysis; thick description; and an audit trail. The findings of this case study will be presented in Chapter Four.

CHAPTER IV

FINDINGS OF THE STUDY

Findings from this qualitative case study on *The Crooked Road, Virginia's Heritage Music Trail*, a cultural heritage tourism initiative in southwest Virginia, are presented in this chapter. The purpose of this qualitative case study was to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development as perceived by the leadership of the educational institutions and *The Crooked Road*. The findings of the study are presented for each of the four research questions that guided this study, which were:

- 1: What are the roles institutions of higher education have with regard to cultural heritage tourism for rural community and economic development as viewed by the leaders of the higher education institutions and programs and the leaders of *The Crooked Road, Virginia's Heritage Music Trail*?
- 2: What is the effect of these roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development on the institutions' service regions from the viewpoints of the leaders of both the higher education institutions and *The Crooked Road, Virginia's Heritage Music Trail*?
- 3: What are the benefits and challenges faced by the higher education institutions with their roles and partnership with *The Crooked Road, Virginia's Heritage Music Trail*?
- 4: What are the benefits and challenges faced by *The Crooked Road, Virginia's Heritage Music Trail* with their roles and partnership with institutions of

higher education?

The findings for the research questions of this case study will be supported by data from the interviews with the leaders of the institutions of higher education and *The Crooked Road*, field observations of the heritage music activities at the institutions of higher education, and documents from the institutions of higher education and *The Crooked Road*.

According to the leaders of the institutions of higher education and *The Crooked Road*, none of the heritage music events observed for this study was initiated for the purpose of cultural heritage tourism or partnering with *The Crooked Road*. One administrator of *The Crooked Road* explained, “*The Crooked Road* is an economic development initiative based upon the heritage music of southwest Virginia. *The Crooked Road* does not create the venues; it promotes existing venues.” All of the heritage music events were established by students, faculty, or administrators of the institutions of higher education, with most initiated before *The Crooked Road* existed.

Heritage music events were initiated in the late 1960s and early 1970s as class projects at Clinch Valley College (University of Virginia’s College at Wise), and Mountain Empire Community College. According to an administrator at Mountain Empire Community College, “The Home Craft Days festival came out of the folklore class doing field research and bringing these musicians and crafts people on campus to showcase their music and culture.” Emory & Henry College, New River Community College, Southwest Virginia Community College, Virginia Highlands Community College, and Wytheville Community College initiated the heritage music events as community service activities. An administrator at New River Community College

remarked, “We are a community college and therefore, it is incumbent upon us to provide services over and above just education. To provide something in the way of culture to the community that people can take advantage of regardless of their financial situation.” The heritage music events at East Tennessee State University and Ferrum College were institutional efforts for cultural preservation or perpetuation. MerleFest began at Wilkes Community College as a fundraiser for a one-time project (Wilkes Community College, 2014).

The mission statements of all ten institutions of higher education mentioned community development, service, or support (East Tennessee State University, 2015b; Emory & Henry College, 2015; Ferrum College, 2015b; Mountain Empire Community College, 2015b; New River Community College, 2015; Southwest Virginia Community College, 2015b; University of Virginia’s College at Wise, 2015a; Virginia Highlands Community College, 2015a; Wilkes Community College, 2015b; Wytheville Community College, 2015). The mission statements of East Tennessee State University, Mountain Empire Community College, New River Community College, and Wilkes Community College specifically mentioned economic development (East Tennessee State University, 2015b; Mountain Empire Community College, 2015b; New River Community College 2015; Wilkes Community College, 2015b). The mission statements of seven institutions of higher education referred to cultural activities, development, enrichment, opportunities, and renewal (East Tennessee State University, 2015b; Mountain Empire Community College, 2015b; New River Community College, 2015; Southwest Virginia Community College, 2015b; Virginia Highlands Community College, 2015a; Wilkes Community College, 2015b; Wytheville Community College, 2015). Emory & Henry

College (2015) specifically mentioned cultural heritage, University of Virginia's College at Wise (2015a) mentioned Appalachian heritage, and East Tennessee State University (2015b) included honoring and preserving Appalachian heritage in their mission statements.

Roles of Institutions of Higher Education with Cultural Heritage Tourism

From the interviews, leaders at all ten institutions of higher education, as well as *The Crooked Road*, mentioned roles institutions of higher education have with regard to cultural heritage tourism for rural community and economic development. There were 12 roles identified with varying sub-roles. These 12 roles, along with the institutions specifically mentioning them in the interviews, are presented in Tables 5 and 6, which follow.

Table 5

Higher Education Roles in Cultural Heritage Tourism, The Crooked Road and
Affiliated Higher Education Partners

Roles	The Crooked Road	Ferrum College	Mountain Empire Community College	New River Community College	Southwest Virginia Community College	Wytheville Community College
Curriculum Development	X	X	X			
Partnership Development	X	X	X	X	X	X
Research Collections	X	X	X			
Economic Development	X	X	X	X	X	X
Tourism Leadership	X					X
Cultural Preservation	X	X	X	X	X	
Promotion and Sustainability of Tourism	X	X	X	X	X	X
Community Service and Education	X	X	X	X	X	X
Opportunities for Service Learning	X					
Research Consulting	X					
Workforce Development	X	X	X		X	
Innovative and Emerging Technologies	X					

Table 6
Higher Education Roles in Cultural Heritage Tourism, Higher Education Partners Not
Affiliated with The Crooked Road

Roles	East Tennessee State University	Emory & Henry College	University of Virginia's College at Wise	Virginia Highlands Community College	Wilkes Community College
Curriculum Development	X	X	X	X	
Partnership Development	X	X	X	X	X
Research Collections			X		
Economic Development	X	X	X	X	X
Tourism Leadership	X		X		
Cultural Preservation	X	X	X		
Promotion and Sustainability of Tourism	X	X	X	X	X
Community Service and Education	X	X	X	X	X
Opportunities for Service Learning	X				
Research Consulting	X				
Workforce Development				X	
Innovative and Emerging Technologies	X				

The Crooked Road identified all 12 roles for institutions of higher education with regard to cultural heritage tourism for rural community and economic development. All 10 institutions of higher education participating in this study recognized the following four of the 12 roles: economic development, partnership development, promotion and sustainability of tourism, and community service and education. The four research questions that directed this study, as well as the interview questions, focused on community and economic development, sustainability, and partnership benefits and challenges; therefore, it is reasonable that all institutions of higher education would have included these as roles. Seven institutions of higher education recognized cultural preservation as a role. Six institutions of higher education recognized curriculum development as a role.

Of the five colleges officially associated with *The Crooked Road*, Ferrum College and Mountain Empire Community College mentioned the same eight of the 12 roles: curriculum development, partnership development, research collections, economic development, cultural preservation, promotion and sustainability of tourism, community service and education, and workforce development. Mountain Empire Community College and Ferrum College have the oldest heritage music activities of the five institutions of higher education affiliated with *The Crooked Road*. The same folklorist initiated the heritage music festivals observed at both of these colleges in the early to mid-1970s.

The roles least acknowledged by the institutions of higher education in this study were workforce development, research collections, tourism leadership, opportunities for service learning, research consulting, and innovative and emerging technologies. Four

institutions of higher education mentioned workforce development as a role for cultural heritage tourism. All four of these colleges offer workshops, courses, or programs on heritage music, training future musicians. The sub-roles identified in workforce development included continuing professional development, creating jobs, and training of workforce. Three institutions of higher education recognized developing research collections through developing collections and preserving recordings of heritage music as a role for cultural heritage tourism. Three institutions of higher education suggested tourism leadership through organizing events and commitment to the program as a role for institutions of higher education. East Tennessee State University acknowledged three other roles for cultural heritage tourism, which they provided or hoped to provide in the future: opportunities to students for service learning, serving as research consultants, and using innovative and emerging technologies. This university currently provides experiential learning opportunities for students in the Appalachian studies program, including the Bluegrass, Country, and Old time Music degree program. In addition, the faculty and students of this university's heritage music program serve as consultants to elementary and high schools, providing advice and resources to heritage music clubs. The administrator of the heritage music program hopes to establish a website to provide teaching resources for heritage music to public and private school teachers.

