

HOSPITALITY CURRICULUM: A FOUNDATION  
PERSPECTIVE

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## DEDICATION

This dissertation is dedicated in loving memory of my father,  
Timothy Fletcher Francis  
who left this world too soon and was not able to see me obtain  
my educational dream but would be very proud of me nonetheless,  
as I am eternally proud of him.

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## CHAPTER 1

### INTRODUCTION

The hospitality industry has grown from its roots of welcoming strangers who were away from home and providing the travelers with shelter, food and entertainment. The first “inns” to take in hungry and tired travelers were monasteries whose residents believed the guest was the embodiment of Christ. Nobody followed the call of hospitality (hospitium) better than Paulinus: “Let us also, open our homes to our brother ...as we assist the passage of every stranger with ready kindness.” (Mratschek, 2001, p.513). Hospitality played such an important part in his thoughts that he thought of himself as the guest of the saint whose remains he honored in situ: Felix was the master of the house, the *dominaedius* of Nola (Mratschek, 2001).

The hospitality industry has touched the lives of everyone and over time, has developed from a domestic to a commercial activity. As the hospitality industry has become more complex and widespread so has the need for highly trained and educated individuals to manage, maintain, and expand the hospitality industry. The void of trained and educated professionals in the hospitality industry contributed to the birth of a multitude of educational programs granting degrees in Hospitality Administration and related fields of hospitality. Dr. Clayton Barrows (1999) stated that the formal preparation of industry professionals via hospitality education programs is the single

most important segment of the hospitality industry. Barrows continues to emphasize the importance of a hospitality degree, even implying that for many companies and certain industry segments, the degree is the threshold requirement for many entry-level management positions.

Hospitality Education first made an appearance in September 1922 as the Hotel Department in Cornell University's School of Home Economics housed in the New York State College of Agriculture. The program began with 21 students and one professor, Howard B. Meek. In 1927, Ellsworth M. Statler, a self-made millionaire, visited the campus of Cornell. Statler, a self-proclaimed advocate of "on-the-job training", was so impressed with the Hotel Department that he rallied his associates at the American Hotel Association (AHA) to help support and grow the program. Statler's exact words were, "I'm converted. Meek can have any damn thing he wants" (Cornell University, 2005, ¶2). Thus, a new era was born and hospitality was pushed into mainstream academia.

Following in Cornell's footsteps were a sprinkling of hospitality degree granting schools in the late 1920s and 1930s. The schools included: Purdue University, Michigan State University, and the University of Massachusetts. Additional hospitality programs followed in the 1940s and 1950s; including Pennsylvania State University and the University of Houston (Barrows & Bosselman, 1999). This fistful of universities was predominant in hospitality higher education until the early 1970s when the number of four-year hospitality programs more than doubled.

According to Goodman and Sprague (1991) hospitality education grew with the industry to include the many diverse aspects of travel and tourism. Reflecting the many skill levels required in the industry, two-year colleges and trade schools created programs

that generated large numbers of well-trained line-level employees and supervisors. Goodman and Sprague continued by stating that the vocational focus on preparing students for management careers in a service-based industry increased, just at the time that business schools were doing exactly the same thing. As a result, the distinction between hospitality schools and business schools was blurring.

General business schools were offering more hospitality-related courses, while the hospitality programs were adding more general-management courses. There was a surge of business and trade schools providing courses in front-desk, reservations, and travel-agency operations. Many business schools began to introduce service-quality related courses into their undergraduate and graduate programs. In addition, some physical-education departments were teaching leisure-industries management (e.g., skiing, golf); and sociology departments expanded their gerontology programs by adding course work aimed at the management of elder-care facilities (Goodman & Sprague, 1991).

The original curriculum at America's first hotel school (Cornell) was created jointly by H.B. Meek and the members of the AHA's education committee. Although the AHA bowed out after completing its initial funding commitment, the Cornell program continued to receive support from individual industry leaders. That support was both financial and in-kind, as many of the courses were taught by industry leaders (Dittman, 1996).

As the hospitality industry began to develop during the decade of the 1970s, the industry enjoyed tremendous growth which was one of the primary reasons for the explosion in hospitality programs. The need for qualified managers grew during this time

and the industry could not produce enough trained managers to serve its own needs (Barrows & Bosselman, 1999). Demands for educators to do a better job of preparing students for their hospitality careers started to be heard (Casado, 2003). In 1977, at the annual convention of the Council of Hotel, Restaurant, and Institutional Education (CHRIE), Howard Varner, then President of Host International, asked hospitality schools to prepare students to become good, committed businessmen and women who could operate establishments profitably and advocated for more practicums in industry establishments (Casado, 2003). Varner continued his plea by recommending that graduates possess knowledge of the profession, as the industry shouldn't spend precious time teaching them the basics of the business. As early as the 1970s the hospitality industry was asking hospitality educators to provide more technical and business courses as well as industry internships in their curricula.

Barrows and Bosselman (1999) chronicled that as the growth continued, the industry also became more sophisticated and specialized, intensifying the need for educated/trained individuals. This was prevalent during the era of the 1980s when we saw hospitality educators attempting to move away from the vocational stigma that had been associated with hospitality programs and move towards a curriculum more centered on the development of human and conceptual management. During this same period of growth, companies began to aggressively recruit on university campuses, often hiring large percentages of graduating classes (Barrows & Bosselman, 1999). Because hospitality programs not only competed for students but for recruiters attention as well, the challenge of the 80s era became specialization in hospitality programs.

In 1988, Dr. Patrick Moreo stated:

It may well turn out that each HRI (hotel, restaurant, and institutional) program that survives a probable future shakeout of quality programs will provide its special offering to the marketplace of industry, students, and faculty. One program may be highly oriented to research, another to financial management, another to community-college instructor education, another toward human resource management. The key will be to make certain there is a good fit among the expectations of the program, its market, and its host institution. (p.85)

Many hospitality programs have adopted this strategy over the years. The most recognizable being The University of Washington, which maintains a focus on the quick-service segment of the restaurant industry, the University of Nevada-Las Vegas addresses the special needs of gaming and casino operations, and Virginia Polytechnic Institute and State University, has become known for the depth of its research efforts (Goodman & Sprague, 1991).

Haywood, M. (1989) supported Moreo's theory by stressing the importance of specialization in hospitality programs:

Education must adapt itself and its role in order to retain its effectiveness. In other words, educators must explore the prospects for educational design that enable students to prepare for continuing learning and participation in the transformation of their personal lives, their careers, and their society. We need new



strategies to help us understand the environment and the complex changes that are occurring. (p. 259-260)

In short, the curriculum of hospitality programs in the 1980s was outdated. Hospitality companies were beginning to recruit from business schools as well as other disciplines. Hospitality programs in the 1990s began to address the question:

Must hospitality professionals be trained in the specialty programs offered by schools of hospitality administration? Or, put another way, hospitality programs asked themselves what is the unique value added by hospitality specialty programs that would be missing in a manager or management team trained in general business management?" (O'Halloran & O'Halloran, 1992, p. 61).

Ronald Cichy, Director of the School of Hospitality Business at Michigan State University asked in a 1997 article appearing in *Lodging Hospitality* by Wolff:

Do we produce someone who specializes in hospitality or a well-rounded generalist who has an education that includes the humanities, social sciences, business core courses and hospitality-specific application courses? (p.44)

Paul H. Laesecke of Wyndham Hotels and Resorts stated in an article written by Goodman and Sprague (1991) that hospitality programs have an advantage over business schools because hospitality programs offer a more tangible product. "Students have eaten in restaurants and stayed in hotels. These are visible and concrete objects to which the students can relate, whereas the concepts of marketing or management are more elusive to high school students (p.69)". What a hospitality program is often defies definition. Hospitality management or administration cannot be described as a discipline, but rather

a collection of appropriate disciplines with a focus on the hospitality industry. These programs differ widely and lack the standardization that characterizes many traditional fields of study (Stiegler et al, 1989).

According to Pavesic (1993) hospitality education suffers from the image of having lower academic standards than other business and academic disciplines. The only way hospitality programs can assess their effectiveness is through the legacies of their graduates. If alumni are successful in their chosen careers, then we can assume that they were adequately prepared by their education. Unquestionably, higher standards will improve the quality of the educational experience. “Quality programs are built by quality faculty members, who in turn, attract quality students, who, then, are recruited and hired by quality hospitality companies. However, that is no longer enough” (Stone, 1991, p.46). If hospitality programs do not do their job properly, today’s graduates will be unable to do tomorrow’s jobs (Pavesic, 1993). “To survive, programs must pay greater attention to quality teaching and quality, real-world research that addresses the way companies are really run” (Lewis, 1993, p. 273).

Pavesic (1993) continues by stating that professional credibility and recognition of hospitality programs must be built on a solid foundation of academic excellence. Hospitality programs must stop seeking exemptions from and exceptions to traditional academic standards. The traditional hospitality program model of the past quarter century needs significant revision to prepare students for industry needs. Pavesic continues by pointing out that many hospitality programs developed their present curricular models by surveying other programs, counting courses offered, and inferring that the most frequently counted courses should be made requirements. The flaw in establishing norms

based on that methodology is that those programs probably developed their curricula by the same survey-and-count methodology. This approach created a self-fulfilling prophesy in curriculum review and development. Goodman and Sprague (1991) expressed concern that unless hospitality curricula was refocused and reoriented, hospitality education would lose its special identity and would be absorbed into general business curricula.

### PURPOSE OF STUDY

The purpose of this study is to research hospitality curricula and their components, including the curricular areas that are deemed most crucial to hospitality curricula being taught by hospitality educators and hospitality practitioners. This study will assist hospitality educators when developing or redeveloping hospitality curriculum that is applicable to four year programs granting bachelor degrees in hospitality administration.

### PROBLEM STATEMENT

The perfect hospitality curriculum cannot be defined. Too many constituencies and advocacies want their particular interests optimized. No one program can be all things to all segments of the industry. Riegel (1990) argued that “the entire hospitality discipline must reach some kind of consensus regarding a “commonly held philosophy of purposes.”

There have been a number of studies that have examined the aspects of the hospitality curriculum including the rationale for competency based education, the

inclusion of industry based training, industry expectations of graduates' skills and the actual skills held by hospitality graduates. Through this literature it can be established that a majority of hospitality students are graduating from various hospitality schools or departments and are struggling with duties related to their post-graduation jobs. The literature has stated that many new managers in training have trouble relating to the application of job related management skills and tasks as evidence by Purcell & Quinn (1996) who stated "Students have been criticized for having unrealistic expectations of the types of responsibilities they may be given and consequently the types of skills they will be expected to exercise on entering the industry." The literature has also stated that many newly graduated hospitality students know the theories underlying business and managerial issues or tasks, but fail to have the knowledge or initiative to execute those tasks which was reinforced by Raybould & Wilkins (2005) "frequently we hear the complaint from industry that students are over-qualified but under-experienced for even entry level management positions." This lack of knowledge and initiative can be tied to the courses being taught in hospitality programs which has been established in previous research (for recent examples see Perdue et al., 2000, Nelson & Dopson, 1999; Kay & Russette, 2000). Therefore, by utilizing the results of this study as a foundation when developing or re-developing a hospitality curriculum, hospitality programs could ensure that students were exposed to courses and experiences deemed important by hospitality educators and practitioners, thereby ensuring a greater uniformity of learning outcomes and find a successful balance between what is taught and what is achieved.

## RESEARCH QUESTIONS

1. Do hospitality industry leaders feel that hospitality educators value their input and guidance when designing or re-evaluating their current curriculum?
2. Do educators of hospitality programs granting Bachelor of Science degrees feel that a standardized model of developing hospitality curricula would aid them when designing or re-evaluating curricula and by doing so, would a standardized curriculum improve the quality of their hospitality graduates?
3. Do hospitality educators and hospitality industry practitioners feel that there is a difference in the acceptance of hospitality industry practitioners' guidance when developing or redeveloping a hospitality curriculum based on where the program is housed on the university campus and the size of the student enrollment in the hospitality program?
4. Do hospitality practitioners in the hotel segment and/or the foodservice segment feel that their input in hospitality curricular design is appreciated and well received by hospitality educators when developing or redeveloping a hospitality curriculum?

## HYPOTHESES

### Hypothesis 1:

There is a significant difference in the perceptions of importance in the process used to develop or redevelop a hospitality curriculum between hospitality educators and hospitality industry practitioners.

### Hypothesis 2:

There is a significant difference among the perceptions of importance between hospitality educators and hospitality industry practitioners concerning a standardized hospitality curriculum.

### Hypothesis 3:

There is a significant difference among the perceptions of hospitality educators and hospitality industry practitioners concerning hospitality curriculum depending on the affiliations where a hospitality program is housed and the size of the hospitality program.

### Hypothesis 4:

There is a significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry they are employed in.

## ASSUMPTIONS AND LIMITATIONS

It was assumed that the participants answered the questionnaire honestly and accurately, were knowledgeable enough about the subject of hospitality education and curriculum to actually answer the questionnaire. It was assumed that the participants would complete the questionnaire objectively, according to their experiences in the hospitality industry and hospitality education. In addition, it was also assumed that the population, hospitality educators and hospitality industry practitioners who were current members of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City, Oklahoma and Wisconsin Hotel and Lodging Associations, are the professional leaders of the hospitality industry and hospitality education. The population used for this study was selected because it was determined that by surveying members of I-CHRIE, and state hotel and restaurant associations the study had a better opportunity to survey industry practitioners and faculty members who have a specific interest in hospitality education and curriculum development. The selection of the states and New York City was based on a need for regional representation and modified by ability to get cooperation and convenience. The research is limited in scope due to the following factors:

- The present study is comprised of hospitality educators and hospitality industry practitioners who were current members of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City,

Oklahoma and Wisconsin Hotel and Lodging Associations. Therefore, the findings cannot be generalized beyond this target population.

- Response rate may be another limitation. Due to the emails that were returned as undeliverable. Many people change their email addresses and did not make the associations aware of their new email addresses, therefore the current and functioning email addresses were not updated in the associations online membership directories.
- There was no way to ascertain whether responses represent the true opinion of all hospitality educators and hospitality industry leaders.

## SUMMARY

Based on the literature review and statements by Williams (2005) it has been concluded that a majority of hospitality firms require their manager trainees to hold college degrees with specific qualifications for positions in the hospitality industry. To help meet the need for educated management trainees, numerous institutions began offering hospitality programs granting Bachelor of Science degrees. The curricula of these institutions normally required a body of work comprehensive to both academia and industry (Williams, 2005).

Hospitality education programs, like many other career-oriented programs, are difficult to define. Career education programs have expanded rapidly, but not uniformly, among post secondary educational institutions. Colleges and universities often respond to demand for new programs by building onto existing programs (Riegel & Dallas, 1999).



As a result, career programs like hospitality management, differ widely and lack the standardization that characterized many traditional fields of study (Williams, 2005).

## DEFINITION OF TERMS

The following terms are defined operationally to lend clarity and understanding to this study:

AACSB: an acronym for The Association to Advance Collegiate Schools of Business.

Accreditation: a voluntary process in which recognition is granted to educational programs “for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve” (U.S. Department of Education, 2006, ¶ 2).

ACF: an acronym for The American Culinary Foundation.

ACPHA: an acronym for The Accreditation Commission for Programs in Hospitality Management.

AHLA: an acronym for the American Hotel and Lodging Association.

AMA: an acronym for The American Medical Association was established in 1904 and involved into a specialized accreditation and set a pattern followed by most other professional associations (Young et al., 1983).

Carnegie Foundation: The Carnegie Foundation for the Advancement of Teaching. Founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, The Carnegie Foundation is an independent policy and research center with a primary mission

“to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education.” ([www.carneigefoundation.org](http://www.carneigefoundation.org), 2005, ¶ 1).

CHRIE (I-CHRIE): an acronym for The Council on Hotel, Restaurant and Institutional Education also referred to as The International Council on Hotel, Restaurant and Institutional Education. The primary professional organization to which hospitality educators belong and the body responsible for the planning, development, and implementation of the accreditation process for programs in the hospitality administration.

CAHM: an acronym for The Commission on Accreditation of Hospitality Management Programs.

CHEA: an acronym for the Council on Higher Education Accreditation created in 1997, is currently the entity that carries out a recognition function in the private, nongovernmental sector ([www.ed.gov](http://www.ed.gov), 2006).

COPA: an acronym for The Council on Postsecondary Accreditation. The umbrella organization that provided recognition to CHRIE as the accrediting body for hospitality administration programs (CHRIE, 2006).

CORPA: an acronym for the Commission on Recognition of Postsecondary Accreditation established in 1994 after COPA dissolved ([www.ed.gov](http://www.ed.gov), 2006).

Criteria: the foundation upon which educational evaluation occurs. Criteria are developed and defined by the accrediting body. Criteria are synonymous with goals, objectives, and standards.

Curriculum: the specified courses, sequence, and requirements designated for a baccalaureate degree in hospitality administration programs.

Education: instruction, edification, teaching and learning.

FRACHE: an acronym for the Federation of the Regional Accrediting Commission of Higher Education merged with the NCA in 1975 to form COPA (Brady, 1988).

Handbook of Accreditation: contains the core curriculum for CHRIE accreditation (CHRIE, 2006).

Hospitality: a term derived from the Latin word *hospitare*, meaning, “to receive a guest.” This phrase implies that a host is prepared to meet a guest’s basic requirements, food, beverages, and lodging, while that guest is away from home (Williams, 2003).

Hospitality educator: a current member of the faculty of a program, department, school, or college that grants a baccalaureate degree in the hospitality management field.

Hospitality Industry: the hospitality industry consists of businesses that provide, food, beverage, or lodging to travelers.

Hospitality practitioner: includes the hospitable and social enterprises of food service, hotels, and travel and tourism.

NASU: an acronym for The National Association of State Universities which founded the Joint Committee on Accrediting in 1938 and started the national emergence of accreditation (Seldon, 1960).

NCA: an acronym for the National Committee on Accrediting which in 1949 inherited the files and mission of the Joint Committee (Orlans, 1975).

NCRAA: an acronym for the National Committee on Regional Accrediting Agencies eventually evolved into the FRACHE

NRA: an acronym for The National Restaurant Association.

U.S. Department of Education: promoting educational excellence for all Americans

([www.ed.gov](http://www.ed.gov), 2006, ¶ 1).

## CHAPTER II

### REVIEW OF LITERATURE

Introduction:

Clark Kerr, Chairperson of the Carnegie Council on Policy Studies in Higher Education stated in the book: *Curriculum A History of the American Undergraduate Course of Study since 1636* by Frederick Rudolph:

It is impossible to think clearly about the curriculum of the American college or university without some sense of its past. In the final analysis, the curriculum is nothing less than the statement of a college makes about what, out of the totality of man's constantly growing knowledge and experience, is considered useful, appropriate, or relevant to the lives of educated men and women at a certain point of time. To understand why educators have never been totally satisfied with the curriculum, we have to realize that a college's course of study has been subjected to incessant often conflicting, pressures and tension from within and without the college since the founding of Harvard in 1636. (p.271)

The curriculum is viewed as an academic plan that includes what, why, and how a specific group of students are expected to learn according to Stark and Lattuca (1996).

An undergraduate curriculum is the formal academic experience of students' pursuing baccalaureate and lesser degrees into courses or programs of study including workshops, seminars, colloquia, lecture series, laboratory work, internships, and field experiences. Faculty most often design and teach courses allowing them to generally control its purpose, process, and content. The role of a course in the curriculum at the inception is largely determined through a review by colleagues, first within the faculty of the home department and division. Subsequent reviews may be conducted at the school, college, or institutional level. The focus of these reviews is often to determine overlap and duplication of the proposed course with others. The presumption is that if the new course does not substantially duplicate others, it must have merit as a contribution to and representation of the expanding knowledge base. Thus, in college and universities, faculty members individually, independently, and often unilaterally design and conduct the learning experiences that are referred to collectively and generically as the curriculum (Gaff & Ratcliff, et. al. 1997). What we typically call an undergraduate curriculum tends to be a universe of courses, each with its own purpose and environment (Levine, 1978). "The curriculum is the battleground in American education" (Spring, 2000). This statement expresses the curricular struggle between stakeholders to develop and promote their preferred brand of education (Williams, 2005).

The term curriculum can refer to the educational plan of an institution, school, college, or a department, or to a program or course. At the program level of analysis, undergraduate curricula typically consist of three to four components: general or liberal studies, major specialization, minor specialization, and elective studies (Levine, 1978; Toombs, Fairweather, Amey, and Chen, 1989). The content of general or liberal studies

is often set institution-wide by the faculty, while major and minor are prescribed by the department or program offering the particular specialization. The major and minor fields, may, in turn, be governed by curricular prescriptions of a professional field represented by guidelines extended by the disciplinary association, or by state licensure requirements or professional board examinations. While enrollment in elective courses nominally is left to student's discretion, a prescribed range of electives may be set by the departmental major or minor (Gaff, Ratcliff, et. al. 1997). When courses are arranged in a sequence to integrate material within a field appropriately, the result is a holistic view of the discipline (Posner, 1974).

According to Erickson (1995), concepts are the foundational organizers for both integrated curriculum and for single-subject curriculum design. Concepts serve as a bridge between subjects, topics, generalizations, and levels of thought. Erickson continues by saying, "Traditionally in education we have spent the majority of our instructional time on the lowest cognitive level, the memorization of isolated facts" (p.67). Erickson further elaborated on this statement by suggesting, "When you teach conceptually, the focus shifts from memorizing isolated facts to understanding the lasting generalizations and principles related to the organizing concept and the thematic topics. The aim is higher level thinking centered on significant issues, questions, and problems" (p.75).

Hilda Taba, a visionary educator of the 1950s and 1960s, saw the value of conceptual organizers for content (Erickson, 1995). Taba provided a positive direction for increasing the intellectual functioning of students. It has been stated in much research that critical and creative thinking are essential for the student of today. Taba (1966) referred

to concepts as “high level abstractions expressed in verbal cues and labels, e.g., interdependence, cultural change and causality” (p.65). Taba knew that a person’s understanding of a concept grows as he or she experiences increasingly complex, conceptual examples (Erickson, 1995). Erickson continued by citing another insightful Taba truism;

The observation that learning has multiple objectives—the learning of content and the learning of increasingly sophisticated behaviors in thinking, attitudes, and skills—and these objectives call for different forms of instruction at different levels of complexity. (p.65).

Taba cited many sources of difficulty when reviewing the history of curriculum. Many have stated that the history of curriculum revision “was piecemeal—a mere shifting of pieces from one place to another, taking out one piece and replacing it with another without reappraisal of the whole pattern. The curriculum has become the amorphous product of generations of tinkering—a patchwork” (Taba, 1966, p.75).

Taba (1966) offered the most complete definition of curriculum to date:

All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims, and specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes. Curricula differ according to the emphasis given to each of these elements according to the



manner in which these elements are related to each other, and according to the basis on which the decisions regarding each are made. (p. 34).

#### Hospitality Curriculum and Criticisms of Hospitality Education:

Hospitality educational programs vary widely and are continuously re-evaluating their success at meeting the needs of students and industry (Breiter & Clements, 1996). There is an ongoing debate of how a hospitality educational program should be structured or designed. Typically it is the opponents of hospitality education who have the strongest and more critical views while the educators in hospitality programs tend to rely on the industry to advise them concerning curriculum. Regardless of one's view concerning this debate, it is obvious that there is not one standardized model of hospitality curriculum that can be followed by hospitality programs. As Meister (1998) pointed out "Hospitality programs of the future must be built upon a sound academic foundation" (p.52).

Over the years, various authors have commented on the appropriateness of hospitality management programs. Nowlis (1996, p.142) stated that "hospitality education must undertake a comprehensive curriculum reform to better serve the hotel and restaurant industries on the threshold of the third millennium". Ford and Bach (1996) wrote that "the traditional skill-based focus of hospitality programs is being challenged by the rapidly changing needs of industry for more general managerial skills and interpersonal competencies" (p. 153).

According to Breiter and Clements (1996) several authors have offered their prescriptions for revising hospitality and curricula. Breiter and Clements cited studies completed by Lewis, 1993; Powers and Reigel, 1993; and Pavesic, 1993 agreeing that an

increased emphasis on conceptual skills appears to be a growing theme among hospitality graduates. The researchers also agreed on the need for hospitality students to learn analytical skills as well as the ability to transfer concepts across disciplines. VanDyke and Stick (1990) followed up with the need for students to demonstrate organizational skills.

Leadership has been identified by many hospitality researchers as an important element in hospitality education. O'Halloran, 1992; Umbreit, 1992; Van Dyke and Strick, 1990; Williams and Hunter, 1991; and Breiter and Clements, 1996 all discussed the possibility that greater emphasis should be placed on leadership as well as human relations. The service component in management training has also gained recognition. Barrows & Barrows, 1993; Iverson, 1989; Samenfink, 1993; and Breiter and Clements, 1996 all agreed that an underlying theme in service strategies is the need for effective human resource management. Human skills clearly have been identified as a major element to a manager's success in hospitality. Other skills noted by hospitality researchers that should be a necessity in hospitality curricula are technical skills (Mihalik, 1992) and writing skills (Pederson, 1993).

The elements listed above include many of the elements of management. It is clear from the literature that many hospitality educators and researchers agree there is a need for standard business-related courses in a hospitality curriculum. The elements listed above support a management process that requires skills in technical, human, and conceptual development as indicated by Hersey and Blanchard (1988).

The politics of curriculum and academia have plagued higher education for a long time, additionally; a great deal of rhetoric exists regarding the place of hospitality within

the academic realms (Williams, 2005). Hospitality education, along with other applied disciplines, has a history of being in the line of fire of liberal arts activists. Most liberal arts activists feel that applied programs, such as hospitality programs, teach students how to “do” but not how to think. Internationally there has been a strengthening movement supporting the liberation of hospitality education from its vocational base (Morrison & O’Mahony, 2003). Over time, the debate of the applied or theoretical aspects of the hospitality management curriculum seems to be getting louder, but not much clearer (Blanch, 1999). The hospitality literature indicates that many authors are of two minds about which aspect of the curriculum should be transcendent (Wisch, 1991; DeFranco, 1992; Bach & Milman, 1996).

Former Secretary of Education William Bennett and Allan Blooms, author of *The Closing of the American Mind*, cited in an article by Michael Evans (1988) that appeared in the *Cornell Hotel and Restaurant Administration Quarterly*, suggested that to be truly educated, a person needed a strong liberal-arts curriculum rather than courses that teach skills.

Liberal-arts proponents have chastised most professional schools, including colleges of education, engineering, communications, and business. Considering the breadth and depth of their criticism, hospitality education seems to be in good company! But liberal-arts supporters have exhibited the greatest disdain for the most applied professional schools, such as nursing, criminal justice, and hospitality management (Evans, 1988). These statements from proponents of liberal-arts result in a poor image on hospitality education as well as a negative image on the hospitality industry.

Evans (1988) credits “The Academic Animal” for this anti-professional education attitude. Evans explained this attitude by stating the more “applied” you are, the lower you are on the academic totem pole. Evans continued by stating that this was true in math, chemistry, nutrition, and even the liberal-arts area of theater. Evans elaborated on the “academic animal” theory by saying:

Our academic colleagues feel that if we teach skills we do not teach values, ethics, concepts, or the appreciation of our culture. In summary, they feel we don’t teach people to think, but how to use on Monday what they learned on Friday. What’s worse, these colleagues assume that we tell our students if it can’t be used on Monday, it can’t be much good. (p. 45).

