

ANALYSIS OF WINE COURSES IN INSTITUTIONS  
OFFERING ASSOCIATE AND/OR BACHELOR  
DEGREES IN HOSPITALITY EDUCATION

By

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## CHAPTER I

### INTRODUCTION

Hospitality education, particularly in the area of food service management, is an exciting, ever-changing, and challenging place to be in the 1980's. Barbour and Griffin (1975) of the Culinary Institute of America saw the future of hospitality (especially food service) education as becoming increasingly bright: "Numerous demographic and economic factors in the coming decade are expected to make for a period of growth in the food service hospitality industry, with a wealth of jobs for people trained therein (p. 49)." Powers (1976, p. 50) projected that by the year 1985, "the food service workforce, under all but the most pessimistic assumptions, will be in excess of six million workers, up at least fifty percent from the 1972 level of four million workers."

With this growth comes the need to determine current as well as future consumer trends and then to train members of the industry to meet these demands. In an industry whose workforce is projected to grow nearly three times as fast as the workforce as a whole, the future for food service educators will be a busy and important time (Powers, 1976, p. 54).

One consumer trend demanding focus at this point in time is the increased consumption of wine in the United States. The popularity of wine seems to be more than a passing trend. Customers are becoming "better informed with well-defined tastes and are very definitely interested in getting value for their money" (Osterland, 1980, p. 11).

For the first time in the history of the U.S., more wine than liquor was consumed in 1980. IMPACT, a wine industry newsletter, reported an increase in U.S. wine consumption, from 163 million gallons in 1969 to 449 million gallons in 1979--and this rapid growth in demand for wine is predicted to continue. A jump in wine sales to 1.1 billion gallons is predicted for 1990 (Reynolds, 1981, p. 25).

With the continuing increase in wine consumption comes the need for hospitality educators to adjust their curricula in order to effectively train future food service managers to meet consumers' increased demands for and knowledge about wine. The marketing of wine in the hospitality industry has the potential for producing enormous profits; however, personnel are basically untrained and lack knowledge of the proper skills in the selling, serving, marketing, and merchandising of wine.

Many people, including some of those who are leaders in the hospitality world, are somewhat frightened of wine because of the aura of mystery that surrounds the art of wine making and wine appreciation--deep, age-old secrets, subtle blendings and handlings. We have heard that few have the capability of appreciating and understanding fine wines. . . . Maybe so. Maybe the making of wine is a mysterious art. The selling of it isn't. It's really quite simple (Coffman, 1980, p. 280).

Curricula, however, have not yet changed to meet the challenges set forth by these new demands. Rappole (1974, p. 51) stated that hospitality education "must meet this challenge by creative revision of existing food management curriculums if qualified graduates are to be made available to industry." It should be apparent, then, that "effective communication between industry, educators, and personnel directors is essential" (Koppel, 1978, p. 36).

## Purpose and Objectives

The purpose of this study was to analyze content of courses taught in hospitality education degree granting institutions concerning wine; to determine how certain variables may affect specific courses taught and their content; and to determine what educators believe can be done to improve present wine course offerings. Specific objectives included:

1. Analyze content of courses taught in hospitality education degree granting institutions concerning wine. Specifically, the following factors were examined:
  - a. course title(s)
  - b. department in which offered
  - c. number of semester or quarter hours
  - d. number of lecture and laboratory hours
  - e. type of facility in which laboratory is conducted
  - f. course prerequisites
  - g. laboratory fee
  - h. intended audience
  - i. purpose of course(s)
  - j. major content emphasis of course(s)
  - k. textbooks and laboratory manuals used
  - l. other beverage items taught in the course(s)
2. Determine the importance of courses (scores) on wine based on selected respondent and institutional variables.

### Respondent Variables

- a. sex

- b. age group
- c. academic rank
- d. highest degree attained
- e. where knowledge about wine was attained
- f. where professional experience with wine was attained
- g. area of teaching experience

Institutional Variables

- a. two-year vs. four-year
  - b. land-grant vs. public nonland-grant
3. Determine the reactions to courses (scores) on wine by:
- a. administrators of two- vs. four-year institutions as perceived by the respondent
  - b. the community where two- and four-year institutions are located, as perceived by the respondent
4. Determine the reactions of the students (scores) toward:
- a. courses on wine as a required part of their program vs. not required, as perceived by the respondent
  - b. the need to know about the history, selection, and service of wine as part of their program for those where courses are required vs. not required, as perceived by the respondent
5. Determine specific changes respondents would make to expand wine course offerings; the types of educational materials respondents believe the wine industry should provide; and additional continuing education training needed by respondents in teaching their courses on wine.

Hypotheses

The hypotheses postulated in this study were:

H<sub>1</sub>: There will be no significant differences in the mean importance scores associated with:

- a. sex
- b. age group
- c. academic rank
- d. highest degree attained
- e. where knowledge about wine was attained
- f. where professional experience with wine was attained
- g. area of teaching experience of the respondent

H<sub>2</sub>: There will be no significant differences in the mean importance scores of the respondent based on whether the institution is:

- a. two-year vs. four-year
- b. land-grant vs. public nonland-grant

H<sub>3</sub>: There will be no significant differences in the mean reaction scores associated with:

- a. administrators of two-year vs. four-year institutions
- b. the community where two-year and four-year institutions are located

as perceived by the respondent.

H<sub>4</sub>: There will be no significant differences in the mean reaction scores associated with students toward:

- a. courses on wine as a required part of their program vs. not required
- b. the need to know about the history, selection, and service of wine as a part of their program for those where courses are required vs. not required

as perceived by the respondent. (Note: Data analysis for objectives one and five will be descriptive in nature.)

#### Limitations and Assumptions

This study was limited to United States' institutions listed in

the Directory of Hotel, Restaurant, and Institutional Schools published by the Council of Hotel, Restaurant and Institutional Education (CHRIE), and identified as offering associate and/or bachelor degrees. The latest edition of this Directory was published in 1982, and contains only those institutions that are dues-paying members of CHRIE. It was assumed, however, that the sample chosen was representative of most institutions offering associate and/or bachelor degrees in hospitality education in regard to the type of curriculum offered.

The instrument used to gather data was a questionnaire mailed to the directors of listed programs. It is possible that courses containing wine information may be offered by another department on a particular campus rather than by those related to hospitality education. Although the questionnaire cover letter (Appendix A) asked that the survey be forwarded to the appropriate person in such a case, this may not have occurred. It was also assumed that the respondents to the survey completed the questionnaire objectively and without bias.

#### Definitions

The following definitions are provided to enhance the understanding of this study:

Administration: "The executive officials of (the university or institution) and their policies" (Webster's New World Dictionary, 1977, p. 8).

Attitude: "Manner, disposition, feeling, position, etc. toward a person or thing" (Random House College Dictionary, 1973, p. 87).

Beer: "A beverage brewed from malt, sugar, hops, and water, and fermented with yeast" (Lichine, 1981, p. 104).



Curriculum: "The body of courses that present the knowledge, principles, values, and skills that are the intended consequences of the formal education offered by a college" (Carnegie, 1979, p. xiv).

Hotel and Restaurant Administration (synonymous in this study with "hospitality education"):

An area of work and study which applies principles and information from a number of disciplines to the problems of selling food, beverages, and lodging, to persons away from home. It includes a number of practices and techniques which have been developed, mostly from experience, for accomplishing these purposes (Lundberg, 1976, p. 1).

Perception: "Immediate or intuitive recognition, as of moral or aesthetic qualities" (Random House College Dictionary, 1973, p. 985).

Reaction: "Action in response to some influence, event, etc." (Random House College Dictionary, 1973, p. 1099).

Spirits: "Potable alcoholic liquids obtained through distillation" (Lichine, 1981, p. 454).

Wine: "The fermented juice of any fruit, but most often the grape" (Maizel, 1971, p. 189).

Wine Institute: "A state supported, California organization whose purpose is the protection and advancement of the interests of California wine producers and the California wine trade" (Schoonmaker, 1973, p. 357).

Winery: "American name for an establishment where wine is made" (Schoonmaker, 1973, p. 357).

## CHAPTER II

### REVIEW OF LITERATURE

#### International Wine Production Trends

Over the last 30 years, world-wide production of wine has experienced a significant increase. In a 1969 bulletin published by the Food and Agriculture Organization of the United Nations (FAO) on "The World Wine and Vine Products Economy," authorities stated that world production of wine, which remained practically unchanged between 1930 and 1950, began to rise from that date at an average rate of three percent a year. Initially, the growth was due to increased planting areas in Italy, the United States, Turkey, and the U.S.S.R. The rate of planting growth then slowed with the vineyard area becoming stabilized. Production, however, has continued to grow because of higher yields resulting from improved methods of cultivation. Wine production has become an important international business:

. . . an affair of vast ramifications. It provides a livelihood for some 37 million people throughout the world. More than 10 million hectares (nearly 25 million acres) of the earth's surface are planted in vines. Each year the world's harvest is some 300 million hectoliters (7.94 billion U.S. gallons, 6.6 billion imperial gallons), or roughly the equivalent of 3.5 billion cases of wine. And fully one-quarter of this great quantity comes from the common market countries. If all the vineyards were laid low by a sudden plague, millions of people would be thrown out of work or ruined, many others would be hard-hit, and an unmanageable economic crises would follow (Lichine, 1981, p. xi).

## United States Wine Consumption Trends

Although somewhat skeptical about America's ability to become a nation of wine drinkers, Street (1961) conceded in The Story of Wine that current trends indicated that such may indeed be the case. He stated:

It takes time for the taste of a people to change, let alone be educated--time and sufficient exposure to the new idea. We began as a nation of hard-liquor drinkers, we continued up to Prohibition as a nation of hard-liquor drinkers, and during Prohibition we gave free rein to the perversity that is one of our national traits, treated the law as a challenge, and drank hard liquor with two hands instead of one. It may still be true that we cannot be made into wine-drinkers, but signs and portents, and yearly statistics each more impressive than the last, seem to indicate a broadening appreciation of the place wine occupies in the pattern of good living (p. 22).

Since 1967, interest in wines all over the world, and especially in the United States, has grown as never before. People are traveling more and learning to acquire a taste for good wine.

For America, the seventies represented a kind of vicious coming of age. Consumption and connoisseurship of wines became widespread and accepted on a national scale. The enlarged wine-drinking public showed enthusiastic curiosity and willingness to experiment with new wines and newly emerging wineries (Lichine, 1981, p. 648).

The present cry is for more of everything turned out faster and more cheaply.

This current trend in United States wine consumption is largely a result of what Fellman (1981) has termed the "wine revolution." He contends:

The names of Ernest and Julio Gallo should be enshrined in the heart of every individual in the wine industry. For, more than any other people or organization, they did the essential, head-on work in marketing that brought wine to the attention of the American public

in the last thirty years. By producing wines that were priced fairly, well-made, and well packaged, they made their products acceptable for sale on supermarket shelves, and accepted at tables.

Connoisseurs may find the taste qualities of such wines as Strawberry Hill and Boone's Farm Apple unacceptable. But it was wines such as these that indoctrinated the college market to wine, that fostered the entrance of Lambrusco, Liebfraumilch and many other popular imports. It has been said that the average wine drinker spends the first year with Gallo, and then experiments, and grows to be a wine lover. College students of the 1960s were not interested in hard liquor. Wine, however, offered a philosophy of history, geography, and affordability. Thus a pattern developed among those who received their first exposure to wine overseas, which combined with the interest in a better life of the graduating student body, gave birth to the Wine Revolution (p. 74).

The popularity of wine, then, seems to be more than a passing trend, and one that cannot be ignored. According to an article in the March 15, 1982, issue of Business Week (p. 109) entitled "Creating a Mass Market for Wine," today's typical imbiber is ". . . 25 to 54 years old, well educated, has a good income, and resides in or near a large city." For this group, the drinking of wine is one of today's status symbols, ". . . imparting a certain measure of sophistication that sets them apart among their peers. There is too, that slight, vague aura of romance and mystique surrounding wine that adds, undeniably, to its pleasures" (Osterland, 1980, p. 11). Lichine (1981) stated:

The predicted American wine boom is now an established fact. The burgeoning American interest in drinking and discussing fine American wines has led to a dramatic growth in the wine industry. Per capita consumption has grown steadily from year to year. In California alone, creation of new wineries has brought the total to approximately 470, a nearly 100% increase since 1973. This increase in wine-making has affected all levels of the market from the simplest jug wines to the finest varietals (p. 652).

Four out of five beverage specialists contended that wine has "yet to reach its peak in the United States, particularly the less expensive domestic product" (Brown, 1975, p. 35). A definite influence on the market was the 1977 purchase of the Taylor Wine Company by the Coca-Cola Company. Coke has the money and the marketing expertise necessary to dramatically affect the domestic wine market.

Ultimately, Coke intends to position wine as an alternative to other commercial beverages; a drink that can be taken anywhere at any time. To this end, Coke is in the forefront of the effort to make wine selection as simple and as varied as choosing a soft drink or beer ("Creating a Mass Market for Wine," 1982, p. 108).

The dramatic increase in wine and beer consumption in the United States is even buoying spirits in drug stores with liquor departments. "Far more people are willing to shell out \$4.00 for a bottle of wine than \$10.00 for whiskey. Consumers are not only buying more wine, but higher priced wine, domestic and imported, as well" (Azarnoff, 1981, p. 72).

By the year 2000, Brown (1975) suggested, liquor and wine may be sold in such places as college dining rooms, movie theaters, hospitals, fast food outlets, beauty parlors, buses, homes for the aged, and possibly on the moon. He concluded that the future of any business, especially the hospitality trade, is "shaped by the power of its long-range thinking . . . a business that addresses itself only to the problems of the moment has no future" (p. 35).

#### Impact of Wine Consumption Trends on the Hospitality Industry

It is evident that increased wine consumption has opened many

doors for the hospitality industry by creating a new market. This market can be limited only by the imaginations of those responsible for its development and maintenance. As Coffman (1980) stated:

Everyone in the food and beverage business should want to sell wine because it's a profitable item. It takes no added payroll to sell wine. All it takes is a little education and a little sales effort from the staff which is already on hand selling food and beverages (p. 288).

Although this may be a somewhat simplified view, the mood of the industry toward wine is adequately voiced.

In a 1977 interview with Paul Beals of the Cornell Hotel and Restaurant Administration Quarterly, Victor Rosellini, then president of the National Restaurant Association and a restaurant owner himself, reflected that:

Wine is becoming an increasingly popular drink; it even replaces cocktails. . . . Just a few years back, we served maybe one gallon of wine a week over the bar. Today, we're serving 30, 40, and 50 gallons of wine. . . . Our sales in wine are tremendous. A few years ago, I didn't need a wine steward, but now, of course, I have one. It needs a professional, someone who can explain wine and understand wine. People are beyond the white, red, and rose' wines; they want to know about German wines, wines from Australia, and wines from Africa (p. 6).

There seems to be no holds barred: wine is being sold not only in restaurants for fine dining and in bars, but in other types of establishments as well. National restaurant chains such as Chi Chi's and Steak and Ale have expanded their wine and liquor sales with great success. Wine bars are becoming increasingly popular across the nation, and the sale of wine in fast-food restaurants is being market tested in establishments such as McDonalds and Mama Mia! Pasta.