Economic development and cultural heritage tourism. The primary focus of the role of cultural heritage tourism, from the perspective of the institutions of higher education leaders, was economic development. According to an administrator at Mountain Empire Community College, "It wasn't actually intended in the beginning, but for Home Craft Days we have international visitors now, which contribute to the

economic well-being of our community and region.” The leaders of *The Crooked Road* also mentioned the potential for economic development with the heritage music activities of the institutions of higher education. An administrator of *The Crooked Road* stated, “I think the roles the institutions of higher education have are leadership roles in terms of organizing festival events, and concerts. The festivals themselves bring in people from the outside and create economic development.”

An economic development sub-role recognized by the leaders of the institutions of higher education was marketing. The institutions of higher education marketed cultural heritage tourism and their institutions through their heritage music activities and *The Crooked Road* marketed their institutions and heritage music activities. An administrator of Ferrum College explained, “The ability to leverage the cultural heritage piece is huge, not just for the opportunity to market your institution to a broader region, but also, it is a wonderful way to lift up what’s beneficial.” In addition, the leaders of institutions of higher education outside the area of *The Crooked Road* recognized the benefit of marketing among partners. For example, Wilkes Community College cultivated sponsorships of performers and stages from the music industry. These corporate sponsorships provided increased funding as well as national marketing of MerleFest. Having their banners displayed at various stages at MerleFest also marketed these corporate sponsors from the music industry and their products among the thousands of festival attendees.

Partnership development. Several of the institutions of higher education as well as *The Crooked Road* mentioned building partnerships as a role. An administrator at New River Community College stated, “We are an affiliate venue of *The Crooked Road*.

We partner and work with the chamber of commerce, the local economic development authority, and local businesses”. The leadership of *The Crooked Road* expressed a desire to see partnerships with institutions of higher education increase. Evidence of partnerships between the institutions of higher education and local and regional agencies, businesses, and organizations was visible through field observations at the various music events. Many of the partnering agencies, businesses, and organizations were food vendors or sponsors of music stages with the sponsors’ names displayed. In addition, programs and guides given to event attendees listed sponsors of the music events (Ferrum College, 2014; Mountain Empire Community College, 2014; Wilkes Community College, 2014).

Promotion and sustainability of education and tourism initiatives. Several of the leaders of institutions of higher education talked about the promotion and sustainability of education and tourism initiatives, particularly support from administration as a sub-role. The higher education leaders expressed different means of support, including financial and other resources, as well as administrative attitude and moral support. An administrator of the heritage music program at East Tennessee State University stated, “If they don’t have the funding, they can at least provide moral support. They can provide support in fostering, enabling, or shepherding curriculum that supports these areas. We have good support from our current President and our former President.” An administrator of Wytheville Community College stressed dedication and hands-on support from college administration was critical for the success and sustainability of heritage music programs. A college administrator at Virginia Highlands Community College explained, “The first thing we have to do is prioritize it and make

sure if every college says it is an institutional priority, then their budget and strategic plan has to align with it. It can't just be an add-on."

The leaders of the institutions of higher education also expressed the importance of the attitude and moral support campus wide as well as from the general community. A college dean at Ferrum College decided to end the Blue Ridge Folklife Festival. The faculty, alumni, and church bishop of the college community organized to keep the festival on the campus. Members of the local community joined the campaign to save the festival, which continued to be on the college campus. A leader of the college stated, "What this festival has become in this community is a homecoming. The important thing about these events is when the community starts seeing them as their events".

There was one case of an institution of higher education, the University of Virginia's College at Wise, whose role and support of a heritage music event, the Dock Boggs and Kate Peters Sturgill Memorial Festival, significantly changed over the past 46 years. In 1969, Jack Wright, a student in an Appalachian studies class at Clinch Valley College (University of Virginia's College at Wise), started a heritage music festival for a class project (Wright, 2008). The festival was held on the college campus for 14 years (Wells, 1999; Wills, 2004; Wright, 2008). In 1985, W. Edmund Moomaw became the second chancellor of Clinch Valley College after Chancellor Joseph C. Smiddy retired (Wills, 2004). According to Wills (2004), on his second day as chancellor, Moomaw announced strengthening the ties this four-year college had with the University of Virginia. One of Moomaw's initiatives was to cancel the funding of the Dock Boggs and Kate Peters Sturgill Memorial Festival among other cultural activities at the college (Wills, 2004). A committee consisting of college faculty and staff as well as community

members organized a non-profit organization, Appalachian Traditions, Inc. in 1986 and held the festival at the Wise County Fairgrounds through 1999 (Wells, 1999). Although the supporting role of this institution of higher education with this heritage music festival has declined over the years, the University of Virginia's College at Wise continues to sponsor the Dock Boggs and Kate Peters Sturgill Memorial Festival by providing promotional materials for the festival.

Provision of community service and education. Another role that several of the institutions of higher education suggested was the provision of community service and education, particularly with the sub-roles of community development and participation, and educational opportunities.

Community development. The primary sub-role recognized was community development. A leader with *The Crooked Road* remarked, "Now in terms of community development, they [institutions of higher education] are offering opportunities for young students, for older people, educational opportunities. That is critical for a healthy community to offer those kinds of activities that develop a sense of community." An administrator at East Tennessee State University recognized the importance of heritage music for community development, stating, "The people really feel passionate about this music. It is like a religion to them and they haven't always had a voice. It's really something that is ingrained into them; it's such a strong community builder." A music instructor at Virginia Highlands Community College commented on the unique cultural heritage resources of each community, explaining, "Each community college should draw on the sources of its community. The community colleges need to promote, support, and do all they can to reach out to their heritage sources whatever they may be, where ever

they are located.” Other themes associated with community development were the recognition and preservation of the cultural heritage of a community, and the development of a sense of pride through cultural heritage tourism. Some leaders also viewed community development through cultural heritage tourism as a way of legitimizing the local people and reversing long-held, negative stereotypes of the Appalachian region.

Community participation. Leaders of institutions of higher education viewed the community service role as bringing the community to the college campus and taking the college out into the community for joint participation, another sub-role. An administrator at Southwest Virginia Community College stated, “Our mission is to be a part of the community and to do outreach in the community. That certainly reflects well on the college, itself.” An administrator at Wytheville Community College reiterated, “I do it strictly to get these folks on campus and give them something to do because that’s part of the community college mission, the community college mission to get the community involved as much as you can.”

Educational opportunities. Community service provides educational opportunities to the broader community while preserving local cultural heritage and bringing cultural enrichment to campus, the final sub-role of community service and education. Throughout this study, the community college leadership related community development and education as joint roles for community colleges. An administrator for Wilkes Community College explained, “The first word in community college is ‘community’. The college should be responsive to and reflective of the community in

which it resides and operates. Music, cultural heritage, traditions that exist here need to be preserved and promoted.”

Cultural preservation. Seven institutions of higher education acknowledged cultural preservation as a role for institutions of higher education. East Tennessee State University, Mountain Empire Community College, New River Community College, and Southwest Virginia Community College, recognized preservation of the heritage music through the sub-roles of providing instruction or performance of the heritage music as a means of passing on this cultural tradition to youth. The program director at East Tennessee State University stated, “We are helping to preserve and extent the culture by teaching this music to young people, performing this music, and helping the communities figure out how to use the music to tell their story.” East Tennessee State University offers a degree in heritage music, while both Mountain Empire Community College and Southwest Virginia Community College offer a career study certificate (East Tennessee State University, 2015a; Mountain Empire Community College, 2015a; Southwest Virginia Community College, 2015a). In addition, East Tennessee State University, Ferrum College, and Mountain Empire Community College preserve the heritage music through the sub-role of recording performances by local and regional musicians for their archives.

Curriculum development. Six institutions of higher education recognized curriculum development as a role for cultural heritage tourism. The sub-roles recognized within curriculum development included the development of courses and workshops, and the development of certificate or degree programs. All of these colleges with the exception of Emory & Henry College offer workshops, courses, or certificate/degree

programs in heritage music. Two colleges, which offer workshops, courses, or programs in heritage music, that did not mention curriculum development as a role were Southwest Virginia Community College and Wilkes Community College. *The Crooked Road* staff suggested curricula development as a role for institutions of higher education, with an administrator stating, “More programs, more classes, more advanced programs, a degree program sounds great. I would love to see that at every community college. I think more opportunities, like with offering the classes in high schools through dual enrollment are exciting.”