In many respects, the general education component of the college curriculum is what is left out of a core liberal arts education, at one time the dominant type of American undergraduate education (Riegel & Dallas, 1999). However, increasing specialization, an increase in general knowledge, and the emergence of career education have made this type of common learning impractical at most institutions (Williams, 2005). Riegel and Dallas (1999) expressed that general education has substituted for liberal arts to ensure that students obtain some understanding of the skills that will aid them in advanced studies and lifelong learning. General education requirements relate more to the individual than to the major. It usually includes knowledge of cultural heritage as it is expressed in the humanities, the social sciences, the arts and the natural and physical sciences (Williams, 2005).

In order to increase our educational effectiveness and illuminate the debate regarding the value of one educational concept versus another, we must understand that,

taken together, the demands of different stakeholders ask us to implement what is essentially an incoherent conception of education (Blanch, 1999).

#### Industry Needs and Guidance:

Murphy (2001) stated that because hospitality educational programs vary widely and are continuously reevaluating their success at meeting the needs of students and industry, some type of collaborative effort should be made to bring about a union of academics and industry.

The main finding from a study done by Lafever and Withiam (1998) entitled “Curriculum review: how industry views hospitality education” focused on the effectiveness of hospitality education curricula and attempted to identify future industry issues. This study found that hospitality practitioners would like academe to produce students who not only had appropriate technical ability, but who also had a realistic view of the industry.

Dean David Dittman, Cornell School of Hospitality Administration was cited in an article first appearing in *Lodging Hospitality* by Wolff (1997, p.43) “The overriding deal with education that addresses professional fields is accommodating the dynamic change in the marketplace and making sure that academics changes as quickly.”

In a 2005 study by Mayo and Haysbert identifying relevant competencies needed by graduates of hospitality and tourism management programs as determined by both hospitality educators and industry professionals, found that effective communication skills, financial/revenue management competencies, and the ability to manage and motivate subordinates were the major competencies needed.

Wolff (1997) stated that reading, writing, and arithmetic weren't enough for hospitality graduates. Hospitality educators in the early 90s suggested that only after the recession did hospitality come into sharp focus as a career. As enrollments in hospitality programs increased and the wide variety of students and their learning styles emerged so did the need for a variety of ways to deliver the industry desired skills. Woff (1997, p.42) continued: "hospitality educators submitted that even though the work involved in absorbing the curriculum might be challenging, a "sense of play" characteristic in today's student can make it enjoyable." Educators and industry representatives were in agreement when they suggested that a "sense of play" should be included in the curriculum itself (Woff, 1997).

The theory by Wolff (1997) was supported by Ann Rhodes, executive vice president of human resources at Doubletree Hotels Corp. "Everybody wants a living wage, but when we do our exit interviews and look at Generation X, people say they're driven by excitement, by fun, by keeping the work interesting and constantly changing. That's something we can offer in this business, which to me is a real plus" (p. 42).

Academic literature reflects a continuing debate rooted in the argument that hospitality schools should be focused more on specific skills versus general management. Many may hold the belief that most firms who desire to be the leader in their industry would pay for graduates who are specifically trained over those that are only generally trained.

Complaints from industry leaders that educational programs have lost touch with the general managerial demands of the workplace are a large part of the reason for many curriculum changes (Ashley, et. al 1995). Ashley (et. al) continued by stating that the

changes facing the industry call for a change in what education programs define as general education and what is defined as specific training necessary and appropriate for preparing students for success in the hospitality business.

In 1995, under the direction of Robert Ashley (et. al) the University of Central Florida performed a study to reevaluate their hospitality curriculum after the program was absorbed by the college of business. Ashley (et. al) decided it would be beneficial to use a customer-based approach to conduct this study. Ashley (1995) stated that from the industry's point of view the proper curriculum balance would be found between hospitality-specific knowledge and general managerial competencies (communication, financial knowledge, and interpersonal relations). Keeping that in mind, Ashley and his associates began the curriculum-revision process with the concept that the customer defines product attributes—the hospitality industry being the customer in this scenario and the program's goal was to provide quality workers for the hospitality industry. The researchers worked with hospitality industry leaders in the Orlando, Florida area to establish what courses should be emphasized in the curriculum at the University of Central Florida's hospitality program. The group of hospitality executives who contributed to the research at Central Florida challenged the hospitality department to go beyond the specific skills traditionally included in hospitality programs and focus more intensely on the general managerial, technological, financial, and leadership skills (Ashley, et al, 1995).

Raymond J. Goodman, Jr. and Linda G. Spargue in their article *The Future of Hospitality Education: Meeting the Industry's Needs* (1991) stated that traditional hospitality programs must continue to earn the loyalty of their stakeholders: students,

faculty, and industry recruiters, by increasing the breadth and quality of their curricula. Jones (1996) stated that hospitality programs had more to offer because they do not focus on general business courses; by concentrating more on service, hospitality programs could focus more on the unique elements of hotel and restaurant management in their courses. Jones continued by stating that:

Hospitality schools could expand the scope of their curricula to include financial-services (banking) operations, retail operations, and long-term-care and retirement-community management, as well as such other service industries as contract cleaning and day care. Indeed, schools of hotel and hospitality management could be renamed as schools of service-industry management. (p. 52).

Matt Casado (1992) found in a study he performed entitled *Higher Education Hospitality Schools: Meeting the Needs of Industry*, that most European hotel schools follow a craft-oriented curriculum while the majority of American hospitality schools are management-oriented. Casado continued by stating that a strong craft-oriented approach to curriculum may prepare students to be functional managers at the time of graduation; but as they are considered for promotion they may be found lacking in the areas of communication, interpersonal, and business skills. According to Laesecke (1991) the industry prefers to draw its future executives from schools that provide students with a well rounded managerial education, individuals who can think, lead, and solve problems.

The results of Casado's 1992 study supported Laesecke's view that hospitality students should receive a liberal arts education for overall development, grounding in business principles, and a semi-technical knowledge plus an application of business



principles through the hospitality school. Casado stated that it was not a question that Food 101 was better than Business 101 or Psych 101, but the combination of those three would make a person educated; which as Laesecke (1991) stated is the goal of an institute of higher learning.

Casado(1992) concluded through his findings it could be argued that colleges and universities preparing students for positions in the hospitality industry should make a clear distinction among trade-oriented, business, and hotel/restaurant management programs. Casado stated that ideally, schools of hotel and restaurant management should teach their students:

- Technical subjects from a managerial perspective
- Liberal studies emphasizing communication and interpersonal skills; and
- Business courses applicable to hospitality-related topics

Casado concluded by providing equal proportions of these courses four year hospitality programs would offer their students a well balanced curriculum.

In a 1995 study completed by J. Sneed and R Heiman entitled: *What Program and Student Characteristics Do Hospitality Recruiters Consider Most Important* the researchers surveyed 85 hospitality recruiters to determine what characteristics they desired when recruiting future employees from hospitality programs. The research stated that the number one characteristic that influenced recruiters to recruit from a particular hospitality program was the quality of its graduates, closely followed by positive results from former program graduates. Arriving in third place was a positive relationship with the faculty, and in fourth place was the reputation of the hospitality program. From this research it is easy to conclude that recruiters focus on hospitality programs that

demonstrate their graduates are of high quality and can meet the standards of the industry. Although the study by Sneed and Heiman is ten years old, and Casado's is thirteen years old, the importance of the research and findings were still applicable in the hospitality industry of 2005 and its relationship with hospitality programs in the development of their curriculum.

#### Hospitality Student's Needs:

Student perception of the importance of learning outcomes may point to a shift in the needs from employers, or it may signal a weakness in relaying and emphasizing the need to the student. Perceptions of the achievement of learning outcomes may suggest how well the program is developing the student (Duke, 2002). Although students may or may not have a grasp on the realities of the workplace, they have a reasonable grasp on the quality of their curriculum and program with some biases toward wanting more from their institution (Glynn, Rajendram, & Corbin, 1993; Turley & Shannon, 1999; Duke 2002). Understanding student perception is crucial for tactical evaluation of classroom performance, general curriculum flow and value, as well as alumni reflections on the value of the components of their educational programs (Duke & Reese, 1995). Student perceptions, although not the only measurement method or group to be used, are a crucial component to successful program assessment and revision (Duke & Reese, 1995).

Jenkins (2001) stated that the hospitality student of today can be considered a sophisticated consumer with likes and dislikes, aspirations and dreams. Many hospitality programs have redesigned their curriculum with the customer in mind; the customer being the student. As in any service business it is essential that an attempt is made to

understand and appreciate the consumer's need and develop creative and innovative products.

College success can be defined as individuals maturing in a society, personal enrichment, better citizenry or simply the acquisition of knowledge (Self, 2005). Self continued by explaining that to many college students, their ability to get a better job is what defines college success.

Self's 2005 study identified actions that hospitality students could take during their college years to increase their likelihood of career attainment. Self used a qualitative analysis of hospitality graduates' interviews to determine the course of action incoming hospitality students should take to be the type of graduate employers seek. Self performed 32 individual interviews with recent hospitality graduates and found that relevant work experience was a must. Numerous times the graduates (respondents) indicated that their employer put more weight on work experience than on a 4.0 grade point average when making a hiring decision. When asked what the graduates would have done differently in college they expressed long range planning concerning their career focus. Most respondents indicated that the transition from college to the workplace was the hardest challenge they had experienced. Self suggested some reasonable steps that hospitality students could take during their college years in his study. Those steps included establish a career track early, get focused work experience while working reasonable hours, realize that grades are relevant to recruiters, and seek balance among grades, work, and extracurricular activities.

Harrison and Husbands (1996) summarized responses from a questionnaire they developed and surveyed fourth year undergraduate hospitality students to determine the

attributes those students felt they would need when entering the hospitality industry. The following are those results:

- Develop communication and listening skills
- Gain a broad base of experience
- Take advantage of opportunities to “open doors” through volunteer activities
- Obtain a post-secondary education: master’s degrees are becoming more important
- Be prepared to start at the “bottom” and work hard
- Start developing networks of contacts and join associations
- Develop proficiency in a second language
- Keep current with technological advances
- Be prepared for teamwork; and
- Be flexible and show initiative

The Hotel and Catering International Management Association and the University of Surrey (England) undertook research to determine the future skills needs of managers in the hospitality industry. They found that language skills, management skills, communication skills and managing cultural differences ranked on the list of requirements (Battersby, 1996).

In a 2001 study pertaining to what attributes were most important to incoming college students when selecting a hospitality program, O’Mahony, McWilliams, and Whitelaw discovered that reputation of the program, not the university, was the number one factor of student selection. The study discovered that students see the university as a cluster of attributes including faculty, facilities, and services. When choosing a

hospitality program the students were seeking specialized courses that allowed them to obtain credentials that would assist them in securing employment. The study continued to explore the perceptual, structural, personal and environmental issues that influenced students when making their final choice of a hospitality program.

Shoemaker and Zemke in 2001 completed a survey of University of Nevada Las Vegas, hospitality alumni. Of the respondents only 13.8% indicated they were superbly prepared by UNLV hospitality program for their career. When asked if the respondents felt as if the classes at UNLV hospitality program were not challenging, 33.96% were in agreement. Only 11.56% of the respondents indicated the classes were a little challenging or much too challenging. In the terms of characteristics the respondents look for in graduating seniors the two most important skills were problem solving/decision making skills (52%) and self-motivated skills (27.5%). As far as cognitive ability/knowledge, the two most important characteristics were ability to make decisions under pressure (42.4%) and ability to see the big picture (30.5%). In the experience section, the two most important characteristics were working as a member of a team (58.8%) and having experience as a team leader (39.3%).

The results of the 2001 UNLV study support a statement made by Paul H. Laesecke (Wyndam Hotels) that appeared in a 1991 article by Raymond Goodman and Linda Sprague featured in the *Cornell HRA Quarterly*.

A university education should teach more than hospitality or business. It should permit the student to develop communications and interpersonal skills and learn how to work and direct others through such things as involvement in student government. It should provide a chance to work

in our industry and understand its language, technology, and the state of its art. The student should develop confidence, poise, and the ability to think. Finally, a student should develop a “fire in the belly” to solve problems and to see assignments to their logical confidence. (p.69).

It is easy to conclude through the research presented in this section and comments such as Laesecke’s that if hospitality programs want to remain desirable to college students they must ensure the loyalty of their stakeholders: students, faculty, and industry recruiters. Hospitality programs can improve this loyalty by increasing the breadth and the quality of their curricula and focusing on service.

#### Balancing Theory and Practice:

In the history of education, the seven liberal arts comprise two groups of studies, the trivium and the quadrivium. Grammar, rhetoric, and dialectic (or logic) makes up the trivium ([www.encyclopedia.com](http://www.encyclopedia.com)). These are the sciences of language, of oratory, and of logic, better known as the artes sermocinales, or language studies. The quadrivium consists of the studies of arithmetic, geometry, astronomy, and music, i.e. the mathematico-physical disciplines, known as the artes reales, or physicae and is considered to be the elementary group, whence the name triviales or trivium (Catholic Encyclopedia, 2005). These liberal arts made up the core curriculum of the medieval universities. Colloquially, however, the term “liberal arts” has come to mean studies intended to provide general knowledge and intellectual skills, rather than occupational or professional skills ([www.encyclopedia.com](http://www.encyclopedia.com)).

The term liberal in liberal arts originally meant “appropriate for free men”, i.e., those citizens of the republics of classical antiquity and a generalized education thought to be most proper for these social and political elites ([www.encylopeida.com](http://www.encylopeida.com)). The expression artes liberales, chiefly used during the Middle Ages, does not mean arts as the word is understood in today’s society, but those branches of knowledge which were taught in the schools of that time. They were called liberal (Latin: liber, free), because they served the purpose of training the free man, in contrast with the artes illiberales, which were pursued for economic purposes; their aim was to prepare the student not for gaining a livelihood, but for the pursuit of science in the strict sense of the term, i.e. the combination of philosophy and theology known as scholasticism (Catholic Encyclopedia, 2005). As such, the course of study in liberal arts was almost entirely devoted to the classics while shunning most training directly applicable for a given trade or pursuit. Later, the liberal arts broadened to encompass study in the humanities more generally ([www.encylopedia.com](http://www.encylopedia.com)).

The subject of liberal arts is of interest to many in education and many historians; it has extended through more than two thousand years and still is in active operation. According to the Catholic Encyclopedia (2005) liberal arts are equally instructive for the philosopher because thinkers like Pythagoras, Plato, and St. Augustine collaborated in the framing of the liberal arts system, and because in general much thought and much pedagogical wisdom has been embodied in it.

Over the course of time the structure of liberal arts has been debated and utilized to build many education systems. The highest object being the study of the Veda, or the science or doctrine of divine things, the summary of speculative and religious writings for

the understanding of which ten auxiliary sciences were pressed into service, four of which (phonology, grammar, exegesis, and logic) are of a linguistic-logical nature, and thus can be compared with the Trivium; while two (astronomy and metrics) belong to the domain of mathematics, and therefore to the Quadrivium (Catholic Encyclopedia, 2005). Many of the most creditable scholars and philosophers have embraced the liberal arts, some of those including Pythagoras, Socrates, Aristotle, Pollio, Cappella, and Albinus (Alcuin).

One of Alcuin's pupils, Rabanus Maurus, who died in 850 A.D. as the Archbishop of Mainz, in his book entitled *De Institutione Clericorum*, gave short instructions concerning the Artes (liberal arts) and was published under the title, "De Universo", what might now be referred to as an encyclopedia. The extraordinary activity displayed by the Irish monks as teachers in Germany led to the designation of the Artes as *Methodus Hybernica*. To impress the sequence of the arts on the memory of the student, mnemonic verses were employed such as the hexameter. "By the number seven the system was made popular: the Seven Arts recalled the Seven Petitions of the Lord's Prayer, the Seven Gifts of the Holy Ghost, the Seven Sacraments, the Seven Virtues, etc. The Seven Words on the Cross, the Seven Pillars of Wisdom, and the Seven Heavens might also suggest particular branches of learning. The seven liberal arts found counterparts in the seven mechanical arts; the latter included weaving, blacksmithing, war, navigation, agriculture, hunting, medicine, and the *ars theatrica*. To these were added dancing, wrestling, and driving. Even the accomplishments to be mastered by candidates for knighthood were fixed at seven: riding, tilting, fencing, wrestling, running, leaping, and spear-throwing. Pictorial illustrations of the Artes are often found, usually female figures



with suitable attributes; thus Grammar appears with book and rod, Rhetoric with tablet and stilus, Dialectic with a dog's head in her hand, probably in contrast to the wolf of heresy—the play on words Domini canes, Dominicani—Arithmetic with a knotted rope, Geometry with a pair of compasses and a rule, Astronomy with bushel and stars, and Music with cithern and organistrum (Catholic Encyclopedia, 2005).” For the academic development of the Artes it was of importance that the universities accepted them as a part of their curricula.

The associated literature (Morrison & O’Mahony, 2003) spans over two decades and serves to reveal some of the educational and intellectual dilemmas confronting contemporary hospitality management education. They embraced support for the inclusion of the wider social sciences within the curriculum, and balancing the vocational and action orientation with that of the liberal and reflective.

Airey and Tribe (2000) proposed that students of hospitality education could learn much from an increased exposure to the social sciences and the opportunity to reflect on connections between their life experiences and varied theoretical ways of understanding and knowing what constitutes the concept of hospitality as broadly conceived.

According to Nailon (1982) the development of hospitality management education has been evolutionary. “Moreover, he advises that the curriculum originated from a vocational foundation and maintains that the traditional approach to hospitality education was based on an amalgam of craft, ritual and inherited practices” (p. 135). Nailon concluded that, “whilst hospitality is considered to be a business activity, hospitality education can in fact include the liberal arts, which contrasts with a traditional vocational and action orientation” (p.135). Pizam et al (1982) suggested curriculum

parameters look at a number of objective and quantitative elements that comprise part of hospitality management and therefore those elements should be included in the curriculum.

Hegarty (1992) suggested that a new paradigm for hospitality curriculum needed to be established and advocated for the inclusion of philosophy and ethics in the development of a framework for hospitality education, while Jones (1996) argued for a curriculum that combined the natural and social sciences in order to educate students better concerning the physiological and social needs of customers.

After reviewing much of the literature concerning liberal-arts integration into hospitality education there does seem to be a consensus. The agreement lies in the liberal approach within the broader social sphere of culture, anthropology, philosophy and sociology, albeit to the neglect of the natural sciences (Morrison & O'Mahony, 2003).

Justification for the incorporation of an explicit social sciences perspective of hospitality into the mainstream specialist curriculum is that hospitality has consistently represented an important part of world culture throughout history (Evans, 1988).

It is imperative to point out that for many college students the hospitality industry may be an important vehicle (if not the only vehicle) to motivate students to learn more about the humanities and social sciences, including economics, psychology, political science, sociology, and statistics. Our discipline is a catalyst that drives and excites future intellectual development for many students. The hospitality industry is about people and students who are serious about working in the hospitality industry and

will be challenged to search for new answers to solve people-related problems (p.45).

It is critical to introduce a broader perspective to the liberal-arts proponents that hotels, restaurants, and travel firms have been an important and positive part of our world culture throughout history (Evans, 1988).

#### Educators and Teaching:

An educational institution is similar in human composition to a creative, entrepreneurial business (such as a hotel or a restaurant), where intelligent, creative, and innovative people are stockpiled (Snyder, Morin, & Morgan, 1988). Each faculty member in an educational institution has a unique personality and set of aspirations, which is linked to the motivational force of that person (Chesser, Ellis, & Rothberg, 1993).

Faculty members can be a powerful force in the development of young people. This statement is best represented by a passage in *Leadership Reconsidered* authored by Astin and Astin (2000, p.33):

College teaching is a time-honored profession that includes sharing part of one's self with students. It allows faculty the opportunity to mentor and contribute to the development of students in their roles as learners. As teachers, faculty believe that they can facilitate the learning process by instilling in students a thirst for continuous learning and a quest for answers to complex problems. They see themselves as encouraging students to create their futures by preparing them for a range of unforeseen challenges that lie ahead. That the faculty can indeed be a powerful force in the development of young people is attested to by the fact that

so many former students identify faculty members as their primary mentors and guides. College faculty are called upon in their work to provide leadership as teachers, scholars, and servants to the larger society, and it is these many challenging roles and responsibilities that not only make the academic profession so appealing, but also create so many opportunities for faculty to play a key role in institutional and societal transformation.

Faculty is the critical component in hotel, restaurant and hospitality education. It is absolutely essential that educators be firmly grounded in the fundamentals essential to success in a hospitality business. However, continual research is a critical component of a faculty member's job. While some hospitality educators claim multiple years of experience, experience dates itself quickly (Stutts, 1995). Stutts continued by stating that faculty cannot rely on what they "used to do". They must research what they are teaching to validate its relevancy; and they must examine the serious problems that are affecting the hotel, restaurant, and hospitality industry, becoming in some instances the proactive force that resolves the problem by modifying course content which redirects future managers on a new path. Educators must balance the instruction of fundamental principles with the results from cutting-edge, marketplace research. Industry leaders can benefit from sharing their changing needs, expectations and priorities with the educator, the "developer" of the human capital. Industry has an obligation to open doors and resources to the faculty of hotel, restaurant and hospitality education programs. This assists restructuring the learning process to reflect the use of information in the real world, changing the role of the educator from presenter of pre-packaged facts to facilitator of active learning and transforming the library specialist to an active

collaborator in curriculum planning for effective use and availability of information resources (Sigala & Baum, 2003). Sigala and Baum stated that: “educators need to realize that teaching is not telling, that learning is not absorbing and that knowledge is not static and, in turn, reflect these to their instruction mechanisms and student appraisal systems” (p. 370). Gillespie and Baum (2000) stated from an educational perspective, tourism and hospitality’s traditions lie in practical and craft-based training and these origins continue to influence the culture of delivery.

The hospitality education field is one of multi-disciplinary study which brings the perspectives of many disciplines, particularly those in the social sciences, to bear on particular areas of application and practice in the hospitality industry (Stiegler et al, 1989).

Robert and Cynthia O’Halloran (1992) stated, as a result of this interdisciplinary focus, the faculties of hospitality programs come from varied academic and professional orientations. Faculties involved in hospitality education possess diverse academic backgrounds which include business, education, food science, recreation, law, tourism, and other social sciences. Perhaps due to these varying perspectives, hospitality educators often view the business world more globally than many of their colleagues. O’Halloran and O’Halloran continued by saying, “few faculty in hospitality and tourism programs share a common educational background, but bring a diverse orientation to one subject” (p.61). This would be more difficult to achieve in an economics or sociology program where faculty are expected to attain a terminal degree in that discipline. This disparity of educational background, which in some cases hinders the recognition of these fields as viable academic departments, can in this case be represented as a strength for

high quality in hospitality education. The diverse orientation of faculty will enable hospitality educators to offer more dynamic, yet consistent education opportunities.

Stutts (1995) concluded that education's performance would determine an industry leader and hospitality educator's continuing value to the fast-growing global industry of which both are integral parts. It is not a responsibility to be taken lightly.

#### Hospitality Education Branding of Programs and Students:

Because graduates carry the reputation of their university and hospitality program with them into the hospitality industry, it is of vital importance that educators ensure that graduates have been prepared to enter the industry armed with accurate and correct knowledge of the hospitality industry and professional skills that will aid them in their journey of finding success and work satisfaction. By allowing poorly educated and trained graduates to enter the hospitality industry, a negative impression will be drawn about the program and/or university of those graduates. Considering the competitiveness among universities in the 2000s to attract the best students, it is extremely important for hospitality programs to protect their reputations and increase their reputability by producing quality graduates who remain in the hospitality industry for many years and have successful careers. It is here to that the word "branding" plays an important role in a hospitality program's reputation. A graduate will always carry his/hers universities brand not only because that is the granting university of his/her diploma, but because of the individuals education and skills received from that university. It is imperative for a university or hospitality program that its graduates carry their brand in a positive manner

to increase their reputation in the hospitality industry or any other industry they may choose to enter.

Robert M. Moore (2004) stated in an article entitled *The Rising Tide* that over the past decade, deliberate efforts to “market” college and universities to specific audiences had gone from being a marginal (and somewhat suspect) activity in higher education to becoming a strategic imperative.

The image or branding issue has become a strategic managerial decision since it impacts upon the ability of an institution to recruit desired faculty members, to attract research money as well as philanthropic donations, and to draw and retain motivated individuals; as well as attracting corporate recruiters who will return to the university to recruit graduates for decades to come. (Belanger, et. al, 2002).

Branding is defined as the advertising of product in such a way that consumers have immediate, positive, brand-name recognition and association with a particular company (Kramer, 2003). In other words: an image. Image is defined as the sum of beliefs, attitudes, stereotypes, ideas, relevant behaviors or impression that a person holds with respect to an object, person, or organization (Prahalad & Hamel, 1990). A major part of the branding process is the promise of an experience. Universities have been under increasing pressure to market themselves. In this new world of education the challenge is understanding and communicating the validity of the experience to target audiences.

For instance when you buy a Rolex watch, you are promised craftsmanship and quality. When you book a room at the Ritz Carlton, you’re promised luxury. The authenticity of the promise conveyed by a brand name is particularly important in higher

education, where the college or university brand becomes part of the individual's identities, one of the key badges that we all wear in understanding and explaining ourselves (Moore, 2004).

Brands do not develop value or authenticity by themselves. Through effective marketing, many institutions have succeeded in aligning or enhancing their images to better fulfill the promise they convey to the constituencies that they already "own" or desire to attract (Moore, 2004). Since many new "positioning" or "repositioning" initiatives are considered "top-down": beginning in the university president's office or provost's office, many deans, department heads, or unit directors are left with the reaction of skepticism and self-interest when presented with the branding idea. They are left wondering; how does this help my department?

Moore (2004) stated that a well-planned and well-executed integrated marketing process can have a positive effect on a larger institution and all its constituent units. Moore affirmed this by saying "a rising tide can indeed lift all boats". Such an effort is not without risks. Moore (2004, p. 58) quoted Berkely professor David L. Kirp as written in *Shakespeare, Einstein, and the Bottom Line*, as saying: "Some institutions have learned how to combine...the academic commons and the marketplace, becoming successful and principled competitors in the higher education bazaar. Others...have bargains only Faust could love."

Many universities have devised a euphemism for the word "branding" often referring to the word branding as a "story" or "history" of the university. What this means is determining the competitive advantage of the university and establishing branding questions that position the university in competition with other universities.



Many universities try to create keywords, developed logos and positioning lines associated with the university that capture the universities' competitive strengths or unique destination and drive them through their communications. For this type of branding to be successful those within the university must believe the brand, which is sometimes hard to accomplish. Typically, academia prides itself on critical thinking...one must wonder what the academic community of Oklahoma State University was thinking when the university unveiled its new motto; "The State's University." No wonder many people think branding should be a four letter word.