## Challenges for Hospitality Educators

The hospitality industry is one of the four largest industries in the United States, with annual sales in 1984 projected to ". . . grow to \$159.3 billion, excluding alcoholic beverages" (Erickson, 1984, p. 119). The Council on Hotel, Restaurant, and Institutional Education in Washington, D.C. estimates that the "Industry's manpower needs over the next decade will approximate 250,000 new employees each year" (Harris and Grede, 1977, p. 116). With hundreds of jobs becoming available every year, including positions at the management and intermediate levels, hospitality educators at both two- and four-year institutions should find the 1980's to be an exciting and innovative time, a time for examining the state of the industry and its needs, both present and future, and to adjust curricula to meet these needs. Existing programs should be reevaluated, as Lewis (1982) stated:

. . . in light of changing managerial and social needs, as well as industry needs that have not yet surfaced. Hospitality educators who set off in this direction must anticipate these future needs and provide research and leadership that will chart the path. . . . If hospitality is to remain a viable academic program and career choice, (this) path may be the only way to go (p. 12).

At this point, a review of the progression of the industry over the years is important in helping planners to better understand where we have been, where we presently are, and what the future of hospitality training has in store. Eugene A. Ference (1982), president of Hospitality Learning Systems, Inc. stated:

The period from the 1900s to the late 1950s (is being termed) the era of discontinuity. The prevailing management philosophy of 'my way or the highway' meant that most of the training given during that period was superficial. Because labor was readily available, the

retention and development of employees were accorded a low priority.

Training during the 1960s focused on teaching specific skills in response to new models of technology. This type of training was purely functional.

By the early 1970s, a number of companies realized that offering training opportunities to personnel would help them achieve and maintain higher company standards and retain more employees. . . . By the mid-70's, management skills were also being taught. . . . A subtle shift away from management personnel solely as a cost to be minimized and toward encouraging leadership abilities in people began to occur.

Today, in the 1980s, a number of successful companies are acting to close the gap between policies and procedures on paper and the training of human resources in practice. Employees, too, have become increasingly aware of the importance of training to their careers, and many expect companies to make training activities available to them as a matter of course (pp. 25-26).

As technology in the industry has increased, so too has the need to retain high quality employees. To fulfill this challenge, industry has had to develop effective programs to meet employee needs in an effort to keep workers satisfied and in place. Although this pertains to the actual working situation, the educational community can perhaps examine what has been learned by industry and apply it to curricular changes.

As hospitality educators, it is our mandate to seek solutions, to do research, to get involved, to teach students new ideas and new ways of doing things, and to be visionaries of the industry. Yet, if we examine many of the courses we are teaching, we will probably find that the bulk of them emphasize the same concerns today as they did twenty years ago (Lewis, 1982, p. 12).

Lewis (1982, p. 12) further contended that present day curricula are "tailored to what the industry needs now, not what it will need in the future," and that if we are to "provide students with the skills necessary to be effective managers, we must first adapt curricula to



future business needs, anticipating those needs in advance rather than merely responding to them after the fact" (p. 13).

This view is also supported by Rappole (1974) when he suggested that:

If the four-year hotel and restaurant program is to remain a vital force in food management education, it is imperative that the curriculums begin to reflect the challenges of the future and not the remedies of the past.

The food service industry, as it approaches the 21st century, has the technology and the interdisciplinary competence to develop a technological and management system all its own. The schools, therefore, must also develop this competence if they are going to keep pace with industry and provide graduates with knowledge of food service systems as they exist (p. 55).

In an effort to improve and provide quality wine education, a group of foresighted professionals banded together in the mid-1970s to create the Society of Wine Educators. Membership in the Society is open to those who teach about wine or are interested in wine and spirits education. The common interest of this Society is wine education. The Society of Wine Educators provides its members with a Catalog of Wine Education Materials which includes a listing of wine education aids and resources available to assist the wine industry, the wine merchant, and the wine collector. This organization provides an invaluable service to its members and is one way of answering some challenges faced by hospitality educators.

Finally, it must be realized that consumers are now more educated than they have been in the past. "Hospitality educators must learn what many other businesses learned long ago; satisfaction is determined by what the consumer wants and expects--not by what the seller can produce" (Lewis, 1982, p. 14). As Lewis (1982) has stated:

In light of these trends, tomorrow's hospitality executives and entrepreneurs will need to be creative, innovative, and skilled at adapting to a changing environment. They will also need to be long-range planners and strategists, able to proact to technological, economic, political, and social changes. . . . What we teach students today must be relevant to them tomorrow (p. 14).

As a result, if trends such as increased American wine consumption and the development of a viable new market for the hospitality industry have indeed become realities, are institutions providing hospitality education to meet these challenges accordingly? Will the hospitality graduates of today and tomorrow be able to function competently in an ever-changing industry? Can present day curricula meet the needs of the students and the industry as well, or is it time for curricular changes? Perhaps these are questions for educators to seriously consider in planning and/or enhancing futuristic plans of studies for their students.

## CHAPTER III

### METHOD

Wine consumption in the United States has increased dramatically over the last three decades. Correspondingly, the necessity for institutions offering degrees in hospitality education to develop and/or expand courses containing information on wine in order to effectively train the food service managers of tomorrow has also increased. This study, therefore, was conducted to ascertain and analyze the current status of wine course offerings in hospitality education degree granting institutions nationwide, and to determine changes to present curricula considered necessary by today's educators. This chapter includes the research design, sample, data collection (which includes planning and development), instrumentation, survey procedures, and data analysis used in this study.

#### Research Design

Descriptive status survey was the research design used in this study. "Descriptive research is concerned with . . . the analysis of the relationships between nonmanipulated variables, and the development of generalizations" (Best, 1981, p. 24).

It involves the description, recording, analysis, and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing and nonmanipulated variables (p. 25).

## Sample

A listing of the 147 institutions invited to participate in this research is contained in Appendix B. These institutions were selected from the Directory of Hotel, Restaurant, and Institutional Schools published by the Council of Hotel, Restaurant, and Institutional Education (CHRIE) in 1982, and included those listed as having two- or four-year degree granting (associate and/or bachelor degree) programs. Sixty-two institutions were identified as having four-year programs, while 85 were found to have two-year programs.

## Data Collection

### Planning and Development

Planning and development of this research was accomplished during the Fall, 1983, and Spring, 1984, semesters. Data collection procedures and data analysis techniques appropriate to answer the research objectives were chosen.

### Instrumentation

The research instrument (Appendix C) was a seven page questionnaire which consisted of multiple choice, short answer, opinion, and attitude questions. It consisted of four sections with a total of 33 questions. The first section elicited general demographic information. In Section II, specific information on courses containing information on wine (course titles, hours of lecture, hours of laboratory, department in which offered, etc.) was sought, as well as information on respondent's opinions about expanding wine courses, the

types of educational materials respondents believed the wine industry should provide, and continuing education programs respondents felt would help them in teaching their courses. The third section measured the respondents' attitudes toward the importance of courses on wine in the curriculum, while Section IV examined the respondents' perceived reactions to the attitudes of the administration, the community, and the students toward wine courses.

The research instrument was examined for content validity, clarity, and format by a panel made up of graduate faculty of the Food, Nutrition and Institution Administration Department, the School of Hotel and Restaurant Administration, and the Statistics Department of Oklahoma State University. Modifications were made based on the panel's comments on the questions and clarity of instructions. The questionnaire was printed on orchid (dark lavender) colored paper and designed to facilitate refolding, stapling, and returning of the instrument to the researcher. Postage, in the form of stamps affixed to the questionnaires, was provided for the respondents to return the completed surveys.

#### Survey Procedures

The questionnaires were mailed on March 1, 1984, to the 147 institutions listed in the 1982 CHRIE Directory as being two- or four-year degree granting institutions. Respondents were asked to return the questionnaires on or before March 14, 1984. A follow-up letter (Appendix A) was mailed on April 12, 1984, asking those who had not initially responded (97) to do so as soon as possible.

## Data Analysis

Collected data requiring statistical analysis were coded and transcribed onto computer worksheets, then keypunched onto computer cards using the IBM 25 Card Punch. Cards were then fed through the IBM 2501 Card Reader with direct access to the mainframe computer (IBM 3081D). Appropriate programs were selected to analyze the datasets created using the Statistical Analysis System (SAS) (Helwig, 1979). Standard statistical procedures including Frequency Tables, t-test, and Analysis of Variance (ANOVA) were used to analyze the data (Steel and Torrie, 1980). Data which did not require statistical analysis were summarized and reported as appropriate to meet research objectives.

## CHAPTER IV

### RESULTS AND DISCUSSION

This study was conducted to analyze the current status of wine course offerings in hospitality education degree granting institutions; to determine how certain variables may affect specific courses taught and their content; and to determine what educators believe can be done to improve present wine course offerings. A seven page questionnaire consisting of four sections with a total of 33 questions, as described in Chapter III, was developed.

The sample was composed of United States institutions listed in the 1982 CHRIE Directory of Hotel, Restaurant, and Institutional Schools, and identified as offering associate and/or bachelor's degrees in hospitality education. Copies of the research instrument were sent to the directors of hospitality education programs at 147 institutions, and 56 completed questionnaires were returned (38%). Data from 44 of the responses (30%) were analyzed. The remaining 12 responses (8%) indicated that courses containing information on wine were not offered at their institutions. A follow-up letter was sent to nonrespondents.

This chapter analyzes the characteristics of respondents, the characteristics of institutions, and the content of courses concerning wine. Additionally, an investigation to determine what educators believe can be done to improve wine course offerings was conducted.

Finally, data analysis necessary to test the null hypotheses are presented.

### Characteristics of Respondents

To determine the characteristics of the survey participants, respondents were asked to complete a series of demographic questions. The demographic data analyzed included the respondent's sex, age group, academic rank, and the highest degree attained. Other information analyzed on the respondent included where their knowledge about wine was learned, where their professional experience with wine was attained, and their particular area of teaching experience.

#### Sex

Of the 44 respondents, 86 percent (N=38) were male, and 11 percent (N=5) were female. One respondent did not indicate a sex. These results supported the 1980 findings of Rutherford (1982) on the characteristics of professors of Hotel and Restaurant Administration (HRA) in college and university affiliated baccalaureate programs. In the 1980 HRA survey, the sex of the respondents was found to be 89.3 percent male and 10.7 percent female. The HRA study further revealed that: "HRA faculties are almost exclusively white and male, at least in part because the hospitality industry has traditionally not had a record of promoting women and members of minority groups to management jobs" (Rutherford, 1982, p. 39).

#### Age Group

Respondents were asked to indicate an age group rather than their



precise ages. In this study, it was found that over one-third of the hospitality educators surveyed were in the 31-40 age group, one-fourth were in the 41-50 age group, and one-fifth belonged to the 51-60 age group. Fifty-two percent (N=23) of the respondents were between 21 and 40 years of age, while 48 percent (N=21) were over 40 years of age. Table I illustrates the similarities and differences between age groups of educators in this study, as compared with Rutherford's (1982) HRA survey done in 1980. Basically, the present study revealed a decline in the number of educators over the age of 60, and an increase in those in the two younger age groups.

TABLE I  
AGE GROUPS OF THE HRA PROFESSORiate AND  
THE WINE SURVEY PROFESSORiate

Age Group	1980 HRA Survey	1984 Wine Survey
21-30	5.0%	11.4%
31-40	33.1	40.9
41-50	25.9	25.0
51-60	25.2	20.4
Over 60	10.8	2.3

### Academic Rank

One-third of the educators teaching courses with wine information were classified as instructors. Slightly less than one-fifth of the educators were full professors, one-fourth were associate professors, and one-fifth were assistant professors. Lecturers and graduate teaching assistants accounted for 4.5 percent of the wine course educators.

This aspect of the study was not markedly similar to the 1980 HRA survey (Table II). Percentages in the professoriate ranks were lower in this study, while the percentage found in the "Other" category were significantly higher. This may be due to the focus of Rutherford's (1982) study being on educators at the baccalaureate level, while the present study examined both two- and four-year programs.

TABLE II  
ACADEMIC RANK OF THE HRA PROFESSORiate AND  
THE WINE SURVEY PROFESSORiate

Academic Rank	1980 HRA Professoriate	1984 Wine Survey Professoriate
Professor	24.3%	15.9%
Associate Professor	33.6	25.0
Assistant Professor	27.1	20.5
Other*	15.0	38.6

\*Instructors, lecturers, and other similar appointments.

Highest Degree Attained

The questionnaire asked respondents to indicate degree(s) attained and their major(s). Many respondents had attained two or more degrees, making the list lengthy and difficult to analyze statistically. This listing was subsequently collapsed to indicate only the highest degree attained by each respondent (Table III).

TABLE III  
MAJORS IN THE HIGHEST DEGREE ATTAINED  
BY RESPONDENTS

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<u>Bachelor's Degrees</u> (N=11)	
Hotel/Restaurant Management	Food Service Administration
Culinary Arts	Political Science
Philosophy	Secondary Health Education
Health and Physical Education	Vocational Education
<u>Master's Degrees</u> (N=21)	
Hotel/Restaurant Administration	Higher Education
Business Administration	Distributive Education
Business Education	Home Economics Education
Business	Economics
Food Science	Meat Science
Food and Nutrition	Geography
Marketing	
<u>Doctoral Degrees</u> (N=12)	
Marketing	Home Economics Education
Education Administration and Supervision	Higher Education Administration
Curriculum Development	Communications Marketing
Education	Horticulture

---

Nearly one-half (48%) of the survey participants indicated their highest degree to be at the master's level. Predominating majors included: Hotel/Restaurant Administration, Business, Business Education, and Business Administration.

Doctoral degrees were the highest attained by 27 percent (N=12) of the respondents. The prevailing emphasis of study at this level was: Marketing, Education Administration and Supervision, and Curriculum Development.

Bachelor's degrees were the highest attained by 25 percent (N=11) of the educators responding. Hotel and Restaurant Management was cited as the predominant major in this category.

#### Where Knowledge About Wine Was Learned

Wine course educators responding to the survey were asked to identify where their knowledge about wine was learned. Respondents were to check all or any of six possible categories, including an "Other" section. More specific information was requested from those responding to the "Wine Courses by Correspondence" (Table IV), "Professional Experience" (Table V), and "Other" (Table VI) categories. Overall results are illustrated in Figure 1.

Ninety-one percent of the respondents cited the reading of books, pamphlets, journal articles, etc., as the most widely utilized source for attaining knowledge about wine. Professional experience accounted for 70 percent of respondents' source of wine knowledge, while 60 percent of survey participants sought knowledge via courses from wineries and/or wine information centers. Slightly over one-half (52%) of the respondents utilized college/university courses to learn

about wine, and 34 percent found knowledge of wine through correspondence courses.

TABLE IV  
CORRESPONDENCE COURSES SPECIFIED BY RESPONDENTS  
AS BEING USED TO OBTAIN KNOWLEDGE ABOUT WINE  
(N=8)

Course Topic or Offering Agency	Frequency
Wine Advisory Board (California)	2
California Wine Institute	2
French and Italian Wines	2
University of California, Davis Extension	1
California and French Wines	1

Where Professional Experience With  
Wine Was Attained

Wine course educators were asked to identify where their professional experience with wine was attained. Respondents were able to check a total of four responses, as applicable (Figure 2). Those indicating "Other" were asked to specify additional professional experiences (Table VII).