Certificate and degree programs. Three of the institutions of higher education participating in the study had heritage music programs: East Tennessee State University with a bachelor’s degree program in bluegrass, country, and old time music; Mountain Empire Community College with a career studies certificate in old time music; and Southwest Virginia Community College with a career studies certificate in traditional music (East Tennessee State University, 2015a; Mountain Empire Community College, 2015a; Southwest Virginia Community College, 2015a). According to an administrator at Mountain Empire Community College, “After we had the classes, we had Mountain Music School, and then the career studies certificate in old time music.”

Courses and workshops. Ferrum College, Mountain Empire Community College, University of Virginia’s College at Wise, Virginia Highlands Community College, and Wilkes Community College offered courses or week-long programs or camps in heritage music (Ferrum College, 2015a; Mountain Empire Community College, 2015c; University of Virginia’s College at Wise, 2015b; Virginia Highlands Community College, 2015b; Wilkes Community College, 2015a). An administrator for Ferrum

College stated, “We have a dulcimer workshop in the summer at the college and we have people from all over the country that come in for that, but that is the only music program we have here at the college.” An administrator for MerleFest at Wilkes Community College explained, “Jam camp is one of our signature programs. It is an instructional camp on how to make music together. It is for all ages.”

Ferrum College, Mountain Empire Community College, and Wilkes Community College offered educational workshops at their music festivals (Ferrum College, 2014; Mountain Empire Community College, 2014, October 16 & 17; Wilkes Community College, 2014). The Blue Ridge Folklife Festival offered a presentation by old-time harmonica masters, and tales from former Blue Grass Boys on performing with Bill Monroe (Ferrum College, field observation, October 25, 2014). There were workshops on beginning autoharp and fiddle, folk singing, and regional old time banjo styles at the Home Craft Days Festival (Mountain Empire Community College, field observation, October 18-19, 2014). At MerleFest, several workshops were available on Friday and Saturday, including traditional music instruments and styles, three-part harmony singing, history of the blues, and Irish roots music from yesterday and today (Wilkes Community College, field observation, April 25-26, 2014).

Validity of heritage music in higher education. There was some disagreement among participants in the study on whether heritage music should be taught in institutions of higher education, even within the same institution of higher education. Some academic leaders believed teaching traditional music in a formal classroom was not the traditional means for teaching the heritage music, while others believed too many institutions offering programs in traditional music would hinder program development.

An administrator at Emory & Henry College remarked, “I have mixed feelings about institutions that try to teach traditional arts. The way you learn traditional music is through the apprentice model essentially.” A music faculty member at the University of Virginia’s College at Wise questioned the need for heritage music programs, asking, “Why would a college like UVA-Wise take on a heritage music program that is in existence someplace else? Considering there are very few people interested, it drains potential for any one program developing.”

Effect of Roles of Institutions of Higher Education on Rural Community and Economic Development

Most of the leaders of the institutions of higher education readily acknowledged that their heritage music activities had an effect on community development, more so than on economic development. There were opposing viewpoints among the leaders of the institutions of higher education regarding the economic impact of cultural heritage tourism with the heritage music events of *The Crooked Road*. While most leaders of the institutions of higher education in this study recognized cultural heritage tourism has an impact on the local economy, there were differences of opinion on the extent of that impact. Very few of the institutions of higher education have conducted any type of economic impact study on the heritage music activities; therefore, most leaders were not able to provide any statistical data to verify the economic impact.

Community development. All of the comments from leaders participating in this study on the impact of cultural heritage tourism on community development were positive. The leaders of the institutions of higher education

acknowledged that the heritage music events had a positive effect on community development in different ways.

One theme of community development centered on the promotion of community assets. Some leaders acknowledged the natural beauty of the region, while other leaders recognized the talents of the local artisans and musicians, which drew new people into the local area. An administrator of Ferrum College said, “I think what we are doing with the festival, presenting musicians, some that are regional and some are well-known outside of the region. But by doing that, you are presenting this type of music to a different audience.”

Another theme of community development was building relationships among institutions of higher education and the communities served. One leader of *The Crooked Road* believed the heritage music events brought members of the campus community and the service community together for joint participation. Another leader of *The Crooked Road*, who believed institutions of higher education were in a position to instill appreciation and pride in the community with their cultural heritage events, stated, “These are places of higher learning and have a great bully pulpit to stand up and say cultural heritage is extremely valuable in defining who we are, our world view, and how people view us.”

Several leaders acknowledged the role institutions of higher education had in preserving cultural traditions by passing them down to future generations. An administrator with New River Community College, stated, “Our biggest role is to preserve and to perpetuate the music that is traditional and historical to this area. We expose the younger generation to the culture that their parents and grandparents had over

the years.” Finally, institutions of higher education work with their communities and share in the development and benefits of the heritage music events. Describing the work East Tennessee State University does with its communities, an administrator in the Appalachian Studies Department said, “This community didn’t have the resources to collect their oral histories. The Appalachian Teaching Project is funded by the ARC [Appalachian Regional Commission] for students with the oral history class to assist the rural communities with sustainable development.”

Economic development. With the exception of a few, the leaders of institutions of higher education were more hesitant to acknowledge effects on economic development from their heritage music events. “The sustainability of the smaller businesses such as a little restaurant outside of Claytor Lake for people coming to these events and the farmers’ markets. This supports the very small businesses and entrepreneurs,” stated an administrator of New River Community College. A music instructor at Virginia Highlands Community College acknowledged, “Economically, what I have started here is continuing out there. What I have gotten are a lot of them [students] out there taking lessons after our classes end. So, these are some ways that people are making money: teaching lessons and selling instruments.”

Some leaders either doubted the significance of heritage music events for economic development or believed that economic development was not a role of institutions of higher education. A program director at Ferrum College explained, “Tourism is usually minimum wage jobs and is a help, but we need more than tourism. We need jobs that pay a decent wage and tourism by large, does not.” Administrators at Emory & Henry College and Southwest Virginia Community College could not envision

local heritage music being an economic developer tool because the music was readily available at no charge as entertainment in the region. Leaders at New River, Virginia Highlands, and Wytheville Community Colleges admitted they had not seen any evidence of economic development from their heritage music events. A faculty member at the University of Virginia's College at Wise remarked, "I don't think we're [institutions of higher education] there for economic development. I think we're here to intellectually develop people and their intellectual ability and their drive, and their individual wishes are what will drive economic development."

The leaders of two institutions of higher education, Ferrum College and Wilkes Community College, had economic impact studies on their heritage music events. The purpose of the heritage music events at each of these institutions of higher education differed. The Blue Ridge Folklife Festival focusing on authentic regional folklife was created to display the traditional folkways of the Blue Ridge region of Virginia. The administrator of this festival stated, "This event [Blue Ridge Folklife Festival] has become the largest fundraiser for non-profit projects in the region and has been for years. The total that goes back into the community for this event is several million dollars for the weekend." In contrast, MerleFest was created as a fundraiser for the college and local area. The director of MerleFest said, "From an economic development perspective, MerleFest is one of the state's largest events. The revenues, nearly ten million estimated for the region and county. Fifteen in economic impact!" Both of these heritage music events have been successful for economic development as well as preservation and perpetuation of heritage music.

The leaders of *The Crooked Road* acknowledged economic growth in their

service region from heritage music events sponsored by the institutions of higher education as affiliated partners. A Crooked Road administrator said, “If we take Mountain Empire Community College, it’s small, but it is economic development... the festivals, the classes, the instructors being paid, the performances, the bands, the artists, the makers of instruments.”

Partnership Benefits and Challenges

Study participants from institutions of higher education named marketing as the primary benefit of the partnership with *The Crooked Road*. “We are a stop on *The Crooked Road*, you know in those publications that they put out on Home Craft Days and the Mountain Music School, people come to that from outside the region”, commented an administrator at Mountain Empire Community College. Study participants not affiliated with *The Crooked Road* agreed that marketing was a benefit of partnerships. An administrator at Emory & Henry College remarked, “The benefit will be advertising to tens of thousands of people.” An administrator at Virginia Highlands Community College stated, “We would not have this program without partners, even though they provide small amounts of funding. They also market this program for us.”

Marketing by *The Crooked Road* assisted the institutions of higher education with their public relations efforts providing more publicity and exposure to the college. An administrator at New River Community College acknowledged this, stating, “It has provided recognition for this college that would not have happened if it had not been for our relationship with *The Crooked Road*. It has provided a platform for a larger exposure to the college.” Some study participants believed the marketing efforts by partners, like *The Crooked Road*, assisted with the recruitment of students. “It’s not just for the

community at large, but essential to recruiting students and parents,” explained an administrator of Ferrum College.