For hospitality programs the key to success in branding is differentiation. While the attributes of research and intense learning are important, they are not distinctive. What hospitality programs must do is focus on attributes that differentiate them from other hospitality programs (their competitors). Solanki (2002) stated that schools needed to differentiate themselves from the competition on a basis beyond just the academic results, to make the intangibles tangible. To only focus on research and intense learning only reinforces the category to which the program belongs; the program needs to focus on attributes that are specific. It should be understood that hospitality programs are focusing on research and intense learning, if not they are failing their core values and their mission. For example: Oklahoma State University, Pennsylvania State University, Cornell University, University of Houston, and Northern Arizona State University and five universities in the United States that operate a hotel located on-campus use this hotel as a training lab for students as part of the hospitality program (P.Moreo, personal communication, March 17, 2006).

Research has clearly showed that the consumers of university services are current students and alumni. More universities are trying to understand their brand values and the emotional benefits they can provide to a student's development. Fisher (2005, p. 16) in his article *Marketing U* stated that:

Although marketing, and indeed branding techniques, can be successfully applied to universities, the question of what defines a university "brand" is much more complex. Students are not merely "consumers" (although, interestingly, the most radical of young students will describe themselves in this way in a weak moment, when debating tuition fees or pointing out what the university has or has not done for them). The academic program is not "the product". The truth is the student; teacher and/or researcher are the brand as much as the brand is their U. It's a joint venture of co-creation, unlike any transaction or purchase, however intermediated or complex. If one of the parties is not doing her part, the whole thing falls apart. What branding can do for a university however is differentiate it and evaluate it, crating a destination, instead of a commodity.

Fisher (2005) in closing wrote: that if we do not reflect the real differences in our brands we become a category of clones where the best you can do is follow the leader. For this and other reasons, universities and specific colleges/departments within universities have turned to branding to differentiate themselves. This type of branding helps to answer the simple question: "What sort of hospitality program are you?" This question can best be answered by the graduates of the hospitality program, for they are

the program's brand. The graduates are the hospitality program's ultimate calling card; they are the image and the reputation of the program. Graduates are the stakeholders in a hospitality program and similar to any business can make or break it in the hospitality community. For instance, if a program has not ensured that their graduates are fully educated and trained to enter the marketplace the graduates will begin to feel inadequate and frustrated with their lack of success, eventually placing blame on their alma mater. The organization that hired this less than adequate group of graduates will also begin to have a negative image of that particular hospitality program, and will possibly discontinue all recruiting efforts from that program. It is imperative to remember that graduates are a walking billboard for a university and its degrees. Their behavior or performance in the community and on the job is a direct reflection of the university and should be taken very seriously. Much like any other brand, a university needs an ownable and relevant brand promise against which the institution delivers-as opposed to a "catchy" tag line (Fisher, 2005). Alumni are that brand promise, after all, not only do they carry the diploma-they are carrying the universities' seal of approval or brand.

Accreditation: Standards and Criteria:

*Historical Overview:*

In the beginning, accreditation was a voluntary effort by a few educational institutions seeking agreement on standards for distinguishing colleges from secondary schools (Brady, 1988). Accreditation has evolved over the years into a process or framework for evaluating and improving quality in colleges and universities.

There was no reference to education in the United States Constitution because at the time of the Constitutional Convention, education had not gained sufficient public importance to warrant specific mention (Selden, 1960). Selden went further back into history to locate the earlier influences on education in America. Selden (1960) stated that higher education was founded on the European continent, with England mainly involved in redirecting the European universities, many of which first appeared in the Middle Ages. Seldon continued by stating that the Protestant university traditions of England and Scotland greatly influenced American education and had become extremely apparent in the controlling of academic standards.

*Origin of Accreditation:*

Brady (1988) concluded that accreditation originated scores of independent but interrelated forces: national, regional, and state; public and private; general and specialized; elite and plebian. The necessity of accreditation stemmed from state institutional and professional licensing requirements, the need of education definitions for statistical and administrative purposes, the need for articulating the programs of secondary and higher educational institutions and assessing the competence of students transferring to domestic and foreign institutions, and the need to distinguish reputable institutions from those with which they did not wish to associate (Brady, 1988). In addition to these needs was the desire of educators and professionals to promote the standing of their institutions and professions (Orlans, 1975).

The first accrediting agency in the United States was the New York Board of Regents in 1784; they visited every college in the state once a year. (Orlans, 1975;

Selden, 1960). The process consisted of a one-day visit, normally by a single, state official in a low-ranking position. The visiting official acknowledged the visit as part of an annual report to the state legislature. No established criteria, peer review, group judgment, or self-study existed (Brady, 1988). The American Medical Association (AMA) established its Council on Medical Education in 1904, which evolved into a specialized accreditation and set a pattern eventually followed by most other professional associations (Young et al., 1983).

The national emergence of accreditation first appeared in 1938 with the founding of the Joint Committee on Accrediting, which was established by the National Association of State Universities (NASU) and the Association of Land-Grant Colleges and Universities whose goal was to reduce the demands of accrediting agencies (Selden, 1960). The Joint Committee was not successful and in 1949 the National Committee on Accrediting (NCA) inherited the files and mission (Orlans, 1975; Selden 1960). In 1951 the National Committee of Regional Accrediting Agencies (NCRAA) became formally organized. By the 1960's the NCRAA had evolved into the Federation of the Regional Accrediting Commission of Higher Education (FRACHE). In 1975, the NCA and FRACHE merged to make the Council on Postsecondary Accreditation (COPA). This merger resulted in the most comprehensive education association in existence (Brady, 1988). There was a series of reorganization and development phases of COPA beginning in 1975 and ending in 1983 (Chambers, 1983). COPA voted to dissolve in December 1993, and a new entity, the Commission on Recognition of Postsecondary Accreditation (CORPA) was established in January 1994 to continue the recognition of accrediting agencies previously carried out by COPA until a new national organization for

accreditation could be established. CORPA dissolved in April 1997 after the Council on Higher Education Accreditation (CHEA) was created. CHEA is currently the entity that carries out a recognition function in the private, nongovernmental sector (U.S. Department of Education, 2006).

The following is an accreditation timeline; it does not include every accrediting agency in the United States, but does include the founding agencies and those that directly govern the accreditation process in hospitality programs.

#### Timeline of Accrediting Agencies:

- 1784---New York Board of Regents is the first accrediting agency in the U.S.
- 1846—Iowa initiates accreditation in higher education
- 1896—Utah follows Iowa in accreditation higher education
- 1885—Creation of the New England Association of Colleges and Secondary Schools
- 1885—Development of North Central Association of Colleges and Secondary Schools
- 1887—The College Association of Pennsylvania is born
- 1887—The Southern Association of Colleges and Secondary Schools is implemented
- 1904—AMA establishes the Council on Medical Education
- 1906—Congress charters the Carnegie Foundation
- 1916—The Association to Advance Collegiate Schools of Business (AACSB) is founded
- 1917—The Northwest Association of Colleges and Secondary Schools appears
- 1924—The Western Association of Colleges and Secondary Schools begins accreditation
- 1938—Joint Committee on Accreditation is established
- 1949—The National Commission on Accreditation takes over from the Joint Committee on Accreditation

- 1951—The National Committee of Regional Accrediting Agencies (NCRAA) is organized
- 1964—The Federation of Regional Accrediting Commission of Higher Education (FRACHE) meets for the first time
- 1973—Merger of NCA and FRACHE emerging is the Council on Postsecondary Accreditation (COPA)
- 1979—COPA is reorganized
- 1983—The Carnegie Foundation states that regional accreditation should be the basis for determining federal eligibility
- 1986—The American Culinary Federation (ACF) established it's accrediting commission
- 1990—Accreditation Commission for Programs in Hospitality Administration is Established
- 1993—COPA dissolves
- 1994—Council on Higher Education Accreditation (CHEA) was created

*sources: (Brady, 1988; CHRIE, 2005; AACSB, 2005; ACF, 2005; Carnegie Foundation, 2005, US Department of Education, 2006).*

### *Accreditation of Hospitality Administration Programs:*

The Accreditation Commission for Programs in Hospitality Administration (ACPHA) was established in 1988 to develop and accreditation process for hospitality administration programs. Accreditation of Hospitality Administration Programs began in 1990 (Heiman & Sneed, 1996). The two fundamental purposes of ACPHA accreditation are: to assure the quality of the program and to assist in the improvement of the institution or program ([www.chrie.org](http://www.chrie.org)).

According to [www.chrie.org](http://www.chrie.org) (2005), ACPHA's accreditation requires each program seeking accreditation to:

1. Define its education mission, goals, and purposes in writing after consultation with students, faculty, alumni, and the hospitality industry;
2. Translate its mission into educational outcomes that can be objectively and clearly assessed; and
3. Assure the Commissions that the hospitality program has the administrative, financial and academic support to achieve its educational mission.
4. Ascertaining, by sending a team of qualified educators to the program campus the degree to which the program has translated its mission into educationally appropriate outcomes. This team also provides the experience and knowledge of peers to help guide the program towards continuous improvement of program quality.
5. Affirming, through Commission action and annual reviews that the program meets a standard of educational quality and will maintain a programmatic commitment to continually improving that quality.

The Commission has set up accrediting standards which represent generalized characteristics determined to be essential in order for program objectives to be achieved. The standards for the Commission cover the following areas: Mission and Objectives, Evaluation and Planning, Administration and Governance; Curriculum, Faculty/Instructional Staff, Student Services and Activities and Resources. The specific objectives of hospitality administration accreditation are to foster excellence in the field of hospitality administration by developing standards and guidelines for evaluating program effectiveness and to ensure that the accrediting process recognizes and respects the diversity of programs in hospitality administration ([www.chrie.org](http://www.chrie.org)).



ACPHA established specific objectives for the nine areas of the accreditation process of a hospitality management program. The specific objectives for curriculum that are of particular relevance to this study are:

- To assure that the curriculum is based on those knowledge components, skills, values, and attitudes that the community of interest has identified as essential for the graduates of the hospitality program to function as a responsible practitioner, citizen, or person.
- To assure that curricular offerings are developed, regularly reviewed, and evaluated in terms of their effectiveness in achieving programmatic objectives.
- To assure that effective means of assessing learning outcomes have been developed.
- To ensure that the curriculum includes an appropriate mix of theoretical and applied experience for achieving the educational objectives. The specific standards for the common body of knowledge are in curriculum standard #3b are listed below:
  - Historical overview of the hospitality industry and the profession.
  - The marketing of hospitality goods and services.
  - The operations relative to the provision of hospitality goods and or services, including food service management and/or lodging management and related services.
  - Accounting procedures/practices.
  - Financial management.

- The economic environment of profit and non-profit organizations.
- The legal environment of profit and non-profit organizations.
- Ethical considerations and sociopolitical influences affecting organizations.
- Quantitative methods and management information systems, including computer applications.
- The planning for and utilization and management of personnel, including the improvement of student understanding of human behavior.
- Organization theory and behavior and interpersonal.
- Administrative processes, including the integration of analysis and policy determination at the overall management level,
- Provision of sufficient areas of specialization to allow students to develop individual interests and talents (I-CHRIE, Accreditation Commission for Programs in Hospitality Administration, 2005).

In the Winter Commission Update of the ACPHA-CAHM Commissions (January 2004) it was reported that letters of invitation had been sent to hospitality programs within Colleges of Business accredited by AACSB. These letters of invitation introduced a development process that would facilitate the granting of ACPHA accreditation to these programs (ACPHA-CAHM, 2004).

Brady (1988) concluded that accreditation could serve as a useful tool for institutions to improve educational quality because accreditation “serves to strengthen weak institutions and programs and make strong ones stronger.” Goodlad (1990)

expressed that while the accreditation process appears to promote the remediation of serious faults, it does not stimulate and develop constant improvement of outcomes. Frequently the accreditation process can be viewed as requiring an enormous amount of work with no particular benefits. Some faculty members see it as time taken away from teaching, research, curriculum development, and community service; administrators view the process as a threat to faculty morale, as well as a time consuming and costly task. Heiman and Sneed (1996) stated that when accreditation becomes a routine it can result in noteworthy improvement without being an arduous task. Heiman and Sneed supported this by citing a study done at Brigham Young University where a self-study for teacher education programs was performed and led to improvements in instruction, field experiences, student selection and qualifications of faculty members.

In a 1996 study by Heiman and Sneed that looked at the benefits of accreditation of hospitality administration programs the question was asked “What are the major advantages of accreditation and the accreditation process?” The significant advantages uncovered in the study were:

- Forces faculty to take a critical look at the program
- Establishes a long-range process of continual self-study
- Gives programs a status symbol, both internal and external
- Brings the whole faculty together
- Gives direction to the program
- Identifies the program’s strengths and weaknesses
- Requires system of record keeping
- Maintains quality standards

Based on the findings of this study, Heiman and Sneed developed a model depicting the impact of accreditation. The model showed the four major goals of the accreditation process: quality assurance, continuous quality improvement, higher educational and ethical standards, and improved public understanding of the field. Heiman and Sneed (1996) concluded that as accreditation goals are achieved by hospitality administration programs, a positive impact for program graduates would result, leading to a higher probability of career success for those graduates. Both the high program quality standards and the career success of graduates would have a positive affect on the recruitment of future students.

Accreditation, once granted, is viewed as a continuing status, that is removed only for cause and then with scrupulous observance of due process. It is however, periodically reaffirmed through comprehensive evaluation by the Commission. The timing of these reviews varies in accordance with the circumstances at a given institution, and with the Commission's judgment as to how it can best serve the program's needs while simultaneously meeting its broader responsibilities. The interval between comprehensive evaluations for programs continued in accreditation cannot be longer than seven years. In the interim, programs prepare and submit reports annually to the Commission (Handbook of Accreditation, 2000).

*To view a listing of ACPHA Accredited Institutions, please see Appendix A. To view the Course Matrix Example used by the ACPHA Accreditation Commission, please see Table 1.*

Course Matrix

Please list your courses in ascending numerical order and then place an "X" to indicate which course(s) principally meets which standard in the common body of knowledge (Curriculum Standard 3b, 1-13 and Standard 3c).

	Historical Overview	Marketing Goods & Services	Operations Goods & Services	Accounting Practices	Economic Environment	Legal Environment	Ethical Considerations	Management Info. Systems	Computers Role in Mgmt. Proc	Supervision Human Resources	Organizational Behavior	Interpersonal Communication	Management Processes Policy	Value and Norms	Work Experience
Standard Number															
Course Number/Name															

Table 1: ACPHA Course Matrix Example (ACPHA-CAHM 2004).

### Summary of Previous Research:

This section is a summary of studies mentioned previously in the literature review. This section was created to give the reader a summary of the studies mentioned earlier that pertain to hospitality curriculum design and development.

There have been several research studies that have investigated the curriculum of hospitality and tourism administration programs. None of those studies have produced a comprehensive model of that could be used in developing and/or analyzing a hospitality curriculum that could be utilized in bachelor granting hospitality programs. This study has cited many of these studies; the following is a summary of those studies.

Gursoy and Swanger (2005) in their study entitled *An Industry-Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business, Part II*. This study was a continuation to Gursoy and Swanger's (2004) study; Part I. In the 2004 study Gursoy and Swanger proposed a curriculum model for hospitality programs housed in accredited colleges of business, but this study only identified the subject areas in the model. Their 2005 study went a step further and developed a proposed curriculum model by identifying the course content items for each course included in the 2004 model. Gursoy and Swanger in their 2005 study sought to discover the course content items that were perceived by hospitality professionals to be required in the current business environment and identify the course in the model where those items would be placed. Both of these studies contributed greatly to the body of hospitality knowledge but were limited because they can not be generalized to hospitality schools that are not housed in colleges of business.

Self's 2005 study entitled: *20-20 Hindsight: A Qualitative Analysis of Hospitality Graduates* identified actions that hospitality students could take during their college years to increase their likelihood of career attainment. Self used a qualitative analysis of hospitality graduates' interviews to determine the course of action incoming hospitality students should take to be the type of graduate employers seek. Self performed 32 individual interviews with recent hospitality graduates and found that relevant work experience was a must. Self suggested some reasonable steps that hospitality students could take during their college years in his study. Those steps included establish a career track early, get focused work experience while working reasonable hours, realize that grades are relevant to recruiters, and seek balance between grades, work, and extracurricular activities.

Williams' 2005 study entitled *Contemporary Approaches to Hospitality Curriculum Design* determined that for hospitality programs to be successful, the adoption of strategies for program growth and development was critical. Williams stated that the importance of curriculum design and measurement are crucial to the process of success. Williams reviewed the hospitality literature regarding both curriculum design and programmatic characteristics for this study; four curriculum types were identified and used as the model they researched. They were: Business, Combined, Food Home Economics, and Tourism. The findings of this study helped to formalize the positive perceptions that have been instrumental in creating curricula in hospitality management studies. Williams acknowledges that those implications may not have applied to all hospitality programs, it was hoped that program administrators and faculty would find some applicability and use the information to develop their plans for maintaining viable

hospitality management programs within the parameters of their own institutional setting. Williams 2005 study's purpose was similar to Moreo's in 1988. In *Autonomous Hotel and Restaurant Schools: An Emerging Model*, Moreo's purpose was to develop a model to describe and better understand some hotel and restaurant educational programs. Moreo's model made it possible to identify any patterns of organizational structure and characteristics for schools which were somewhat similar to each other. Moreo divided hospitality programs into categories according to the relationship they had to their host university or college. Those included: autonomous, business housed, home economics housed, and other housed.

Dopson and Tas (2004) stated in their case study: *A Practical Approach to Curriculum Development*, that when developing a curriculum, educators should consider three major components of hospitality education: substantive knowledge, skills, and values. Dopson and Tas elaborated on two other approaches to curriculum: managerial and behavioral issues. They suggested that these two approaches should be integrated into the curriculum in order to prepare students for successful careers in the hospitality industry. Dopson and Tas continued by stating the curriculum of hospitality schools should not only train students to learn necessary skills to operate but also enable them to gain in a substantial knowledge on how to manage hospitality operations.

Sigala and Baum in 2003 looked at trends and issues in tourism and hospitality higher education as a visioning of the future. Although this study examined universities that offer degrees in hospitality in Scotland, some of the findings and conclusions can be applicable to U.S. universities with degrees in hospitality. Sigala and Baum's conclusion is one that knows no international boundaries. They stated: "as a consequence of the



changing environment within both the tourism and hospitality sector and within educational providers, it is argued that in order to address the challenges and the needs of new students, higher and established educational institutions should follow a blended mix towards education.” This argument implies that to make a transition to a blended approach of curricula; it is necessary to make a shift away from the educator-centered model of curriculum to the learner-centered model of educational skills and competencies.

In a 2001 study pertaining to what attributes were most important to incoming college students when selecting a hospitality program O’Mahony, McWilliams, and Whitelaw discovered that reputation of the program, not the university, was the number one factor of student selection. The study discovered that students see the university as a cluster of attributes including faculty, facilities, and services. When choosing a hospitality program the students were seeking specialized courses that allowed them to obtain credentials that would assist them in securing employment. The study continued to explore the perceptual, structural, personal and environmental issues that influenced students when making their final choice of a hospitality program.

Shoemaker and Zemke in 2001 completed a survey of University of Nevada, Las Vegas hospitality alumni. The purpose was to gain valuable information from the hospitality program alumni about their experiences and perceptions of the hospitality program at UNLV. Of the respondents only 13.8% indicated they were superbly prepared by UNLV hospitality program for their career. When asked if the respondents felt as if the classes at UNLV hospitality program were not challenging, 33.96% were in agreement. Only 11.56% of the respondents indicated the classes were a little

challenging or much too challenging. In the terms of characteristics the respondents look for in graduating seniors the two most important skills were problem solving/decision making skills (52%) and self-motivated skills (27.5%). As far as cognitive ability/knowledge, the two most important characteristics were ability to make decisions under pressure (42.4%) and ability to see the big picture (30.5%). In the experience section, the two most important characteristics were working as a member of a team (58.8%) and having experience as a team leader (39.3%).

Lafever and Withiam (1998) found that hospitality practitioners would like academe to produce students who not only have appropriate technical ability, but who also had a realistic view of the hospitality industry. These findings were a result of their study; *Curriculum Review: How Industry Views Hospitality Education*.

Harrison and Husbands (1996) summarized responses from a questionnaire they developed and surveyed fourth year undergraduate students to determine the attributes those students felt they would need when entering the hospitality industry. The following are those results:

- Develop communication and listening skills
- Gain a broad base of experience
- Take advantage of opportunities to “open doors” through volunteer activities
- Obtain a post-secondary education: master’s degrees are becoming more important
- Be prepared to start at the “bottom” and work hard
- Start developing networks of contacts and join associations
- Develop proficiency in a second language

- Keep current with technological advances
- Be prepared for teamwork; and
- Be flexible and show initiative

In Battersby's 1996 study he cited the work completed by The Hotel and Catering International Management Association and the University of Surrey (England) which undertook research to determine the future skills needs of managers in the hospitality industry. They found that language skills, management skills, communication skills and managing cultural differences ranked on the list of requirements.

A Breiter and Clements 1996 study entitled *Hospitality Management Curricula for the 21<sup>st</sup> Century* identified the specific management skills that hotel and restaurant managers in the United States perceive as important for success in the hospitality industry. In addition, Breiter and Clements wanted to discover the perceptions that managers hold about specific criteria for hiring and success in the industry. The results of the study were proposed to educators in helping them design courses and curricula that would fit industry needs. Breiter and Clements focused on four specific skills areas: human skills, conceptual and planning skills, managerial skills, and technical skills. They concluded that human skills were ranked highest as an area that hospitality schools should emphasize, followed closely by conceptual and planning skills. Managerial skills were ranked third as areas of emphasis followed by technical skills.

Accreditation was addressed in a 1996 study by Heiman and Sneed which looked at the benefits of accreditation of hospitality administration programs. Based on the findings of this study, Heiman and Sneed developed a model depicting the impact of accreditation. The model showed the four major goals of the accreditation process:

quality assurance, continuous quality improvement, higher educational and ethical standards, and improved public understanding of the field. Heiman and Sneed (1996) concluded that as accreditation goals are achieved by hospitality administration programs, a positive impact for program graduates would result, leading to a higher probability of career success for those graduates.

Bach and Milman (1996) employed a group problem-solving technique that assessed the perceptions of key constituency groups to determine the skills, competencies and knowledge required of hospitality management graduates that would prepare them for managerial positions in their coming years. Bach and Milman surveyed faculty and students in hospitality management programs as well as hospitality industry leaders. Generally speaking, the three groups had similar recommendations regarding curricular areas, but it appeared the faculty took a more in-depth view in terms of curricular areas that would support changes and growth in the various segments of the hospitality industry. The industry leaders surveyed employed a more practical approach for developing skills that addressed the ongoing concerns of the hospitality industry. Industry leaders also placed a heavy emphasis on the development of people skills. The students surveyed shared many of the topics that the faculty and industry leaders did, but put a greater emphasis on the development of management skills.

In 1995, under the direction of Robert Ashley (et. al) the University of Central Florida performed a study to reevaluate their hospitality curriculum after the program was absorbed by the college of business. Ashley stated that from the industry's point of view the proper curriculum balance would be found between hospitality-specific knowledge and general managerial competencies (communication, financial knowledge, and

interpersonal relations). Keeping that in mind, Ashley and his associates began the curriculum-revision process with the concept that the customer defines product attributes—the hospitality industry being the customer in this scenario and the program’s goal was to provide quality workers for the hospitality industry. The researchers worked with hospitality industry leaders in the Orlando Florida area to establish which courses should be emphasized in the curriculum at the University of Central Florida’s hospitality program. The group of hospitality executives who contributed to the research at Central Florida challenged the hospitality department to go beyond the specific skills traditionally included in hospitality programs and focus more intensely on the general managerial, technological, financial, and leadership skills (Ashley, et al, 1995).

In a 1995 study completed by J. Sneed and R Heiman entitled: *What Program and Student Characteristics Do Hospitality Recruiters Consider Most Important* the researchers surveyed 85 hospitality recruiters to determine what characteristics they desired when recruiting future employees from hospitality programs. The research stated that the following characteristics:

1. quality of its graduates
2. positive results from former program graduates
3. a positive relationship with the faculty
4. the reputation of the hospitality program

From this research it is easy to conclude that recruiters focus on hospitality programs that demonstrate their graduates are of high quality and can meet the standards of the industry. Their findings show that management skills recruiters identified as being important for students included: leadership, decision making/critical thinking and

judgment. In addition to the management skills they stated that communication skills were important, including interpersonal, verbal, and written communication.

Matt Casado (1992) found in a study he performed entitled *Higher Education Hospitality Schools: Meeting the Needs of Industry*, that most European hotel schools follow a craft-oriented curriculum while the majority of American hospitality schools are management-oriented. Casado continued by stating that a strong craft-oriented approach to curriculum may prepare students to be functional managers at the time of graduation; but as they are considered for promotion they may be found lacking in the areas of communication, interpersonal, and business skills. Casado concluded through his findings it could be argued that colleges and universities preparing students for positions in the hospitality industry should make a clear distinction among trade-oriented, business, and hotel/restaurant management programs. Casado stated that ideally, schools of hotel and restaurant management should teach their students:

- Technical subjects from a managerial perspective
- Liberal studies emphasizing communication and interpersonal skills; and
- Business courses applicable to hospitality-related topics

Casado concluded by providing equal proportions of these courses four year hospitality programs would offer their students a well balanced curriculum.

Much of the literature on hospitality curricula in the late 1980s and early 1990s suggested examples or patterns for a focus designed for the future decades. Meyer, Koppel, and Tas (1990), for instance, examined the future needs of graduate hospitality education from faculty, student, and program administration perspectives. They concluded that curriculum was a critical issue of concern, coupled with the quality of

faculty and institutional resources. Also in 1990, Redlin, Tabacchi, Sherry and Boothe conducted a strategic analysis of graduate programs (SWOT analysis) of hospitality education and identified strengths, weaknesses, opportunities and threats for expanding those programs. Mann in 1993 projected what the classroom of hospitality education might look like in the year 2005, and Powers and Riegel (1993) addressed the question of whether hospitality education would survive another generation.

Additional contributions attempted to offer more specific recommendations in their research. Sim and Sands in 1989, proposed a curriculum model for planning and evaluating hospitality management programs. They distinguished between four phases of such educational programs: mission, program goals, competency based objectives, and learning activities. Quinton (1988) also recommended four ingredients for maintaining a “five-star” hospitality program: general education, business education, industry field experience, and quality students.

Literature on hospitality management curriculum development also reported various methodological approaches. Knutson and Patton (1992) used a factor analysis that yielded four dimensions of hospitality management skills perceived by students to be important for their professional career. The four dimensions were: horse sense: having a practical view of the business’s future; maze haze: succeeding within the corporate culture; Confabulation: effectively communicating with others; elbow grease: possessing the ability to operate a hotel or restaurant. Partlow (1990) studied a sample of managers (183) and educators (296) to determine their competency expectation of graduates with advanced degrees in hospitality management. Ittig (1989) conducted a study for a proposed baccalaureate program in a state university business school. Ittig collected data

through both interviews with program directors of hospitality management programs and a review of their departmental literature.