TABLE V  
 PROFESSIONAL EXPERIENCE SPECIFIED BY RESPONDENTS  
 AS BEING USED TO OBTAIN KNOWLEDGE ABOUT WINE  
 (N=32)

Area of Experience	Frequency
Manager*	11
Restaurant Employment**	5
Owner of Bars/Wine Cellars/Restaurants	4
Bartender	4
Consultant	2
Teaching Courses Concerning Wine	2
Extensive Wine Service Work Experience	2
Iowa Wine Advisory Board	1
Conducted Wine Tastings	1

\*Bar, restaurant, and beverage managers.

\*\*Dining room captain, stewards, waiters.

TABLE VI  
 "OTHER" AREAS SPECIFIED BY RESPONDENTS AS BEING  
 USED TO OBTAIN KNOWLEDGE ABOUT WINE  
 (N=15)

Source	Frequency
Membership in Wine Organizations	5
Seminars on Wine	3
Personal Hobby	2
Travel	1
Local Newspaper	1
Textbooks	1
Personalized Instruction from an Expert	1
Drinking	1

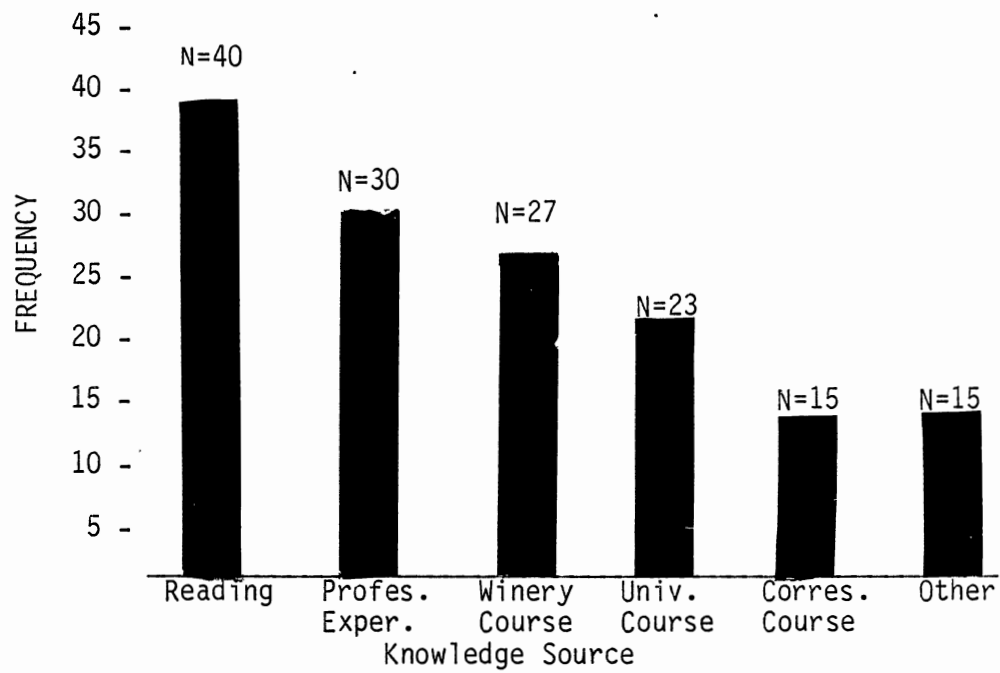


Figure 1. Where Knowledge About Wine Was Learned



\*See Table VII.

Figure 2. Where Professional Experience With Wine Was Attained

TABLE VII  
 PROFESSIONAL EXPERIENCE WITH WINE SPECIFIED  
 BY RESPONDENTS AS "OTHER"  
 (N=15)

Experience	Frequency
Beverage/Club Management	6
Unspecified	2
Iowa Wine Advisory Board	1
Society of Wine Educators	1
Developed Own Wine Cellar	1
Owning a Restaurant	1
Consulting	1
Judge at Wine Festival	1
Seminars on Wine	1

Over two-thirds of the survey participants indicated teaching wine courses at the college/university level as a major source of professional experience with wine, while bartending was the second most widely indicated professional experience. Teaching short courses on wine and the "Other" category were cited with similar frequency.

#### Area of Teaching Experience

Respondents were asked to indicate their area(s) of teaching experience by "Checking All that Apply" of a possible four responses



(Table VIII). More than one-half of the wine course educators taught in the areas of Hotel/Restaurant Administration and Foodservice Management. One-fifth of the educators were from other areas.

TABLE VIII  
AREAS OF TEACHING EXPERIENCE INDICATED  
BY RESPONDENTS  
(N=44)\*

Area	Frequency	Percentage
Hotel/Restaurant Administration	30	68.2
Foodservice Management	27	61.4
Other**	9	20.5
Dietetics	3	6.8

\*Respondents could indicate more than one area of teaching experience.

\*\*Included horticulture, higher education administration, wine only, and several foodservice related subjects.

#### Characteristics of Institutions

Land-Grant, Public Nonland-Grant, and  
Private Institutions

Respondents were asked to specify whether their institutions were

land-grant, public nonland-grant, or private. Of the 44 responses analyzed, 56 percent (N=20) were public nonland-grant, 30 percent (N=11) were land-grant, and 14 percent (N=5) were private institutions. Eight responses (18%) did not indicate the type of institution.

#### Two-Year and Four-Year Institutions

Slightly more than one-half (N=24) of the 44 institutions responding to the survey were two-year schools. The remaining participants (N=20) were from four-year institutions.

To summarize the type of institution by years, the respondents were predominantly (39%) from two-year public nonland-grant schools. Twenty-eight percent of the participants were from four-year land-grant institutions, and 17 percent from four-year public nonland-grant schools (Appendix D).

#### Analysis of Content of Courses Concerning Wine

Forty-four responses (30%) were analyzed for content of courses concerning wine. Of this number, 43 percent (N=19) indicated that they taught one course with wine information, 40 percent (N=18) indicated teaching two courses with content on wine, 14 percent (N=6) taught three wine courses, and 2 percent (N=1) taught four courses with wine information. The total number of courses analyzed for wine subject matter was 77. Table IX presents some general characteristics of courses taught. These courses have been collapsed into 20 general categories.

TABLE IX  
GENERAL CHARACTERISTICS OF COURSES TAUGHT  
CONTAINING WINE INFORMATION

Course Title	Length <sup>1</sup>	No. Credits	No. Hours Lecture/Week	No. Hours Lab/Week	Purpose <sup>2</sup>	Intended Audience <sup>3</sup>	Beverage Items Taught <sup>4</sup>
Beverage Management (N=14)	S	3	3	2	R,M	H	3
Food and Beverage Management (N=10)	S	3	3	1.5	R,M	H	3
Basic Bartending/Bar Management (N=7)	S	2.6	2	2	R	H	3
Institution Administration/Food-service Management (N=6)	S	5.6	5	1.5	R	H	3
Quantity Foods (N=6)	S	4.4	6	6	R	H	3
Dining Room Management (N=5)	S	4.5	2.5	5.5	C,A	H,F	3
Introduction to Wines/Wine Appreciation (N=5)	O	2	12	16.5	C,A	H	1
Purchasing (N=5)	S,Q	2.8	3	2	R	H	3
Wines, Beers, and Spirits (N=4)	S	2.5	2	2	R	H	3
Wines of the World (N=3)	S,Q	1.3	4	2.5	C	H	1
Catering Management (N=3)	S	3.3	2	3	A	T	3
Senior Seminar (N=1)	Q	5	5	0	R,P,M	H	1
Multicultural Family Food Patterns (N=1)	S	3	2	3	R,B	H	3
Fruit Production (N=1)	S	5	3	4	R	Horticulture	1
Restaurant Orientation (N=1)	S	3	3	0	R,P	H	3
Geography of American Wines and Spirits (N=1)	S	3	2	1	C,A	G	3
Geography of European Wines and Spirits (N=1)	S	3	2	1	C,A	G	3
Wines of America (N=1)	Q	2	2	2	C,A,P	H,G	1
Menu Planning (N=1)	Q	3	3	9	R	H	3
Special Topics (N=1)	S	3	3	0	R	H	3

<sup>1</sup>S = Semester; Q = Quarter; O = Other

<sup>2</sup>R = Required; P = Purchasing, M = Marketing/Merchandising; A = Appreciation; C = Consumer Awareness; B = Bartending

<sup>3</sup>G = General Public; H = Hotel/Restaurant Majors; F = Food/Nutrition Majors

<sup>4</sup>1 = Wine Only; 3 = Wine, Beer, and Spirits

### Course Titles

Respondents were asked to list the titles of courses taught at their institutions containing information on wine. Of the 77 course titles provided, 20 general titles were evident (Table IX). The most predominant course titles included: Beverage Management, Food and Beverage Management, Basic Bartending/Bar Management, and Institutional Administration/Food Service Management. Other course titles included: Quantity Foods; Dining Room Management; Introduction to Wines/Wine Appreciation; and Wines, Beers, and Spirits.

### Number of Semester or Quarter Hours

To determine the length of courses taught with wine information, respondents were asked to indicate whether the course was taught on a semester or quarter basis, to specify the number of credit hours, and also to identify the exact length of each course. Of the 77 courses analyzed, 45 (58%) of the courses were taught on a regular semester basis, 18 (23%) were taught on a quarterly basis, and 14 (18%) were identified as being taught anywhere from three days to ten weeks (short courses, community service, extension). Two of these courses were classified as "self-paced" with no specific length indicated. Credit hours ranged from 1 to 16 hours, with the average credit hours offered being 3.3. The mean credit hours for each course grouping is indicated in Table IX.

### Department Where Wine Course is Taught

Of the 44 responses analyzed, 18 (23%) identified the department

in which the course was taught, for a total of 39 courses. Table X identifies the departments teaching courses containing wine information as well as the survey frequency of courses taught within each department. It is apparent that most courses with wine information are taught through the department of Hotel and Restaurant Administration.

TABLE X  
DEPARTMENTS TEACHING COURSES WITH WINE  
INFORMATION\*

Department	Frequency
Hotel/Restaurant	14
Business	6
Marketing and Hospitality Services Administration	4
Home Economics	3
Hotel/Restaurant Business	3
Culinary Institute of America (School)	3
Geography	2
Horticulture	2
Food and Nutrition/Dietetics	2

\*Departments were specified for only 39 of the 77 courses.

#### Number of Hours of Lecture Per Week

Forty-one respondents (93%) indicated the number of hours of lecture per week for each course taught containing information on wine. The overall range was from 1 to 40 hours per week, with a mean of 3.5 hours per week. Table IX indicates the mean number of hours of lecture per week for each of the 20 consolidated categories.

#### Number of Hours of Laboratory Experience Per Week

Forty-one of the 77 courses analyzed included laboratory experiences for the students. The range identified was from one-half hour to six hours per week. There were also courses cited as community service, extension, or short courses which totaled up to 35 hours per week. The mean number of hours of laboratory experience provided each week is indicated in Table IX.

#### Type of Facility in Which Laboratory is Conducted

Respondents were asked to specify the type of facility in which laboratory experience sessions were conducted for each course. There were nine possible responses in this category, with respondents being asked to check "All That Apply." Information was provided for 41 (53%) of the 77 courses analyzed (Table XI). Results indicated that the most widely utilized facilities were the classroom, the foods laboratory, and restaurants.

TABLE XI  
 TYPE OF FACILITY IN WHICH LABORATORY  
 IS CONDUCTED\*

Type of Facility	Frequency
<u>On Campus</u>	
Food Laboratory	24
Classroom	20
<u>Other</u>	
Lecture Demonstration	2
Dining Room	1
<u>Off Campus</u>	
Restaurant	16
Winery	8
Lounge/Club	7
Liquor Store/Retail	2
<u>Other</u>	
Student Union	1

\*Respondents were to check all applicable facilities.

### Course Prerequisites

For the 77 courses analyzed, 35 percent (N=27) did not have prerequisites for courses containing information on wine, while 30 percent (N=23) did indicate certain requirements. Thirty-five percent (N=27) did not indicate a response. Legal drinking age (ranging from 18-21 years of age) was the most cited (N=11) course prerequisite.

Other prerequisites for wine courses included various hotel, restaurant, and foods classes (N=8); junior or senior class standing (N=7); and accounting (N=4). Business law, microbiology, chemistry, and sensory analysis were also mentioned as being necessary prerequisites.

### Laboratory Fee

Survey participants were asked to disclose the specific laboratory fee charged (in dollars) for each course (over tuition). Respondents indicated that 23 (56%) of the 41 courses offering laboratory experiences charged a specific fee over tuition cost. One participant stated that charging a laboratory fee was not allowed. Specific laboratory fees ranged from \$10.00 to \$60.00. The average fee charged was \$25.00 (Table XII).

TABLE XII  
LABORATORY FEES CHARGED\*

Specific Fee	Frequency
\$10.00	5
20.00	10
25.00	1
30.00	2
40.00	1
50.00	2
53.00	1
60.00	1

\*Forty-one of the 77 courses provided laboratory experiences. Of those 41, 23 indicated charging a specific laboratory fee.



### Intended Audience

Respondents were asked to identify the intended audience for which the courses were designed. It was possible for participants to check all or any of five responses, including one entitled "Other," for which educators were asked to specify the intended audience. As indicated in Figure 3, more than one-half of the courses were designed for hotel/restaurant majors.

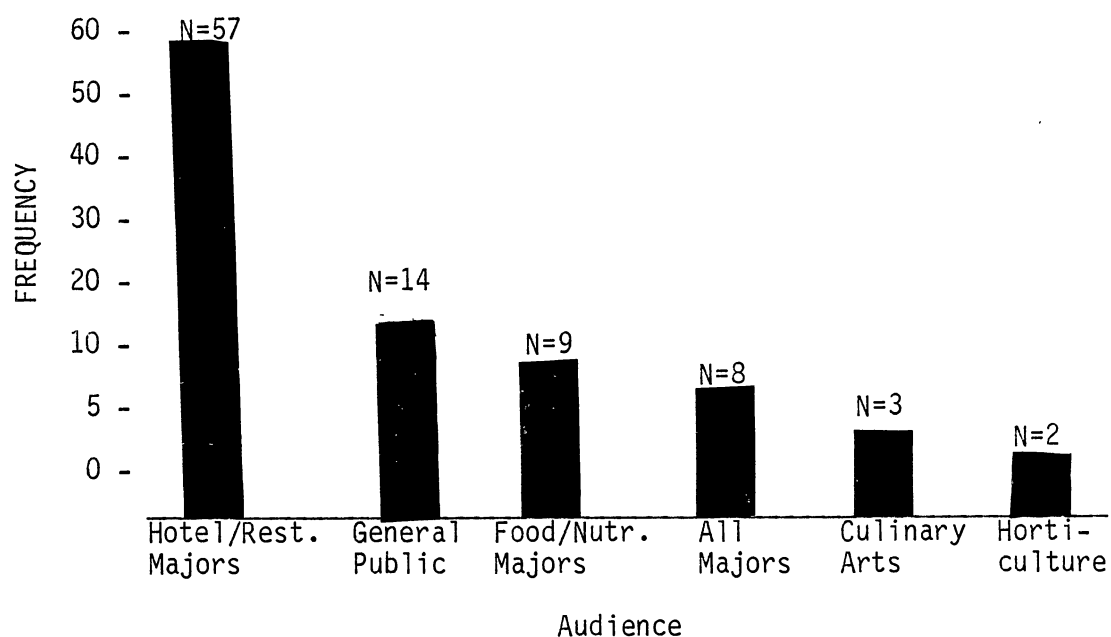


Figure 3. Intended Audience for Courses With Wine Information

### Purpose of Courses

Participants in the survey were asked to identify the purpose for

which the courses were designed by checking any one or a combination of eight possible choices, including an "Other" category for which respondents were asked to specify the course purpose. Degree requirement was the most predominant purpose specified. Of the actual subject choices, appreciation ranked highest, while consumer awareness, purchasing, and marketing/merchandising were about equal in being indicated as the purpose of wine courses (Figure 4).