Another benefit with partnerships recognized by the study participants in the institutions of higher education was funding through sponsorships and underwriting; however, institutions of higher education not affiliated with *The Crooked Road* recognized this benefit more. These sponsorships assisted with funding the festival, as well as benefiting the college and its initiatives. For example, monies from MerleFest at Wilkes Community College have been used to build and equip new facilities such as the new project to construct a health sciences building. The monies raised by this festival also assist students directly such as financing a 10-day trip for the second-year culinary students to study with French chefs. The director of MerleFest commented, “On the revenue side, we sought to develop MerleFest without sponsorships early on, but when the time came that we needed that extra support we set out a strategy to develop friends within the music industry.”

Only one institution of higher education affiliated with *The Crooked Road* recognized a financial benefit from the increased audience attendance from marketing by *The Crooked Road*. “It [marketing by *The Crooked Road*] has been a key ingredient toward us getting scholarships for our students and foundation because the president at each one of these special shows brings in the College Board and Foundation,” said an administrator of New River Community College.

Institutions of higher education recognized the lack of funding from *The Crooked Road* as the primary challenge with the partnership. “The challenges are funding, finding enough money to support the elements of what we do that are part of the mission and

scope of the project like *The Crooked Road*. So money is the number one issue,” explained an administrator of Southwest Virginia Community College.

Due to its location, Ferrum College, a major venue with *The Crooked Road*, has an even greater challenge with funding from *The Crooked Road*, particularly with projects funded with grants from the Appalachian Regional Commission. Ferrum College in Franklin County is not recognized officially as a part of the Appalachian region. “Were we in Appalachia, we could receive funding for projects. But with Crooked Road, we get nothing of any benefit from funding. The only thing we get is we are in the ads,” exclaimed a leader from Ferrum College. Another institution of higher education, which is an affiliated venue with *The Crooked Road*, has a challenge with its location. Wytheville Community College is located twenty-five miles off the official trail of *The Crooked Road*. An administrator of Wytheville Community College stated, “The regular Crooked Road Trail is twenty-five miles the other direction from us. They’ll get on a bus tour and start at one end or the other [of the trail] and they go, but they never come here.”

The challenges with *The Crooked Road* partnership were communication, promotional inequities, and membership status and support. “Communication is probably the number two issue. We never hear from *The Crooked Road*, unless they need something,” stated a Southwest Virginia Community College administrator. An administrator from Ferrum College commented on the promotional inequities based upon location, “It’s just like the west of [Interstate] 81, *The Crooked Road* is not sending the touring companies or anything in that direction. They are not sending them here either. You can see it is in the center [of *The Crooked Road*].” An administrator from New

River Community College expressed his concern, regarding their membership with *The Crooked Road*, “Until, or unless, they agree to enlarge this geographic area so we can become a full-fledged member of *The Crooked Road*, this will be the biggest challenge we will face.” A board member of Appalachian Traditions, Inc., co-sponsor with the University of Virginia’s College of Wise of the Dock Boggs and Kate Peters Sturgill Memorial Festival said, “I honestly think they could be more supportive and they could visit.”

The benefit recognized by *The Crooked Road* with the partnership of the institutions of higher education was the self-sufficiency of the institutions of higher education to organize and operate their own programs, while the challenges faced by *The Crooked Road* were a lack of resources and communication. “The challenge is in resources, but that’s a challenge that affects everything we do. It’s resources of time, resources of money that limit what we are able to do or accomplish,” stated one of *The Crooked Road* administrators. The other administrator said, “We’re a small non-profit, two fulltime people, one part-time. That is a limiting factor, which affects all that we do including our ability to engage in partnerships.” He continued, saying, “I would like to see more dialogue. When we first started the TMEP [Traditional Music Education Program], we had regional meetings and people came out to connect. That is where a lot of learning happens.”

Summary

This chapter presented the findings of the study. The research participants, the administrators and program directors of the institutions of higher education, as well as *The Crooked Road*, recognized twelve roles with varying sub-roles for the institutions of

higher education with regard to cultural heritage tourism for rural community and economic development. The roles for institutions of higher education most recognized by the study participants were:

- economic development, particularly with focus on cultural heritage tourism,
- partnership development,
- promotion and sustainability of education and tourism initiatives through administrative support,
- provision of community service and education through community development, participation, and educational opportunities,
- cultural preservation through teaching, performing, and recording heritage music, and
- development of curricula through workshops, courses, and certificate or degree programs.

Most study participants recognized the cultural heritage tourism efforts of the institutions of higher education through their heritage music activities had positive effects on rural community development. Less recognized, particularly by the institutions of higher education, were the extent of the impact of their heritage music activities on the economic development of their rural areas. Although study participants at most of the institutions of higher education saw some economic advantages with cultural heritage tourism in their service areas, they did not see cultural heritage tourism as having a significant impact on the local or regional economy. It is important to note that only two institutions of higher education mentioned having economic impact studies, which provided data supporting the economic impacts that their heritage music events realized.

Most of the institutions of higher education in this study had no data to verify economic impact of cultural heritage tourism.

The institutions of higher education, affiliated with The Crooked Road, recognized the benefit of the marketing efforts by *The Crooked Road* gained through their partnership, but saw a lack of funding as the primary challenge with the partnership. The purpose of *The Crooked Road* for marketing existing venues of cultural heritage tourism, but not for direct financial support supported this perspective from the partnering institutions of higher education. The institutions of higher education and *The Crooked Road* mentioned communication as a secondary challenge in the partnership.

The Crooked Road recognized the self-sufficiency of the institutions of higher education as a benefit of their partnership. Like the institutions of higher education, *The Crooked Road* recognized a lack of resources and communication as challenges for the partnership. With this common recognition of similar challenges with their partnership, leaders of both the institutions of higher education and *The Crooked Road* have an opportunity for a dialogue on building their partnership to collaboratively address these issues with resources and communication.

The relationship of these findings with the findings in the literature of studies on cultural heritage tourism will be explored in Chapter Five. In addition, future studies on institutions of higher education and their roles with cultural heritage tourism for rural community and economic development will be suggested.

CHAPTER V

CONCLUSIONS

Chapter Five summarizes this case study by first reviewing the research problem, purpose of the study, research questions, and methodology for the study. Then a summary of the results of the study are presented. A discussion of the results is provided with an interpretation of the findings as well as the relationship of the study to previous research. The chapter ends with recommendations for educators and suggestions for additional research.

Statement of the Problem

With an economy based upon extraction industries, southwest Virginia historically has experienced economic instability. Regional planning commissions have sought ways to diversify the economy with cultural heritage tourism proposed as a means for developing a sustainable economy in rural areas. The Virginia General Assembly established *The Crooked Road, Virginia's Heritage Music Trail* as a cultural heritage tourism initiative for southwest Virginia. Of the 11 institutions of higher education in the region of southwest Virginia served by *The Crooked Road*, only five institutions were affiliated officially with *The Crooked Road* with heritage music events during this study. Some of the five institutions of higher education, not affiliated with *The Crooked Road* also offered heritage music events.

Purpose of the Study and Research Questions

The purpose of this single, collective case study of *The Crooked Road* was to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development as perceived by the leadership

of the educational institutions and *The Crooked Road*. The following four research questions guided this study:

- 1: What are the roles institutions of higher education have with regard to cultural heritage tourism for rural community and economic development as viewed by the leaders of the institutions of higher education and programs and the leaders of *The Crooked Road, Virginia's Heritage Music Trail*?
- 2: What is the effect of these roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development on the institutions' service regions from the viewpoints of the leaders of both the institutions of higher education and *The Crooked Road, Virginia's Heritage Music Trail*?
- 3: What are the benefits and challenges faced by the institutions of higher education with their roles and partnership with *The Crooked Road, Virginia's Heritage Music Trail*?
- 4: What are the benefits and challenges faced by *The Crooked Road, Virginia's Heritage Music Trail* with their roles and partnership with institutions of higher education?

Review of the Methodology

The methodology for this study was a qualitative single, collective case study of *The Crooked Road, Virginia's Heritage Music Trail*. With a descriptive design, the case study provided a detailed description of the phenomenon and its context through interviews with the study participants, field observations of heritage music events, and a review of institutional documents. Use of the three data generation tools provided

triangulation of the data for strengthening the trustworthiness of the study. The researcher used purposeful sampling to select ten institutions of higher education to include as well as the institutional leaders to interview for the study to obtain detailed data.