An Industry Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business, Part II	20-20 Hindsight: A Qualitative Analysis of Hospitality Graduates	Contemporary Approaches to Hospitality Curriculum Design	An Industry Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business, Part I	A Practical Approach to Curriculum Development	Trends and issues in tourism and hospitality higher education:: visioning the future	Why students choose a hospitality-degree program: An Australian Case Study	Survey of University of Nevada, Las Vegas Hospitality Alumni
2005	2005	2005	2004	2004	2003	2001	2001
Gursory & Swanger	Self	Williams	Gursory & Swanger	Dopson & Tas	Sigala & Baum	O'Mahony, McWilliams & Whitelaw	Shoemaker & Zemke
<b>Purpose of Study/Conclusions</b>							
<ul style="list-style-type: none"> <li>proposed curriculum model by identifying course content items</li> </ul>	<ul style="list-style-type: none"> <li>course of action students take to be the type of graduate employers seek</li> </ul>	<ul style="list-style-type: none"> <li>strategies for program growth &amp; development</li> </ul>	<ul style="list-style-type: none"> <li>identified subject areas for model</li> </ul>	<ul style="list-style-type: none"> <li>two approaches to curriculum: managerial &amp; behavioral issues</li> <li>consider three major components when developing a curriculum: substantive knowledge, skills, and values</li> </ul>	<ul style="list-style-type: none"> <li>implied education should shift away from educator-centered models of curriculum to a learner-centered model of educational skills &amp; competencies</li> </ul>	<ul style="list-style-type: none"> <li>discovered that reputation of the hospitality program not the university was the number one factor of student selection</li> <li>explored the perceptual, structural, personal &amp; environmental issues that influenced students when selecting a hospitality program</li> </ul>	<ul style="list-style-type: none"> <li>purpose was to gain valuable information from the alumni about their experiences &amp; perceptions of the hospitality program at UNLV</li> <li>two most important skills alumni felt were needed were problem solving (52%) &amp; self-motivated skills (27.5%)</li> </ul>

Table 2: Summary Matrix of Previous Research used in Chapter 2: Literature Review Continued.

Curriculum Review: How Industry Views Hospitality Education	Practicing Responsible Tourism	The challenge and the opportunity facing the hospitality industry	Hospitality Management Curricula for the 21 <sup>st</sup> Century	Accreditation of hospitality administration programs: an evaluation	A novel technique for reviewing and hospitality management curriculum	A customer-based approach to hospitality education	What program and student characteristics do hospitality recruiters consider most important
1998	1996	1996	1996	1996	1996	1995	1995
Lafever & Withiam	Harrison & Husbands	Battersby	Breiter & Clements	Heiman & Sneed	Bach & Milman	Ashely, R.	Sneed & Heiman
<b>Purpose of Study/Conclusions</b>							
<ul style="list-style-type: none"> <li>found that hospitality practitioners would like academe to produce students with technical ability &amp; have a realistic view of the industry</li> </ul>	<ul style="list-style-type: none"> <li>summarized responses to determine the attributes students felt they would need when entering the industry</li> </ul>	<ul style="list-style-type: none"> <li>determine the future skills needs of managers in the hospitality industry</li> <li>found: language skills, management skills, communication skills, &amp; managing cultural differences ranked high</li> </ul>	<ul style="list-style-type: none"> <li>identified management skills needed in the hospitality industry: human skills, conceptual &amp; planning skills, managerial skills, technical skills</li> <li>concluded human skills ranked the highest</li> </ul>	<ul style="list-style-type: none"> <li>developed a model depicting the impact of accreditation</li> <li>four goals of the model: quality assurance, continuous quality improvement, higher educational &amp; ethical standards, improved public understanding of the field</li> </ul>	<ul style="list-style-type: none"> <li>surveyed faculty, industry, &amp; students to determine skills, competencies &amp; knowledge required for industry</li> <li>faculty: in-depth view of curricular area</li> <li>industry: practical approach</li> <li>students: combination of faculty &amp; industry views</li> </ul>	<ul style="list-style-type: none"> <li>U of Central Florida study to reevaluate hospitality curriculum</li> <li>go beyond specific skills traditionally include in hospitality programs &amp; focus on general managerial, technological, financial, &amp; leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>quality of graduates</li> <li>positive results from former program graduates</li> <li>a positive relationship with the faculty</li> <li>the reputation of the hospitality program</li> <li>also important: communication skills, verbal, written communication &amp; interpersonal skills</li> </ul>

Table 2: Summary Matrix of Previous Research used in Chapter 2: Literature Review Continued.

The hospitality classroom, circa 2000	A bright future for hospitality education: providing value in the 21 <sup>st</sup> century	Higher education hospitality schools: meeting the needs of the industry	Graduate hospitality: where are we in our search for excellence	Graduate programs in hospitality education: a strategic analysis	A planning and evaluation model for programs in hospitality management	Autonomous Hotel and Restaurant Schools: An Emerging Model	Responding to hospitality education needs
1993	1993	1992	1990	1990	1989	1988	1988
Mann	Powers & Riegel	Casado	Myer, Koppel, & Tas	Redlin, Tabacchi, Sherry, & Boothe	Sim & Sands	Moreo	Quinton
<b>Purpose of Study/Conclusions</b>							
<ul style="list-style-type: none"> <li>Projected what the classroom of hospitality education might look like in the year 2005</li> </ul>	<ul style="list-style-type: none"> <li>Addressed the question of whether hospitality education would survive another generation</li> </ul>	<ul style="list-style-type: none"> <li>ideally hospitality schools should teach: technical subjects from a managerial perspective</li> <li>liberal studies emphasizing communication &amp; interpersonal skills</li> <li>business core applicable to hospitality related topics</li> </ul>	<ul style="list-style-type: none"> <li>examined future needs of graduate hospitality from faculty, student, &amp; program administration perspectives</li> <li>concluded curriculum was a critical area of concern, along with the quality of faculty &amp; institutional resources</li> </ul>	<ul style="list-style-type: none"> <li>conducted a SWOT analysis of hospitality education &amp; identified strengths, weaknesses, opportunities, and threats for expanding those programs</li> </ul>	<ul style="list-style-type: none"> <li>proposed a curriculum model for planning &amp; evaluation hospitality management programs</li> <li>four phases of education: mission, program goals, competency based objectives &amp; learning activities</li> </ul>	<ul style="list-style-type: none"> <li>develop a model to describe &amp; better understand some hotel &amp; restaurant educational programs</li> <li>HRI programs were divided into four categories: autonomous, business housed, home economics housed, and other housed</li> </ul>	<ul style="list-style-type: none"> <li>recommended four ingredients for maintaining a five-star program: general education, business education, industry field experience, &amp; quality students</li> </ul>

Table 2: Summary Matrix of Previous Research used in Chapter 2: Literature Review Continued.

## CHAPTER III

### METHODOLOGY

#### Research Design

Planning and development for the research began in the fall 2005 and continued through the summer of 2006. A quantitative approach was used in the study to design a comprehensive model of hospitality curriculum development that could be utilized by all hospitality programs granting a Bachelor of Science degree in the United States. A non-experimental descriptive survey research design was utilized for this study. According to Gay and Airasian (2003) typical survey studies are concerned with assessing attitudes, opinions, preferences, demographics, practices and procedures. Since this study addressed the perceptions of the hospitality educators and hospitality practitioners, it dictated that a descriptive survey research design would be used.

The research was conducted in the summer of 2006. An extensive literature review in combination with the objectives of this study was used as the guideline to build the questionnaires for both hospitality educators and hospitality industry practitioners. An approval form for research involving human subjects was submitted to the

Institutional Review Board. The approval form was accepted and approved in June 2006, (See Appendix B). A descriptive, e-mail questionnaire survey was designed and distributed to the members of a focus group (See Appendix C). The members consisted of three hospitality educators and three industry practitioners (N=6). Changes and modifications were made to the questionnaire based on the results of the focus group.

### Population and Sampling Method

The population used in this study was all hospitality educators and hospitality industry practitioners. It would be impossible to survey every hospitality educator and hospitality industry practitioner; therefore, a convenience sample was chosen of the current members of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE) and hospitality industry members who were industry members of I-CHRIE. The researcher felt that by surveying faculty and industry members of I-CHRIE the study had a better opportunity to survey faculty members and hospitality industry practitioners who had a specific interest in hospitality education and curriculum development.

There were only 17 hospitality practitioners who were members of CHRIE; therefore, the researcher chose to survey members of the American Hotel and Lodging Association (AHLA) and the National Restaurant Association (NRA). These two associations were selected because they have the largest representation of members of any hospitality association within the hospitality industry. The AHLA membership directory did include email addresses in its directory but the database was not received

until after the survey was implemented because of a clerical error at the AHLA. The NRA does not allow their members to be surveyed by e-mail and declined to participate in this study thus it was determined that in order to have a representation of foodservice practitioners that the best way to access this sample was via state restaurant and hotel and lodging associations. Due to the large number of state restaurant and lodging associations, it was decided to divide the United States into four sections: Pacific, Midwest, South, and North East regions. The states included in each region were:

Pacific:

Washington, California, Hawaii, Alaska, Oregon, Idaho, Montana, Wyoming, Utah, Colorado, Nevada, New Mexico and Arizona

Midwest:

North and South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio.

South:

Oklahoma, Texas, Louisiana, Arkansas, Mississippi, Alabama, Georgia, Florida, North and South Carolina, Kentucky, Tennessee, Virginia, and West Virginia

North East:

Maryland, Delaware, New Jersey, Pennsylvania, New York, Connecticut, New Hampshire, Massachusetts, Vermont, Rhode Island and Maine

The selection of the states was based on a need for regional representation and was selected thru random sampling. The names of all fifty states in the US were written on 2x2 squares of white paper and placed in one of four hats labeled, Pacific, Midwest, South and North East based on their regional location. The researcher then drew one piece of paper with a name of a state from each hat. The state selections were modified by ability to get cooperation and convenience. The following states were selected for regional representation:

*Pacific:* Colorado  
*Midwest:* Wisconsin  
*South:* Oklahoma  
*North East:* Connecticut

It was discovered after the restaurant population emails were collected that although there was a state hotel and lodging association for Connecticut it was not a registered partner with the AHLA and the email membership directory could not be accessed; therefore, the researcher returned to the hat labeled North East and selected another state to represent the hotel sample of the North East. The state of New York was selected to serve as the hotel sample for the North East region of this study. The state of New York did not have a hotel and lodging association that included all hotels and lodging establishments in the state, but they did have a hotel and lodging association for the city of New York that is registered with The American Hotel and Lodging

Association and that database was used for the hotel and lodging industry practitioners for the North East region in this study.

The Oklahoma Restaurant and Hotel and Lodging Associations were the only associations that voluntarily donated their email directory to the study. Email addresses of the other associations members were obtained from their current online membership directories in June of 2006. The total sample for this study was 4,147.

CHRIE, an inclusive, collegial association that values creative, ethical and progressive action aimed at improvement of global hospitality and tourism education and research, was founded in 1946 as the global advocate of hospitality and tourism education for schools, colleges, and universities offering programs in hotel and restaurant management, foodservice management and culinary arts (I-CHRIE, 2006). I-CHRIE (International CHRIE) serves the hospitality education community by uniting educators, industry executives and associations. Their mission statement states that “I-CHRIE a nonprofit professional association provides programs and services to continually improve the quality of global education, research, service, and business operations in the hospitality and tourism industry (I-CHRIE, 2006, ¶3).”

The Colorado Restaurant Association (CRA) is a non-profit membership trade group founded in 1933 serving as the advocate for Colorado’s foodservice industry. The CRA represents more than 4,500 restaurants and over 200 allied trade companies that provide products, equipment and services to the hospitality industry (Colorado Restaurant Association, 2006).

The Wisconsin Restaurant Association (WRA) was incorporated as a not-for-profit trade association in 1933. WRA is made up of approximately 3,000 diverse food



service businesses representing over 7,000 locations throughout Wisconsin. By uniting in an association, members have access to information and services to help them better run their businesses. A strong voice gives WRA a more powerful voice in pursuing its mission to protect, promote and improve the restaurant industry (Wisconsin Restaurant Association, 2006).

The Oklahoma Restaurant Association, was founded in 1933 when a small group of 74 restaurant and cafeteria operators met to discuss issues within the industry, and has grown to include more than 4,500 member restaurant units and foodservice entities. “As the state’s largest private-sector employer, Oklahoma’s foodservice industry employs over 141,700 people or 9.8% of the total job base, according to a report by the School of Hotel & Restaurant Administration at Oklahoma State University” (Oklahoma Restaurant Association, 2006, ¶1). The ORA is recognized as one of the largest and most effective organizations in Oklahoma. With a strong presence at the state capital, the ORA constantly monitors regulatory and legislative issues (Oklahoma Restaurant Association, 2006).

The Connecticut Restaurant Association was founded in 1973 as the “Associated Restaurants of Connecticut.” The CRA represents nearly 600 hospitality professionals who serve their guests in over 1,000 locations throughout Connecticut. The CRA works closely with the Connecticut Legislature to accomplish its work for the membership (Connecticut Restaurant Association, 2006).

The Colorado Hotel and Lodging Association (CHLA) has more than 520 members representing more than 40,000 guestrooms throughout the State of Colorado. CHLA’s member properties include romantic bed and breakfast inns, luxury hotels,

affordable motels, ski resorts, cabins, rustic guest ranches, relaxing spas, weekend getaway timeshares, and condominium and vacation rental services, ranging in size from three to 1,600 rooms (Colorado Hotel and Lodging Association, 2006).

The Wisconsin Hotel and Lodging Association (WHLA) represents over 1,100 hotels, motels, inns, bed & breakfasts, condominiums, cottages, vacation homes, and campgrounds throughout Wisconsin (Wisconsin Hotel and Lodging Association, 2006).

Incorporated in 1986, the Oklahoma Hotel and Lodging Association is Oklahoma's (OHLA) trade association for the lodging industry. Representing more than 200 members, the OHLA actively provides operational, educational, technical, marketing and communications support as well as legislative representation on behalf of Oklahoma's entire lodging industry (Oklahoma Hotel and Lodging Association, 2006).

Established in 1878, the Hotel Association of New York City (HANYC) is one of the oldest professional trade associations in the nation. Its membership includes more than 200 of the finest hotels in New York City, representing more than 65,900 rooms and 30,000 employees. It is an internationally recognized leader in New York City's \$5 billion tourism industry (Hotel Association of New York City, 2006).

### Data Collection Techniques

Electronic mail (Email) has revolutionized the communication processes by allowing users to transmit and receive information from virtually any place in the world with a computer node connected to an online service (Thach, 1995). With the growth of the Internet (and in particular the World Wide Web) and the expanded use of electronic

mail for business communication, the electronic survey has become a more widely used survey method. According to Thach (1995), this application (electronic surveys) has not been discussed widely enough, even though it has been utilized for this purpose since the late 1970's.

Electronic surveys can take many forms. They can be distributed as electronic mail messages sent to potential respondents. They can be posted as World Wide Web forms on the Internet, and they can be distributed via publicly available computers in high-traffic areas such as libraries and shopping malls.

Because electronic mail is rapidly becoming such a large part of our communications system, this survey method deserves special attention. In particular, ethical issues should be considered when using e-mail surveys. The ethical issues include; sample representatives, data analysis, confidentiality versus anonymity, and responsible quotation (Colorado State University, 2001).

According to Cobanoglu et al.(2001), who compared mail, fax, and web-based surveys, web-based surveys yielded the highest response rate (44.21%) compared to mail (26.27%) and fax (17%). Cobanoglu determined that to ensure a study's response rate is high; the best method of distributing research surveys was through the use of web-based surveys. Electronic surveys have many advantages; some of those are: cost savings, ease of editing/analysis, faster transmission time, easy use of preletters, higher response rate, more candid responses, and potentially quicker response time with a wider magnitude of coverage (Thach, 1995).

A computer survey collects data directly from respondents. Computer network surveys can improve response rates and increase self-disclosure (Kiesler & Spruoull,

1986). They also can encourage self-selection. People can learn of a survey through an electronic bulletin board or distribution list and complete the survey electronically as easily as they reply to their electronic mail (Martin & Nagao, 1989). Computer surveys convey little social information, so respondents experience less evaluation anxiety than when they respond in other forms of survey administration (Walsh, Kiesler, Sproull, & Hesse, 1992).

Electronic surveys also have weaknesses: sample demographic limitations, lower levels of confidentiality, layout and presentation issues, additional orientation, instructions, potential technical problems with hardware and software, and response rate (Thach, 1995). Even though research shows that e-mail response rates are higher, Oppermann (1995) warns that most studies found response rates higher only during the first few days; thereafter, the rates were not significantly higher.

As described earlier, the sample for this study was hospitality educators and hospitality industry leaders who were current members of I-CHRIE, members of the Colorado, Connecticut, Oklahoma, and Wisconsin state restaurant associations and the members of the Colorado, New York City, Oklahoma, and Wisconsin hotel and lodging associations. A convenience sample of the members of I-CHRIE, CRA, CRA, ORA, WRA, CHLA, HANYC, OHLA, and WHLA, were surveyed. All persons in the sample were contacted by email and given a link to the survey online.

Data collection began by sending a cover letter in an e-mail message inviting each sample member to participate in the study. Within the text of the cover letter was the URL address to the website housing the survey. The URL address used in this study was: <http://www.surveymonkey.com/s.asp?u=722012323023> Members of the sample were

asked to fill out the survey and submit it online. The email messages were sent to the sample members on July 10<sup>th</sup>, 2006 and the data was collected until July 19<sup>th</sup>, 2006.

When the survey ended, the data was imported to The Statistical Packages for Social Science (SPSS, 2006). The respondents were assured that their answers would be kept confidential. After data collection and the data input procedures were completed, the survey data was destroyed.

### Instrument

A Web-based self-administered questionnaire (See Appendix E) was created from the information obtained from the literature review and the focus-group. Furthermore, a pilot study (N=10) of this questionnaire was conducted among hospitality educators and hospitality industry practitioners to test the content validity and clarity of the questionnaire as well as ease of use and estimate of time.

The focus group consisted of six participants' three hospitality educators and three hospitality industry practitioners. The three hospitality educators were associates of the researcher from two different hospitality programs located in the United States. The three hospitality industry practitioners were college recruiters representing an international chain of luxury hotels, a chain of upscale casual dining restaurants, and a representative of the managed services industry. The focus group participants indicated that the questionnaire ranking of importance of hospitality curriculum was somewhat confusing. The confusion arose from the correlation of some hospitality courses and business courses, specifically the courses centered on accounting and finance. Revisions

were made to the questionnaire based on the recommendation of the focus group and the curriculum courses were sectioned together with like courses. The words Financial and Managerial were added to the Accounting related courses. In addition, the focus group participants suggested using the entire name of the accrediting agencies and not just the acronyms for the accrediting agencies on question 12. That change was made to the final questionnaire.

In order to test the content and the validity of the survey, a pilot study of ten participants was conducted. The ten participants were composed of five hospitality educators and five industry practitioners. The participants were all acquaintances of the researcher and agreed to participate in the pilot test. The pilot-test group agreed that the survey was usable and gave their approval to distribute the survey.

The questionnaire was divided into four sections and an additional comments or suggestions section. The sections of the questionnaire were: (1) demographics, (2) hospitality educators' and practitioners' perceptions of hospitality support and guidance of design and redesign of hospitality curriculum, (3) a ranking of importance of hospitality courses and (4) additional comments or suggestions from the respondents. The demographic or first section employed only multiple choice questions while the second and third section of the questionnaire utilized nominal types of measurement.

A five-point Likert scale response format (5 for strongly agree; 4 for agree; 3 for neutral; 2 for disagree; and 1 for strongly disagree; 8 was assigned for not applicable) was used in the industry support and guidance related to curriculum design and redesign based questions. Based on prior research, the five-point scale format would reduce frustration and increase the quality of the response (Cobanoglu, Corbaci, Ryan 2002).

## Validity and Reliability

### Content Validity

The ideal in any scale is to “generate a score that reflects true differences in the characteristic one is attempting to measure, without interference from irrelevant factors” (Churchill, 1996, p. 402). Any measurement instrument that accurately measures what it was intended to measure may be considered as valid. Validity refers to the relationship between a concept and its indicators. The validity of a measuring instrument is defined as the extent to which differences in scores on that instrument reflect true differences among individuals, groups, or situations in the characteristic that it seeks to measure, or true differences in the same individual, group, or situation from one occasion to another, rather than constant or random error (Churchill, 2001; Cobanoglu, 2001). The validity check that was performed was content validity. Content validity can be measured based on face-value judgment whether item or face appear to represent the domain of the construct (personal communication, Dr. Mark Gavin, MGMT 6353 course, Spring 2004). For this study a focus group consisting of hospitality educators and hospitality practitioners was conducted to ensure face validity. A pilot study of was also conducted; members of the focus group were hospitality educators and hospitality industry practitioners.

Content validity of the measurement instrument adequately covers the most important aspects of the construct that is being measured (Churchill, 1996). According to Churchill (1996), the key to content validity lies in the procedures that are used to

develop the instrument. In this instance, the perceptions of hospitality curriculum design and redesign were explored. If the measurement instrument adequately covers most aspects of the construct that is being measure, it has content validity (Churchill, 1996). One way would be to search the literature and see how other researchers defined and investigated the concept. After this stage, the researcher may add and delete some items from the previous instrument (Kim, 2002). This study utilized the procedures suggested by Churchill (1996) to develop an instrument that had content validity by adopting measures used by many previous studies which proved to be reliable and valid. A focus group of hospitality educators and hospitality industry practitioners verified the instrument to ensure the content and face validity of the questionnaire.

### Reliability

Reliability concerns the extent to which a measurement of a phenomenon provides stable and consistent results (Carmines & Zeller, 1979). Reliability refers to the ability to obtain similar results by measuring an object, trait, or construct with independent but comparable measures (Churchill, 2001). Reliability establishes an upper bound on validity because an unreliable measure cannot be valid (Pedhazur & Schmelkin, 1991). Internal validity issues were addressed for importance and preference scales in the instrument. Internal consistency between the items in the measures was estimated using the Cronbach's coefficient alpha. Cronbach's (1951) Alpha is a measure of internal consistency (reliability), generally used to assess the reliability of items in an index. Alpha ranges from 0 to 1.0 and indicates how much the items in an index are measuring the same thing. A common rule of thumb is that an Alpha of .70 or greater indicates



acceptable internal consistency (Babbie, Halley & Zaino, 2000; Foster, 2001). It is the most widely used reliability measure to estimate the degree to which the items on a measure are associated. Multiple authors (Babbie, Halley & Zaino, 2000; Nunnally, 1978) have indicated 0.70 to be an acceptable reliability coefficient for social sciences research but lower thresholds are sometimes used in the literature. The Cronbach's coefficient alpha reliability of the instrument was 0.69 suggesting an acceptable level of reliability of measurement among variables as well as internal consistency of the scales of the instrument used.

### Data Analysis

Internet surveys allow participants to enter data on their own time and pace, not the experimenter's convenience. Web-based surveys can be designed to check responses before they are entered, thus assuring that the data is well-structured and free from missing values or out-of-range responses (Epstein & Klinkenberg, 2001). Furthermore, data entry errors are eliminated because respondents' answers may be entered directly into an analyzable database, completely eliminating the need for a separate process of data entry (Epstein & Klinkenberg, 2001).

The data collected was analyzed using descriptive statistics, percentages, frequencies, ANOVA analysis, and *t*-tests. Data was coded and analyzed with the Statistical Package for Social Sciences (SPSS Inc, 2006). The first part of the data analysis involved a demographic profile of respondents. Demographic data from the questionnaires was tabulated using frequency and percentages.

Second, data produced from Hypothesis 1 was subjected to the *t*-test to test for homogeneity of variance, using dependent and independent samples. The purpose of the *t*-test was to determine if the variation was significant between hospitality educators' and hospitality industry practitioners' perceptions of the importance in the process to develop or redevelop a hospitality curriculum.

Third, data produced from Hypothesis 2, 3, and 4 were subjected to the Analysis of Variance (ANOVA) test to determine the differences between hospitality educators and hospitality industry practitioners concerning a standardized hospitality curriculum, as well as the affiliation and size of hospitality programs and their curriculum. In addition an ANOVA test was used to determine the difference of the mean between hospitality industry practitioners concerning their perceptions of hospitality curriculum based on the segment of the hospitality industry they were employed. A significance level of  $p=.05$  was used.

Last, exploratory factor analysis was initiated to identify the underlying dimensions of the hospitality curriculum courses. Kim & Mueller (1978) stated that factor analysis was based on the fundamental assumption that some underlying factors, which are smaller in number than the number of observed variables, were responsible for the covariation among the observed variables. The purpose of using factor analysis in this study was to create correlated variable composites from the hospitality curriculum courses. Items with factor loadings of .30 or higher were clustered together to form constructs as stated by Hair, Anderson, Tatham, and Black (1998). The solution that accounted for at least 60% of the total variance was considered as a satisfactory solution.

## Assumptions and Limitations

It was assumed that the participants answered the questionnaire honestly and accurately, were knowledgeable enough about the subject of hospitality education and curriculum to actually answer the questionnaire. It was assumed that the participants would complete the questionnaire objectively, according to their experiences in the hospitality industry and hospitality education. In addition, it was also assumed that the population, hospitality educators and hospitality industry practitioners who were current members of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City, Oklahoma and Wisconsin Hotel and Lodging Associations, are the professional leaders of the hospitality industry and hospitality education. The sample used for this study was selected because it was determined that by surveying members of I-CHRIE, and state hotel and restaurant associations the study had a better opportunity to survey industry practitioners and faculty members who have a specific interest in hospitality education and curriculum development. The selection of the states and New York City was based on a need for regional representation and modified by ability to get cooperation and convenience. The research is limited in scope due to the following factors:

- The present study is comprised of hospitality educators and hospitality industry practitioners who were current members of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City,

Oklahoma and Wisconsin Hotel and Lodging Associations. Therefore, the findings cannot be generalized beyond this target population.

- Response rate may be another limitation. Due to the emails that were returned as undeliverable. Many people change their email addresses and did not make the associations aware of their new email addresses, therefore the current and functioning email addresses were not updated in the associations online membership directories.
- There was no way to ascertain whether responses represent the true opinion of all hospitality educators and hospitality industry leaders.

### Research Questions

1. Do hospitality educators value the input and guidance of hospitality industry practitioners pertaining to the evaluation and design of hospitality curriculum?
2. Do educators of hospitality programs granting Bachelor of Science degrees feel that a standardized model of developing hospitality curricula would aid them when designing or re-evaluating curricula and by doing so, would a standardized curriculum improve the quality of their hospitality graduates?

3. Do hospitality educators and hospitality industry practitioners feel that there is a difference in the acceptance of hospitality industry practitioners' guidance when developing or redeveloping a hospitality curriculum based on where the program is housed on the university campus and the size of the student enrollment in the hospitality program?
  
4. Do the views of hospitality industry practitioners concerning hospitality curriculum design and redesign differ based on the sector of the hospitality industry they are employed in?

### Hypotheses

#### Hypothesis 1:

There is a significant difference in the perceptions of importance in the process used to develop or redevelop a hospitality curriculum between hospitality educators and hospitality industry practitioners.