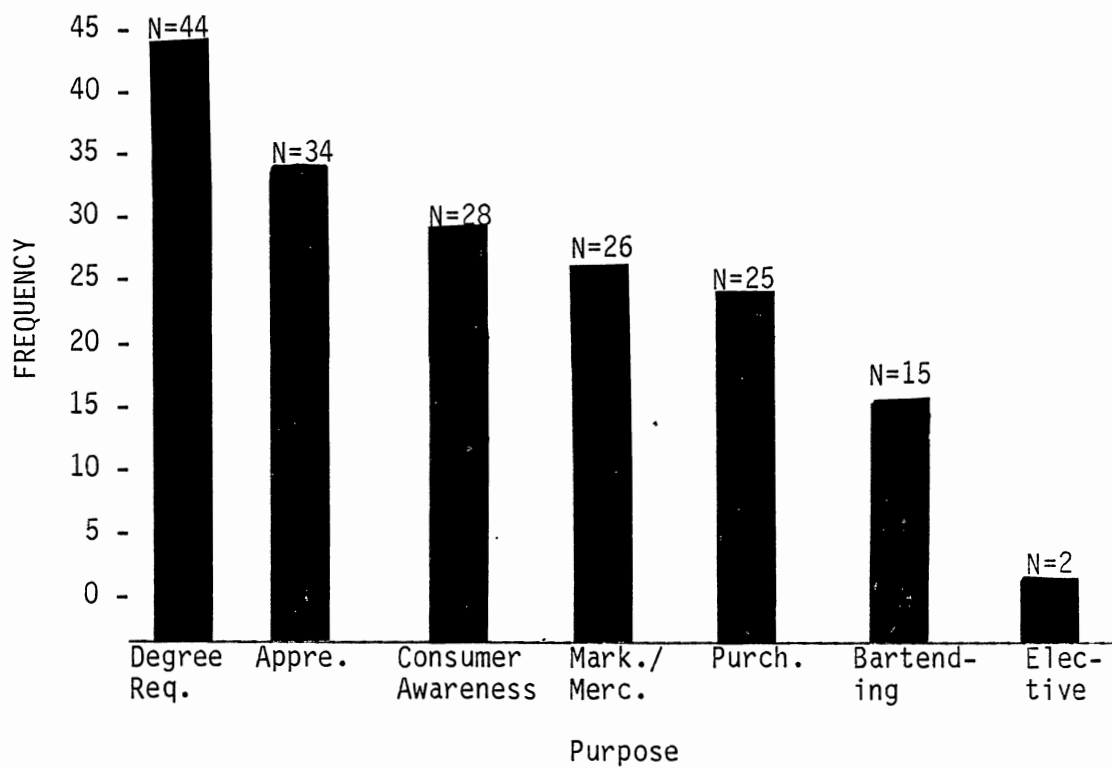


Figure 4. Purpose of Courses

### Major Content Emphasis of Courses

Survey respondents were asked to identify the specific content of each wine course by indicating the percentage of time spent on each of six topics, including an "Other" category. For the 77 courses analyzed, percentage information on course content was provided for 33 courses (43%). The subject areas covered, but with no percentages, were provided for 36 courses (47%). Participants did not indicate a response for the remaining eight courses (10%).

Figure 5 illustrates the mean percentage of time spent on the five major subject areas for courses where respondents specified the percentage of time. It is apparent that wine selection was the most predominant content emphasis. The remaining subject areas: history, service, merchandising, and marketing, were very similar in emphasis consideration within the course.

Figure 6 depicts frequency responses of those who indicated only subject areas covered and no percentage of time spent on each topic. The five major subject areas were quite similar in their frequency of coverage within a course, with the exception of marketing, which was slightly lower than the rest.

In comparison, Figure 7 shows the frequencies of major content emphasis between respondents who indicated the percentage of time spent on each subject area, and those who did not. Respondents who did indicate percentage of time produced lower frequencies in all subject areas except selection. In the selection area, frequencies were identical.

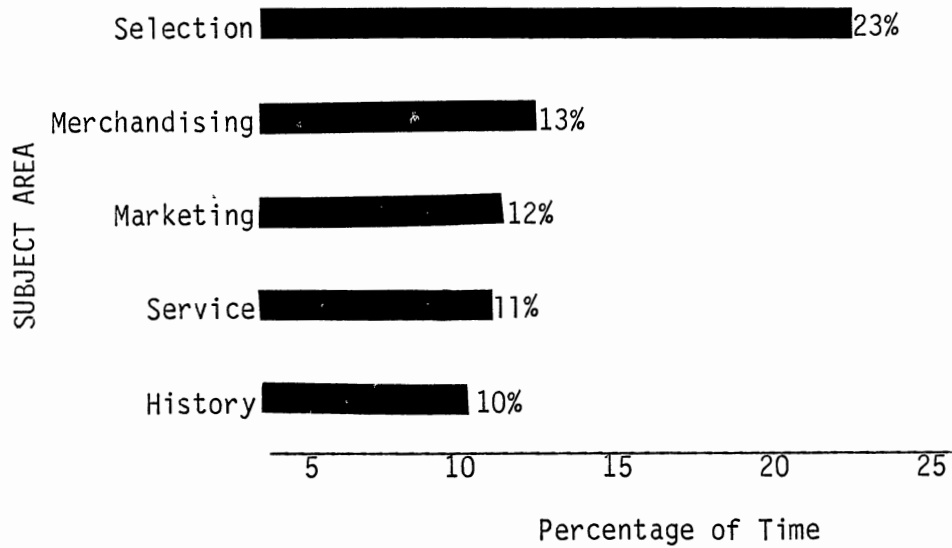


Figure 5. Major Content Emphasis of Courses (Where Respondents Indicated Percentage of Time) (N=33)

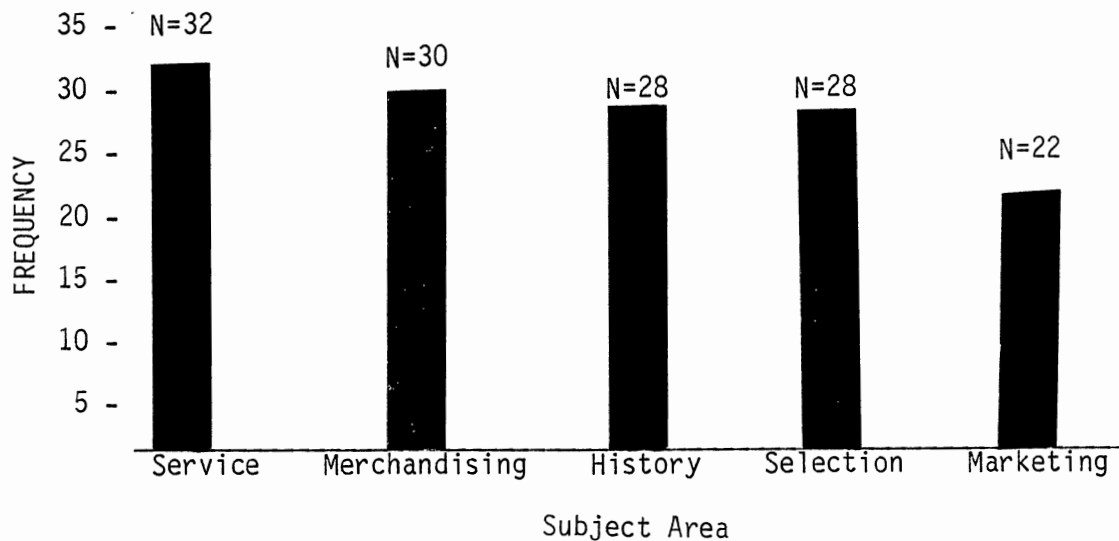


Figure 6. Major Content Emphasis of Courses (Where Respondent Indicated Subject Area, But No Percentage of Time) (N=36)

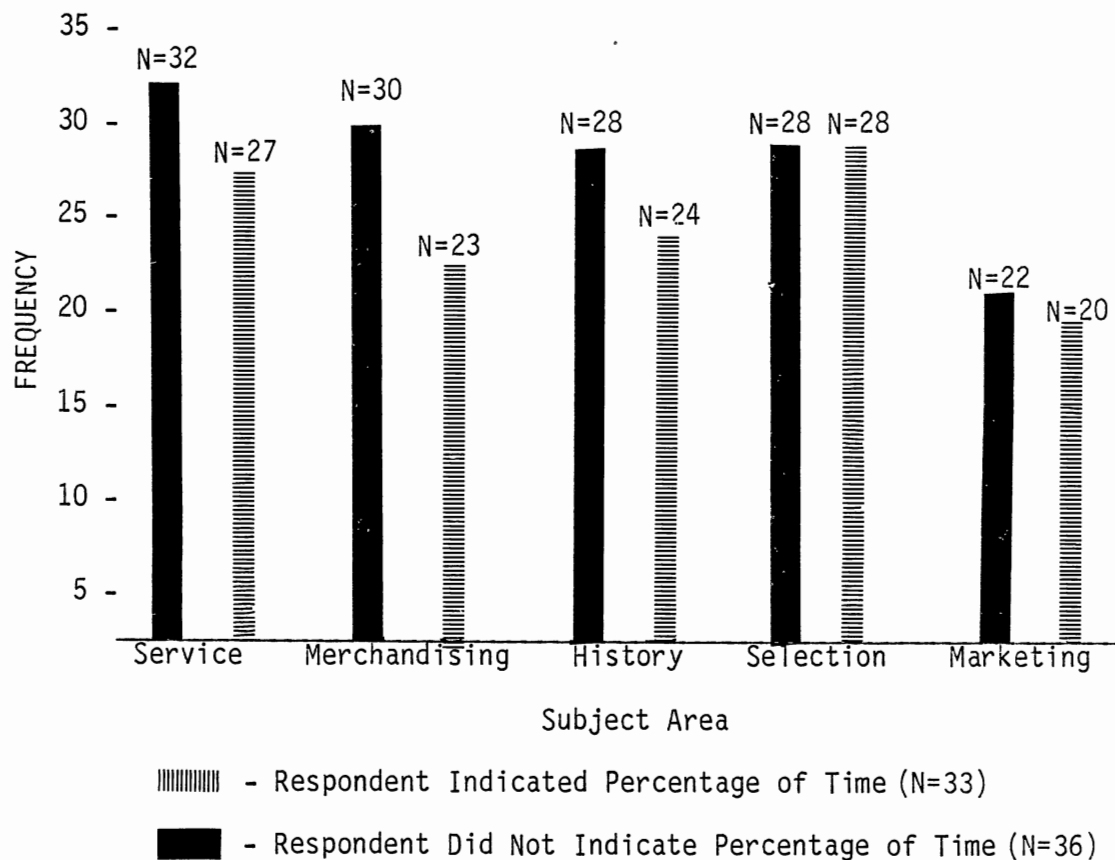


Figure 7. Comparison of Frequency of Major Content Emphasis of Courses Between Respondents Who Indicated Percentage of Time Spent on Each Subject Area and Those Who Did Not

"Other" subject areas reported as being covered within wine courses included wine tastings, laws, financial control, product knowledge, storage, and sensory evaluation. Also identified were inventory control, accounting, internal controls, geography, sociology, and management.

### Textbooks and Laboratory Manuals Used

Respondents were asked to list the authors and titles of textbooks and laboratory manuals used in teaching their courses with information on wine. Of the 77 courses analyzed, titles of books and/or laboratory manuals were cited for 63 courses (82%), yielding a total of 43 titles (Appendix E). Authors were not provided for 15 (34%) of the 43 works.

Grossman's Guide to Wines, Beers, and Spirits was the most widely utilized textbook (N=15), along with Katsigris and Porter's The Bar and Beverage Book (N=9). Other books often used in teaching courses on wine included The New Signet Book of Wines (N=4) by Bepaloff, and Grossman's The Professional Wine Reference (N=3). Three educators indicated the use of locally developed manuals and/or handouts.

### Beverage Items Taught in the Courses

More than one-half (N=60) of the 77 courses analyzed contained information not only on wines and beers, but also distilled spirits. Nineteen percent (N=15) of the courses contained subject matter exclusively on wines, while three percent (N=2) of the courses covered both wines and beers.

### Specific Changes Respondents Would Make to Expand Wine Course Offerings

Wine survey participants were asked to identify the specific changes they would make if they were to expand their wine course offerings (Table XIII). Of the 30 (68%) respondents who replied to

the question, a full one-third indicated that they would expand their courses to provide greater depth. Slightly more than one-tenth (13%) wanted to develop courses specifically on wine, while another 13 percent wished to increase the course content on import wines. Wine tastings and field trips to wineries were also mentioned as possible changes. Two respondents mentioned that their activities in this area were "highly restricted," due to state laws or other factors.

#### Types of Educational Materials Respondents

##### Believe the Wine Industry Should Provide

Twenty-eight respondents (64%) specified the types of educational materials they felt the wine industry should provide which would be useful in teaching their courses (Table XIV). Forty-three percent (N=12) of the 28 respondents stressed the need for films, video tapes, and slides on all subject areas dealing with wine. Other educational materials wine educators felt would be particularly useful included non-brand specific handouts, products for tasting, winery location maps, guest speakers, and marketing information.

#### Continuing Education Training Needed

##### by Respondents

Of the 44 survey respondents, 23 (52%) indicated continuing education training they felt would help them in teaching their wine courses (Table XV). One-fifth of the wine educators cited that travel to the wine growing regions of the world would be a valuable experience for them. Some other beneficial training areas included tasting experience and reasonably priced seminars.

TABLE XIII  
 CHANGES RESPONDENTS WOULD MAKE TO EXPAND  
 WINE COURSE OFFERINGS  
 (N=30)

Change	Frequency
Expand Courses to Provide Greater Depth	10
Develop Courses Specifically on Wine	4
Increase Content on Import Wines	4
Provide Wine Course Available to All Majors	3
More Emphasis on Wine Tasting	3
Set Up a Tasting Laboratory at the School	3
Develop Courses Specifically on Beverages	2
Provide Field Trips to Wineries	2
Offer Course on Enology	1

When asked who should provide these experiences, respondents listed the wine industry, CHRIE, wine companies, and wine sales representatives. Universities and trade associations were also cited as possibilities for providing continuing education training to educators.

#### Importance of Courses on Wine

Participants in the wine survey were asked a series of four questions on the importance of wine in their curricula. Respondents



TABLE XIV  
 WINE EDUCATION MATERIALS RESPONDENTS  
 WOULD FIND USEFUL  
 (N=28)

Materials	Frequency
Films, Video Tapes, Slides on All Wine Topics	12
Non-brand Specific Handout Materials	4
Products for Tasting	3
Winery Location Maps	3
Guest Speakers	3
Marketing Information	3
Materials on Purchasing Specifications	2
Sampling Kits (with labels, corks, caps, and bottles by size and shape)	2
Glossary of Terms, Including Proper Pronunciation	2
Classification of Wines by Cost	2
Brands and Distinguishing Characteristics	1
Vintage Charts	1
Teaching Packets	1
Current Consumption Figures	1
Recipes	1

were to indicate their opinion to each of the four questions by circling a number on a scale from one to five, with one being "very important," three noting "indifference," and five indicating "no importance" (Appendix C).