The researcher served as a tool for gathering and analyzing data. Field observations occurred first in the research process to examine the heritage music event within its context. An examination of the institutional documents on the heritage music event and the institution followed the field observations. Then the researcher interviewed the event director and an administrator from each institution to obtain information on the four research questions as well as member check the field observations and review of institutional documents. The researcher transcribed the recorded interviews which were returned to the interviewees for review and member checking.

The researcher presented the findings of the study and their interpretation through the study participants' voices with thick description for supporting the trustworthiness of the study. The researcher compared and analyzed the data constantly throughout the collection process. In the analysis of the data, the researcher used open coding to identify common themes for the roles of the institutions of higher education with cultural heritage tourism for rural community and economic development. The researcher used axial coding to identify trends and relationships with the roles of the institutions, their missions, and events with their partnerships with *The Crooked Road* and cultural heritage tourism, rural community, and economic development.

Discussion of the Study Results and Previous Studies in the Literature

Identification with the twelve roles. The ten institutions of higher education participating in this study identified twelve roles connected to the creation, promotion, and sustainability of their heritage music events. These roles were development of curricula, development of partnerships, development of research collections, economic development, leadership, preservation of authentic culture, promotion and sustainability of education and tourism initiatives, provision of community service and education, provision of opportunities for service learning, provision of research consultants, provision of workforce development, and use of innovative and emerging technologies.

These roles and their sub-roles identified by each institution of higher education were related to the heritage music activities known to the program director or institutional administrator interviewed. In cases where the director of the heritage music activity or the administrator of the institution of higher education were not directly involved with an activity or had limited knowledge, a role or sub-role may not be mentioned in this study. For example, a program director, who was familiar with the Archives of Appalachia at East Tennessee State University, but was not directly involved with the archives, did not mention the development of research collections by preserving recordings. In another example, an administrator at Mountain Empire Community College did not mention the development of research collections by preserving recordings as a role because this administrator was not aware of the archiving of a heritage music activity in the library.

In the literature on cultural heritage tourism, there were ten roles identified with institutions of higher education. These roles were development of curricula, development of partnerships, development of research collections, funding of work study positions,

preservation of authentic culture, promotion and sustainability of education and tourism initiatives, provision of community service and education, provision of research consultants, provision of workforce development, and use of and training for innovative and emerging technologies. In previous studies in the literature, 12 roles of institutions of higher education with regard to cultural heritage tourism were identified. Nine of these 12 roles aligned with those identified through the interviews of this study. These nine roles of institutions of higher education with regard to cultural heritage tourism were:

- development of curricula (Selwyn, 2010; Wall, 2008),
- development of partnerships (Doyle, 2010),
- development of research collections (Kehrberg, 2009),
- preservation of authentic culture (Chung, 2009; Kehrberg, 2009; Nelson, 2012; Titon, 2009),
- promotion and sustainability of educational and tourism initiatives (Stoddart, 2002),
- provision of community service and education (Turnage, 1994),
- provision of research consultants (Howell, 1994),
- provision of workforce development (Perivoliotis-Chryssovergis, 2007; Stoddart, 2002; Yellin, 2000), and
- use of innovative and emerging technologies (Dale & Povey, 2009; Perivoliotis-Chryssovergis, 2007).

With the exception of the following four roles of institutions of higher education with regard to cultural heritage tourism, there was congruence between the findings of this study and the findings in the literature on higher education and cultural heritage

tourism. There was one role for institutions of higher education with cultural heritage tourism identified in the literature review which was identified in the literature but was not identified through the interviews with the study participants: funding of work-study positions with cultural heritage tourism (Abramson, 1993). The research participants mentioned three additional roles which were not identified in the literature review. These roles and sub-roles were:

- economic development through creating jobs and cultural heritage tourism;
- leadership with commitment to the program and organizing events; and
- provision of opportunities for service learning through cultural heritage tourism, performance opportunities, and teaching experience.

Roles with creation of the heritage music activities. The students, faculty, and staff, not *The Crooked Road* created the heritage music events at the institutions of higher education. The leaders of *The Crooked Road* recognized the creation of these heritage music events by the institutions of higher education since *The Crooked Road* does not create heritage music events, but promotes existing heritage music events. Faculty, staff, and students created the existing heritage music events at the five institutions of higher education affiliated with *The Crooked Road*, not the institutions of higher education. The literature revealed similar findings. In the literature, institutions of higher education either alone or in partnerships with other institutions of higher education, not with outside tourism agencies, created cultural heritage programs and events at their institutions (Abramson, 1993; Kehrberg, 2009; Selwyn, 2010; Wall, 2008).

Roles of institutions of higher education, heritage music activities, and cultural

heritage tourism. While *The Crooked Road* viewed cultural heritage tourism as an economic development tool and role for higher education, the study participants of the institutions of higher education had mixed perspectives on whether or not cultural heritage tourism could or should be an economic development tool. Of the ten institutions of higher education, six (Emory & Henry College, Mountain Empire Community College, New River Community College, Southwest Virginia Community College, University of Virginia's College at Wise, and Wytheville Community College) suggested that the impact of cultural heritage tourism as an economic development tool would be minimal. Of these six institutions of higher education, four (Mountain Empire Community College, New River Community College, Southwest Virginia Community College, and Wytheville Community College) are officially affiliated with *The Crooked Road*. Faculty, students, and staff at all four of these institutions of higher education initiated the heritage music events to demonstrate local culture. Only one of these institutions (Southwest Virginia Community College) charges a nominal admission fee for its heritage music event. Community service is a mission of all four of these community colleges which compares with the findings in the literature (Cohen & Brawer, 2008; Miller & Kissinger, 2007). Administrators of these four community colleges interviewed for this study mentioned these events as a means of “giving back to their service communities”, “getting community folks on the campus and involved with the college”, and “preserving the local cultural traditions, particularly by exposing youth to the heritage music.”

Literature on cultural heritage tourism, which suggested institutions of higher education have roles for cultural heritage tourism, was identified and summarized in

Chapter Two of this study. Some of the studies supported the roles of institutions of higher education with cultural heritage tourism as supporting sustainable economic development in rural areas (Doyle, 2010; Stoddart, 2002). Only these two studies specifically addressed economic development as a role for institutions of higher education with regard to cultural heritage tourism. There were differences of opinion among the participants of this study regarding the extent to which institutions of higher education with their heritage music activities could affect local community and economic development. More study participants expressed community service outcomes from their heritage music events had a greater significant impact than the economic benefits. Similarly, there were more studies on higher education and cultural heritage tourism in the literature, which supported community development as a role more than economic development (Chung, 2009; Dale & Povey, 2009; Howell, 1994; Kehrberg, 2009; Stoddart, 2002; Turnage, 1994; Wall, 2008).

Roles of institutions of higher education, heritage music activities, and rural community development. The literature review outlined studies which indicated the roles of institutions of higher education with cultural heritage tourism had some impact on community development (Chung, 2009; Dale & Povey, 2009; Howell, 1994; Kehrberg, 2009; Stoddart, 2002; Turnage, 1994; Wall, 2008). While *The Crooked Road* expressed that one role of institutions of higher education was to develop a sense of community, the institutions of higher education expressed their roles as developing the community and a sense of pride.

The findings of this study and the literature indicated institutions of higher education had roles for preserving the cultural heritage by providing consultants on

community projects, recording and archiving the cultural heritage, and demonstrating the cultural heritage through festivals (Howell, 1994; Kehrberg, 2009; Stoddart, 2002). The findings of this study and the literature suggested institutions of higher education had roles for collaborating with community organizations in cultural heritage tourism (Chung, 2009; Dale and Povey, 2009; Howell, 1994; Stoddart, 2002). The findings of this study suggested cultural heritage tourism could raise the spirits and pride of the people in a community by celebrating their traditional heritage, which is very similar to the findings of Turnage (1994). The findings of this study and the literature suggested institutions of higher education could collaborate with their service community to create training programs to provide special work skills to youth while preserving cultural heritage (Wall, 2008).