#### Hypothesis 2:

There is a significant difference among the perceptions of importance between hospitality educators and hospitality industry practitioners concerning a standardized hospitality curriculum.

Hypothesis 3:

There is a significant difference among the perceptions of hospitality educators and hospitality industry practitioners concerning hospitality curriculum depending on the affiliations where a hospitality program is housed and the size of the hospitality program.

Hypothesis 4:

There is a significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry they are employed in.

## CHAPTER IV

### FINDINGS

#### RESULTS AND DISCUSSIONS

Chapter III elaborated on the research methodologies that were used to investigate the research questions. Through the utilization of statistical analysis techniques, this chapter presents the results of the proposed research questions. These questions involve the descriptive statistics of demographics profiles. The inferential statistics are further extended into hospitality educators' and hospitality industry practitioners' feelings concerning guidance and input when designing or redesigning a hospitality curriculum, and the benefits of a standardized hospitality curriculum as well as the courses that should be included in a hospitality curriculum.

The objective of this study was to research hospitality curricula and its components, including the curricular areas that were deemed most crucial to hospitality curricula being taught by hospitality educators and hospitality practitioners.

## Response Rate

Four thousand one hundred and forty seven surveys were distributed to members of the of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City, Oklahoma and Wisconsin Hotel and Lodging Associations. All of these surveys were sent via email on July 10<sup>th</sup>, 2006. The respondents were asked to complete the electronic survey and return it by July 19, 2006. The respondents were invited to click the link in the invitation email (<http://www.surveymonkey.com/s.asp?u=722012323023>) that would take them directly to the survey. Table III shows the raw and adjusted response rates. Of the 4,147 surveys sent, 623 (15%) were undeliverable due to wrong or discontinued email addresses. This yielded an effective sample size of 3,524. There were 367 (10.41%) surveys returned. Of those returned, 29 (7.9%) were unusable. Therefore, 338 surveys were usable which produced a 9.59% response rate. Of the 338 surveys deemed usable all were returned by the website and were coded and analyzed.

TABLE III  
RESPONSE RATE

<u>E-Mail/Web Survey's</u>	<u>Number</u>	<u>Percentage</u>
Sample Size	4,147	100.00%
Survey's not deliverable	623	15.00%
Effective Sample Size	3,524	100.00%
Surveys returned	367	10.41%
Number unusable	29	7.9%
<u>Net number usable</u>	<u>338</u>	<u>9.59%</u>



## Respondent Profile

The demographic characteristics of the respondents are described for male and female members of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City, Oklahoma and Wisconsin Hotel and Lodging Associations in Table IV. There were 196 (58.33%) male respondents while there were 140 (41.66%) female respondents.

The majority of the male respondents (69 or 35.2%) were between the ages of 50-59 while the majority of female respondents (45 32.1%) were between the ages of 40-49. Of the respondents 19 or 13.57% females were younger than 30, while there were only 6 or 3.06% males represented in the same age group. In the 30-39 age groups there were 38 males (19.39%) and 24 females (17.14%). There were 56 males (28.57%) in the 40-49 age group and 27 (13.78%) in the 60 or above age group. There were 40 females (28.57%) in the 50-59 age group and 12 (8.57%) in the 60 or above age group.

In terms of educational background, 80 male respondents (41.67%) and 50 female respondents (37.04%) hold a bachelor's degree while 33 male respondents (17.19%) and 22 female respondents (16.30%) hold a master's degree. Fifty-three males or 27.60% and thirty-four or 25.19% females hold a doctoral degree. Fourteen males or 7.29% and nineteen females or 14.07% hold a high school diploma, and twelve males or 6.25% and ten females or 7.41% hold an associates degree.

Because this study focused on curriculum the study asked the respondents who held a bachelor's degree what major that degree was awarded in. The majority of the degrees were awarded in "other" than mentioned in the study category; 60 males or

30.77% and 40% or 56 females. Sixty-five males (33.33%) and twenty-three females (16.43%) reported their bachelor's degrees where in the area of hospitality or hotel and restaurant administration, while forty-seven males (24.10%) and twenty-three females (16.43%) held business degrees. Only 3 females (2.14%) held a degree in family and consumer sciences and only 8 females (5.71%) held degrees in home economics. Nutritional sciences/dietetics was represented by 3 male respondents (1.54%) and 5 female respondents (3.57%). Twenty male respondents (11.28%) and 22 female respondents (15.71%) found the answer to this question not applicable to the bachelor's degree.

The most frequent level of income reported by male respondents (96 or 49.75%) was over \$90,000 and \$25,000-\$49,999 by females (40 or 28.78%). The second most frequent level of income for male respondents (39 or 20.21%) was \$50,000-\$69,999 and over \$90,000 for female respondents (36 or 25.90%). Males (35 or 18.13%) reported \$70,000-\$89,999 as the third most frequent level of income while females (34 or 24.46%) reported \$50,000-\$69,999. Seventeen males or 8.81% reported an income level of \$25,000-\$49,999 and six males or 3.11% reported an income of \$25,000 or less. Eighteen female respondents or 12.95% reported an income of \$70,000-\$89,999 and eleven females or 7.91% reported an income of \$25,000 or less.

Males (51 or 34%) and females (41 or 37.27%) reported the area they worked in the hospitality industry in hospitality education. Males (47 or 31.33%) held more positions in the hotel industry than females (28 or 25.45%) and males (32 or 21.33%) also held more positions in the foodservice industry than females (10 or 9.09%). Females (7 or 6.36%) held more positions in the area of meetings and conventions than males (2

or 1.33%) and in the area of catering females (7 or 6.36%) held more positions than males (1 or 1.33%). In the division of managed services there were 5 females or 4.54% and 2.66% or 4 males, while there were 10.90% or 12 females and 7.33% or 11 males in the “other” area of the hospitality industry.

Respondents were asked their area of expertise or occupation in the hospitality industry. Foodservice operations were equally the most frequent area of expertise with 31.33% males (47) and 22.22% females (24). Hotel services were represented by 22% (33) males and 22.22% (24) females, while 18% (27) males and 20.37% (22) females made up the education area of the hospitality industry. Human resources was the next category represented with 12% (18) males and 15.74% (17) females, followed by accounting and finance with 11.33% (17) males and 7.41% (8) females. There were 7.41% (8) females and 4.67% (7) males specializing in meetings and conventions while only .66% (1) male and 4.63% (5) females had an area of expertise as an independent caterer.

There were three demographic questions for respondents who were in hospitality education. The first question asked if the respondents had any practical industry experience prior to becoming a hospitality educator. The respondents that answered yes to this question were 76.54% males (62) and 71.43% females (45). The next question asked those same respondents in what area of the hospitality industry their practical experience was. The most frequent area of practical experience was completed in foodservice operations as represented by 33.85% male (22) respondents and 48.94% female (23) respondents. Hotel operations was selected the second most common area of experience by the respondents as represented by 33.85% males (22) and 23.40% females

(11). Travel and tourism was equally represented as a third area of experience by both 9.23% male (6) and 12.77% female (6) respondents. Catering experience was represented by 9.23% males (6) and 10.64% females (5) followed by meetings and conventions with only 4.62% (3) males and no female respondents. Lastly, there was slight representation of the respondents in the other category, 3.08% males (2) and 4.25% females (2). The last question asked of the hospitality educators was related to how many years of practical industry experience they had prior to their career in hospitality education. Both 46.97% of male (31) and 55.81% of female (24) respondents stated they had 10-20 years of industry experience, while 36.36% of male (24) and 32.56% of female (14) respondents stated they had less than 10 years of practical industry experience. Male respondents (12.12% or 8) and 11.63% female (5) respondents stated they had 20-30 years of practical industry experience. Only 3 males (4.56%) and no females had 30-40 years of practical industry experience. Neither male nor female respondents had 40 or more years of practical industry experience.

The last demographic question was for hospitality industry practitioners. The question asked industry practitioners what their occupation was in the hospitality industry. Male (37 or 24.67%) and female (25 or 23.15%) respondents stated that they held the position of general manager while only 2 males or 1.33% and 4 females or 3.70% were assistant general managers. In the area of corporate or support staff 17.33% (26) male and 14.81% (16) female respondents reported holding these positions. Only 1 male respondent or .66% reported holding a position of assistant manager. Eight male respondents (5.33%) and four female respondents (3.70%) reported holding departmental manager positions while only one female (.93%) reported holding the position of

departmental supervisor. In the occupations of chef or kitchen manager there were 3 male respondents (2%) and 4 female respondents (3.70%). While 11 males (7.33%) reported working in the area of field operations or multi-unit there was no female representation. The area of not applicable was selected by 62 male respondents (41.33%) and 54 female respondents (50%).

TABLE IV  
DEMOGRAPHIC INFORMATION

<b>Age</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Under 30	6	19	25	7.44
30-39	38	24	62	18.45
40-49	56	45	101	30.06
50-59	69	40	109	32.44
60 and above	27	12	39	11.60
<b>Total</b>	196	140	336*	100

<b>Education</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
H.S. Diploma	14	19	33	10.09
Associates	12	10	22	6.73
Bachelor's	80	50	130	39.76
Master's	33	22	55	16.82
Doctoral	53	34	87	26.61
<b>Total</b>	192	135	327*	100

<b>Major of Bachelor Degree</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Family & Consumer Sciences	0	3	3	.90
Home Economics	0	8	8	2.39
Hospitality/Hotel & Restaurant Administration	65	23	88	26.27
Nutritional Sciences/Dietetics	3	5	8	2.39
Business	47	23	70	20.90
Other	60	56	116	34.63
Not Applicable	20	22	42	12.54
<b>Total</b>	195	140	335*	100

<b>Income</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Under 25,000	6	11	17	5.12
25,000-49,999	17	40	57	17.17
50,000-69,999	39	34	73	21.99
70,000-89,999	35	18	53	15.96
Over 90,000	96	36	132	39.76
<b>Total</b>	193	139	332*	100

<b>Segment of Hospitality Industry</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Hospitality Education	51	41	92	35.38
Hotel Industry	47	28	75	28.85
Foodservice Industry	32	10	42	16.15
Meetings & Conventions	2	7	9	3.46
Catering	1	7	8	3.08
Managed Services	4	5	9	3.46
Other	11	12	23	8.85
<b>Total</b>	150	110	260*	100

<b>Area of Expertise or Occupation in the Hospitality Industry</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Education	27	22	49	18.99
Human Resources	18	17	35	13.57
Hotel Services	33	24	57	22.09
Foodservice Operations	47	24	71	27.52
Meetings & Conventions	7	8	15	5.81
Accounting & Finance	17	8	25	9.69
Independent Caterer	1	5	6	2.32
<b>Total</b>	150	108	258*	100

<b>Hospitality Educators with Practical Industry Experience</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
Yes	62	45	107	74.30
No	19	18	37	25.69
<b>Total</b>	<b>81</b>	<b>63</b>	<b>144*</b>	<b>100</b>
<b>Areas of Experience</b>				
Hotel Operations	22	11	33	29.46
Foodservice Operations	26	23	49	43.75
Meetings & Conventions	3	0	3	2.68
Catering	6	5	11	9.82
Travel & Tourism	6	6	12	10.71
Other	2	2	4	3.57
<b>Total</b>	<b>65</b>	<b>47</b>	<b>112*</b>	<b>100</b>
<b>Years of Practical Industry Experience</b>				
Less than 10 Years	24	14	38	34.86
10-20 Years	31	24	55	50.46
20-30 Years	8	5	13	11.93
30-40 Years	3	0	3	2.75
40 Years or More	0	0	0	0
<b>Total</b>	<b>66</b>	<b>43</b>	<b>109*</b>	<b>100</b>



<b>Hospitality Industry Practitioners Positions in Industry</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
General Manager	37	25	62	24.03
Assistant General Manager	2	4	6	2.33
Assistant Manager	1	0	1	.39
Departmental Manager	8	4	12	4.65
Departmental Supervisor	0	1	1	.39
Chef/Kitchen Manager	3	4	7	2.71
Field Operations/Multi- Unit	11	0	11	4.26
Corporate/Support Staff	26	16	42	16.28
Not Applicable	62	54	116	44.96
<b>Total</b>	150	108	258*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

## Hospitality Educators

Table V shows the results of questions asked strictly of the hospitality educators who participated in this study. These questions related to the hospitality program and university where they were currently teaching. Hospitality educator respondents were comprised of 51 males and 41 females. The total respondents of this study who were hospitality educators were 92 or 35.38%.

The hospitality educator respondents were asked if the program they were currently instructing at was accredited. Sixty-four respondents (69.57%) stated that their program was accredited, while twenty-eight respondents (30.43%) stated their current hospitality program was not accredited. Males (36) and females (28) made up the respondent category that stated their hospitality program was accredited while 28 respondents consisting of 17 males and 11 females instructed at non-accredited hospitality programs.

The topic of accreditation was continued into the next question when the respondents were asked if their hospitality program was accredited who was the accrediting agency who granted the accreditation. The respondents (32 or 39.02%), indicated that The Accreditation Commission for Programs in Hospitality Management (ACPHA) had granted their accreditation. Ten respondents (7 males and 3 female) or 12.20% stated that The Association to Advance Collegiate Schools of Business (AACSB) had issued their accreditation, while 8.53% or 7 respondents (4 male and 3 female) stated that The Council on Higher Education Accreditation (CHEA) had granted their accreditation. Only 4.88% or 4 respondents (all female) indicated that The American Culinary Foundation (ACF) was their accrediting agency. Twenty-nine respondents or

35.37% (19 male and 10 female) stated that their program was accredited but by none of the agencies listed in the study. None of the respondents indicated that their programs were accredited by The Commission on Accreditation of Hospitality Management Programs (CAHM) or The Commission on Recognition of Postsecondary Accreditation (CORPA).

The hospitality educator respondents were then asked if their hospitality programs were housed in a public or private university and if that university was in a rural or urban setting. Seventy-two respondents (78.26%) stated that their hospitality program was in a public university. While twenty respondents (21.74%) said their hospitality program was associated with a private university. Forty-two of the universities (45.66%) were in a rural setting while fifty (54.34%) were in an urban setting.

Hospitality educator respondents were asked where in the university their program was housed. Autonomous programs or colleges in the university accounted for 27.17% (25) of the respondent's selection. Other colleges' where hospitality programs were housed were Home Economics or Human Environmental Sciences was 20.65% (19) of the respondents, Business Administration 13.04% (12) of the respondents, and Human Ecology 5.43% (5) of the respondents. Both Colleges of Education and Agriculture were reported at 4.35% or 4 respondents each. Last, was Health and Human Development at 3.26% (3) of the respondents. While no hospitality programs were housed in Parks and Recreation in this study, 21.74% of the respondents (20) indicated that their hospitality program was housed in a college other than those listed.

The next two questions asked of the hospitality educators pertained to student body population in their program and at the university level. Hospitality educators

(41.30% or 38 respondents) reported a student body of 300 students or below, 34.78% (32) of the respondents stated their program's student body consisted of 301-700 students, and lastly 23.91% (22) of the respondents reported a student body of 701 or more students in their hospitality program. Regarding university student body populations the majority of the respondents 36.96% (34) reported a student body population of 21,000-30,000. Nineteen respondents or 20.65% reported a university student body population of fewer than 10,000 students, followed by 15 respondents or 16.30% stating a student body population at the university level of 10,000-20,000. Fourteen respondents or 15.22% stated that their university had a student body population of 31,000-40,000 and only 10.87% (10) of the respondents reported a student body population of 41,000-50,000.

The last two questions asked of the hospitality educators were related to a hospitality internship. The first question asked the respondents if their program required a hospitality internship in their curriculum. Eighty-five respondents (92.39%) stated that an internship was required in their program, while 7 respondents or (7.61%) indicated no internship was required by their program. The second question related to internships asked how many hours were to be completed by the student to fulfill the internship requirement. Fifty-five respondents (59.78%) indicated that their program required students to complete 400 or fewer hours to fulfill the internship requirement. This category was entitled average by the researcher. The next category was called above average and consisted of 400 or more hours required by the program to fulfill the internship requirement. Thirty-seven respondents (40.22%) indicated their program was above average in the area of internship hours required.

Table V  
Hospitality Educators

<b>Hospitality Educators</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
<b>Total</b>	51	41	92*	100
<b>Program Professional Accredited</b>				
Yes	36	28	64	69.57
No	17	11	28	30.43
<b>Total</b>	53	39	92*	100
<b>Programs Accreditation Granted by:</b>				
AACSB	7	3	10	12.20
ACPHA	18	14	32	39.02
ACF	0	4	4	4.88
CAHM	0	0	0	0
CHEA	4	3	7	8.53
CORPA	0	0	0	0
None of the Above	19	10	29	35.37
<b>Total</b>	48	34	82*	100
<b>Program Public or Private</b>				
Public	41	31	72	78.26
Private	11	9	20	21.74
<b>Total</b>	52	40	92*	100
<b>Program Rural or Urban Setting</b>				
Rural	27	15	42	45.66
Urban	27	23	50	54.34
<b>Total</b>	54	38	92*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

<b>Programs Housed</b>				
Autonomous/College	15	10	25	27.17
Education	1	3	4	4.35
Agriculture	3	1	4	4.35
Business Administration	8	4	12	13.04
Home Economic/HES	11	8	19	20.65
Parks & Rec/Leisure Studies	0	0	0	0
Health & Human Development	1	2	3	3.26
Human Ecology	4	1	5	5.43
Other	10	10	20	21.74
<b>Total</b>	53	39	92*	100
<b>Student Population at University</b>				
Under 10,000	13	6	19	20.65
10,000-20,000	9	6	15	16.30
21,000-30,000	18	16	34	36.96
31,000-40,000	6	8	14	15.22
41,000-50,000	7	3	10	10.87
<b>Total</b>	53	39	92*	100
<b>Student Population in the Hospitality Program</b>				
Under 300	20	18	38	41.30
301-700	20	12	32	34.78
701 and above	10	12	22	23.91
<b>Total</b>	50	42	92*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

<b>Program Requires and Internship</b>				
Yes	50	35	85	92.39
No	5	2	7	7.61
<b>Total</b>	<b>55</b>	<b>37</b>	<b>92*</b>	<b>100</b>
<b>Hours Required to Fulfill Internship</b>				
Average: 400 hours or less	21	34	55	59.78
Above Average: 400 hours or more	14	23	37	40.22
<b>Total</b>	<b>35</b>	<b>57</b>	<b>92*</b>	<b>100</b>

N=338

\*= Totals differ based on the fact respondents did not answer every question.

## Student Assessment:

### Hospitality Educators and Hospitality Industry Practitioners

There was a section of questions in this study relating to student assessment and what form that assessment should take. This section was designed for both hospitality educators and hospitality industry practitioners. Table VI shows the results of these questions.

The respondents in this section concerning student assessment were comprised of both hospitality educators (92 or 36%) and hospitality industry practitioners (165 or 64%). Hospitality educator respondents included 51 males (55%) and 41 females (45%) while the hospitality industry practitioner respondents included 96 males (58%) and 69 females (42%).

The first question in this series related to student assessment asked the respondents if they felt there should be a form of student assessment prior to the student receiving their diploma. Fifty-four hospitality educators (59%) answered this question stating yes, indicating that they believe there should be a form of student assessment before a student receives their diploma. Thirty-eight hospitality educators (41%) stated they did not think there should be such an assessment. Hospitality practitioners (147 or 89%) indicated that they thought a form of student assessment prior to a student receiving their diploma was needed. Only 18 hospitality practitioners (11%) felt that such an assessment was not needed. In summary, 78.21% of the respondents felt a student assessment was needed, while 21.79% of the respondents felt that such an assessment was unnecessary.



The next question was designed to accompany the previous question by asking if the respondents thought the student assessment should be in the form of an oral exam, a written exam, or other form. The total respondents supporting an oral exam were 41.67% (60). Of those 60 respondents supporting an oral exam, 11 were hospitality educators (24%) and 49 were hospitality practitioners (50%). Respondents who felt that a written exam should be the form of the student assessment were 40.97%. Those respondents supporting the written exam were 41% (59) and consisted of 49% (22) hospitality educators and 37% (37) hospitality practitioners. The respondents who felt the student assessment should be in a form other than an oral or written exam totaled 17.36% or 27% (12) hospitality educators and 13% (13) hospitality practitioners.

The respondents were next asked if they agreed that if a form of student assessment was instituted by hospitality programs should professional hospitality organizations (e.g. NRA or AHMA) offer a mini or secondary certification to new graduates (e.g. FMP or CHA). One hundred and seventy-three respondents stated that they agreed with this question which represented 67.84% of the respondents. Of the respondents that agreed with this question 51% (46) were hospitality educators and 77% (127) were hospitality practitioners. Eighty-two of the respondents or 32.16% disagreed with this question. Of the respondents that disagreed 49% (45) were hospitality educators and 23% (37) were hospitality practitioners.

The final question related to student assessment asked the respondents if they felt that professional organizations should give recent hospitality graduates who pass the student exit assessment exam a “credit” or “points” toward a full certification (e.g. FMP or CHA). A total of 159 respondents answered this question. One hundred and thirty

respondents answered yes to this question which represented 81.76% of the respondents. Of these 130 respondents who answered yes to this question were 65% (37) hospitality educators and 91% (93) hospitality practitioners. Twenty-nine respondents answered no this question representing 18.24% of the respondents. This accounted for 35% (20) hospitality educators and 9% (9) hospitality practitioners.

Table VI  
Student Assessment

<i>Hospitality Educators</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
<b>Total</b>	51	41	92*	100
<i>Hospitality Industry Practitioners</i>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
<b>Total</b>	96	69	165*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

<b>Should There be a Form of Student Assessment Prior to Graduation</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Yes	54	147	201	78.21
No	38	18	56	21.79
<b>Total</b>	92	165	257*	100
	<i>Male</i>	<i>Female</i>	<b>Total</b>	<b>Percentage</b>
<b>Yes</b>	115	86	201	78.21
<b>No</b>	33	23	56	21.79
<b>Total</b>	148	109	257*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

<b>Do You Think The Assessment Should Be:</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Oral Exam	11	49	60	41.67
Written Exam	22	37	59	40.97
Other	12	13	25	17.36
<b>Total</b>	45	99	144*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

<b>Should Associations Offer A Mini or Secondary Certification With The Student Assessment</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Yes	46	127	173	67.84
No	45	37	82	32.16
<b>Total</b>	91	164	255*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

<b>Credit or Points Should Be Given for a Certification from Student Assessment</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Yes	37	93	130	81.76
No	20	9	29	18.24
<b>Total</b>	57	102	159*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

## Support and Guidance Related to Design and Redesign of Hospitality Curricula

This section was designed for both hospitality educators and hospitality industry practitioners to answer. This section focused on views of educators and practitioners related to industry input when designing or redesigning hospitality curricula as well as their opinions regarding a standardized hospitality curriculum. A five-point Likert scale response format (5 for strongly agree; 4 for agree; 3 for neutral; 2 for disagree; and 1 for strongly disagree; 9 was assigned for not applicable) was used in series of questions. Table VII shows the results of the support and guidance related to design and redesign of hospitality curricula questions with the hospitality educators and hospitality practitioners' responses in separate columns.

The first question asked the respondents if they agreed or disagreed with the statement "hospitality educators encourage guidance and suggestions from industry where curriculum is concerned". The majority of both hospitality educators and hospitality practitioners (47.43% or 84 respondents) agreed with this statement. Roughly 25.71% of the respondents (45) were neutral with this statement, while 17.71% (31) strongly agreed with the statement. Only 8.58% (15) of the respondents disagreed with the statement and a mere .57% (1) strongly disagreed.

The second question in this series asked for agreement or disagreement with the statement "hospitality industry practitioners want to be involved in the hospitality programs when designing or redesigning their curriculum." The majority of the respondents (57.22% or 99 respondents) agreed with the statement. Forty-two respondents or 24.28% were neutral with the statement, while 14.45% or 25 respondents

strongly agreed with the statement. Only 4.05% or 7 respondents disagreed with the statement and no respondents strongly disagreed with the statement.

The third question asked for the respondents' agreement or disagreement with the statement "hospitality educators value hospitality industry practitioners' opinions on their curriculum." Eighty-seven respondents or 50.88% agreed with this statement, while 26.32% of the respondents (45) were neutral with the statement. Strongly agreeing with the statement were 12.28% of the respondents (21). Sixteen respondents or 9.36% disagreed with the statement while a mere 1.16% or 2 respondents strongly disagreed with the statement.

The fourth question "a standardized hospitality curriculum would produce a better quality hospitality graduate" is a very serious question in this study and for hospitality education in general. For years hospitality educators and hospitality practitioners have debated this question. Currently in hospitality education there is not one standardized curriculum for hospitality programs granting Bachelor of Science degrees in the United States. The majority of the respondents (56 or 31.82%) agreed with this statement stating there should be a standardized hospitality curriculum. The representation of the majority of respondents on this question who agreed was 30 hospitality practitioners (29%) and 26 hospitality educators (36%). Sixteen of the respondents or 9.08% strongly disagreed with the statement relating to a standardized hospitality curriculum.

The fifth question in this series continued on the topic of a standardized curriculum by asking for agreement or disagreement with the statement "a standardized hospitality curriculum would help hospitality educators in designing or redesigning a hospitality curriculum". Seventy-five respondents or 42.29% agreed with this statement.

The seventy-five respondents were 40% (46) hospitality practitioners and 45% (29) hospitality educators. Fifty respondents or 28.57% were neutral concerning the idea of standardized curriculum helping hospitality educators in designing or redesigning a hospitality curriculum, while 25 respondents or 14.28% disagreed. Fifteen respondents (8.57%) strongly agreed that a standardized curriculum would assist hospitality educators when designing or redesigning a hospitality curriculum and 6.29% or 11 respondents strongly disagreed.

The sixth question focused on the statement “larger hospitality schools (based on student enrollment, 800+ students) are more accepting to hospitality industry practitioners’ input on curriculum design versus smaller hospitality schools (less than 800 students)”. Seventy-two respondents or 40.91% were neutral concerning this statement. Of the seventy-two respondents 43% (44) were hospitality practitioners and 38% (28) were hospitality educators. Disagreeing with the statement were 31.82% of the respondents (56). This group of respondents was made up of 33% (34) hospitality practitioners and 30% (22) hospitality educators. Agreeing with the statement were 14.77% of the respondents (26) while 11.36% of the respondents (20) strongly disagreed with the statement. Only 1.14% or 2 respondents strongly disagreed with the statement.

The seventh question in this series asked for agreement or disagreement of the statement “hospitality programs housed in private universities are more receptive to hospitality industry practitioners’ guidance where curriculum is concerned”. The majority of the respondents 52.84% (93) were neutral concerning this statement. Thirty-five respondents or 19.89% agreed with the statement, while 15.91% (28) of the

respondents disagreed with the statement. Fifteen respondents or 8.52% strongly disagreed and only 2.84% (5) of the respondents strongly agreed with the statement.

The eighth question “hospitality programs should have a foreign language component in their curriculum” asked for levels of agreement or disagreement from the respondents. The majority of the respondents 44.89% (79) agreed that a foreign language component should be in hospitality curriculums. The respondents who agreed with this statement were 42% (43) hospitality practitioners and 49% (36) hospitality educators. Forty-four respondents or 25% strongly agreed with this statement. The makeup of the respondents who strongly agreed was 26% (27) hospitality practitioners and 23% (17) hospitality educators. Thirty-four (19.31%) respondents were neutral concerning a foreign language component, while 8.53% or 15 respondents disagreed. Only four respondents or 2.27% strongly disagreed with a foreign language component in a hospitality curriculum.