TABLE XV  
CONTINUING EDUCATION TRAINING NEEDED  
BY RESPONDENTS  
(N=23)

Training Opportunity	Frequency
Travel to Wine Growing Regions of the World	5
More Tasting Experience	4
Reasonably Priced Seminars Specifically for Educators	3
Opportunities to Work With Industry and Share Knowledge	2
Any Available Courses	2
Yearly Updates on Changes and Developments in the Field	2
Marketing	2
Up-to-Date Information on Legislation, Laws, and Government Agencies	1
Cultural History	1
Expositions by Purveyors	1

Importance of Including Wine Information  
in the Curriculum

Clearly, the inclusion of wine information in the curriculum is of importance to the group of educators in this study. Forty-one participants (93%) responded to the first question. Of these, 51 percent (N=21) cited that wine information was "important" to have in the curriculum (number two on the scale from one to five). Another 37 percent (N=15) indicated this item as being "very important" (number one on the scale).

Importance of the Inclusion of Wine Infor-  
mation in the Curriculum to Benefit the  
Hospitality Industry

Forty-seven percent (N=19) of the 40 respondents (91%) to the second question cited the inclusion of wine information in the curriculum to benefit the hospitality industry as being "very important" (one on the five number scale). Twelve other respondents (30%) felt the item was "important" (two on the scale), indicating that the participants in this survey did consider the inclusion of wine information in the curriculum to benefit the hospitality industry to be "very important," although to a lesser extent.

Importance of Marketing Strategies for Wine  
in Teaching Hospitality Students

In teaching hospitality students about wine, marketing strategies were considered "very important" (one on the scale) by 53 percent

(N=21) of the 40 (91%) respondents, while 32 percent (N=13) cited marketing strategies as "important" (two on the scale). It is evident that the importance of marketing strategies in teaching hospitality students about wine is of significance to the wine course educators studied.

#### Importance of Expanding Wine Course Offerings

When asked about the importance of expanding wine course offerings in their curricula, 37 percent (N=15) of the 41 respondents (93%) to the question indicated that it was "important" (two on the scale) for them to expand their wine course offerings. Twenty-seven percent (N=11) of the educators were "indifferent" (three on the scale) toward expansion, while 24 percent (N=10) felt it was "very important" (one on the scale) for them to expand their wine course offerings. The trend seemed to indicate that the surveyed educators felt it was important to expand wine course offerings.

#### Reactions to Courses on Wine

Respondents were asked to indicate their perceptions of the attitudes of the administration, the community, and the students toward courses on wine in the curriculum. A series of four questions was asked, with respondents indicating their answer on a scale from one to five. Number one on the scale identified "positive" attitudes, three was a "neutral" position, and five illustrated "negative" attitudes (Appendix C).

### The Administrations' Attitude

Respondents were asked to describe the attitude of the administration at their institution toward courses on wine in the curriculum. Thirty-seven percent (N=16) of the 43 educators (98%) responding to the question indicated that the administrations' attitude was "positive" (one on the scale). Another 30 percent (N=13) of the respondents described the administrations' attitude toward wine courses as being "neutral" (three on the scale). The trend, then, seemed to lean toward a more positive attitude of the administration in regard to wine courses as part of the curriculum.

### Community Attitude

The attitude of the community where the institution is located was seen by 39 percent (N=17) of the 43 respondents (98%) to the question as "neutral" (three on the scale). Twenty-eight percent (N=12) of the educators indicated a "positive" community attitude (one on the scale) toward courses on wine, while 21 percent (N=9) described a "good" community attitude (two on the scale). Results appeared to indicate a "good" to "neutral" community attitude toward courses on wine in the curriculum.

### Students' Feelings

The feelings of students toward courses on wine in their program were perceived by 67 percent (N=29) of the 43 educators (98%) responding to the question as "positive" (one on the scale). Another 23 percent (N=10) of the respondents indicated that the students' feelings

about wine courses were "good" (two on the scale). Obviously, the educators surveyed perceived a "positive" attitude from their students toward wine courses in their programs.

Students' Feelings Toward the Need to Know About the History, Selection, and Service of Wines

Fifty-one percent (N=22) of the 43 respondents (98%) answering the question indicated "positive" student feelings (one on the scale) toward the need to know about the history, selection, and service of wines as part of their program. "Good" student feelings (two on the scale) were perceived by 39 percent (N=17) of the educators. The wine survey participants clearly saw the students' feelings toward the need to know about the history, selection, and service of wines as "positive."

#### Testing of Hypotheses

The hypotheses postulated in this study were:

H : There will be no significant differences in the mean importance scores associated with:

- a. sex
- b. age group
- c. academic rank
- d. highest degree attained
- e. where knowledge about wine was attained
- f. where professional experience with wine was attained

g. area of teaching experience

of the respondents.

The relationships between importance scores and the seven selected respondent characteristics referred to in the null hypothesis were determined with t-test and analysis of variance (ANOVA). The perceived opinion of "very important," "indifferent," and "no importance" was assigned by respondents by circling the corresponding number on a scale of one to five; one being "very important," three being "indifferent," and five of "no importance." Four significant relationships were found at the  $p = 0.05$  or less level.

One significant difference ( $p = 0.04$ ) was noted between respondents who had attained knowledge about wine via correspondence courses and their opinion toward the importance of including wine information in the curriculum to benefit the hospitality industry (Table XVI). This group tended to consider the inclusion of wine information in the curriculum to benefit the hospitality industry to be "very important," as opposed to those who attained wine knowledge by other means. As previously seen in Table IV of this chapter, correspondence courses were offered by agencies such as the Wine Advisory Board in California, the California Wine Institute, and the University of California at Davis through Extension. California is the major wine production area of the United States, and the knowledge base available through these agencies on subjects concerning wine is probably among the best attainable. The researcher, when combining this possibility with the identification of 68.2 percent (Table VIII) of the respondents to this study as Hotel and Restaurant Administration educators, surmised that

the two factors could, perhaps, explain the significant difference noted.

By using the analysis of variance (ANOVA) procedure, three significant differences were recognized between importance scores and the highest degree attained by the respondents. Those with bachelor's degrees only and those with doctorates were more likely than those with master's degrees to consider the inclusion of wine information in the curriculum ( $p = 0.01$ ), and the inclusion of wine information in the curriculum to benefit the hospitality industry ( $p = 0.04$ ) to be "important" (Tables XVII and XVIII). This same group also tended (over those with master's degrees) to consider the importance of marketing strategies for wine in teaching hospitality students ( $p = 0.05$ ) to be "important" (Table XIX). The researcher was unable to discern any specific reasons for the significant differences recognized for responses of hospitality educators with bachelor's and doctoral degrees, as opposed to the responses indicated by educators with master's degrees. Only one speculation seemed remotely possible: hospitality educators whose highest degrees are at the master's level may be in better positions to become further involved with actual interactions between themselves, the students, and industry, and therefore are more attuned to the needs of each. In contrast, educators who have only attained a bachelor's degree may not yet "know the ropes," while those with doctorates are predominantly ranked as full professors (Table II), which implies an increase in administrative responsibilities and less available time to devote to students, industry, and course development. Based on the aforementioned significant



differences at the  $p = 0.05$  or less level, the researcher rejected parts d and e of  $H_1$ , and failed to reject parts a, b, c, f, and g.

In addition to the four differences already discussed, three other possible associations between importance scores and the selected respondent characteristics were significant at  $p = 0.06$  to  $p = 0.10$ . One association (Table XVI) showed that respondents who had attained wine knowledge through correspondence courses indicated a possible tendency ( $p = 0.09$ ) toward considering the expansion of wine course offerings as "important," as opposed to those who gained wine knowledge in other ways.

TABLE XVI  
T-TEST PROCEDURE FOR IMPORTANCE OF WINE  
COURSES BASED ON LEARNING SOURCE  
(CORRESPONDENCE COURSES)

Importance Variable	N	Mean	Standard Error	T	Observed Significance Level
T Benefit Hospitality Industry	13	1.38	0.18	2.07	0.04
Expansion of Wine Courses	14	1.93	0.22	1.69	0.09

TABLE XVII

ANALYSIS OF VARIANCE TABLE FOR HIGHEST  
DEGREE ATTAINED: IMPORTANCE OF WINE  
INFORMATION IN THE CURRICULUM

Importance Score	df	Sum of Squares	Mean Square	F Value	Observed Significance Level
Between Groups	2	4.93	2.46	4.80	0.01
Within Groups	38	19.51	0.51		
Corrected Total	40	24.44			

TABLE XVIII

ANALYSIS OF VARIANCE TABLE FOR: HIGHEST  
DEGREE ATTAINED: IMPORTANCE OF WINE  
INFORMATION IN THE CURRICULUM TO  
BENEFIT THE HOSPITALITY  
INDUSTRY

Importance Scores	df	Sum of Squares	Mean Square	F Value	Observed Significance Level
Between Groups	2	4.62	2.31	3.51	0.04
Within Groups	37	24.35	0.66		
Corrected Total	39	28.97			

TABLE XIX  
ANALYSIS OF VARIANCE TABLE FOR HIGHEST  
DEGREE ATTAINED: IMPORTANCE OF  
MARKETING STRATEGIES FOR WINE

Importance Score	df	Sum of Squares	Mean Square	F Value	Observed Significance Level
Between Groups	2	4.26	2.13	3.21	0.05
Within Groups	37	24.52	0.66		
Corrected Total	39	28.78			

Two other associations were found with those respondents whose teaching experience was in the area of Hotel and Restaurant Administration (Table XX). The first indicated a greater tendency ( $p = 0.07$ ) than other educators to find the inclusion of wine information in the curriculum to be "important." Hotel and Restaurant Administration teachers account for 68.2 percent (Table VIII) of the educators studied. By virtue of their training and experience, these individuals, more so than the other types of educators identified, should at least be aware of consumer trends affecting their field and be able to recognize their importance in regard to the curriculum.

The second of the two associations showed ( $p = 0.09$ ) that Hotel and Restaurant Administration educators had a greater tendency over other teachers to consider the expansion of wine course offerings in the curriculum to be less than "important." Hotel and Restaurant

Administration departments are indicated in this study (Table X) as teaching more courses with wine information than any of the other departments listed. This may imply that the wine courses taught in Hotel and Restaurant Administration departments have been developed over a longer period of time with curricular adjustments made as necessary. The researcher surmised, then, that the Hotel and Restaurant Administration teachers surveyed may already feel fairly comfortable with the state of their courses, as opposed to the other teachers, and therefore see less importance in wine course expansion.

TABLE XX  
T-TEST PROCEDURE FOR IMPORTANCE OF WINE  
COURSES BASED ON AREA OF TEACHING  
EXPERIENCE (HOTEL/RESTAURANT  
ADMINISTRATION)

Importance Variable	N	Mean	Standard Error	T	Observed Significance Level
Including Wine Information in the Curriculum	27	1.96	0.13	-1.85	0.07
Expansion of Wine Course Offerings	27	2.52	0.18	-1.69	0.09

H<sub>2</sub>: There will be no significant differences in the mean importance scores of the respondent based on whether the institution is:

- a. two-year vs. four-year
- b. land-grant vs. public nonland-grant

The t-test was used to determine the relationships between importance scores ("very important," "indifferent," "no importance") and the institutional variables listed for this null hypothesis. One significant difference was found at  $p = 0.05$  or less (Table XXI).

TABLE XXI  
T-TEST PROCEDURE FOR IMPORTANCE OF/REACTION  
TO WINE COURSES BASED ON THE TYPE  
OF INSTITUTION (TWO-YEAR VS.  
FOUR-YEAR)

Importance/ Reaction Variable	Type of Institution	N	Mean	Standard Error	T	Observed Significance Level
T Benefit Hospitality Industry	four-year	20	2.05	0.21	-2.10	0.04
Community Reaction	four-year	20	2.65	0.23	-1.85	0.07

The difference identified ( $p = 0.04$ ) showed that educators at four-year institutions were more likely than those at two-year schools

to consider the inclusion of wine information in the curriculum to benefit the hospitality industry to be "important." Four-year institutions prepare their hospitality graduates for management positions within the industry. Conversely, two-year institutions are generally more task oriented. Programs at the baccalaureate level, on the other hand, offer greater depth and breadth. The researcher speculated that such may be the reason for the aforementioned difference. Based on the significant difference discussed for this hypothesis, the researcher rejected part a of  $H_2$  and failed to reject part b.

Additionally, one other possible difference between importance scores and the institutional variables listed was significant at the  $p = 0.06$  to  $p = 0.10$  level (Table XXII). It was found that wine course educators at public nonland-grant institutions were more inclined ( $p = 0.09$ ) than those at land-grant institutions to consider marketing strategies for wine in teaching hospitality students, to be "very important" (Table XXII).

TABLE XXII  
T-TEST PROCEDURE FOR IMPORTANCE OF WINE  
COURSES BASED ON TYPE OF INSTITUTION  
(LAND-GRANT VS. NONLAND-GRANT)

Importance Variable	Type of Institution	N	Mean	Standard Error	T	Observed Significance Level
Marketing Strategies for Wine	Nonland-Grant	19	1.58	0.21	1.75	0.09

H<sub>3</sub>: There will be no significant differences in the mean reaction scores associated with:

- a. administrators of two-year vs. four-year institutions
- b. the community where two-year and four-year institutions as perceived by the respondents.

The relationships between the perceived reaction scores of respondents and the variables listed in the null hypothesis were determined by t-test. The perceived reactions of "positive," "neutral," and "negative" were assigned by respondents by circling the corresponding number on a scale of one to five: one being "positive," three citing a "neutral" response, and five indicating a "negative" response.

No significant differences were found at the  $p = 0.05$  or less level; thus, the researcher failed to reject H<sub>3</sub>. One significant difference was noted, however, at the  $p = 0.06$  to  $p = 0.10$  level (Table XXI). Wine course educators at four-year institutions were more likely ( $p = 0.07$ ) than their counterparts at two-year schools to perceive the attitudes of the community toward courses on wine in the curriculum as being "neutral." It is speculated that four-year institutions may be subjected to greater public scrutiny than that at two-year institutions. Students spend twice as much time at four-year schools and enrollments are generally higher. The four-year communities see the mass "influx" in the Fall, the "exodus" in the Spring, and many a "party time" in between. Some communities may view courses on alcoholic beverages as "teaching students how to drink." Additionally, state laws regulating liquor (dry states such as Oklahoma), as well as local religious beliefs may also adversely affect the attitude of the community.

$H_4$ : There will be no significant differences in the mean reaction scores associated with students toward:

- a. courses on wine as a required part of their program vs. not required
- b. the need to know about the history, selection, and service of wine as a part of their program for those where courses are required vs. not required

as perceived by the respondents.

The relationships between the perceived reaction scores ("positive," "neutral," or "negative") of respondents and the selected student variables listed in the null hypothesis were determined by t-test.

No significant differences were found at  $p = 0.05$  or less, nor at the  $p = 0.06$  to  $p = 0.10$  level; therefore, the researcher failed to reject

$H_4$ .



## CHAPTER V

### SUMMARY, RECOMMENDATIONS, AND IMPLICATIONS

Wine consumption by the American public has expanded dramatically over the past 30 years. The popularity of wine seems to be more than just another passing trend with consumers showing definite interest in all types of wines. They are traveling more and learning to acquire a taste for good wines; they are demanding to know more about everything regarding wines.