Roles of institutions of higher education, heritage music activities, and rural economic development. The perspectives of the institutions of higher education varied on the impact of their heritage music events on the economic development of their area. Leaders of *The Crooked Road*, as well as some institutions of higher education, recognized the heritage music events of the institutions of higher education as roles for economic development; however, as noted previously, some of the institutions of higher education saw a minimal impact of these events on economic development. The majority of institutions of higher education saw their events as an opportunity to promote their institution and enrollment and a way to develop community support or give back to the community. Two institutions of higher education, one officially affiliated with *The Crooked Road*, Ferrum College, and one outside of *The Crooked Road* area, Wilkes Community College had data demonstrating substantial economic impact of their heritage

music events on the region. The mission of these two institutions of higher education as well as their leaders' visions made a difference in the economic impact of their heritage music events. Wilkes Community College's MerleFest had the most significant economic impact for and beyond its service area and the college treated the event as a fundraising tool for the college and economic development tool for the community.

Only some of the articles in the literature supported institutions of higher education's roles with cultural heritage tourism for economic development (Abramson, 1993; Daniel, 2005; Doyle, 2010; Stoddart, 2002). Abramson (1993) suggested students at Berea College, who learn to create heritage crafts by apprenticeship through the college's work-study program, contribute to the community's economic development. The partnerships of communities and institutions of higher education in Australia, Norway, and the United Kingdom provided sustainable economic development for rural areas with decreasing population (Doyle, 2010). The collaboration of Hindman Settlement School with Hazard Community College with state and federal funding created a community center, which provided a public library, museum, childcare center, adult literacy center, and community college branch with a distance education center and the Kentucky School of Craft (Stoddart, 2002). Daniel (2005) recognized the significance of MerleFest on the economic development of the local and regional community. Daniel (2005) suggested the entrepreneurial leadership of the college president and the ability to recognize potential and develop partnerships and friends within the service community and beyond assisted in this economic development which supported the statements made by the administrators at Wilkes Community College in the interviews in the current study.

Leadership and community support for sustainability. While over half of the study participants suggested that support from the administration of the institution of higher education is important for sustainability, some participants provided the viewpoint that support from the larger community for the heritage music event could be just as important, if not more for the sustainability of the event. As found in the current study, the literature suggested leadership and community support was required for successful partnerships and sustainability. Commitments to projects sponsored by collaborating agencies as well as cooperation among partners are necessary for sustainability of cultural heritage tourism (Wall, 2008). Doyle (2010) suggested that institutions of higher education and communities participated in cultural heritage partnerships because of their individual goals. Administrative support is often necessary to secure funding to develop and sustain cultural heritage curricula, distance education, e-commerce sites, research collections, and workforce training as well as engage faculty and staff as cultural heritage consultants (Dale & Povey, 2009; Howell, 1994; Kehrberg, 2009; Perivoliotis-Chrysovergis, 2007; Stoddart, 2002; Titon, 2009; Turnage, 1994; Yellin, 2000).

Partnership benefits and challenges. *The Crooked Road* and all of the institutions of higher education officially affiliated with *The Crooked Road* provided their perspectives on the benefits and challenges of the partnership between *The Crooked Road* and the institutions of higher education. The main benefit of the official partnership with *The Crooked Road* recognized by the leadership at the institutions of higher education was marketing of their heritage music events by *The Crooked Road*. The main challenges of the partnership with *The Crooked Road* recognized by the leadership of the institutions of higher education were communication from and funding by *The Crooked*

Road. Some other challenges mentioned by some of the institutions of higher education were lack of promotion, inequitable promotion and support across the region, lack of support and membership due to geographical boundaries, and limited visits to the venues.

The Crooked Road leadership identified the self-sufficiency of the institutions of higher education to create and sustain their heritage music events and programs as the partnership benefit with the institutions of higher education. The leadership of *The Crooked Road* listed communication problems and a lack of resources as challenges it faced with its partnerships with all of its venues and affiliated partners.

Institutions of higher education in this study not affiliated officially with *The Crooked Road* expressed the benefits and challenges of partnerships. The benefits recognized by these institutions of higher education included advertising and added exposure for the institution; financial for continuing the heritage music event and providing student scholarships; funding new educational programs, equipment, facility construction, and student field trips; recruitment of students, sponsors, and donors; and student involvement with performing and teaching for *The Crooked Road*. Although East Tennessee State University is not affiliated with *The Crooked Road*, being outside the geographic boundary, some of their heritage music students perform at Crooked Road events and teach students in the JAM (Junior Appalachian Music program). The challenges of the partnerships were building relationships; communication; figuring out the politics; having adequate resources such as funds and staff; maintaining reasonable ticket prices; rising costs of the heritage event; and sustainability.

Benefits and challenges in partnerships for cultural heritage tourism were identified in the literature on cultural heritage tourism. The recognized partnership

benefit in common between this study and the literature were marketing and sustainability (Dale & Povey, 2009; Doyle, 2010; Perivoliotis-Chryssovergis, 2007; Stoddart, 2002). The challenges of partnerships congruent among this study and the studies in the literature were resources, particularly financial; disagreement on teaching heritage music in a formal classroom; and sustainability (Blevins, 2003; Doyle, 2010; Howell, 1994; Nelson, 2012; Selwyn, 2010; Wall, 2008).

In conclusion, the findings of this study are in congruence with the literature and suggest institutions of higher education have eleven roles with regard to cultural heritage tourism. These roles are development of curricula, development of partnerships, development of research collections, economic development, leadership, preservation of authentic culture, promotion and sustainability of education and tourism initiatives, provision of community service and education, provision of research consultants, provision of workforce development, and use of innovative and emerging technologies. In addition, the study participants viewed the roles of economic development and leadership as limited. The participants in this study viewed economic development because of cultural heritage tourism limited in job creation. They also viewed the economic development resulting from cultural heritage tourism, particularly the heritage music of southwest Virginia, as being limited. In addition, the participants in this study viewed leadership's commitment to the cultural heritage program and the organization of cultural heritage events as limited. As found in the current study and in the findings of previous studies, these roles can provide support for community and economic development; however, community development is perceived as more evident as an outcome of cultural heritage tourism. The participants of this study viewed sustainability

of cultural heritage tourism as the result of strong partnerships with the various stakeholders in the community and strong support from the administration of the institution of higher education with a commitment to the provision of resources.

Recommendations for Practice

The findings of this study revealed institutions of higher education have several roles in which they can assist cultural heritage tourism for rural community and economic development. The study participants proposed the efforts of institutions of higher education with heritage music events had more effect on community development than economic development. The leaders of a majority of the institutions of higher education as well as *The Crooked Road* identified the greatest impact of the heritage activities for community development as building the community through increasing the pride of local people in their cultural heritage and reversing the “hillbilly” stereotypes of the Appalachian region. Although the majority of the study participants believed the economic impact would be minimal, the findings of this study identified two institutions of higher education with heritage music festivals sustained for the past 25 to 42 years, which had significant economic impact for their communities: Wilkes Community College and Ferrum College. In addition, the money generated by MerleFest, the heritage music festival at Wilkes Community College, has benefited the college with an alternative funding source for new facilities, scholarships, professional development for faculty and staff, and other college projects. As reported in the literature review, a dichotomy exists in cultural heritage tourism between preserving the authenticity of cultural heritage and developing the economy of a community through tourism; however, Wilkes Community College and Ferrum College have achieved a balance with these two

conflicting goals of cultural heritage tourism. Studying the operations of The Blue Ridge Folklife Festival at Ferrum College and MerleFest at Wilkes Community College is highly recommended for *The Crooked Road* and institutions of higher education to gain insight into best practices of heritage music festivals with strong leadership support and community partnerships, as well as increased community and economic development. Leaders of the institutions of higher education and *The Crooked Road* have a great opportunity to learn valuable lessons from these two institutions to support their own heritage music festivals while increasing their efforts for community and economic development and changing the national perception of their service regions.

Participants in this study recognized a need for increased involvement of institutions of higher education with cultural heritage tourism, particularly with curriculum development, including degree program development with specializations in music business, and historical research. Other areas for increased participation of institutions of higher education included scholarly research of heritage music, expanded performance facilities on campus, and workforce training in the hospitality industry. An examination of the roles and sub-roles found in this study by the leaders of the institutions of higher education and *The Crooked Road* would identify needs for new courses, programs, or services to address the needs of the cultural heritage tourism industry.