Student assessment was the topic of the ninth question in this series. The question asked for levels of agreement or disagreement with “hospitality programs should have a form of student assessment upon graduation”. The respondents 51.70% (91) agreed that a form of student assessment should be in hospitality curriculums upon graduation. The respondents who agreed with this statement were 42% (52) hospitality practitioners and 49% (39) hospitality educators. Forty-nine respondents or 27.84% strongly agreed with this statement. The makeup of the respondents who strongly agreed was 26% (33) hospitality practitioners and 23% (16) hospitality educators. Eighteen (10.23%) respondents were neutral concerning a student assessment, while 6.82% or 12

respondents disagreed. Only six respondents or 3.41% strongly disagreed with student assessment upon graduation.

“Hotel hospitality industry practitioners’ input is more accepted than foodservice industry practitioners’ input by hospitality programs when designing or redesigning a hospitality curriculum” was the tenth question in this series asking for the respondents’ level of agreement or disagreement. Eighty-seven respondents or 49.43% had a neutral level of opinion with this statement. Agreeing with the statement were 17.75% (33) while 18.18% (32) respondents disagreed. Strongly disagreeing with the statement were 9.66% (17) while only 3.98% (7) of the respondents strongly agreed.

The eleventh question in this series took the topic back to a standardized hospitality curriculum by asking for levels of agreement or disagreement with the following statement “a standardized hospitality curriculum that could be used by all universities granting a Bachelor of Science degree would assist the hospitality industry when hiring new graduates to work in the hospitality industry”. Seventy respondents or 39.78% agreed with this statement. Of the respondents in agreement with the statement were 40% (41) hospitality practitioners and 40% (29) hospitality educators. Thirty-seven respondents or 21.02% were neutral with the statement while 18.75% (33) respondents disagreed with the statement. The respondents disagreeing with the statement were 21% (22) hospitality practitioners and 15% (11) hospitality educators. Strongly disagreeing was 12.50% (22) respondents and 7.95% (14) strongly agreed with the statement.

“What is currently being taught in hospitality education and what is desired by the hospitality industry is appropriate” was the twelfth question in this series. Seventy-three of the respondents or 41.48% were neutral in regards to this statement. This group of



respondents consisted of 47% (46) hospitality practitioners and 40% (27) hospitality educators. In agreement were 62 respondents or 35.23%. These respondents in agreement were 34% (35) hospitality practitioners and 37% (27) hospitality educators. Thirty-two respondents or 18.18% disagreed with the statement. Those in disagreement were 17% (18) hospitality practitioners and 19% (14) hospitality educators. Six respondents or 3.41% strongly disagreed with the statement. This respondents group consisted of 3% (3) hospitality practitioners and 4% (2) hospitality educators. Only three respondents or 1.70% strongly agreed with the statement. These respondents were made up of .10% (1) hospitality practitioners and 3% (2) hospitality educators.

“I am satisfied with the knowledge and performance of recent hospitality graduates in the workplace” was the thirteenth question that asked for levels of agreement or disagreement from the respondents. The responses were very similar to question twelve with 41.48% (73) scoring this question neutral. Sixty-three respondents (35.80%) were in agreement while 14.77% (26) disagreed with the statement. Nine respondents (5.11%) strongly agreed while 2.84% (5) respondents strongly disagreed.

The fourteenth question asked for levels of agreement or disagreement with the following statement “Hospitality industry practitioners feel that the process of designing or redesigning hospitality curriculum by hospitality educators is effective”. The majority of the respondents (104) or 59.09% were neutral concerning this statement. Thirty-seven respondents or 21.02% agreed with this statement while 17.05% or 30 respondents disagreed. Only 2.27% (4) of the respondents strongly agreed with this statement while a mere .57% or 1 respondent strongly disagreed.

The final and fifteenth question asked the respondents for their levels of agreement or disagreement with the statement “hospitality educators feel that the current process of designing or redesigning hospitality curriculum is effective”. The responses to this question were very similar to question fourteen. The majority of the respondents (94) or 53.41% were neutral concerning this statement. Fifty-seven respondents or 32.32% agreed with this statement while 9.66% or 17 respondents disagreed. Only 3.98% (7) of the respondents strongly agreed with this statement while a mere .57% or 1 respondent strongly disagreed.

Table VII

Support and Guidance Related to Design and Redesign of Hospitality Curricula

<b>Hospitality educators encourage guidance and suggestions from industry where curriculum is concerned.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	15	16	31	17.71
Agree	38	46	84	47.43
Neutral	14	31	45	25.71
Disagree	5	10	15	8.58
Strongly Disagree	0	1	1	.57
<b>Total</b>	72	103	176*	100

<b>Hospitality industry practitioners want to be involved in the hospitality programs when designing or redesigning their curriculum.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	11	14	25	14.45
Agree	40	59	99	57.22
Neutral	18	24	42	24.28
Disagree	3	4	7	4.05
Strongly Disagree	0	0	0	0
<b>Total</b>	72	101	173*	100

<b>Hospitality educators value hospitality industry practitioners' opinions on their curriculum.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	10	11	21	12.28
Agree	42	45	87	50.88
Neutral	14	31	45	26.32
Disagree	6	10	16	9.36
Strongly Disagree	0	2	2	1.16
<b>Total</b>	72	99	171*	100

<b>A standardized hospitality curriculum would produce a better quality hospitality graduate.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	3	15	18	10.23
Agree	26	30	56	31.82
Neutral	14	26	40	22.73
Disagree	20	26	46	26.14
Strongly Disagree	10	6	16	9.08
<b>Total</b>	73	103	176*	100

<b>A standardized hospitality curriculum would help hospitality educators in designing or redesigning a hospitality curriculum.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	5	10	15	8.57
Agree	29	46	75	42.29
Neutral	24	26	50	28.57
Disagree	8	17	25	14.28
Strongly Disagree	7	4	11	6.29
<b>Total</b>	73	102	176*	100

<b>Larger hospitality schools (based on student enrollment, 800+ students) are more accepting to hospitality industry practitioners' input on curriculum design versus smaller hospitality schools (less than 800 students).</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	1	1	2	1.14
Agree	11	15	26	14.77
Neutral	28	44	72	40.91
Disagree	22	34	56	31.82
Strongly Disagree	11	9	20	11.36
<b>Total</b>	73	103	176*	100

<b>Hospitality programs housed in private universities are more receptive to hospitality industry practitioners' guidance where curriculum is concerned.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	3	2	5	2.84
Agree	14	21	35	19.89
Neutral	37	56	93	52.84
Disagree	13	15	28	15.91
Strongly Disagree	6	9	15	8.52
<b>Total</b>	73	103	176*	100

<b>Hospitality programs should have a foreign language component in their curriculum.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	17	27	44	25.00
Agree	36	43	79	44.89
Neutral	9	25	34	19.31
Disagree	10	5	15	8.53
Strongly Disagree	1	3	4	2.27
<b>Total</b>	73	103	176*	100

<b>Hospitality programs should have a form of student assessment upon graduation.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	16	33	49	27.84
Agree	39	52	91	51.70
Neutral	7	11	18	10.23
Disagree	6	6	12	6.82
Strongly Disagree	5	1	6	3.41
<b>Total</b>	73	103	176*	100

<b>Hotel hospitality industry practitioners' input is more accepted than foodservice industry practitioners' input by hospitality programs when designing or redesigning a hospitality curriculum.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	2	5	7	3.98
Agree	16	17	33	18.75
Neutral	30	57	87	49.43
Disagree	16	16	32	18.18
Strongly Disagree	9	8	17	9.66
<b>Total</b>	73	103	176*	100

<b>A standardized hospitality curriculum that could be used by all universities granting a bachelor of science degree would assist the hospitality industry when hiring new graduates to work in the hospitality industry.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	4	10	14	7.95
Agree	29	41	70	39.78
Neutral	12	25	37	21.02
Disagree	11	22	33	18.75
Strongly Disagree	17	5	22	12.50
<b>Total</b>	73	103	176*	100

<b>What is currently being taught in hospitality education and what is desired by the hospitality industry is appropriate.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	2	1	3	1.70
Agree	27	35	62	35.23
Neutral	27	46	73	41.48
Disagree	14	18	32	18.18
Strongly Disagree	3	3	6	3.41
<b>Total</b>	73	103	176*	100

<b>I am satisfied with the knowledge and performance of recent hospitality graduates in the workplace.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	5	4	9	5.11
Agree	27	36	63	35.80
Neutral	32	41	73	41.48
Disagree	7	19	26	14.77
Strongly Disagree	2	3	5	2.84
<b>Total</b>	73	103	176*	100

<b>Hospitality industry practitioners feel that the process of designing or redesigning hospitality curriculum by hospitality educators is effective.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	2	2	4	2.27
Agree	19	18	37	21.02
Neutral	37	67	104	59.09
Disagree	14	16	30	17.05
Strongly Disagree	1	0	1	.57
<b>Total</b>	73	103	176*	100

<b>Hospitality educators feel that the current process of designing or redesigning hospitality curriculum is effective.</b>	<i>Hospitality Educators</i>	<i>Hospitality Practitioners</i>	<b>Total</b>	<b>Percentage</b>
Strongly Agree	5	2	7	3.98
Agree	27	30	57	32.38
Neutral	32	62	94	53.41
Disagree	8	9	17	9.66
Strongly Disagree	1	0	1	.57
<b>Total</b>	73	103	176*	100

N=338

\*= Totals differ based on the fact respondents did not answer every question.

### Hospitality Curriculum

The next section of questions asked the respondents to rank courses that are currently in the hospitality curriculum at the University of Houston, University of Las Vegas, Nevada, and Oklahoma State University in the order of importance. Table VIII shows the results of the rankings from hospitality educators while Table IX shows the

results of the ranking from hospitality practitioners and Table X shows the combined results of the hospitality educators and hospitality practitioners.

Table VIII shows the results of the rankings from hospitality educators. It is clearly shown on the table that hospitality educators ranked Hospitality Internship as the most critically important course of all the courses listed. Followed by Leadership in the Hospitality Industry, Hospitality Managerial Accounting, Foodservice Operations & Management, and Hospitality Information Technology as the courses hospitality educators selected as the most crucial in the very important category of a hospitality curriculum. The three most ranked courses in the important category for a hospitality curriculum were: Special Event Management and Hospitality Entrepreneurship. The courses that ranked the highest in the somewhat important category were: Restaurant Layout and Design and Hospitality Franchising and Retailing. The final ranking category was not important, the courses that ranked the highest in this category were: Chemistry I and Meat Technology.



Table VIII

## Hospitality Educators Course Ranking of Importance

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Introduction to Hotels, Restaurants, & Tourism	23 (32%)	24 (34%)	18 (25%)	4 (6%)	2 (3%)	71
Introduction to Food Preparation, Safety, & Sanitation	25 (35%)	27 (38%)	13 (18%)	5 (7%)	0	71
Food Science & Preparation	5 (7%)	15 (21%)	28 (39%)	17 (24%)	7 (10%)	71
Service Management in Hospitality Operations	30 (42%)	29 (41%)	11 (15%)	0	1 (1%)	71
Hospitality Information Technology Systems	21 (30%)	31 (44%)	15 (21%)	4 (6%)	0	71
Hospitality E-Commerce	8 (11%)	22 (31%)	27 (38%)	12 (17%)	2 (3%)	71
Hospitality Franchising & Retailing	1 (1%)	13 (18%)	26 (37%)	30 (42%)	1 (1%)	71
Hospitality Management & Organizations	28 (39%)	27 (38%)	12 (17%)	3 (4%)	1 (1%)	71
Hotel Sales						
Lodging Front Office Systems	10 (14%)	21 (30%)	21 (30%)	15 (21%)	4 (6%)	71
Lodging Services Management	9 (13%)	25 (35%)	21 (30%)	16 (23%)	0	71
Mechanical Equipment & Facility Management	2 (3%)	13 (18%)	31 (44%)	23 (32%)	2 (3%)	71
Hospitality Internship	42 (59%)	20 (28%)	8 (11%)	1 (1%)	0	71
Advanced Hospitality Internship/Practicum	28 (39%)	24 (34%)	12 (17%)	3 (4%)	4 (6%)	71
Purchasing in Hospitality & Foodservice Operations	8 (11%)	27 (38%)	23 (32%)	11 (15%)	2 (3%)	71
Revenue & Cost Controls	34 (48%)	29 (41%)	8 (11%)	0	0	71
Hospitality Industry Human Resources Management	29 (41%)	26 (37%)	15 (21%)	1 (1%)	0	71
Hospitality Marketing	22 (31%)	28 (39%)	17 (24%)	4 (6%)	0	71

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Hospitality Law & Ethics	30 (42%)	18 (25%)	18 (25%)	4 (6%)	1 (1%)	71
Restaurant Layout & Design	1 (1%)	13 (18%)	19 (27%)	35 (49%)	3 (4%)	71
Quantity Food Preparation & Management	8 (11%)	25 (35%)	23 (32%)	12 (17%)	3 (4%)	71
Hospitality & Tourism Financing	10 (14%)	23 (32%)	25 (35%)	9 (13%)	4 (6%)	71
Integrated Capstone Seminar	21 (30%)	15 (21%)	20 (28%)	12 (17%)	3 (4%)	71
Hospitality Training Program Development	5 (7%)	23 (32%)	24 (34%)	13 (18%)	6 (8%)	71
Lodging Property Management	5 (7%)	22 (31%)	26 (37%)	16 (23%)	1 (1%)	71
Special Events Management	5 (7%)	18 (25%)	31 (44%)	15 (21%)	2 (3%)	71
Hospitality Sales & Catering	6 (8%)	20 (28%)	29 (41%)	15 (21%)	1 (1%)	71
Hospitality Sales & Promotion	6 (8%)	21 (30%)	26 (37%)	16 (23%)	2 (3%)	71
Hospitality Entrepreneurship	6 (8%)	15 (21%)	30 (42%)	18 (25%)	2 (3%)	71
Hospitality Information Systems	10 (14%)	28 (39%)	22 (31%)	10 (14%)	1 (1%)	71
Hospitality Financial Accounting	23 (32%)	23 (32%)	22 (31%)	3 (4%)	0	71
Non-Commercial, Institutional, & Contract Services in the Hospitality Industry	1 (1%)	15 (21%)	28 (39%)	23 (32%)	4 (6%)	71
Hospitality Managerial Accounting	22 (31%)	31 (44%)	13 (18%)	5 (7%)	0	71
Labor Relations in Hospitality	15 (21%)	18 (25%)	26 (37%)	11 (15%)	1 (1%)	71
International Beverage Education	6 (8%)	8 (11%)	19 (27%)	26 (37%)	12 (17%)	71
Hospitality Education	3 (4%)	9 (13%)	22 (31%)	23 (32%)	14 (20%)	71
Beverage Inventory & Cost Control	16 (23%)	18 (25%)	27 (38%)	10 (14%)	0	71
Conference & Meeting Planning	9 (13%)	16 (23%)	26 (37%)	20 (28%)	0	71
Meat Technology	0	6 (8%)	16 (23%)	22 (31%)	27 (38%)	71
Principles of Human Nutrition	2 (3%)	13 (18%)	27 (38%)	18 (25%)	11 (15%)	71
Introduction to Gaming	1 (1%)	9 (13%)	20 (28%)	29 (41%)	12 (17%)	71
Casino Management & Operations	0	11 (15%)	22 (31%)	27 (38%)	11 (15%)	71

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Crisis Management in Hospitality	11 (15%)	28 (39%)	16 (23%)	13 (18%)	3 (4%)	71
Security in The Hospitality Industry	14 (20%)	28 (39%)	16 (23%)	11 (15%)	2 (3%)	71
Gaming Regulations	2 (3%)	9 (13%)	15 (21%)	24 (34%)	21 (30%)	71
Foodservice Operations & Management	14 (20%)	31 (44%)	22 (31%)	3 (4%)	1 (1%)	71
Festival & Attraction Marketing & Management	0	11 (15%)	16 (23%)	28 (39%)	16 (23%)	71
Sports Management	1 (1%)	6 (8%)	18 (25%)	22 (31%)	23 (32%)	71
Introduction to Domestic & Foreign Wine	5 (7%)	9 (13%)	23 (32%)	27 (38%)	7 (10%)	71
Trade Show Operations	1 (1%)	7 (10%)	19 (27%)	28 (39%)	16 (23%)	71
Culture & Cuisine	4 (6%)	11 (15%)	25 (35%)	24 (34%)	7 (10%)	71
Orientation to Professional Golf Management	0	4 (6%)	14 (20%)	30 (42%)	23 (32%)	71
Recreation & Leisure Services	1 (1%)	9 (13%)	18 (25%)	26 (37%)	17 (24%)	71
Club Food & Beverage Management	3 (4%)	12 (17%)	22 (31%)	23 (32%)	11 (15%)	71
Resort Management & Operations	3 (4%)	15 (21%)	26 (37%)	21 (30%)	6 (8%)	71
Spa Management & Operations	3 (4%)	11 (15%)	16 (23%)	26 (37%)	15 (21%)	71
Hospitality Industry Financial Analysis	23 (32%)	21 (30%)	17 (24%)	6 (8%)	4 (6%)	71
Hospitality Organizational Behavior	16 (23%)	27 (38%)	19 (27%)	4 (6%)	5 (7%)	71
Leadership in the Hospitality Industry	21 (30%)	32 (45%)	11 (15%)	3 (4%)	4 (6%)	71
(Financial) Accounting I	26 (37%)	22 (31%)	19 (27%)	4 (6%)	0	71
(Managerial) Accounting II	24 (34%)	24 (34%)	17 (24%)	5 (7%)	1 (1%)	71
Business Management	16 (23%)	26 (37%)	12 (17%)	12 (17%)	5 (7%)	71
Business Marketing	12 (17%)	24 (34%)	15 (21%)	15 (21%)	5 (7%)	71
Business Human Resource Management	13 (18%)	21 (30%)	19 (27%)	13 (18%)	5 (7%)	71
Business Law	10 (14%)	21 (30%)	18 (25%)	16 (23%)	6 (8%)	71
Business Writing & Communications	32 (45%)	22 (31%)	12 (17%)	5 (7%)	0	71

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Business Statistics	12 (17%)	19 (27%)	19 (27%)	17 (24%)	4 (6%)	71
Business Computer Concepts & Applications	8 (11%)	24 (34%)	23 (32%)	13 (18%)	3 (4%)	71
Multi-Level Organizational Behavior	10 (14%)	14 (20%)	28 (39%)	13 (18%)	6 (8%)	71
Chemistry I	1 (1%)	4 (6%)	9 (13%)	24 (34%)	33 (46%)	71
Foreign Language Component	12 (17%)	17 (24%)	17 (24%)	11 (15%)	7 (10%)	71
N=338						

Table IX shows the results of the rankings from hospitality practitioners. It is clearly shown on the table that hospitality practitioners ranked Hospitality Internship as the most critically important course of all the courses listed. Also ranked high in the critically important category were the following courses: Revenue & Cost Controls, Service Management in Hospitality Operations, Hospitality Industry Human Resource Management, and Introduction to Food Preparation, Safety & Sanitation. Followed by Leadership in the Hospitality Industry, Hospitality Marketing, Lodging Property Management, Hospitality Financial Accounting, and Introduction to Hotels, Restaurants, & Tourism as the courses hospitality practitioners selected as the most crucial in the very important category of a hospitality curriculum. The five most ranked courses in the important category for a hospitality curriculum were: Conference & Meeting Planning, Hospitality Organizational Behavior, Hospitality & Tourism Financing, Trade Show Operations, and Hospitality Franchising and Retailing. The courses that ranked the highest in the somewhat important category were: Festival & Attraction Marketing & Management, International Beverage Education, Restaurant Layout and Design, and Culture & Cuisine. The final ranking category was not important, the courses that ranked the highest in this category were: Chemistry I, Sports Management, and Orientation to Professional Golf Management.

Table IX

## Hospitality Practitioners Course Ranking of Importance

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Introduction to Hotels, Restaurants, & Tourism	23 (24%)	40 (41%)	25 (26%)	8 (8%)	1 (1%)	97
Introduction to Food Preparation, Safety, & Sanitation	39 (40%)	26 (27%)	25 (26%)	7 (7%)	0	97
Food Science & Preparation	14 (14%)	26 (27%)	35(36%)	17 (18%)	4 (4%)	97
Service Management in Hospitality Operations	40 (41%)	35 (36%)	21 (22%)	1 (1%)	0	97
Hospitality Information Technology Systems	27 (28%)	37 (38%)	25 (26%)	6 (6%)	2 (2%)	97
Hospitality E-Commerce	16 (16%)	26 (27%)	39 (40%)	15 (15%)	1 (1%)	97
Hospitality Franchising & Retailing	3 (3%)	17 (18%)	47 (48%)	25 (26%)	5 (5%)	97
Hospitality Management & Organizations	27 (28%)	37 (38%)	30 (31%)	3 (3%)	0	97
Hotel Sales	19 (20%)	40 (41%)	31 (32%)	5 (5%)	2 (2%)	97
Lodging Front Office Systems	12 (12%)	37 (38%)	39 (40%)	7 (7%)	2 (2%)	97
Lodging Services Management	12(12%)	42 (43%)	36 (37%)	6 (6%)	1 (1%)	97
Mechanical Equipment & Facility Management	9 (9%)	29 (30%)	34 (35%)	21 (22%)	4 (4%)	97
Hospitality Internship	60 (61%)	20 (21%)	12 (12%)	5 (5%)	0	97
Advanced Hospitality Internship/Practicum	36 (37%)	28 (29%)	20 (21%)	9 (9%)	4 (4%)	97
Purchasing in Hospitality & Foodservice Operations	11 (11%)	31 (32%)	40 (41%)	14 (1%)	1 (1%)	97
Revenue & Cost Controls	49 (50%)	34 (35%)	14 (14%)	0	0	97
Hospitality Industry Human Resources Management	40 (41%)	37 (38%)	17 (18%)	2 (2%)	1 (1%)	97
Hospitality Marketing	23 (24%)	44 (45%)	26 (27%)	3 (4%)	1 (1%)	97

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Hospitality Law & Ethics	29 (30%)	36 (37%)	26 (27%)	5 (5%)	1 (1%)	97
Restaurant Layout & Design	6(6%)	7 (7%)	44 (45%)	34 (35%)	6 (6%)	97
Quantity Food Preparation & Management	12 (12%)	28 (29%)	40 (41%)	14 (14%)	3 (3%)	97
Hospitality & Tourism Financing	11 (11%)	21 (22%)	48 (49%)	14 (14%)	3 (3%)	97
Integrated Capstone Seminar	15(15%)	25 (25%)	34 (35%)	16 (16%)	7 (7%)	97
Hospitality Training Program Development	12 (12%)	27 (28%)	45 (46%)	9 (9%)	4 (4%)	97
Lodging Property Management	6 (6%)	43 (44%)	38 (39%)	8 (8%)	2 (2%)	97
Special Events Management	3 (3%)	33 (34%)	43 (44%)	16 (16%)	2 (2%)	97
Hospitality Sales & Catering	12 (12%)	32 (33%)	38 (39%)	12 (12%)	3 (3%)	97
Hospitality Sales & Promotion	13 (13%)	39 (40%)	34 (35%)	10 (10%)	1 (1%)	97
Hospitality Entrepreneurship	8 (8%)	27 (28%)	37 (38%)	19 (20%)	6 (6%)	97
Hospitality Information Systems	12 (12%)	30 (31%)	38 (39%)	15 (15%)	2 (2%)	97
Hospitality Financial Accounting	29 (30%)	41 (42%)	24 (25%)	2 (2%)	1 (1%)	97
Non-Commercial, Institutional, & Contract Services in the Hospitality Industry	3 (3%)	19 (20%)	44 (45%)	25 (26%)	6 (6%)	97
Hospitality Managerial Accounting	28 (29%)	30 (31%)	32 (33%)	5 (5%)	1 (1%)	97
Labor Relations in Hospitality	11 (11%)	39 (40%)	38 (39%)	8 (8%)	0	97
International Beverage Education	3 (3%)	11 (11%)	41 (42%)	35 (36%)	7 (7%)	97
Hospitality Education	12 (12%)	27 (28%)	31 (32%)	20 (21%)	7 (7%)	97
Beverage Inventory & Cost Control	13 (13%)	32 (33%)	35 (36%)	14 (14%)	2 (2%)	97
Conference & Meeting Planning	7 (7%)	23 (24%)	54 (55%)	11 (11%)	2 (2%)	97
Meat Technology	2 (2%)	13 (13%)	36 (37%)	27 (28%)	19(20%)	97
Principles of Human Nutrition	3 (3%)	14 (14%)	36 (37%)	30 (32%)	14 (14%)	97
Introduction to Gaming	1 (1%)	8 (8%)	41 (42%)	33 (34%)	14 (14%)	97
Casino Management & Operations	5 (5%)	7 (7%)	37 (38%)	32 (33%)	16 (16%)	97

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Crisis Management in Hospitality	23 (24%)	31 (32%)	33 (34%)	9 (9%)	1 (1%)	97
Security in The Hospitality Industry	19(20%)	33 (34%)	33 (34%)	11 (11%)	1 (1%)	97
Gaming Regulations	3 (3%)	10 (10%)	33 (34%)	33 (34%)	18 (19%)	97
Foodservice Operations & Management	19 (20%)	29 (30%)	41 (42%)	5 (5%)	3 (3%)	97
Festival & Attraction Marketing & Management	3 (3%)	14 (14%)	34 (35%)	36 (37%)	10 (10%)	97
Sports Management	2 (2%)	8 (8%)	38 (39%)	29 (30%)	20 (21%)	97
Introduction to Domestic & Foreign Wine	3 (3%)	17 (18%)	39 (40%)	27 (28%)	11 (11%)	97
Trade Show Operations	2 (2%)	8 (8%)	46 (47%)	28 (29%)	13 (13%)	97
Culture & Cuisine	5 (5%)	17 (18%)	32 (33%)	34 (35%)	9 (9%)	97
Orientation to Professional Golf Management	0	8 (8%)	31 (32%)	33 (34%)	25 (26%)	97
Recreation & Leisure Services	2 (2%)	12 (12%)	36 (37%)	30 (31%)	17 (18%)	97
Club Food & Beverage Management	0	18 (19%)	37 (38%)	34 (35%)	8 (8%)	97
Resort Management & Operations	4 (4%)	27 (28%)	37 (38%)	24 (25%)	5 (5%)	97
Spa Management & Operations	2 (2%)	14 (14%)	41 (42%)	29(30%)	11 (11%)	97
Hospitality Industry Financial Analysis	21 (22%)	31 (32%)	38 (39%)	5 (5%)	2 (2%)	97
Hospitality Organizational Behavior	7 (7%)	28 (29%)	52 (53%)	9 (9%)	1 (1%)	97
Leadership in the Hospitality Industry	20 (21%)	45 (46%)	26 (27%)	6 (6%)	0	97
(Financial) Accounting I	31 (32%)	30 (31%)	28 (29%)	6 (6%)	2 (2%)	97
(Managerial) Accounting II	30 (31%)	31 (32%)	27 (28%)	7 (7%)	2 (2%)	97
Business Management	18 (19%)	35 (36%)	33 (34%)	9 (9%)	2 (2%)	97
Business Marketing	12 (12%)	36 (37%)	33 (34%)	14 (14%)	2 (2%)	97
Business Human Resource Management	17 (18%)	31 (32%)	33 (33%)	13 (13%)	3 (3%)	97
Business Law	13 (13%)	27 (28%)	39 (40%)	12 (12%)	6 (6%)	97
Business Writing & Communications	29 (30%)	29 (30%)	29 (30%)	7 (7%)	3 (3%)	97



<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Total</b>
Business Statistics	13 (13%)	26 (27%)	33 (34%)	20 (21%)	5 (5%)	97
Business Computer Concepts & Applications	12(12%)	33 (34%)	31 (32%)	16 (16%)	5 (5%)	97
Multi-Level Organizational Behavior	7 (7%)	26 (27%)	38 (39%)	20 (21%)	6 (6%)	97
Chemistry I	1 (1%)	7 (7%)	25 (26%)	29 (30%)	35 (36%)	97
Foreign Language Component	21 (22%)	30 (31%)	25 (26%)	14 (14%)	7 (7%)	97
N=338						

Table X shows a combined percentage ranking the each course of a hospitality curriculum selected for this study. Each course was bolded to show its highest ranking among both hospitality educators and hospitality practitioners combined. The courses that ranked the highest in the category of critically important were: Hospitality Internship (57%), Revenue Cost Controls (51%), Service Management in Hospitality Operations (43%), and Hospitality Industry Human Resource Management (41%). The next importance category was very important. The following course ranked highest in the very important category: Leadership in the Hospitality Industry (44%), Hospitality Marketing (43%), and Introduction to Hotels, Restaurants, and Tourism (40%). The courses that ranked the highest in the category of important were: Multi-Level Organizational Behavior (42%), Non-Commercial, Institutional, & Contract Services in the Hospitality Industry (42%), Conference & Meeting Planning (42%), Special Event Management (42%), and Hospitality Organizational Behavior (41%). The somewhat important category included: Orientation to Professional Golf Management (40%), Restaurant Layout & Design (39%), International Beverage Education (37%), Introduction to Gaming (37%), and Festival & Attraction Marketing & Management (37%). The last category for ranking of courses was not important. The following courses were included in the not important category: Chemistry I (41%), Orientation to Professional Golf Management (28%), Sports Management (26%), and Meat Technology (24%).