Increased wine consumption, in turn, has opened many doors for the hospitality industry by creating a new market. Concurrently, a need has arisen for hospitality educators to adjust their curricula in order to effectively train tomorrow's food service managers to meet consumers' increased demands for and knowledge about wine.

The review of literature has indicated that increased wine consumption trends have definitely influenced the hospitality industry (Brown, 1975; Beals, 1977; Coffman, 1980). Not only are people drinking more wine, they are learning more about wines in general and are demanding that the hospitality industry cater to their new-found and developing interests.

As this fascination with wine becomes more popular, it would seem appropriate for institutions offering programs in hospitality education to adjust their curricula to reflect this relatively new public desire. Literature dealing specifically with development and/or

expansion of courses on wine is extremely limited. Much has been projected, however, about the future of the hospitality industry in general and on the implications such projections may hold for hospitality education (Rappole, 1974; Powers, 1976; Koppel, 1978; Ference, 1982; Lewis, 1982). Generally speaking, these researchers have concluded that present programs are designed to meet the needs of industry today, but do not help prepare graduates for what may occur tomorrow. Each of these researchers stressed the importance of developing curricula in hospitality education which reflect the challenges of the future.

This study was undertaken to ascertain and analyze the current status of wine courses in hospitality education degree granting institutions; to determine how certain variables may affect specific courses taught and their contents; and to determine what educators believe can be done to improve present wine course offerings. A seven page questionnaire consisting of four sections with a total of 33 questions was developed (Appendix C). A panel of experts made up of four Oklahoma state University graduate faculty from the Departments of Statistics and Food, Nutrition, and Institution Administration, as well as the School of Hotel and Restaurant Administration, examined the instrument for content validity, clarity, and format. A cover letter written by the researcher accompanied the survey.

#### Characteristics of Respondents

Eighty-six percent of the respondents were male, while 11 percent were female. These results supported the findings of Rutherford's

(1982) HRA Survey, conducted in 1980, where 89.3 percent were male and 10.7 percent were female.

Over one-third of the surveyed educators were in the 31-40 age group, one-fourth in the 41-50 age group, and one-fifth belonged to the 51-60 age group. Fifty-two percent were between 21 and 40 years of age, while 48 percent were over 40. In contrast to Rutherford's HRA Survey, the present study revealed a decline in the number of educators over the age of 60, and an increase in those between 21 and 40.

One-third of the educators teaching courses with wine information were classified as instructors. Slightly less than one-fifth were full professors, one-fourth associate professors, and one-fifth were assistant professors. Lecturers and graduate teaching assistants accounted for 4.5 percent of the wine course educators.

Forty-eight percent of the survey participants indicated their highest degree to be at the master's level. Predominating majors included Hotel and Restaurant Administration, Business, Business Education, and Business Administration. Doctoral degrees were the highest attained by 27 percent, with prevailing emphasis of study including Marketing, Education Administration and Supervision, and Curriculum Development. Bachelor's degrees were the highest attained by 25 percent of the respondents, with Hotel and Restaurant Management cited as the predominant major.

Ninety-one percent of the respondents cited the reading of books, pamphlets, journal articles, and other printed materials as the most widely utilized source for attaining knowledge about wine. Professional experience was indicated for 70 percent of respondent's source

of wine knowledge, while 60 percent sought knowledge via courses from wineries and/or wine information centers. Fifty-two percent utilized college/university courses, and 34 percent found knowledge of wine through correspondence courses.

Over two-thirds of the survey participants indicated teaching wine courses at the college/university level as a major source of their professional experience with wine. Bartending was the second most widely indicated.

More than one-half of the wine course educators taught in the areas of Hotel and Restaurant Administration and Food Service Management. One-fifth of the educators were from other disciplines.

#### Characteristics of Institutions

The respondents were predominantly (39%) from two-year public nonland-grant schools. Twenty-eight percent were from four-year, land-grant institutions, and 17 percent were from four-year, public nonland-grant schools.

#### Analysis of Content of Courses Concerning Wine

Forty-four responses were analyzed for content of courses concerning wine. Nineteen taught one course with wine information, 18 taught two courses, six taught three wine courses, and one taught four courses with wine information, for a total of 77 courses containing wine subject matter. The 77 courses were consolidated into 20 general categories.

The most predominant course titles included: Beverage Management, Food and Beverage Management, Basic Bartending/Bar Management,

and Institutional Administration/Food Service Management. Other course titles included: Quantity Foods; Dining Room Management; Introduction to Wines/Wine Appreciation; and Wines, Beers, and Spirits.

Fifty-eight percent of the courses were taught on a regular semester basis, 23 percent on a quarterly basis, and 18 percent at other lengths. Credit hours averaged 3.3 hours per course. Most courses with wine information were taught through the Department of Hotel and Restaurant Administration, and an average of 3.5 hours of lecture was taught per week. The average number of hours of laboratory experience each week was provided for each of the 20 consolidated categories. Foods laboratories, classrooms, and restaurants were the most widely utilized laboratory facilities, and an average laboratory fee of \$25.00 was charged over tuition.

Legal drinking age was the most cited course prerequisite. Other wine course prerequisites included hotel, restaurant, and foods classes; junior or senior class standing; and accounting. Business law, microbiology, chemistry, and sensory analysis were also mentioned.

More than one-half of the courses with information on wine were designed for hotel and restaurant majors. Degree requirement was the most predominant purpose specified for these courses, while among actual subject choices, appreciation ranked highest. Wine selection and service were indicated as prevalent subjects for major course content emphasis. Grossman's Guide to Wines, Beers, and Spirits was the most widely utilized textbook, along with Katsigris and Porter's The Bar and Beverage Book.

Seventy-eight percent of the courses analyzed contained information, not only on wines and beers, but also distilled spirits.

Nineteen percent contained subject matter exclusively on wines, while three percent of the courses covered both wines and beers.

#### Specific Changes Respondents Would Make to Expand Wine Course Offerings

Expansion of wine courses to provide greater depth was the most frequently cited change. Other frequently cited changes included developing courses specifically on wine, and increasing the course content on import wines.

#### Types of Educational Materials Respondents Believe the Wine Industry Should Provide

Most respondents stressed the need for films, video tapes, and slides on all subject areas dealing with wine. Other educational materials wine educators felt would be particularly useful included non-brand specific handouts, products for tasting, winery location maps, guest speakers, and marketing information.

#### Continuing Education Training Needed by Respondents

Wine educators most frequently cited that travel to the wine growing regions of the world would be a valuable experience. Other beneficial training areas included tasting experiences and reasonably priced seminars. Respondents felt these experiences should be provided by the wine industry, CHRIE, wine companies, wine sales representatives, universities, and trade associations.

### Importance of Courses on Wine

The inclusion of wine information in the curriculum was clearly seen as being of importance to the group of educators in this study. The inclusion of wine information in the curriculum to benefit the hospitality industry was only considered, however, to a lesser extent. These educators also felt that it was very important to include marketing strategies when teaching hospitality students about wine, and that it was important to expand their present wine course offerings.

### Reactions to Courses on Wine

There seemed to be a trend toward a more positive attitude of the administration in regard to wine courses as part of the curriculum; on the other hand, community attitudes toward courses on wine appeared to be "good" to "neutral." The wine survey participants clearly perceived a positive attitude from their students toward wine courses in their programs. This same positive attitude was also seen in regard to students' feelings toward the need to know about the history, selection, and service of wine.

### Testing of Hypotheses

The relationships between importance scores and six respondent characteristics (sex, age group, academic rank, where knowledge about wine was attained, where professional experience with wine was attained, and area of teaching experience) were determined by t-test. Analysis of variance (ANOVA) determined the relationships between importance scores and one other respondent characteristic (highest

degree attained). Four significant relationships ( $p < 0.05$ ) were noted (Table XXIII). Three differences were also seen at the  $p = 0.06$  to  $0.10$  significance level.

Respondents who had attained knowledge about wine via correspondence courses tended to consider the inclusion of wine information in the curriculum to benefit the hospitality industry to be "very important," as opposed to those who attained wine knowledge in other ways. Educators with bachelor's degrees only and those with doctorates were more likely than those with master's degrees to consider the inclusion of wine information in the curriculum, and the inclusion of wine information in the curriculum to benefit the hospitality industry to be "important." This same group (over those with master's degrees) tended to consider the importance of marketing strategies for wine in teaching hospitality students to be "important."

A total of four significant differences were found at the  $p < 0.05$  level between importance scores and the seven selected respondent characteristics. Based on these differences, the researcher rejected parts d and e of  $H_1$  and failed to reject parts a, b, c, f, and g.

The t-test was used to determine the relationships between importance scores and institutional variables (two-year vs. four-year, and land-grant vs. public nonland-grant). One significant difference was found at the  $p < 0.05$  level (Table XXIII). Educators at four-year institutions were more likely than those at two-year schools to consider the inclusion of wine information in the curriculum to benefit the hospitality industry to be "important." The researcher rejected part a of  $H_2$  and failed to reject part b. One other significant difference was seen at  $p = 0.06$  to  $0.10$ .



TABLE XXIII  
SIGNIFICANT RELATIONSHIPS IDENTIFIED

Relationship	Observed Significance Levels	
	(p < 0.05)	(p = 0.06 to 0.10)
<u>H<sub>1</sub></u>		
1. Knowledge about wine attained via correspondence courses and importance of including wine information in the curriculum to benefit the hospitality industry	0.04	
2. Highest degree attained at bachelor's or doctorate level and the importance of including wine information in the curriculum	0.01	
3. Highest degree attained at bachelor's or doctorate level and the importance of including wine information in the curriculum to benefit the hospitality industry	0.04	
4. Highest degree attained at bachelor's or doctorate level and the importance of marketing strategies for wine in teaching hospitality students	0.05	
5. Knowledge about wine attained via correspondence courses and importance of expanding wine course offerings		0.09
6. Teaching experience in Hotel and Restaurant Administration and the importance of including wine information in the curriculum		0.07
7. Teaching experience in Hotel and Restaurant Administration and the importance of expanding wine course offerings		0.09

TABLE XXIII (Continued)

Relationship	Observed Significance Levels	
	(p < 0.05)	(p = 0.06 to 0.10)
<u>H<sub>2</sub></u>		
8. Four-year institutions and the importance of including wine information in the curriculum to benefit the hospitality industry	0.04	
9. Public nonland-grant institutions and the importance of marketing strategies for wine in teaching hospitality students		0.09
<u>H<sub>3</sub></u>		
10. Four-year institutions and the perceived respondent reaction to the attitude of the community toward courses on wine in the curriculum		0.07

Note: No significant differences were identified for H<sub>4</sub>.

The relationships between the perceived reaction scores of respondents and: (1) the administrators of two-year vs. four-year institutions, and (2) the community where two-year and four-year institutions are located, were determined by t-test. No significant differences were found at the  $p < 0.05$  level; therefore, the researcher failed to reject  $H_3$ . One difference was found, however, at the  $p = 0.06$  to  $0.10$  level.

The relationships between the perceived reaction scores of respondents' and students' feelings toward: (1) courses on wine as a required part of their program vs. not required, and (2) the need to know about the history, selection, and service of wine as a part of their program for those where courses are required vs. not required, were determined by t-test. There were no significant differences found at the  $p < 0.05$  level, nor at  $p = 0.06$  to  $0.10$ . The researcher failed to reject  $H_4$ .

#### Recommendations

The results of this survey have led the researcher to identify several recommendations for future studies. It may be advantageous to separately analyze regular semester and quarter college and university courses as opposed to courses classified as community service, extension, and short courses. Each of the two groups had unique features which did not fit the other. This made comparison of the group of courses as a whole difficult and the results, therefore, could be somewhat unreliable.

It is also suggested that separate studies be conducted on two-year and four-year institutions. Here again it was seen that the

different types of schools possessed unique characteristics which would make separate analysis worthwhile.

Future researchers may benefit from a closer look at the five differences which were found to be significant at the  $p = 0.06$  to  $0.10$  level:

- Knowledge about wine attained via correspondence courses and importance of expanding wine course offerings.
- Teaching experience in Hotel and Restaurant Administration and the importance of including wine information in the curriculum.
- Teaching experience in Hotel and Restaurant Administration and the importance of expanding wine course offerings.
- Public nonland-grant institutions and the importance of marketing strategies for wine in teaching hospitality students.
- Four-year institutions and the perceived respondent reaction to the attitude of the community toward courses on wine in the curriculum.

While this study did reveal probable differences in these areas, it is suggested that further examination could produce additional information.

Although a follow-up reminder letter was sent to nonrespondents, it was mailed nearly one month after the questionnaire "return by" date. This letter could have been sent earlier, along with another copy of the survey form.

Finally, a larger sample could have been used. One suggestion for this may be to work with the Society of Wine Educators (SWE), previously mentioned in Chapter II of this study. SWE has, in the past, conducted a survey (somewhat similar to the present study) of its members (700). Their survey provides a listing of wine courses and their specifics, which are taught by each of the responding members. Currently, the Society is planning a follow-up study to be conducted in 1986. It could prove to be very beneficial for SWE and another

hospitality education researcher to combine resources and produce a comprehensive study.

### Implications

Results from this study, and perhaps other studies concerning courses on wine in the curriculum, have implications for hospitality educators nationwide. At some institutions, it has been noted that the support of central administration and/or the community in regard to any course taught on alcoholic beverages, may be questionable at best. This study demonstrates that there is a definite need for such courses within the hospitality education curricula and can therefore be used to help gain needed support.

Additionally, this survey provides hospitality educators and the industry a brief overview of what and how wine topics are being taught. Of extreme value are the suggestions offered by educators as to what can be done to improve present course offerings. Such information can assist those developing new courses as well as those who only need a few improvements. Industry may also be interested in the suggestions made regarding needed training aids and continuing education topics listed by respondents.

Finally, a definite need has been emphasized for hospitality educators to become futuristic forecasters in the area of curriculum development. Planners may want to continually ask themselves the questions posed at the end of Chapter II:

- Is hospitality education meeting indicated challenges?
- Will hospitality graduates be able to function competently?

- Can present day curricula meet the needs of the students and industry as well?

By no means are these questions expected to be answered with ease. In fact, in attempting to formulate such answers, many other questions are posed. The important point, then, is for educators to keep asking questions and to never assume that there is nothing more that can be done.

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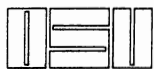


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APPENDIXES

APPENDIX A  
CORRESPONDENCE



*Oklahoma State University*

Department of Food, Nutrition and Institution Administration

STILLWATER, OKLAHOMA 74078  
(405) 624-5039

February 29, 1984

Dear Colleague:

The success of the hospitality industry depends to a certain extent on consumer trends and demands. In the past decade, interest in and consumption of WINE has experienced a significant increase. We as educators must be aware of such trends and, when necessary, adjust our curricula in an effort to better prepare our students to meet consumer expectations. This study is being undertaken to determine what is being taught at degree-granting institutions across the nation in regard to WINE and how the topic is being presented.

The attached questionnaire should be completed by the individual most responsible for teaching courses which include information on WINE. If such courses are not taught at your institution, please complete question one and return the questionnaire. However, if you are aware of another department on your campus that does teach courses containing WINE information, we request that the survey be forwarded there for completion.