The findings of this study revealed the need for increased and focused communication and strategic planning between the administrators of *The Crooked Road* and the institutions of higher education on the roles each can play to increase the economic and community development from heritage music activities in the rural

communities of southwest Virginia as well as their sustainability. Both administrators of *The Crooked Road* and affiliated institutions of higher education mentioned communication as a challenge with the partnership. Some administrators of the institutions of higher education were confused about whether or not they were affiliated officially with *The Crooked Road*. *The Crooked Road* should meet with the affiliated institutions of higher education to clarify this confusion as well as questions regarding membership fees, benefits, and responsibilities. In addition, the results of this study revealed a need of both the institutions of higher education and *The Crooked Road* for additional resources to sustain the heritage music events. Leaders of the institutions of higher education mentioned their need as well as all affiliated venues to be more involved in the strategic planning for *The Crooked Road*. The administrators of *The Crooked Road* should initiate a strategic planning session with the administrators of all institutions of higher education offering cultural heritage tourism events to jointly create goals and objectives fostering a regional, mutually supportive partnership and reducing schedule conflicts and competition.

The major partnership challenge mentioned by both *The Crooked Road* and the institutions of higher education was sustainability with the continued funding of the heritage music events. A coordinated effort to identify and apply for grants and sponsorships of the heritage music events would assist the institutions of higher education in continuing or expanding their events for community and economic development. *The Crooked Road* could apply for grants, which would assist all of its partners including those not officially recognized as official jurisdictions of the Appalachian Regional Commission. In cases where some partners could not be included with grant funds, *The*

Crooked Road should secure alternative funding so all partners would gain the benefits of the grant project. These efforts would assist *The Crooked Road* in fulfilling its mission of promoting and supporting cultural heritage tourism in southwest Virginia. In addition, some of the institutions of higher education mentioned their need with grant writing assistance. Working with affiliated institutions of higher education that have grant writers, *The Crooked Road* should sponsor grant-writing workshops in different regions for all of its major venues and affiliated partners.

The findings of this study proposed strong partnerships and leadership are required for the sustainability of the heritage music programs which support the tourism initiative of *The Crooked Road*. While the participants in this study included partnership development and institutional leadership as roles for institutions of higher education, some of the participants saw these roles as currently limited. Not all stakeholders from the institution of higher education or the service community were included in the partnership for presenting a cultural heritage event. The sustainability of cultural heritage events is dependent upon the involvement of the entire campus community including the institutional foundation as well as the service community according to the findings of this study. The administrators of Wilkes Community College specifically credited their foundation, the Wilkes Community College Endowment Corporation, as a sponsor of MerleFest. The study participants did not view the current administrative leadership at some of the institutions of higher education as supportive of the cultural heritage activities. An administrator in this study proposed sustainability of cultural heritage events happen when the leadership of the institution of higher education prioritizes it in both the strategic plan and budget of the institution. Until this happens, the cultural

heritage event is just an add-on, not an institutional priority. The leaders of the institutions of higher education who are involved with cultural heritage tourism initiatives such as *The Crooked Road* should review their institution's priority for supporting the cultural heritage program. They could be missing an excellent opportunity to support community and economic development for their institution as well as service community.

Suggestions for Additional Research

Future studies on the economic impact and the return on investment for the heritage music events are recommended. Some of the interview participants in this study mentioned not knowing the facts, data, or statistics particularly in reference to the economic impact of their heritage music event on the local or regional economy. The only institutions of higher education who did mention having estimates on the economic impact of their heritage music event were Ferrum College, and Wilkes Community College. Virginia Tech provided the economic impact estimate for The Blue Ridge Folklife Festival at Ferrum College, and the College of Business at Appalachian State University provided the formula for calculating the economic impact of MerleFest for Wilkes Community College. Economic impact studies of the heritage music events associated with *The Crooked Road* would provide information on the impact of these events on local and regional economic development. A return on investment study of these events would determine the financial benefit of the events for the institutions of higher education as well as any partners providing financial support for the event. These economic impact and return on investment studies could determine if regional cultural heritage initiatives such as *The Crooked Road* support economic development as well as community development. These data could be helpful for future strategic planning for

sustainability of the events as well as seeking grants and sponsorships to further develop and sustain the events. Future studies need to look at the benefits and challenges of the cultural heritage tourism sites to not only identify best practices, but to address the challenges for sustainability.

Some study participants expressed concern that the promotion of venues and affiliated partners were not equitable throughout the region of *The Crooked Road*. In addition, *The Crooked Road* sponsors heritage music events at its headquarters, Heartwood, which is in the central region of *The Crooked Road*. Future studies on the sponsorship of these events at Heartwood could determine if resources are best used to support events at this location or to support affiliated partners and major venues across the entire region of *The Crooked Road*. Since *The Crooked Road* was an economic development initiative for the southwest region of Virginia, an economic impact study on the affiliated partners and major venues before and after the establishment of *The Crooked Road* could assess the economic impact this economic development initiative has had on the various communities in this region.

Although preservation of the culture for future generations was mentioned by several institutions of higher education when the administrators and event directors spoke of the reasons for initiating the heritage music events, only a few of these higher education leaders mentioned preservation of authentic culture as a role for the institutions of higher education. Some leaders did not mention this role even though efforts for preserving the heritage music through the archival of recordings were taking place at the college. A study of the preservation efforts of cultural heritage at the institutions of higher education is recommended.

There were disagreements in both the literature and this study on what constitutes authentic culture as well as if the traditions of cultural heritage should be taught in formal classrooms. More studies are recommended to identify the elements of authentic culture, determine if tourists want authentic culture as it has been suggested or have a false reality of “authentic culture”, and if the environment or manner in which heritage music is taught impact the performance elements of the music.

Conclusions

This case study on *The Crooked Road* revealed 12 roles and various sub-roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development as identified through field observations of heritage music events, review of institutions documents, and interviews with event directors, and administrators of ten institutions of higher education, and *The Crooked Road*. The study participants acknowledged some roles more than others did. The roles most recognized by the study participants were development of partnerships, economic development, promotion and sustainability of education and tourism initiatives, provision of community service and education, preservation of authentic culture, and development of curricula. The study participants suggested the roles supported community development more than economic development.

Of the ten institutions of higher education participating in this study, five were affiliated officially with *The Crooked Road*: Ferrum College, Mountain Empire Community College, New River Community College, Southwest Virginia Community College, and Wytheville Community College. The other five were not affiliated with *The Crooked Road*: East Tennessee State University, Emory & Henry College, University of

Virginia's College at Wise, Virginia Highlands Community College, and Wilkes Community College. Of the ten institutions of higher education, six were community colleges and four were four-year institutions of higher education. Each of the 12 roles was observed through field observations at heritage music festivals, concerts, and classes at each of the ten institutions of higher education participating in the study. The 12 roles were identified through documents on the websites of the institutions of higher education and *The Crooked Road*.

Student, faculty, or staff leaders on campus initiated the heritage music events at each institution of higher education, not *The Crooked Road*. The events had been in operation for four to 43 years. Although some of the events did not have the attendance or financial support that the event director would have liked, the events continued to operate. The events with the larger attendance seemed to have been in operation longer and were one to four-day annual events, festivals with attendance ranging from 20 thousand to over 75 thousand. The events, which were the most successful financially, differed in their purpose and vision, entrance fees, days of operation, focus on authentic regional culture, time of year, and corporate sponsorships. What these financially successful festivals and colleges had in common was the involvement of the entire college (students, faculty, staff, and foundation) in the event, as well as the larger community. The leadership of the heritage music events under study contributed the success of their events to the involvement of and a strong relationship of the community with the institution of higher education. Many of the events were recognized as a homecoming, a reunion by the institutional leaders as well as many community members participating in the events.

All study participants recognized the significance of partnerships with all stakeholders and administrative support as vital for the sustainability of cultural heritage tourism. They also identified individual and partnership issues with communication and lack of resources, which present challenges with sustainability. The lack of communication included the lack of collaboration of the institutions of higher education and *The Crooked Road* for strategic planning, grant writing, and developing sponsorships for events. Another problem with sustainability was the lack of data to identify economic impact and return on investment of cultural heritage events sponsored by the institutions of higher education.

The findings of this study suggested a review and discussion of the study results by *The Crooked Road* and its affiliated partners and major venues, particularly institutions of higher education, to identify areas to strengthen partnerships and address common challenges. In addition, future studies could increase our understanding of the participation of institutions of higher education with regard to cultural heritage tourism, best practices for partnerships for cultural heritage tourism, the impact of the community and economic development from cultural heritage tourism, and best practices for sustainability of cultural heritage tourism.