Table X

## Hospitality Educators and Hospitality Practitioners Course Ranking of Importance

Course	Critically Important	Very Important	Important	Somewhat Important	Not Important
Introduction to Hotels, Restaurants, & Tourism	27%	<b>40%</b>	26%	6%	2%
Introduction to Food Preparation, Safety, & Sanitation	<b>39%</b>	32%	21%	7%	1%
Food Science & Preparation	14%	27%	<b>35%</b>	18%	7%
Service Management in Hospitality Operations	<b>43%</b>	36%	20%	1%	0%
Hospitality Information Technology Systems	29%	<b>38%</b>	25%	7%	1%
Hospitality E-Commerce	16%	29%	<b>38%</b>	15%	2%
Hospitality Franchising & Retailing	4%	21%	<b>40%</b>	32%	3%
Hospitality Management & Organizations	33%	<b>38%</b>	24%	4%	1%
Hotel Sales	16%	<b>36%</b>	<b>36%</b>	9%	2%
Lodging Front Office Systems	15%	33%	<b>36%</b>	14%	3%
Lodging Services Management	16%	<b>36%</b>	34%	14%	1%
Mechanical Equipment & Facility Management	6%	27%	<b>36%</b>	26%	5%
Hospitality Internship	<b>57%</b>	25%	14%	3%	0%
Advanced Hospitality Internship/Practicum	<b>36%</b>	31%	20%	8%	5%
Purchasing in Hospitality & Foodservice Operations	13%	<b>37%</b>	33%	15%	2%
Revenue & Cost Controls	<b>51%</b>	34%	14%	1%	0%
Hospitality Industry Human Resources Management	<b>41%</b>	34%	21%	3%	1%
Hospitality Marketing	27%	<b>43%</b>	24%	5%	1%

Course	Critically Important	Very Important	Important	Somewhat Important	Not Important
Hospitality Law & Ethics	<b>36%</b>	33%	23%	7%	1%
Restaurant Layout & Design	5%	14%	<b>37%</b>	<b>39%</b>	6%
Quantity Food Preparation & Management	14%	31%	<b>37%</b>	14%	4%
Hospitality & Tourism Financing	13%	27%	<b>40%</b>	16%	4%
Integrated Capstone Seminar	19%	23%	<b>33%</b>	19%	6%
Hospitality Training Program Development	11%	30%	<b>40%</b>	13%	7%
Lodging Property Management	9%	35%	<b>39%</b>	15%	2%
Special Events Management	5%	31%	<b>42%</b>	18%	4%
Hospitality Sales & Catering	9%	34%	<b>38%</b>	16%	2%
Hospitality Sales & Promotion	10%	<b>37%</b>	34%	17%	2%
Hospitality Entrepreneurship	9%	26%	<b>38%</b>	22%	5%
Hospitality Information Systems	14%	33%	<b>38%</b>	14%	2%
Hospitality Financial Accounting	33%	<b>36%</b>	26%	5%	1%
Non-Commercial, Institutional, & Contract Services in the Hospitality Industry	3%	21%	<b>42%</b>	28%	7%
Hospitality Managerial Accounting	31%	<b>34%</b>	27%	7%	1%
Labor Relations in Hospitality	15%	<b>36%</b>	35%	13%	2%
International Beverage Education	5%	13%	35%	<b>37%</b>	11%
Hospitality Education	8%	22%	<b>32%</b>	26%	12%
Beverage Inventory & Cost Control	19%	31%	<b>35%</b>	14%	2%
Conference & Meeting Planning	9%	27%	<b>42%</b>	20%	1%
Meat Technology	1%	11%	<b>32%</b>	31%	24%
Principles of Human Nutrition	3%	18%	<b>36%</b>	28%	14%
Introduction to Gaming	2%	9%	35%	<b>37%</b>	17%
Casino Management & Operations	2%	10%	<b>35%</b>	<b>35%</b>	17%

Course	Critically Important	Very Important	Important	Somewhat Important	Not Important
Crisis Management in Hospitality	22%	<b>36%</b>	26%	13%	3%
Security in The Hospitality Industry	21%	<b>36%</b>	27%	14%	2%
Gaming Regulations	3%	11%	29%	<b>35%</b>	22%
Foodservice Operations & Management	22%	33%	<b>37%</b>	5%	3%
Festival & Attraction Marketing & Management	2%	16%	29%	<b>37%</b>	16%
Sports Management	2%	8%	<b>33%</b>	31%	26%
Introduction to Domestic & Foreign Wine	5%	15%	<b>37%</b>	31%	11%
Trade Show Operations	2%	8%	<b>39%</b>	33%	18%
Culture & Cuisine	6%	15%	<b>35%</b>	34%	9%
Orientation to Professional Golf Management	0%	7%	25%	<b>40%</b>	28%
Recreation & Leisure Services	2%	11%	32%	<b>35%</b>	21%
Club Food & Beverage Management	2%	17%	<b>38%</b>	32%	11%
Resort Management & Operations	5%	22%	<b>39%</b>	27%	7%
Spa Management & Operations	3%	13%	<b>37%</b>	33%	15%
Hospitality Industry Financial Analysis	26%	31%	<b>32%</b>	7%	3%
Hospitality Organizational Behavior	13%	34%	<b>41%</b>	9%	3%
Leadership in the Hospitality Industry	25%	<b>44%</b>	23%	6%	3%
(Financial) Accounting I	<b>32%</b>	<b>32%</b>	28%	6%	2%
(Managerial) Accounting II	31%	<b>34%</b>	25%	7%	2%
Business Management	19%	<b>39%</b>	27%	11%	4%
Business Marketing	13%	<b>37%</b>	29%	16%	4%
Business Human Resource Management	16%	<b>33%</b>	31%	15%	5%
Business Law	13%	29%	<b>37%</b>	15%	7%
Business Writing & Communications	<b>34%</b>	33%	24%	15%	7%

<b>Course</b>	<b>Critically Important</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
Business Statistics	14%	28%	<b>32%</b>	21%	6%
Business Computer Concepts & Applications	10%	33%	<b>34%</b>	17%	6%
Multi-Level Organizational Behavior	10%	23%	<b>42%</b>	19%	7%
Chemistry I	1%	8%	18%	32%	<b>41%</b>
Foreign Language Component	21%	<b>30%</b>	25%	15%	8%
N=338					

Table XI shows the comparison of percentages for course ranking of importance of hospitality educators and hospitality industry practitioners. Both hospitality educators and hospitality industry practitioners indicated high percentage levels in the category of critically important for the courses: Service Management in Hospitality Operations, Hospitality Internship, Revenue Cost & Controls, and Hospitality Industry Human Resources Management. These courses not only scored high percentages from the respondents, but the percentages reported for these courses were very similar among the respondents. Those percentages were: Service Management in Hospitality Operations (42% of hospitality educators and 41% of hospitality practitioners ranked this course as critically important); Hospitality Internship (59% of hospitality educators and 61% of hospitality practitioners ranked this course as critically important); Revenue Cost and Control (48% of hospitality educators and 50% of hospitality practitioners ranked this course as critically important); Hospitality Industry Human Resources Management (both 41% of hospitality educators and hospitality practitioners ranked this course as critically important). The similarities of percentages among the respondents for the courses in the critically important category speak volumes and should be acknowledged by those who design hospitality curriculum and taken into consideration when developing or redeveloping hospitality curriculum.

In the very important category there were numerous courses that shared a high percentage rate by both hospitality educators and hospitality industry practitioners while a few of those courses had a similar percentages reported by the respondents. Courses that had high percentage rankings in the very important category were: Hospitality Information Technology Systems, Hotel Sales, Lodging Services Management, Hospitality Marketing,

and Hospitality Organizational Behavior. The courses in the very important category that shared a similar percentage rate by both hospitality educators and hospitality industry practitioners were: Hospitality Management and Organizations (both 38% of hospitality educators and hospitality industry practitioners ranked this course as very important), Hospitality Industry Human Resources Management (37% of hospitality educators and 38% of hospitality practitioners ranked this course as very important), Business Management (37% of hospitality educators and 36% of hospitality practitioners ranked this course as very important), Business Writing and Communications (31% of hospitality educators and 30% of hospitality practitioners ranked this course as very important), Business Statistics (both 27% of hospitality educators and hospitality practitioners ranked this course as very important), and Business Computer Concepts and Applications (both 34% of hospitality educators and hospitality practitioners ranked this course as very important). There is a pattern within the similarities of percentages among the courses in the very important category; these courses all have a business core or basis. It is obvious that both hospitality educators and hospitality industry practitioners value business related courses in a hospitality curriculum.

It can be concluded by the high level of percentages for the courses in the important category proved by both hospitality educators and hospitality practitioners that the respondents felt that a variety of elective courses were important in a hospitality curriculum. Those courses that produced high percentage levels in the important category were: Mechanical Equipment, Hospitality E-Commerce, Hospitality and Tourism Financing, Hospitality Training Program Development, Special Events Management, Hospitality Entrepreneurship, Non-Commercial, Institutional, and Contract Services in the Hospitality



Industry, Conference and Meeting Planning, and Multi-Level Organizational Behavior. Courses that shared similar percentage rankings among hospitality educators and hospitality practitioners were: Special Events Management (both 44% of hospitality educators and hospitality practitioners ranked this course as important), Hospitality Education (31% of hospitality educators and 32% hospitality practitioners ranked this course as important), Principles of Human Nutrition (38% of hospitality educators and 37% hospitality practitioners ranked this course as important), Resort Management and Operations (37% of hospitality educators and 38% hospitality practitioners ranked this course as important), and Multi-Level Organizational Behavior (both 39% of hospitality educators and hospitality practitioners ranked this course as important).

There were a substantial number of courses that provided a high percentage ranking by hospitality educators and hospitality industry practitioners in the somewhat important category, while only a few courses in this category produced a similar percentage ranking by the respondents. The courses with a high percentage ranking were: Restaurant Layout and Design, International Beverage Education, Introduction to Gaming, Casino Management and Operations, Festival and Attraction Marketing and Management, and Orientation to Professional Golf Management. The courses that indicated similarities in percentages of somewhat important by hospitality educators and hospitality industry practitioners were: Introduction to Food Preparation, Safety, and Sanitation (both 7% of hospitality educators and hospitality practitioners ranked this course as somewhat important), Hospitality Information Technology Systems (both 6% of hospitality educators and hospitality practitioners ranked this course as somewhat important), Beverage Cost and Control (both

14% of hospitality educators and hospitality practitioners ranked this course as somewhat important), Gaming Regulations (both 34% of hospitality educators and hospitality practitioners ranked this course as somewhat important), Accounting I (Financial) (both 6% of hospitality educators and hospitality practitioners ranked this course as somewhat important), Accounting II (Managerial) (both 7% of hospitality educators and hospitality practitioners ranked this course as somewhat important), and Business Writing and Communications (both 7% of hospitality educators and hospitality practitioners ranked this course as somewhat important). Although the percentages of the similarities among the respondents are not high percentages, there is undoubtedly an agreement among hospitality educators and practitioners that these courses are somewhat important and should be considered when developing or redeveloping a hospitality curriculum.

Regarding the not important category of course ranking only one class produced a high percentage by both hospitality educators and industry practitioners. That course was Chemistry I (46% of hospitality educators and 36% of hospitality industry practitioners felt this course was not important). Both Meat Technology and Gaming Regulations had higher percentages in the not important category, although in comparison to the other importance categories these percentages were not very high. Meat Technology (38% of hospitality educators and 20% hospitality practitioners ranked this course as not important) and Gaming Regulations (30% of hospitality educators and 19% hospitality practitioners ranked this course as not important). There was only one course that showed a similarity in the percentage rankings and that percentage was rather low: Hospitality Law and Ethics (both 1% of hospitality educators and hospitality practitioners ranked this course as not important).

There was not a pattern revealed among any of the courses in the not important category other than the science based core in Chemistry I and Meat Technology. In addition, the courses that had a percentages displayed in the not important category very low percentages.

Table XI

Hospitality Educators and Hospitality Practitioners Course Ranking of Importance  
Comparison of Percentages

Course	Critically Important		Very Important		Important		Somewhat Important		Not Important		Total
	HE	HP	HE	HP	HE	HP	HE	HP	HE	HP	
Introduction to Hotels, Restaurants, & Tourism	32	24	<b>34</b>	<b>41</b>	25	26	6	8	3	1	168
Introduction to Food Preparation, Safety, & Sanitation	<b>35</b>	<b>40</b>	38	27	18	26	7	7	0	0	168
Food Science & Preparation	7	14	21	27	<b>39</b>	<b>36</b>	24	18	10	4	168
Service Management in Hospitality Operations	<b>42</b>	<b>41</b>	41	36	15	22	0	1	1	0	168
Hospitality Information Technology Systems	30	28	<b>44</b>	<b>38</b>	21	26	6	6	0	2	168
Hospitality E-Commerce	11	16	31	27	<b>38</b>	<b>40</b>	17	15	3	1	168
Hospitality Franchising & Retailing	1	3	18	18	37	48	<b>42</b>	<b>26</b>	1	5	168
Hospitality Management & Organizations	39	28	<b>38</b>	<b>38</b>	17	31	4	3	1	0	168
Hotel Sales	10	20	<b>38</b>	<b>41</b>	37	32	14	5	1	2	168
Lodging Front Office Systems	14	12	30	38	<b>30</b>	<b>40</b>	21	7	6	2	168
Lodging Services Management	13	12	<b>35</b>	<b>43</b>	30	37	23	6	0	1	168
Mechanical Equipment & Facility Management	3	9	18	30	<b>44</b>	<b>35</b>	32	22	3	4	168
Hospitality Internship	<b>59</b>	<b>61</b>	28	21	11	12	1	5	0	0	168
Advanced Hospitality Internship/Practicum	<b>39</b>	<b>37</b>	34	29	17	21	4	9	6	4	168
Purchasing in Hospitality & Foodservice Operations	11	11	38	32	<b>32</b>	<b>41</b>	15	1	3	1	168
Revenue & Cost Controls	<b>48</b>	<b>50</b>	41	35	11	14	0	0	0	0	168

HE= Hospitality Educators; HP=Hospitality Practitioners

Course	Critically Important		Very Important		Important		Somewhat Important		Not Important		Total
	HE	HP	HE	HP	HE	HP	HE	HP	HE	HP	
Hospitality Industry Human Resources Management	<b>41</b>	<b>41</b>	37	38	21	18	1	2	0	1	168
Hospitality Marketing	31	24	<b>39</b>	<b>45</b>	24	27	6	4	0	1	168
Hospitality Law & Ethics	<b>42</b>	<b>30</b>	25	37	25	27	6	5	1	1	168
Restaurant Layout & Design	1	6	18	7	27	45	<b>49</b>	<b>35</b>	4	6	168
Quantity Food Preparation & Management	11	12	35	29	<b>32</b>	<b>41</b>	17	14	4	3	168
Hospitality & Tourism Financing	14	11	32	22	<b>35</b>	<b>49</b>	13	14	6	3	168
Integrated Capstone Seminar	30	15	21	25	<b>28</b>	<b>35</b>	17	16	4	7	168
Hospitality Training Program Development	7	12	32	28	<b>34</b>	<b>46</b>	18	9	8	4	168
Lodging Property Management	7	6	31	44	<b>37</b>	<b>39</b>	23	8	1	2	168
Special Events Management	7	3	25	34	<b>44</b>	<b>44</b>	21	16	3	2	168
Hospitality Sales & Catering	8	12	28	33	<b>41</b>	<b>39</b>	21	12	1	3	168
Hospitality Sales & Promotion	8	13	30	40	<b>37</b>	<b>35</b>	23	10	3	1	168
Hospitality Entrepreneurship	8	8	21	28	<b>42</b>	<b>38</b>	25	20	3	6	168
Hospitality Information Systems	14	12	<b>39</b>	<b>31</b>	<b>31</b>	<b>39</b>	14	15	1	2	168
Hospitality Financial Accounting	32	30	<b>32</b>	<b>42</b>	31	25	4	2	0	1	168
Non-Commercial, Institutional, & Contract Services in the Hospitality Industry	1	3	21	20	<b>39</b>	<b>45</b>	32	26	6	6	168
Hospitality Managerial Accounting	31	29	<b>44</b>	<b>31</b>	18	33	7	5	0	1	168
Labor Relations in Hospitality	21	11	25	40	<b>37</b>	<b>39</b>	15	8	1	0	168
International Beverage Education	8	3	11	11	27	42	<b>37</b>	<b>36</b>	17	7	168
Hospitality Education	4	12	13	28	<b>31</b>	<b>32</b>	32	21	20	7	168
Beverage Inventory & Cost Control	23	13	25	33	<b>38</b>	<b>36</b>	14	14	0	2	168
Conference & Meeting Planning	13	7	23	24	<b>37</b>	<b>55</b>	28	11	0	2	168

HE= Hospitality Educators; HP=Hospitality Practitioners

Course	Critically Important		Very Important		Important		Somewhat Important		Not Important		Total
	HE	HP	HE	HP	HE	HP	HE	HP	HE	HP	
Meat Technology	0	2	8	13	<b>23</b>	<b>37</b>	31	28	38	20	168
Principles of Human Nutrition	3	3	18	14	<b>38</b>	<b>37</b>	25	32	15	14	168
Introduction to Gaming	1	1	13	8	28	42	<b>41</b>	<b>34</b>	17	14	168
Casino Management & Operations	0	5	15	7	31	38	<b>38</b>	<b>33</b>	15	16	168
Crisis Management in Hospitality	15	24	<b>39</b>	<b>32</b>	23	34	18	9	4	1	168
Security in The Hospitality Industry	20	20	<b>39</b>	<b>34</b>	23	34	15	11	3	1	168
Gaming Regulations	3	3	13	10	21	34	<b>34</b>	<b>34</b>	30	19	168
Foodservice Operations & Management	20	2	<b>44</b>	<b>30</b>	31	42	4	5	1	3	168
Festival & Attraction Marketing & Management	0	3	15	14	23	35	<b>39</b>	<b>37</b>	23	10	168
Sports Management	1	2	8	8	<b>25</b>	<b>39</b>	31	30	32	21	168
Introduction to Domestic & Foreign Wine	7	3	13	18	<b>32</b>	<b>40</b>	38	28	10	11	168
Trade Show Operations	1	2	10	8	<b>27</b>	<b>47</b>	39	29	23	13	168
Culture & Cuisine	6	5	15	18	35	33	<b>34</b>	<b>35</b>	10	9	168
Orientation to Professional Golf Management	0	0	6	8	20	32	<b>42</b>	<b>34</b>	32	26	168
Recreation & Leisure Services	1	2	13	12	25	37	<b>37</b>	<b>31</b>	24	18	168
Club Food & Beverage Management	4	0	17	19	<b>31</b>	<b>38</b>	32	35	15	8	168
Resort Management & Operations	4	4	21	28	<b>37</b>	<b>38</b>	30	25	8	5	168
Spa Management & Operations	4	2	15	14	23	42	<b>37</b>	<b>30</b>	21	11	168
Hospitality Industry Financial Analysis	32	22	30	32	<b>24</b>	<b>39</b>	8	5	6	2	168
Hospitality Organizational Behavior	23	7	<b>38</b>	<b>46</b>	27	53	6	9	7	1	168
Leadership in the Hospitality Industry	30	21	<b>45</b>	<b>31</b>	15	27	4	6	6	0	168
(Financial) Accounting I	<b>37</b>	<b>32</b>	31	31	27	29	6	6	0	2	168
(Managerial) Accounting II	34	31	<b>34</b>	<b>32</b>	24	28	7	7	1	2	168
Business Management	23	19	<b>37</b>	<b>36</b>	17	34	1	9	7	2	168
Business Marketing	17	12	<b>34</b>	<b>37</b>	21	34	21	14	7	2	168
Business Human Resource Management	18	18	<b>30</b>	<b>32</b>	27	33	18	13	7	3	168
Business Law	14	13	30	28	<b>25</b>	<b>40</b>	23	12	8	6	168

HE= Hospitality Educators; HP=Hospitality Practitioners

Course	Critically Important		Very Important		Important		Somewhat Important		Not Important		Total
	HE	HP	HE	HP	HE	HP	HE	HP	HE	HP	
	<i>Percentages</i>		<i>Percentages</i>		<i>Percentages</i>		<i>Percentages</i>		<i>Percentages</i>		
Business Writing & Communications	<b>45</b>	<b>30</b>	31	30	17	30	7	7	0	3	168
Business Statistics	17	13	27	27	<b>27</b>	<b>34</b>	24	21	6	5	168
Business Computer Concepts & Applications	11	12	<b>34</b>	<b>34</b>	32	32	18	16	4	5	168
Multi-Level Organizational Behavior	14	7	20	27	<b>39</b>	<b>39</b>	18	21	8	6	168
Chemistry I	1	1	6	7	13	26	34	30	<b>46</b>	<b>36</b>	168
Foreign Language Component	17	22	<b>24</b>	<b>31</b>	24	26	15	14	10	7	168

HE= Hospitality Educators; HP=Hospitality Practitioners

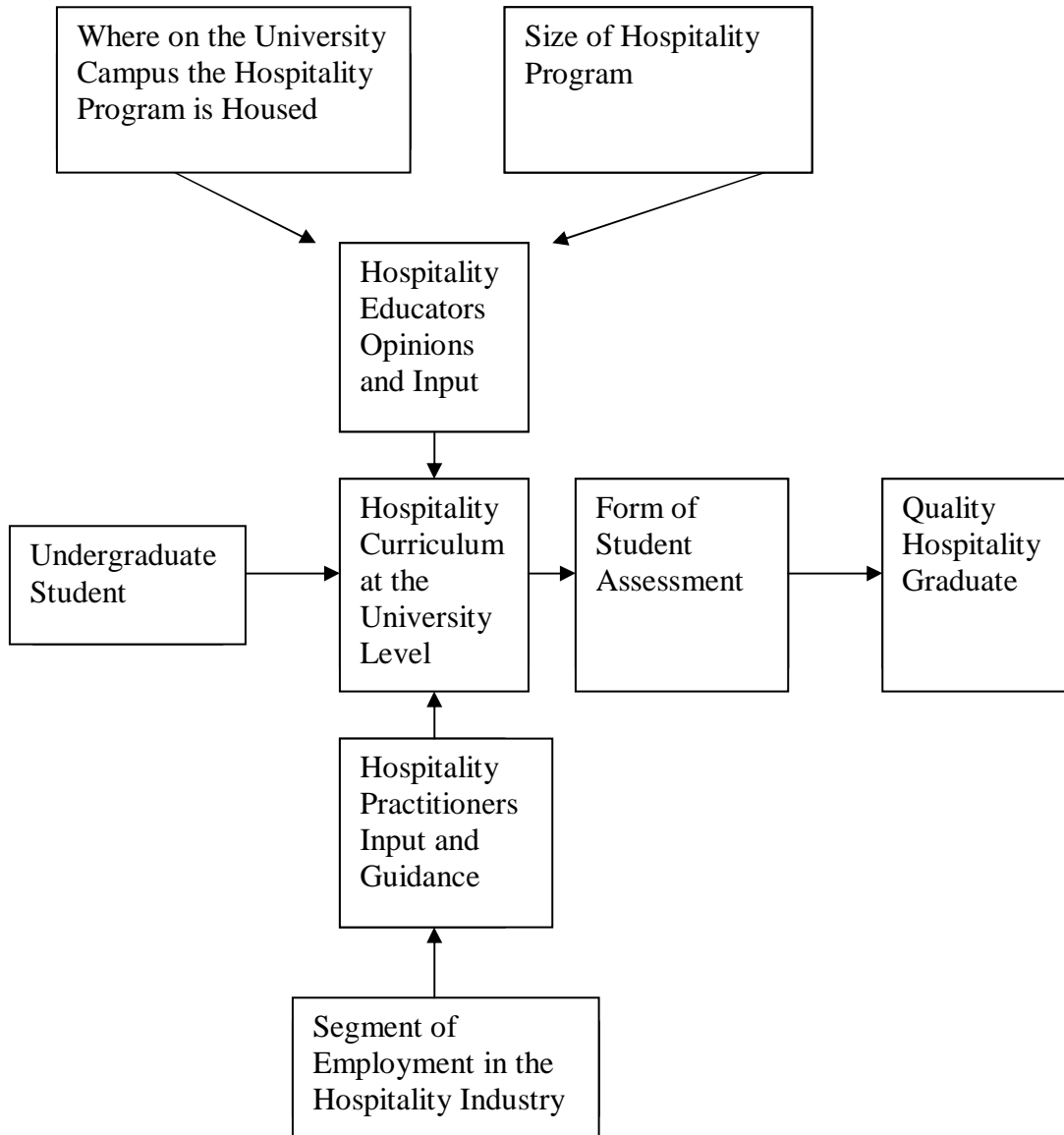
### Research Questions:

The structured research questions addressed in this study were a delineation for the hypotheses used in this study. The hypothesized relationships tested in this study were related to hospitality curriculum, student assessment, hospitality practitioners' guidance and input, opinions based on segment of the hospitality industry the respondents were employed within, where on campus the hospitality program was housed, and the student body size of the hospitality program. The framework diagram is displayed in Table XII.