Responses to all returned questionnaires will be held in strict confidence. The identity of the respondents will be known only to the researchers.

It will take approximately 20 minutes to complete this questionnaire. Kindly return on or before March 14, 1984. If you would like to obtain a copy of the survey results, please complete the last page. Your interest and cooperation are very much appreciated.

Lea L. Ebro, Ph.D., R.D.  
Associate Professor

G. Baker Bokorney, Ed.D.  
Director, School of  
Hotel & Restaurant  
Administration

Nancy C. Oblinger  
Graduate Teaching  
Assistant



*Oklahoma State University*

Department of Food, Nutrition and Institution Administration

STILLWATER, OKLAHOMA 74078  
(405) 624-5039

April 12, 1984

Dear Colleague:

About one month ago you should have received a questionnaire for a study being conducted at Oklahoma State University regarding WINE courses taught at degree-granting institutions nationwide. The questionnaire form is bright purple in color and has a "return by" date of March 14, 1984.

I realize this is a very busy time of the year and that "extra" things sometimes get shuffled to the bottom of the pile. I would very much like to include your response in the results of this study, though, so I am asking that you please disregard the "return by" date, fill out the form, and return it as soon as possible.

Your cooperation with this survey is very much appreciated. if you have already returned the questionnaire, then I thank you once again!

Sincerely,

Nancy C. Oblinger  
Graduate Teaching  
Assistant

APPENDIX B  
INSTITUTIONS INVITED TO PARTICIPATE  
IN THE SURVEY

## Four-Year Institutions

Nutrition and Food Program Auburn University Auburn, AL 36830	School of Travel Industry Management 2404 Maile Way University of Hawaii Honolulu, HI 96822
Dept. of Hotel & Restaurant Management California State Polytech. University Pomona, CA 91768	Restaurant, Hotel & Institu- tional Management 105 Stone Hall Purdue University West Lafayette, IN 47907
Hotel, Food Service, Dietetics & Tourism Admin. Univ. of New Haven West Haven, CT 06516	Institutional Foods Laboratory U.P.O. Box 708 Morehead State University Morehead, KY 40551
Travel, Hotel & Restaurant Management Brigham Young University Hawaii Campus Laie, HI 96762	Lodging, Restaurant & Tourism Management Box 15066 Northern Arizona University Flagstaff, AZ 86011
Restaurant & Hotel Manage- ment School of Engineering & Tech. University of Indianapolis Indianapolis, IN 46202	School of Hotel & Restaurant Management University of Denver Denver, CO 80208
Restaurant Management Justin Hall Kansas State University Manhattan, KS 66506	Hotel & Restaurant Admin. Florida State University Tallahassee, FL 32306
Home Economics & Food Admin. Washington Hall Tuskegee Institute Tuskegee, AL 36088	Home Economics Dept. KH 204 Western Illinois University Macomb, IL 61455
Hotel, Restaurant & Institu- tion Management Golden Gate University San Francisco, CA 94105	Hospitality Management Iowa State University of Sci- ence & Tech. Ames, IA 50010
School of Hotel, Food & Travel Services Florida International Univ. Tamiami Campus Miami, FL 33199	Hotel, Restaurant & Tourism Admin. Transylvania University P. O. Box 160 Lexington, KY 40508



Food, Nutrition & Institutional Management  
Academic Complex  
Western Kentucky University  
Bowling Green, KY 42101

School of Hotel, Restaurant & Tourism Admin.  
Lakefront  
University of New Orleans  
New Orleans, LA 70122

Hotel & Restaurant Management  
University of Maryland  
Eastern Shore  
Princess Anne, MD 21853

Hotel, Restaurant & Travel Admin.  
Flint Laboratory  
University of Massachusetts  
Amherst, MA 01003

Food Services Hospitality Management  
Dept. of Marketing  
School of Business  
Ferris State College  
Big Rapids, MI 49307

HRI Division  
Southwest State University  
Marshall, MN 56258

Food Service & Lodging Management  
223 Gentry Hall  
University of Missouri  
Columbia, MO 65221

Hotel Admin. Program  
McConnell Hall  
Univ. of New Hampshire  
Whittemore School  
Durham, NH 03824

School of Hotel & Restaurant Admin.  
Statler Hall  
Cornell University  
Ithaca, NY 14853

Institute of Transportation, Travel & Tourism  
Niagara University  
Niagara University, NY 14109

Hotel & Restaurant Management  
Churchill Hall  
Northeastern University  
Boston, MA 02115

Food Service Management  
8200 W. Outer Drive  
Mercy College of Detroit  
Detroit, MI 48219

Hotel & Restaurant Admin.  
P. O. Box 8245  
Southern Station  
University of Southern Miss.  
Hattiesburg, MS 39401

College of Hotel Admin.  
5400 Maryland Parkway  
University of Nevada-Las Vegas  
Las Vegas, NV 89154

Hotel & Restaurant Management Program  
187 Fairview Avenue  
Fairleigh Dickinson University  
Rutherford, NJ 07070

Dept. of Food Science & Management  
406 DeKalb Hall  
Pratt Institute  
Brooklyn, NY 11205

Hospitality Services Admin.  
204 North Hall  
Central Michigan University  
Mt. Pleasant, MI 48859

School of Hotel, Restaurant & Institutional Management  
424 Eppley Center  
Michigan State University  
East Lansing, MI 48824

Home Economics Dept.  
Central Missouri State Univ.  
Warrensburg, MO 64093

Hotel/Resort/Tourism  
2500 N. River Rd.  
New Hampshire College  
Manchester, NH 03104

Dept. of Home Economics  
Montclair State College  
Upper Montclair, NJ 07043

School of Food Admin., Hotel  
Tourism  
One Lomb Memorial Dr.  
Rochester Institute of Tech.  
Rochester, NY 14623

Hotel & Restaurant Program  
Ashland College  
Ashland, OH 44805

Dept. of Home Economics  
206 Johnson Hall  
Bowling Green, OH 43403

Dept. of Human Nutrition & Food  
Management  
265 Campbell Hall  
Ohio State University  
Columbus, OH 43210

School of Hotel & Restaurant  
Admin.  
424 Home Economics West  
Oklahoma State University  
Stillwater, OK 74078

Food Science & Housing Admin.  
19 Human Development Bldg.  
Pennsylvania State University  
University Park, PA 16802

Hotel, Restaurant & Tourism  
Admin.  
College of General Studies  
Univ. of South Carolina  
Columbia, SC 29208

Dept. of Business & Economics  
1820 E. Eighth St.  
Huston - Tillotson College  
Austin, TX 78702

Hotel & Restaurant Management  
School of Business  
James Madison University  
Harrisonburg, VA 22807

Hotel & Restaurant Admin.  
Todd Hall  
Washington State University  
Pullman, WA 99164

Dept. of Hotel & Resort Manage-  
ment  
East Stroudsburg State College  
East Stroudsburg, PA 18301

Hotel, Restaurant & Institu-  
tional Management  
Bryant College  
Smithfield, RI 01917

Tourism, Food and Lodging Admin.  
220 Home Economics Bldg.  
University of Tennessee  
Knoxville, TN 37916

Hotel & Restaurant Management  
Program  
711 Rosborough Springs Rd.  
Wiley College  
Marshall, TX 75670

Food Service & Lodging Manage-  
ment  
322 Wallace Rd.  
Virginia Polytech. Institute  
and State University  
Blacksburg, VA 24061

Seattle Center of Hotel &  
Restaurant Admin.  
1108 E. Columbia  
Washington State University  
Seattle, WA 98122

Hotel & Restaurant Management  
East 38th St.  
Mercyhurst College  
Erie, PA 16546

Culinary Arts & Food Service  
Dept.  
One Washington Ave.  
Johnson and Wales College  
Providence, RI 02903

Hilton College of Hotel &  
Restaurant Management  
4800 Calhoun  
University of Houston  
Houston, TX 77024

Human Nutrition & Foods Program  
School of Home Economics  
Terrill Hall  
University of Vermont  
Burlington, VT 05405

Hotel, Restaurant, Management  
Program  
School of Business Admin.  
Box K  
Virginia State University  
Petersburg, VA 23803

Dietetics, Foodservice Admin.  
Hotel & Restaurant Management  
Home Economics Bldg.  
University of Wisconsin-Stout  
Menomonie, WI 54751

#### Two-Year Institutions

Hospitality Education Program  
P. O. Box 5027  
Pima County Community College  
Tucson, AZ 85703

Institutional Management Program  
1801 Panorama Dr.  
Bakersfield Community College  
Bakersfield, CA 93305

Food Service & Hotel/Motel  
Management  
San Diego Community College  
District  
3375 Camino del Rio South  
San Diego, CA 92108

National Cooking Institute  
1110 Sixteenth St.  
Denver, CO 80202

Hospitality Management  
P. O. Box 610  
Delaware Tech. & Community  
College  
Georgetown, DE 19947

Dept. of Public Services Ed.  
5840 26th St., W.  
Manatee Junior College  
Brandenton, FL 33506

Hotel/Motel Management  
901 34th St., S.  
St. Petersburg Vocational Tech.  
Institute  
St. Petersburg, FL 33711

Hotel & Restaurant Dept.  
64 Sycamore  
City College of San Francisco  
San Francisco, CA 94110

Hotel/Restaurant Management  
Santa Barbara City College  
721 Cliff Dr.  
Santa Barbara, CA 93109

Hotel & Food Service Management  
Manchester Community College  
P. O. Box 1046  
Manchester, CT 06040

Hotel/Motel Admin.  
3501 S. W. Davie Rd.  
Broward Community College  
Ft. Lauderdale, FL 33314

Hotel/Restaurant/Institution  
Management  
300 N. E. 2nd Ave.  
Miami-Dade Community College  
Miami, FL 33132

Hotel, Restaurant & Travel  
Admin.  
University Plaza  
Georgia State University  
Atlanta, GA 30303

Hotel/Restaurant Management  
Program  
Diablo Valley College  
321 Golf Club Rd.  
Pleasant Hill, CA 94523

Food Service & Restaurant  
Management  
West Valley College  
14000 Fruitvale Ave.  
Saratoga, CA 95070

Hotel & Food Service Management  
Brandywine College  
P. O. Box 7139  
Wilmington, DE 19801

Hotel/Motel Restaurant  
P. O. Box 1111  
Daytona Beach Community College  
Daytona, FL 32105

Hotel, Motel & Restaurant Man-  
agement  
Business Division  
P. O. Box 13489  
St. Petersburg Junior College  
St. Petersburg, FL 33733

Food Service Education  
620 Pensacola St.  
Kapiolani Community College  
Honolulu, HI 96814

Foodservice Administration/  
Hotel-Motel Management  
22nd St. & Lambert Rd.  
College of Dupage  
Glen Ellyn, IL 60137

Hospitality Management  
1700 Spartan Dr.  
Elgin Community College  
Elgin, IL 60120

Restaurant Training/Food  
Services  
2000 Fifth Ave.  
Triton College  
River Grove, IL 60171

Hotel-Restaurant Management  
Northwood Institute  
West Baden, IN 47469

Hotel-Motel, Restaurant-Club  
Management  
7201 Rossville Blvd.  
Essex Community College  
Baltimore County, MD 21237

Hotel & Food Service Management  
303 Homestead Ave.  
Holyoke Community College  
Holyoke, MA 01040

Hospitality Education  
5101 Evergreen  
Henry Ford Community College  
Dearborn, MI 48128

Hotel & Restaurant Management  
3225 Cook Rd.  
Northwood Institute  
Midland, MI 48640

Division of Hotel, Restaurant  
& Institutional Management  
Highway 2 & 75 North  
Minnesota Technical College  
University of Minnesota-Crookston  
Crookston, MN 56716

Food Service Program  
2006 Ankeny Blvd.  
Des Moines Area Community  
College  
Ankeny, IA 50021

Hotel & Restaurant Management  
West Street  
Berkshire Community College  
Pittsfield, MA 01201

Food Services  
1401 East Court St.  
Charles C. Mott Community College  
Flint, MI 48503

Hotel/Motel/Foods  
419 N. Capitol Ave.  
Lansing Community College  
Lansing, MI 48901

Hospitality Education  
Oakland Community College  
27055 Orchard Lake Rd.  
Farmington Hills, MI 48018

Food Services  
P. O. Box 2  
Crowder College  
Neosho, MO 64850

Hotel, Motel & Restaurant  
Management  
2 Fort Rd.  
Southern Maine Vocational  
Technical Institute  
South Portland, ME 04106

Hotel-Restaurant Management  
Cape Cod Community College  
West Barnstable, MA 02668

Hotel-Restaurant Management  
143 Bostwick, N. E.  
Grand Rapids Junior College  
Grand Rapids, MI 49503

Hospitality Management  
1701 E. Front St.  
Northwestern Michigan College  
Traverse City, MI 49684

Hotel-Motel Services & Super-  
vision  
Alexandria Area Vocational  
Tech. Institute  
1600 Jefferson St.  
Alexandria, MN 56308

Hotel & Restaurant Management  
Jefferson College  
Hillsboro, MO 63050

Hotel, Restaurant & Institu-  
tional Management  
5600 Oakland Ave.  
St. Louis Community College  
at Forrest Park  
St. Louis, MO 63110

Hotel/Motel Restaurant Manage-  
ment  
Central Technical Community  
College  
Hastings, NE 68901

Hospitality Education  
P. O. Box 3777  
Metropolitan Technical Commu n y  
College  
Omaha, NE 68103

Food Service  
P. O. Box 92107  
Southeast Community Center  
Lincoln, NE 68501

Hospitality Management Program  
Route 322  
Atlantic Community College  
Mays Landing, NJ 08330

Culinary Institute of America  
Hyde Park, NY 12538

Hotel & Restaurant Management  
Dept.  
300 Jay St.  
New York City Tech. College  
Brooklyn, NY 11201

HRI Division  
Sullivan County Comm. College  
Loch Sheldrake, NY 12759

Suny Agr. & Tech. College-  
Morrisville  
Hotel, Restaurant & Institu-  
tional Foods  
Morrisville, NY 13408

Div. T & L & Public Service  
7000 El Rancho Dr.  
Truckee Meadows Comm. College  
Sparks, NV 89431

Hotel-Restaurant Management  
400 Paramus Rd.  
Burgen Community College  
Paramus, NJ 07652

Food Service Admin.  
Main St. at Youngs Rd.  
Erie Comm. College-N. Campus  
Buffalo, NY 14221

Hotel & Restaurant Management  
Div.  
Paul Smith's College  
Paul Smith's, NY 12970

Suny Agr. & Tech. College-  
Alfred  
Vocational Div.  
Wellsville, NY 14895

Div. of Hospitality Ed.  
340 Victoria Rd.  
Asheville-Buncombe Tech. Institute  
Asheville, NC 28801

Thompson School of Applied Science  
Food Service Management  
Barton Hall  
Univ. of New Hampshire  
Durham, NH 03824

Hotel, Restaurant & Institutional  
Management Dept.  
10 Mill Rd.  
Middlesex County College  
Edison, NJ 08817

Food Service Admin.  
1000 E. Henrietta Rd.  
Monroe Community College  
Rochester, NY 14623

Dept. of Hotel Technology  
& Culinary Arts  
78 Washington St.  
Schenectady County Comm. College  
Schenectady, NY 12305

Suny Agr. & Tech. College-  
Delphi  
Food Service Admin.  
Delphi, NY 13753

Hotel-Restaurant Management  
Drawer 120  
Wilkes Community College  
Wilkesboro, NC 28697