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APPENDIX A
INTERVIEW QUESTIONS

**INSTITUTIONS OF HIGHER EDUCATION AND CULTURAL HERITAGE
TOURISM:
A CASE STUDY OF THE CROOKED ROAD, VIRGINIA'S HERITAGE MUSIC
TRAIL**

Interview Questions for Leaders at Institutions of Higher Education

Purpose Statement:

The purpose of this single, collective case study is to examine the roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development as perceived by the leadership of the educational institutions and the Crooked Road. The case under study is the Crooked Road, Virginia's Heritage Music Trail, a cultural heritage tourism initiative in southwest Virginia.

Research and Interview Questions:

RQ1: What are the roles institutions of higher education have with regard to cultural heritage tourism for rural community and economic development as viewed by the leaders of the higher education institutions and programs and the leaders of the Crooked Road, Virginia's Heritage Music Trail?

IQ1: Please describe the heritage music activities offered at your college?

IQ2: When and how were each of these heritage music activities initiated?

IQ3: What were the reasons for initiating these heritage music activities?

IQ4: In what ways do these heritage music activities align with the college's mission statement?

IQ5: In what ways do these heritage music activities align with local cultural heritage tourism?

IQ6: What do you view as the roles institutions of higher education with regard to cultural heritage tourism for rural community development?

IQ7: What do you view as the roles institutions of higher education with regard to cultural heritage tourism for rural economic development?

RQ2: What is the effect of these roles of institutions of higher education with regard to cultural heritage tourism for rural community and economic development on the institutions' service regions from the viewpoints of the leaders of both the higher education institutions and the Crooked Road, Virginia's Heritage Music Trail?

IQ1: What effect have these heritage music activities of the college had on rural community development?

IQ2: What do you view as the effect the roles of institutions of higher education should have with regard to cultural heritage tourism for rural community development?

IQ3: What effect have these heritage music activities of the college had on rural economic development?

IQ4: What do you view as the effect the roles of institutions of higher education should have with regard to cultural heritage tourism for rural economic development?

IQ5: What steps can the college take to sustain these heritage music activities?

RQ3: What are the benefits and challenges faced by the higher education institutions with their roles and partnership with the Crooked Road, Virginia's Heritage Music Trail?

- IQ1:** Describe the roles of the college in its partnership with The Crooked Road, Virginia's Heritage Music Trail?
- IQ2:** Describe the benefits gained by the college from its roles and partnership with the Crooked Road, Virginia's Heritage Music Trail?
- IQ3:** Describe the challenges faced by the college from its roles and partnership with the Crooked Road, Virginia's Heritage Music Trail?
- IQ4:** What is your vision for the future of heritage music at the college?
- IQ5:** What is your vision for the future of the partnership of the college with The Crooked Road, Virginia's Heritage Music Trail?

APPENDIX B

PERMISSIONS TO USE PUBLISHED TABLES AND FIGURES

RE: Request for Permission to Use Crooked Road Map
Delete Reply Reply all Forward
Mark as unread

From: Mike Gilley [<mailto:MGilley@me.vccs.edu>]
Sent: Wednesday, August 07, 2013 3:44 PM
To: Jonathan Romeo
Subject: Request for Permission to Use Crooked Road Map
Importance: High

Hi Jonathan,

I do not have Jim's email address, so would you please forward this request on to him?

Hi Jim,

I am officially requesting permission to use the Crooked Road map from the website in my dissertation. My request letter as well as a prospectus for my dissertation is attached. Thanks for your assistance with this.

Respectfully,

T. Michael Gilley
Director of Library Services
Wampler Library
Mountain Empire Community College
3441 Mountain Empire Road
Big Stone Gap, VA 24219
Phone: 276.523.2400 ext. 304
Fax: 276.523.8220
Email: mgilley@mecc.edu

-----Original message-----

From: Jonathan Romeo <jromeo@thecrookedroad.org>
To: Jack Hinshelwood <jhinshelwood@thecrookedroad.org>
Sent: Thu, Aug 8, 2013 20:33:28 GMT+00:00
Subject: FW: Request for Permission to Use Crooked Road Map

Jack,

I believe that this is intended for you. Let me know if you need for me to do anything or if you want for me to respond.

Jonathan

Jonathan Romeo
Program Manager
The Crooked Road: Virginia's Heritage Music Trail

Tel. (276) 492-2401
jromeo@thecrookedroad.org
[\[www.thecrookedroad.org\]](http://www.thecrookedroad.org)

From: Jonathan Romeo [<mailto:jromeo@thecrookedroad.org>]
Sent: Monday, August 12, 2013 4:11 PM
To: Mike Gilley
Subject: FW: Request for Permission to Use Crooked Road Map

Michael,

See below re. permission to use the map. Do you need a current TCR region map?

Jonathan

Jonathan Romeo
Program Manager
The Crooked Road: Virginia's Heritage Music Trail
Tel. (276) 492-2401
jromeo@thecrookedroad.org
[\[www.thecrookedroad.org\]](http://www.thecrookedroad.org)

From: Jack Hinshelwood
Sent: Friday, August 09, 2013 10:54 AM
To: Jonathan Romeo
Subject: Re: Request for Permission to Use Crooked Road Map

Please let him know he can use it.
Jack

Sent via DroidX2 on Verizon Wireless™

From: Mike Gilley [<mailto:MGilley@me.vccs.edu>]
Sent: Tuesday, August 13, 2013 9:07 AM
To: Jonathan Romeo
Subject: RE: Request for Permission to Use Crooked Road Map

Hi Jonathan,

Thanks for the message. I could use a current TCR region map which shows the trail and the major venues. I need an electronic version which can be resized to fit into my paper copy. Thanks!

Respectfully,

T. Michael Gilley
Director of Library Services

Wampler Library
Mountain Empire Community College
3441 Mountain Empire Road
Big Stone Gap, VA 24219
Phone: 276.523.2400 ext. 304
Fax: 276.523.8220
Email: mgilley@mecc.edu

Jonathan Romeo <jromeo@thecrookedroad.org>
Tue 8/13/2013 9:38 AM

3 attachments (3 MB)

[CrookedRoadMap2013_7-19-12.jpg](#) 2 MB
[legend.jpg](#) 485 KB
[VAlocatormap.jpg](#) 137 KB

Show all 3 attachments (3 MB) Download all

Michael,

The Crooked Road map, legend, and VA locator map are attached. Best of luck with your dissertation.

Jonathan

Jonathan Romeo
Program Manager
The Crooked Road: Virginia's Heritage Music Trail
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Permission - Virginia Coal: An Abridged History...
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Margaret Radcliffe <mrاد@vt.edu>
Wed 8/14/2013 2:23 PM

Dear Mr. Gilley,

Thank you for requesting permission to reproduce data from the table on page 10 of *Virginia Coal: An Abridged History and complete Data Manual of Virginia Coal Production/Consumption from 1748 to 1988* by Walter R. Hibbard, Jr. and Theodore J. Cutter (1990).

This email confirms that you have the permission of the Virginia Center for Coal and Energy Research to reproduce the data contained in this table in your dissertation, *Institutions of Higher Education and Cultural Heritage Tourism: A Case Study of the Crooked Road, Virginia's Heritage Music Trail*.

Best of luck in the successful completion of your Ph.D.

Sincerely,

Margaret Radcliffe
Assistant Director for Operations
Virginia Center for Coal and Energy Research (0411)
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Terence Michael Gilley

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Education:

Old Dominion University PhD, Community College Leadership	2015
University of Kentucky MS, Library and Information Science	1986
Indiana University MA, Folklore / Ethnomusicology	1981
Clinch Valley College BA, Appalachian Studies	1978

Professional Experience:

Director of Library Services Mountain Empire Community College, Big Stone Gap, VA	2007-Present
Regional Library Director Wythe-Grayson Regional Library, Independence, VA	1990-2006
Director of Library Services Russell County Public Library, Lebanon, VA	1988-1990
Reference Librarian Tazewell County Public Library, Tazewell, VA	1982-1988

Publications:

Gilley, T. M. (2014). Introduction to traditional music through musician performance and interviews. In K. Hoffman & J. Romeo (Eds.), *Traditional music in the classroom: A teacher's guide* (pp. 46-49). Abingdon, VA: The Crooked Road: Virginia's Heritage Music Trail.