Food Service Management  
550 E. Spring St.  
Columbus Tech. Institute  
Columbus, OH 42316

Hospitality Management  
2900 Community College Ave.  
Cuyahoga Community College  
Cleveland, OH 44115

Business Operations  
Hocking Technical College  
Nelsonville, OH 45764

Hospitality/Food Service Man-  
agement  
4000 Sunset Blvd.  
Steubenville, OH 43952

Food Service Institute  
El Centro College  
Main at Lamar St.  
Dallas, TX 75203

Hotel, Restaurant & Institu-  
tional Management  
Tidewater Community College  
1700 College Crescent  
Virginia Beach, VA 23456

Bucks County Comm. College  
Swamp Rd.  
Newton, PA 18940

Hospitality Management  
Montgomery County Community  
College  
340 DeKalb Pike  
Blue Bell, PA 19422

Area Vocational Tech. & Adult  
Education Center  
620 W. Clairmont Ave.  
Eau Claire, WI 54701

Hotel-Motel-Restaurant Dept.  
Beaufort Tech. Education Center  
100 S. Ribalt Rd.  
Beaufort, SC 29002

Dept. of Hotel & Restaurant  
Admin.  
St. Phillip's College  
2111 Nevada St.  
San Antonio, TX 78203

Hospitality & Food Services  
1701 Broadway  
Seattle Central Comm. College  
Seattle, WA 98122

Hospitality Program  
Keystone Junior College  
La Plume, PA 18444

Hospitality Management Program  
Pierce Junior College  
Pine St. West of Broad  
Philadelphia, PA 19102

Food Service Program  
1825 N. Bluemound Dr.  
Fox Valley Tech. Institute  
Appleton, WI 54911

Hotel/Restaurant Management  
Program  
State Tech. Institute at Memphis  
5983 Macon Dr.  
Memphis, TN 38134

Food Service Technology  
Texas State Tech. Institute  
Waco Campus  
Waco, TX 76705

Commercial Food Prep., Hotel-  
Restaurant-Institutional  
Admin.  
Portland Community College  
12000 S.W. 49th St.  
Portland, OR 97219

Hotel & Restaurant Management  
Luzerne County Comm. College  
Prospect & Middle Rds.  
Nanticoke, PA 18634

Food Sciences Division  
South Seattle Comm. College  
6000 16th Ave., S. W.  
Seattle, WA 98106

Industrial Foods  
Madison Area Technical College  
211 N. Carroll St.  
Madison, WI 53703

Home Economics & Food Services  
Milwaukee Area Technical  
College  
1015 N. 6th St.  
Milwaukee, WI 53203

Nicolet College & Technical  
Institute  
Box 518  
Rhinelander, WI 54540

Hospitality Management/Tourism  
Wisconsin Indianhead  
2100 Beaser Ave.  
Ashland, WI 54206

APPENDIX C  
RESEARCH INSTRUMENT



DEPARTMENT OF FOOD, NUTRITION, AND  
INSTITUTION ADMINISTRATION  
OKLAHOMA STATE UNIVERSITY  
STILLWATER, OKLAHOMA 74078

1. Are you currently teaching course(s) which include information on the following? (Check all that apply.)

Wines  
 Beers  
 Distilled Spirits  
 None of the Above

Section I. Institution and Respondent Information (Please check the response that best describes yourself or your institution.)

2. Type of institution:  a. Land-grant  (a) 2-year  
 b. Public, nonland-grant  (b) 4-year  
 c. Private
3. Your sex:  a. Male  b. Female
4. Your age group:  
 a. 21-30  d. 51-60  
 b. 31-40  e. Over 60  
 c. 41-50
5. What is your academic rank?  
 a. Professor  e. Lecturer  
 b. Associate Professor  f. Graduate Teaching Assistant  
 c. Assistant Professor  g. Other (Please specify):  
 d. Instructor \_\_\_\_\_
6. Degree(s) attained: Major(s):  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
c. \_\_\_\_\_
7. Your knowledge about WINE was learned from: (Check all that apply.)  
 a. WINE courses (college and university)  
 b. WINE courses (WINERY and/or WINE information centers)  
 c. WINE courses (correspondence) (Please specify): \_\_\_\_\_  
 d. Reading books, pamphlets, journal articles, etc.  
 e. Professional experience (Please specify): \_\_\_\_\_  
 f. Other (Please specify): \_\_\_\_\_  
\_\_\_\_\_

8. Your professional experience with WINE was attained from: (Check all that apply.)
- a. Teaching short courses on WINE  
 b. Teaching WINE courses in college/university  
 c. Bartending  
 d. Other (Please specify): \_\_\_\_\_
9. Your teaching experience has been in the area of: (Check all that apply.)
- a. Dietetics  
 b. Foodservice management  
 c. Hotel/Restaurant administration  
 d. Other (Please specify): \_\_\_\_\_

Section II. Specific Course Information (Please fill in or check each of the following answers as appropriate.)

10. The title(s) of each course taught containing information on WINE include:
- A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_
11. The number of credit hours (semester OR quarter) for each course and department in which taught:
- |             | Course A | Course B | Course C | Course D |
|-------------|----------|----------|----------|----------|
| Semester:   | _____    | _____    | _____    | _____    |
| Quarter:    | _____    | _____    | _____    | _____    |
| Department: | _____    | _____    | _____    | _____    |
12. Indicate length of each course:
- |   | Course A | Course B | Course C | Course D |
|---|----------|----------|----------|----------|
| a. Regular semester or quarter              | _____    | _____    | _____    | _____    |
| b. Short course (Specify length)            | _____    | _____    | _____    | _____    |
| c. Community service (Specify no. of weeks) | _____    | _____    | _____    | _____    |
| d. Other (Please specify)                   | _____    | _____    | _____    | _____    |
13. Number of hours of lecture per week:
- |  | Course A | Course B | Course C | Course D |
|--|----------|----------|----------|----------|
|  | _____    | _____    | _____    | _____    |

14. Number of hours of laboratory experience per week:
- |  | Course A | Course B | Course C | Course D |
|--|----------|----------|----------|----------|
|  | _____    | _____    | _____    | _____    |
15. Type of facilities in which lab is conducted for each course:  
(Check all that apply.)
- |                              | Course A | Course B | Course C | Course D |
|------------------------------|----------|----------|----------|----------|
| <u>On Campus</u>             |          |          |          |          |
| a. Classroom                 | _____    | _____    | _____    | _____    |
| b. Foods lab                 | _____    | _____    | _____    | _____    |
| c. Other<br>(Please specify) | _____    | _____    | _____    | _____    |
| <u>Off Campus</u>            |          |          |          |          |
| d. WINERY                    | _____    | _____    | _____    | _____    |
| e. Liquor store<br>(retail)  | _____    | _____    | _____    | _____    |
| f. Restaurant                | _____    | _____    | _____    | _____    |
| g. Lounge/Club               | _____    | _____    | _____    | _____    |
| h. Beer bar                  | _____    | _____    | _____    | _____    |
| i. Other<br>(Please specify) | _____    | _____    | _____    | _____    |
16. Specific lab fee (in dollars) charged for each course (over tuition):
- |  | Course A | Course B | Course C | Course D |
|--|----------|----------|----------|----------|
|  | _____    | _____    | _____    | _____    |
17. Authors and titles of textbooks and lab manuals used for each course:
- Course A: \_\_\_\_\_  
\_\_\_\_\_
- Course B: \_\_\_\_\_  
\_\_\_\_\_
- Course C: \_\_\_\_\_  
\_\_\_\_\_
- Course D: \_\_\_\_\_  
\_\_\_\_\_

18. The intended audience for which the courses were designed:  
(Check all that apply.)

	Course A	Course B	Course C	Course D
a. General public (Community Service)	_____	_____	_____	_____
b. Hotel/Restaurant majors	_____	_____	_____	_____
c. Food/Nutrition majors	_____	_____	_____	_____
d. Service course (all majors)	_____	_____	_____	_____
e. Other (Please specify)	_____	_____	_____	_____

19. The purpose for which the courses were designed: (Check all that apply.)

	Course A	Course B	Course C	Course D
a. Degree requirement	_____	_____	_____	_____
b. Consumer awareness	_____	_____	_____	_____
c. Appreciation	_____	_____	_____	_____
d. Commercial pur- chasing	_____	_____	_____	_____
e. Marketing/ merchandising	_____	_____	_____	_____
f. Bartending	_____	_____	_____	_____
g. Other (Please specify)	_____	_____	_____	_____

20. The prerequisites for each course (age, accounting, business law, etc.) include:

	Course A	Course B	Course C	Course D
	_____	_____	_____	_____
	_____	_____	_____	_____

21. Identify the specific content of each WINE course. Indicate percentage of time spent on each topic:

	Course A	Course B	Course C	Course D
a. History	_____	_____	_____	_____
b. Selection	_____	_____	_____	_____
c. Service	_____	_____	_____	_____
d. Merchandising	_____	_____	_____	_____
e. Marketing	_____	_____	_____	_____
f. Other (Please specify)	_____	_____	_____	_____

NOTE: If you can provide a course outline, please attach.

22. Indicate beverage items taught in each course:

	Course A	Course B	Course C	Course D
a. WINE only	_____	_____	_____	_____
b. WINE and Beer	_____	_____	_____	_____
c. WINE, Beer, and Distilled Spirits	_____	_____	_____	_____

23. If you were to expand course offerings on WINE at your institution, what specific changes would you make?
24. What types of educational materials should the WINE industry provide that would be useful for your courses?
25. What additional continuing education training, etc., do you believe you need to teach your courses on WINE better? Who should provide them?

Section III. Importance of Courses on WINE (For the following statements, please circle the number indicating the most appropriate response.)

26. Importance of including WINE information in your curriculum.
- 1-----2-----3-----4-----5  
 Very Indifferent No  
 Important Importance
27. Inclusion of WINE information in the curriculum to benefit the hospitality industry.
- 1-----2-----3-----4-----5  
 Very Indifferent No  
 Important Importance
28. Importance of marketing strategies for WINE in teaching hospitality students.
- 1-----2-----3-----4-----5  
 Very Indifferent No  
 Important Importance
29. Importance of expanding WINE course offerings in your curriculum.
- 1-----2-----3-----4-----5  
 Very Indifferent No  
 Important Importance

Section IV. Reactions to Courses on WINE (For the following statements, please circle the number indicating the most appropriate response.)

30. The administrations' attitude at your institution toward courses on WINE in your curriculum.

1-----2-----3-----4-----5  
 Positive Neutral Negative

31. Community attitude (where your institution is located) toward courses on WINE in your curriculum.

1-----2-----3-----4-----5  
 Positive Neutral Negative

32. Students' feelings about courses on WINE in their program.

1-----2-----3-----4-----5  
 Positive Neutral Negative

33. Students' feelings toward the need to know about the history, selection, and service of WINES as part of their program.

1-----2-----3-----4-----5  
 Positive Neutral Negative

If you are interested in receiving a copy of the survey results, please provide name and address below:

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Thank you for your cooperation.

To return the questionnaire, please fold it into thirds so that the return address is visible, staple it closed, and mail. Return postage is provided for your convenience.

APPENDIX D

INSTITUTION TYPE BY YEARS

TABLE OF TYPE BY YRS

TYPE	YRS		TOTAL
	2	4	
	8	0	.
	.	.	.
	.	.	.
L	1	10	11
	2.78	27.78	30.56
	9.09	90.91	
	6.25	50.00	
N	14	6	20
	38.89	16.67	55.56
	70.00	30.00	
	87.50	30.00	
P	1	4	5
	2.78	11.11	13.89
	20.00	80.00	
	6.25	20.00	
TOTAL	16	20	36
	44.44	55.56	100.00



APPENDIX E

AUTHORS/TITLES OF TEXTBOOKS AND/OR  
LABORATORY MANUALS USED

<u>Author</u>	<u>Title</u>
Textbooks	
Grossman	Grossman's Guide to Wines, Beers, and Spirits
Katsigris and Porter	The Bar and Beverage Book
Bespaloff	The New Signet Book of Wines
Grossman	The Professional Wine Reference
Locally Developed Manuals and/or Handouts	
Morgan	Supervision and Management of Quantity Food Preparation
Schoonmaker	Encyclopedia of Wines
Ford	Ford's Illustrated Guide to Wines, Brews, and Spirits
Amerine and Singleton	Wine--An Introduction
West, Shugart, Wilson	Food for Fifty
*	Purchasing, Selection, and Procurement for the Hospitality Industry
La Rousse	Guide to Wine
*	Principles of Food, Beverage, and Labor Cost Controls
Katsigris and Porter	Pouring for Profit
Wine Institute Materials	
Brymer	Introduction to Hotel and Restaurant Management
Powers and Powers	Food Service Operations, Planning and Control
Johnson	Pocket Encyclopedia of Wine
Marcus	How to Improve Your Wine Judging Ability
Green, Make, Sweeney	Profitable Beverage Management: Operations
Spinven	Successful Catering
Tolve	Catering Misuse
Lundbog	The Hotel and Restaurant Business
Kotchevar	Quantity Food Production
Adams	The Wines of America
Van Kleek	Beverages and Bartending
Keiser	Controlling and Analyzing Costs in Food Service Operations
Kahmer and Kahl	Waiter and Waitress Training
Goodman	Management of Service for the Restaurant Manager
Quinnone	American Wines
Waskey	The Professional Food Buyer
*	Mr. B's Booze Book
*	Trade Journals
*	Total Waiter-Waitress Training
*	The Professional Host
Katsigris	Beverage Selection
Grossman	Wines of Italy
*	Old Mr. Boston's Bartender's Guide

*	Food Production for the Professional
*	Profitable Menu Planning
*	Records and Cost Controls
*	Bar Management
Caltman	Bar Cost Control

\*Authors not provided by respondents.

VITA

Nancy Christine Oblinger  
Candidate for the Degree of  
Master of Science

Thesis: ANALYSIS OF WINE COURSES IN INSTITUTIONS OFFERING ASSOCIATE  
AND/OR BACHELORS DEGREES IN HOSPITALITY EDUCATION

Major Field: Food, Nutrition and Institution Administration

Biographical:

Personal Data: Born in Quonsit Point, Rhode Island, May 29,  
1952, the daughter of Lawrence P. Oblinger and Gladys L.  
Crowell, both presently residing in San Diego, California.

Education: Graduated from Marian High School, Imperial Beach,  
California, in June, 1970; received Bachelor of Science  
degree from Montana State University in June, 1982; com-  
pleted Oklahoma State University Administrative Dietetic  
Internship in May, 1983; acquired registration status  
(R660261) in April, 1984; completed requirements for Master  
of Science degree at Oklahoma State University in July,  
1984.

Professional Experience: Administrative Specialist and Legal  
Services Technician, U.S. Air Force, December, 1971-April,  
1979; Dietary Technician, Bozeman Deaconess Hospital, Boze-  
man, Montana, June, 1979-July, 1982; Staff Dietitian, Okla-  
homa Diabetes Association Summer Camp, Davis, Oklahoma,  
August, 1983; Graduate Teaching Assistant, Oklahoma State  
University, Stillwater, Oklahoma, August, 1983-July, 1984.

Professional Organizations: Phi Upsilon Omicron Honor Society;  
Omicron Nu Honor Society; active member, American Dietetic  
Association; active member, American Home Economics Asso-  
ciation; life member, Montana State University Alumni  
Association.