Table XII

A Framework for Examining Hospitality Curriculum Foundations



## Hypotheses Testing

### Hypotheses 1:

There is a significant difference in the perceptions of importance in the process used to develop or redevelop a hospitality curriculum between hospitality educators and hospitality industry practitioners.

To test hypothesis 1, a Paired –Samples *t*-test for homogeneity of variance was utilized. The independent variables used in the *t*-test were hospitality educators feel that the current process of designing or redesign hospitality curriculum is effective and the dependent variable was hospitality practitioners feel that the current process of designing or redesign hospitality curriculum is effective. The purpose of the *t*-test was to determine if the variation was significant between hospitality educators' and hospitality industry practitioners' perceptions of the importance in the process to develop or redevelop a hospitality curriculum. The *t*-test showed that there was statistical significance at the .01 level ( $t=4.45, df=223, Sig.=.000$ ) indicating that the perceptions of importance differed significantly between hospitality educators and industry practitioners in the process used to design or redesign a hospitality curriculum (See Table XIII). The mean regarding hospitality educators' perceptions of the importance in the process of hospitality curriculum design or redesign was less than the mean of hospitality industry practitioners' perceptions. This indicates that hospitality industry practitioners felt that the process used to design or redesign a hospitality curriculum was effective more than hospitality educators did.

Thus the hypothesis was accepted that there was a significant difference between hospitality educators' and hospitality practitioners' perceptions of importance in the process used to develop or redevelop a hospitality curriculum.

Table XIII

*Hospitality Educators & Practitioners Perceptions of Importance  
In the Process Used to Design or Redesign a Hospitality Curriculum. Results of  
Independent Samples t-test (n=224)*

<b>Description</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t</b>	<b>Sig.</b>	<b>95% Confidence Interval of the Difference</b>	
Hospitality Educators- Effective & Hospitality Practitioners Effective	2.71  2.91	.662	4.45	.000*	Lower .110	Upper .285

\*Significant at .01; df=223

Hypothesis 2:

There is a significant difference among the perceptions of importance between hospitality educators and hospitality industry practitioners concerning a standardized hospitality curriculum.

An Analysis of Variance (ANOVA) was conducted to test if there was significant difference among the perceptions of importance concerning a standardized hospitality curriculum between hospitality educators and hospitality practitioners. The assumptions for ANOVA were met: 1) Independence: this assumption was met because the sample was chosen by using a simple random sampling method. 2) Normality: plots for the

variable were visually detected. (3) The homogeneity of variance test was conducted for each variable and there was no significant difference found for the assumptions.

For the variables used in this ANOVA test, the values of sum of squares, degrees of freedom, mean square, F statistics and actual significance were provided in Table XIV. An significance value with less than 0.01 would indicate if there was a significant difference among the perceptions of importance concerning a standardized hospitality curriculum between hospitality educators and hospitality practitioners. There was no statistical significance found regarding differences in the perceptions of importance between hospitality educators ( $F=.096$ ,  $Sig=.984$ ) and industry practitioners ( $F=.524$ ,  $Sig=.718$ ) concerning a standardized hospitality curriculum.

There was no Post-Hoc analysis performed because the F test was not significant. Therefore, the hypothesis was rejected and it was determined that there was not a significant difference among the perceptions of importance concerning a standardized curriculum between hospitality educators and hospitality practitioners; indicating that neither educators or practitioners felt a standardized curriculum in hospitality programs was beneficial.

Table XIV

*One-Way Analysis of Variance (ANOVA) Hospitality Educators & Practitioners Perceptions of Importance Concerning a Standardized Hospitality Curriculum (n=224)*

Description	Mean	Standard Deviation	F	Sig.	95% Confidence Interval of the Difference	
					Lower	Upper
Hospitality Educators-Effective	2.71	.681	.524	.718*	2.82	3.00
& Hospitality Practitioners Effective	2.91	.704	.096	.096*	2.62	2.80

\*Significant at .01; df=222

Hypothesis 3A:

There is a significant difference among the perceptions of hospitality educators and hospitality industry practitioners concerning hospitality curriculum depending on the affiliations where a hospitality program is housed.

Hypothesis 3B:

There is a significant difference among the perceptions of hospitality educators and hospitality industry practitioners concerning hospitality curriculum depending on the size of the hospitality program.

An Analysis of Variance (ANOVA) was conducted to test if there was a significant difference among the perceptions of importance between hospitality educators and hospitality practitioners depending on the affiliations where a hospitality program is housed and the size of the hospitality program. The assumptions for ANOVA were met and there was no significant difference found among the assumptions.

For the variables used in this ANOVA test, the values of sum of squares, degrees of freedom, mean square, F statistics and actual significance were provided in Table XV. An significance value with less than 0.01 would indicate that there was a significant difference among the perceptions of importance between hospitality educators and hospitality practitioners depending on affiliations of housing and size of the hospitality program.

There was statistical significance found for the factors; housing affiliations and size of the student body which indicated that hospitality educators' and practitioners' perceptions concerning a hospitality curriculum were influenced by the housing affiliations and size of the student body of a hospitality program.

Table XV

ANOVA

*One-Way Analysis of Variance (ANOVA) Hospitality Educators & Practitioners Perceptions Concerning Hospitality Curriculum Depending on the Housing Affiliations and Size of Program (n=211)*

Description	Mean	Standard Deviation	F	Sig.	95% Confidence Interval of the Difference	
					Lower	Upper
Affiliations	4.71	3.421	4.424	.000*	4.05	5.38
Size of Student Body	1.83	.786	8.705	.000*	1.68	1.98

\*Significant at .01; df=105

In particular, the housing affiliations of hospitality programs with a significance of less than 0.05 indicated that the importance of the means differed from each other significantly among the respondents' perceptions of hospitality curriculum (Table XVI). The means for importance of housing affiliation differed from each other significantly among the respondents. The means for importance of *autonomous school or college in the university, education, business administration, home economics/human environmental sciences*, and the *other category* were significantly different across the respondents' perceptions concerning hospitality curriculum.

Table XVI

*Analysis of Variance (ANOVA): Importance of Affiliations (n=211)*

<b>Affiliation</b>	<b>Mean Value of Importance</b>	<b>Sig.</b>
Autonomous School or College in the University	2.36	.010*
Education	1.00	.015*
Agriculture	1.75	.726
Business Administration	1.57	.015*
Home Economics/Human Environmental Sciences	1.68	.026*
Health & Human Development	1.67	.729
Human Ecology	2.00	.961
Other	1.55	.001*

\*Significant at .05

The size of the student body of hospitality programs with a significance of less than 0.05 indicated that the importance of the means differed from each other significantly among the respondents' perceptions of hospitality curriculum (Table XVII).

The means for importance of *under 300 students* and *301 students to 700 students* were significantly different across the respondents' perceptions concerning hospitality curriculum.

Table XVII

*Analysis of Variance (ANOVA): Importance of Size of Student Body (n=211)*

<b>Size of Student Body</b>	<b>Mean Value of Importance</b>	<b>Sig.</b>
Under 300 students	5.34	.001*
301 students to 700 students	5.45	.001*
701 students and above	2.36	.988

\*Significant at .005

This indicates that hospitality educators and industry practitioners had significant differences in their perceptions concerning hospitality curriculum depending on where the hospitality program was housed on campus, particularly if the hospitality program was an autonomous school or college in the university, education, business administration, home economics/human environmental sciences, and the other category. Those significant differences were also present among the respondents if the hospitality program had a student body under 300 students or a student body consisting of 301 to 700 students.

Thus the hypothesis was accepted that there was a significant difference between hospitality educators' and hospitality practitioners' perceptions of importance in the process used to develop or redevelop a hospitality curriculum depending on where the hospitality program is housed and the size of the student body in the hospitality program.



#### Hypothesis 4:

There is a significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry in which they are employed.

An Analysis of Variance (ANOVA) was conducted to test if there was significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry they were employed in. The assumptions for ANOVA were met. There was no significant difference found in the assumptions.

For the variables used in this ANOVA test, the values of sum of squares, degrees of freedom, mean square, F statistics and actual significance were provided in Table XVIII. The means for hospitality practitioners' perceptions concerning hospitality curriculum factors were not significantly different across the segments of the hospitality industry in which they were employed. The ANOVA showed that there was no statistical significance at the .05 level ( $F=.187, df=175, Sig.=.980$ ) among the segments of practitioners' employment (See Table XVIII) .

Table XVIII

*One-Way Analysis of Variance (ANOVA) Hospitality Practitioners' Perceptions Concerning Hospitality Curriculum Based on Their Segment of the Hospitality Industry (n=176)*

Description	Mean	Standard Deviation	F	Sig.	95% Confidence Interval of the Difference	
					Lower	Upper
Practitioners Perceptions based on Segment	2.18	.715	.187	.980	2.07	2.28

\*Significant at .05; df=175

There was a Post-Hoc analysis performed although the F test was not significant in order to provide the mean and subset of the alpha (See Table IXX).

Table IXX

Tukey Post-Hoc Analysis

*Hospitality Practitioners' Perceptions Concerning Hospitality Curriculum Based on Their Segment of the Hospitality Industry*

Factor-Segment	N	Mean	Subset for alpha=.05
			1
Managed Services	5	2.22	2.80
Foodservice Industry	29	2.46	2.86
Hospitality Education	72	2.17	2.92
Hotel Industry	42	2.20	2.93
Meeting & Conventions	7	1.83	3.00
Catering	5	2.18	3.00
Other	16	1.25	3.06
Sig.			.980

Thus the hypothesis was rejected and stated that there was not a significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry in which they are employed. This indicated that the segment of the hospitality industry the practitioners were employed in did not influence their perceptions of importance concerning hospitality curriculum. Therefore, the hypothesis was rejected.

#### Factor Analysis: Curriculum Courses

There were 71 curriculum courses used in this study. Exploratory factor analysis was initiated to identify the underlying dimensions of the hospitality curriculum courses and condense the information. The purpose of using factor analysis in this study was to create correlated variable composites from the hospitality curriculum courses. Items with factor loadings of .30 or higher were clustered together to form constructs. The solution that accounted for at least 69% of the total variance was considered as a satisfactory solution.

The statistical tests used to test the factor analysis were; the Kaiser-Meyer-Okin (KMO) statistic and the Bartlett's Test of Sphericity. The KMO was calculated as .891 which is meritorious (Kaiser, 1974). The KMO test result was above .80, therefore it can be stated that the variables were interrelated and shared common factors. The communalities ranged from .48 to .87 suggesting that the variance of the original values were reasonably explained by the common factors. The Bartlett's Test of Sphericity was

conducted and yielded a significant Chi-Square value in order to test the significance of the correlation matrix ( $\chi^2=10816.458$ ,  $df=2485$ ,  $Sig.=.000$ ).

A Principal Component Analysis (PCA) with Varimax Rotation was completed with the expectation of finding several dimensions of equal importance in the data. Items with factor loadings of .30 or higher were clustered together to form constructs. Hair et al.(1998) recommends factor loadings of .30 or higher with sample sizes of more than three hundred and fifty responses.

The results of the factor analysis produced fourteen factors with eigenvalues greater than one, and explained 69.43% of the variance. The contents of the fourteen factor dimensions were analyzed and named. Cronbach's Alpha (reliability coefficients) was computed for the items that formed each factor. The factors dimensions with two course loads were analyzed using Pearson's Bivariate Correlation while the one dimension (Introduction) that had only one course loading was not tested for reliability. Table XX shows the reliability coefficients for the items ranged from .23 to .93.

TABLE XX

*Reliability Coefficients for Curriculum Courses*

<b>Factor</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>	<b>Mean</b>
Electives	15	0.93	3.41
Hospitality Business & Finance	9	0.89	
General Business	6	0.90	2.54
Food/Culinary	9	0.88	2.80
Hotel	5	0.81	2.53
Technology	3	0.79	2.42
Beverage	3	0.77	3.19
Security	3	0.76	2.29
Leadership/Behavior	5	0.74	2.47
Sales	3	0.78	2.38
Practicum	3	0.23	2.94
<b>Factor</b>	<b>Number of Items</b>	<b>Pearson's Bivariate Correlation</b>	<b>Mean</b>
Internship	2	0.497	1.89
Communication	2	0.267	2.37
Introduction	1		2.14

The subjects of the fourteen factors were named and analyzed. They were named: electives, hospitality business and finance, general business, food/culinary, hotel, technology, beverage, security, leadership/behavior, sales, internship, practicum, communication, and introduction. Table XXI summarizes the factor loading scores indicating the correlations between and communalities for the 71 hospitality courses. The factor with the highest loading was the elective factor which indicated that the respondents felt that a hospitality curriculum should have many specialty or elective courses available for hospitality students. The factor with the second highest loading was hospitality business and finance which is a reflection of the respondents' impression that specialized hospitality business courses are important to a hospitality curriculum.

Following closely behind hospitality business and finance was the general business factor, again a reflection of the importance of business related courses in a hospitality curriculum. Food/culinary, hotel, technology, beverage, security, leadership/behavior, sales, internship, practicum, communications, and introduction rounded out the remaining factors in the hospitality curriculum courses.

The communalities are summaries of the square scores of the factor loadings which indicate the amount of variance explained by each hospitality curriculum course. The eigenvalues ranged from 20.304 (elective) to 1.001 (introduction) and explained variances ranged from 28.597% to 1.401%. The elective factor had the highest eigenvalue at 20.30 and accounted for 28.60% of the explained variance. The hospitality business and finance factor had the second highest eigenvalue at 5.31 and accounted for 7.48% of the explained variance in the sample. General business had an eigenvalue of 3.896 accounting for 5.487% of the variance while food/culinary factors had an eigenvalue of 3.645 and accounted for 5.134% of the explained variance. The remaining eigenvalues and explained variance of the hospitality curriculum courses are listed in Table XXI.

TABLE XXI

*Summary of Factor Analysis Curriculum Courses*

<b>Factor Name</b>	<b>EV</b>	<b>PV</b>	<b>CV</b>	<b>Component Variables</b>	<b>Factor Loading</b>
Elective	20.304	28.597	28.597	Introduction To Professional Golf Management	.841
				Recreation & Leisure Services	.808
				Sports Management	.794
				Introduction to Gaming	.777
				Casino Management & Operations	.764
				Festival & Attraction Marketing & Management	.759
				Spa Management & Operations	.737
				Trade Show Operations	.720
				Club Food & Beverage Management	.709
				Resort Management	.663
				Culture & Cuisine	.532
				Gaming Regulations	.489
				Conference & Meeting Planning	.482
				Hospitality Franchising & Retailing	.456
				Special Events Management	.447
Hospitality Business & Finance	5.312	7.482	36.079	Hospitality Managerial Accounting	.801
				(Financial) Accounting I	.798
				(Managerial) Accounting II	.777
				Hospitality Financial Accounting	.749
				Hospitality Industry Financial Analysis	.742
				Hospitality Industry Human Resource Management	.526
				Hospitality & Tourism Financing	.487
				Hospitality Marketing	.436
				Revenue Cost & Controls	.405
General Business	3.896	5.487	41.566	Business Management	.876
				Business Marketing	.859
				Business Human Resource Management	.849
				Business Law	.777
				Business Computer Concepts & Applications	.728
				Business Statistics	.494

Food/Culinary	3.645	5.134	46.700	Food Science & Preparation	.819
				Introduction to Food Preparation, Safety & Sanitation	.748
				Quantity Food Preparation Management	.715
				Principles of Human Nutrition	.653
				Meat Technology	.577
				Restaurant Layout & Design	.521
				Purchasing in Hospitality & Foodservice Operations	.494
				Foodservice Operations & Management	.459
				Beverage Inventory & Cost Control	.456
Hotel	3.021	4.255	50.954	Lodging Front Office Systems	.768
				Lodging Service Management	.741
				Lodging Property Management	.610
				Hotel Sales	.555
				Labor Relations in Hospitality	.402
Technology	2.013	2.835	53.789	Hospitality Information Technology	.800
				Hospitality E-Commerce	.737
				Hospitality Information Systems	.593
Beverages	1.927	2.714	56.503	International Beverage Education	.616
				Introduction to Domestic & Foreign Wine	.597
				Hospitality Entrepreneurship	.544
Security	1.699	2.392	58.896	Security in the Hospitality Industry	.754
				Crisis Management in Hospitality	.642
				Hospitality Law & Ethics	.531
Leadership/Behavior	1.436	2.022	60.918	Hospitality Organizational Behavior	.604
				Leadership in the Hospitality Industry	.600
				Hospitality Management & Organizations	.580
				Multi-Level Organizational Behavior	.488
				Integrated Capstone Seminar	.458



Sales	1.390	1.958	62.876	Hospitality Sales & Catering	.637
				Hospitality Sales & Promotion	.580
				Service Management in Hospitality Operations	.438
Internship	1.312	1.848	64.724	Advanced Hospitality Internship/Practicum	.794
				Hospitality Internship	.715
Practicum	1.234	1.737	66.461	Mechanical Equipment & Facility Management	.529
				Hospitality Training Program Development	.525
				Hospitality Education	.406
Communications	1.108	1.561	68.022	Business Writing & Communications	.627
				Foreign Language Component	.439
Introduction	1.001	1.410	69.432	Introduction to Hotels, Restaurants & Tourism	.731

- EV=Eigen Value
- PV=Percent of Variance
- CV= Cumulative Variance

## CHAPTER V

### CONCLUSION

#### RESULTS AND DISCUSSION

The purpose of this study was to research hospitality curricula and their components, including the curricular areas that are deemed most crucial to hospitality curricula being taught by hospitality educators and hospitality practitioners. This study will assist hospitality educators when developing or redeveloping hospitality curriculum that is applicable to four year programs granting bachelor degrees in hospitality administration.

The specific research questions in this study that served as a delineation for the hypotheses were:

1. Do hospitality industry practitioners feel that hospitality educators value their input and guidance when designing or re-evaluating their current curriculum?
2. Do educators of hospitality programs granting Bachelor of Science degrees feel that a standardized model of developing hospitality curricula would aid them when designing or re-evaluating curricula and by doing so, would a standardized curriculum improve the quality of their hospitality graduates?

3. Do hospitality educators and hospitality industry practitioners feel that there is a difference in the acceptance of hospitality industry practitioners' guidance when developing or redeveloping a hospitality curriculum based on where the program is housed on the university campus and the size of the student enrollment in the hospitality program?
  
4. Do hospitality practitioners in the hotel segment and/or the foodservice segment feel that their input in hospitality curricular design is appreciated and well received by hospitality educators when developing or redeveloping a hospitality curriculum?

The specific hypotheses in this study were:

Hypothesis 1:

There is a significant difference in the perceptions of importance in the process used to develop or redevelop a hospitality curriculum between hospitality educators and hospitality industry practitioners.

Hypothesis 2:

There is a significant difference among the perceptions of importance between hospitality educators and hospitality industry practitioners concerning a standardized hospitality curriculum.

Hypothesis 3:

There is a significant difference among the perceptions of hospitality educators and hospitality industry practitioners concerning hospitality curriculum depending on the affiliations where a hospitality program is housed and the size of the hospitality program.

Hypothesis 4:

There is a significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry they are employed in.

The previous chapter elaborated on the research methodologies that were used to discuss test results. The first part of this chapter provides a summary of the study and a conclusion related to the four hypotheses, and then discusses specific findings. The second part of this chapter concludes by identifying potential implications for hospitality educators and hospitality practitioners as well as suggestions for future research.

## Summary of Findings and Conclusions

The research was conducted in the summer of 2006. An extensive literature review in combination with the objectives of this study was used as the guideline to build the questionnaires for both hospitality educators and hospitality industry practitioners. A descriptive, e-mail questionnaire survey was designed and distributed to the members of a focus group consisting of three hospitality educators and three industry practitioners. The population used in this study was all hospitality educators and hospitality industry practitioners. It would be impossible to survey every hospitality educator and hospitality industry practitioner; therefore, the a sample was chosen of the current members of the International Council of Hotel, Restaurant, & Institutional Education (I-CHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City, Oklahoma and Wisconsin Hotel and Lodging Associations. The total sample for this study was 4,147.

The literature review consisted of thirteen major sections: 1) Introduction, 2) Hospitality Curriculum and Criticisms of Hospitality Education, 3) Industry Needs and Guidance, 4) Hospitality Student Needs, 5) Balancing Theory and Practice, 6) Educators and Teaching, 7) Hospitality Education Branding of Programs and Students, 8) Accreditation: Standards and Criteria, 9) Historical Overview, 10) Origin of Accreditation, 11) Timeline of Accrediting Agencies, 12) Accreditation of Hospitality Administration Programs, and 13) Summary of Previous Research.

The questionnaire was developed through a literature review and evaluation of focus group findings. The study employed a self-administered survey with four major sections. A total of 338 surveys were returned for a 9.59% return rate.

The first section asked demographic related questions to the respondent which dealt with gender, age, educational background, annual income, industry experience, and area of expertise. The second section consisted of questions related to hospitality educators' and hospitality practitioners' history in the hospitality industry and their current positions. This section also asked hospitality educators questions related to the hospitality program in which they were currently employed. Accreditation, program affiliation, and size of program were questions addressed in this section. Also addressed in this section was student assessment and internships. The third section contained questions focused on support and guidance related to the design and redesign of hospitality curricula. These questions were designed to be answered by both hospitality educators and hospitality practitioners. The fourth section of the survey asked questions related to courses in a hospitality curriculum. In this section the respondents were asked to rank each course by level of importance. Finally, there was an additional comments section that asked respondents to provide any comments about the study. Those comments can be viewed in Appendix F.

#### Descriptive Results of Respondents:

The demographic characteristics of the respondents are described for both hospitality educators and hospitality practitioners. There were 196 (58.33%) male respondents and 140 (41.66%) female respondents. Areas of demographic information

listed in the study are age, education, major of bachelor degree, income, segment of hospitality industry, area of expertise or occupation in the hospitality industry, hospitality educators with practical industry experience, years of practical experience, areas of experience, and industry practitioners' positions in the hospitality industry.

The majority of the respondents were male (58%) and were between the ages of 50-59 while female respondents (42%) were between the ages of 40-49. In terms of educational background, 40% of the respondents held a bachelor's degree while 17% held a master's degree and 27% held a doctoral degree. The respondents indicated that the majority of their bachelor's degrees were held in the "other" than mentioned in the study category while 26% of the respondents reported their bachelor's degrees were in the area of hospitality or hotel and restaurant administration, while 21% of the respondents held business degrees. This suggested that many of the respondents who were in the hospitality industry did not hold a hospitality related degree, which could account for some of the high turnover rate in the hospitality industry. Either the hospitality graduates are leaving the industry sooner, or there are not enough hospitality graduates to fulfill positions in the hospitality industry.

Male respondents reported a most frequent level of income over \$90,000 followed by \$50,000-\$69,000. In contrast, the most frequent level of income for female respondents was \$25,000-\$49,999 followed by over \$90,000. While 35.38% of the respondents working in the hospitality industry as a hospitality educator was virtually equal for males and females, males held almost 2 % more jobs than females in the hotel industry and 3% more jobs in the foodservice industry.

Concerning area of expertise or occupation in the hospitality industry it was noted that foodservice operations was equally the most frequent area of expertise between male and female respondents. Following closely behind was hotel services and hospitality education.

Specific questions related to hospitality educators regarding practical industry experience were answered. The percentage of hospitality educators with practical industry experience was 74% and was completed in the foodservice operations area followed by hotel operations. The average length of the practical industry experience in the hospitality industry was 10-20 years. This suggested that a majority of hospitality educators had a career in the hospitality industry prior to teaching. Much literature has been written about how instructors can be ineffective without hospitality industry practical experience prior to teaching, although this was not the topic of this study, I believe there could be much merit in findings related to practical experience, especially related to the concept of teaching from example accompanied by a well written text. The majority of the hospitality educators had an average of 20-30 years of practical industry experience, which provides them a rich background from which to teach. Teaching from a text only robs our graduates of practical real-world experiences and life happenings. Life is not a textbook, a person who can make a text book come to life—is an effective instructor!

Hospitality industry practitioners were asked their specific position in the hospitality industry. Twenty-four percent of the respondents were general managers, while 16.28% held positions in the area of corporate or support staff. This strong response rate from industry practitioners shows an interest in the topic of hospitality



curriculum. There were also very supportive comments from industry practitioners in the open-ended comments section of the survey (see Appendix F). Industry practitioners represented 64% of the respondents in this study. This is a representation of industry's willingness to communicate with hospitality educators and work together to build a stronger more productive hospitality curriculum. It is obvious that hospitality industry practitioners do want to be involved with hospitality programs and their students. This provides a great opportunity for hospitality educators to complete collaborative research with industry as well as participate in faculty internships.

#### Results from Hospitality Educators:

The total respondents of this study who were hospitality educators were 92 or 35% and were comprised of 51 males and 41 females. Concerning hospitality program accreditation, 58 % of the respondents stated that their program was accredited. Approximately 39% of the programs were accredited by The Accreditation Commission for Programs in Hospitality Management (ACPHA) and 12% of the programs had obtained accreditation through The Association to Advance Collegiate Schools of Business (AACSB), while 9% were accredited by The Council on Higher Education Accreditation (CHEA). This strong accreditation percentage (60%) indicates the value an accreditation has in higher education. It is beneficial for a hospitality program to have an accreditation; accreditation status indicates that a college, university, institution, or program meets the standards of quality set by the accreditation organization, in terms of faculty, curriculum, administration, libraries, financial well-being, and student services. Most employers prefer to hire graduates who have gained their education from a college

or university with accreditation status. Many employers also look to see that employees have been educated at an accredited institution when making decisions about business promotions, company advancements, and whether to provide tuition coverage or assistance for employees who wish or need to further their education. It is easy to see that accreditation has a direct impact on one's education and can impact one's professional future.

Regarding if the hospitality program was housed in a public or private university 77% stated their program was in a public university and that 60% of the hospitality programs were located in an urban setting. Those programs were mostly autonomous colleges or schools (31%) followed by 18% being housed in Home Economics or Human Environmental Sciences Colleges. There were 13% of hospitality programs housed in Business Colleges. This suggests that many of the hospitality programs, as they have evolved, have positioned themselves in their own college but all have a business or human services foundation associated with their curriculum. The majority of the hospitality programs maintained a student body population of 300 students or below (41%) on campuses with student body populations of 21,000-30,000. The vast majority of the respondents (90%) stated that their programs required students to complete an industry internship of 400 or fewer hours; this was considered average for the study. Internship was the most crucial curriculum course selected by both hospitality educators and industry practitioners; the finding that 90% of all the hospitality programs participating in this study required their students to complete an internship prior to graduation solidifies the importance of the hospitality internship. There has been much debate regarding the hours of the internship mostly pertaining to what is fair to the

students, concerning work requirements balanced with what can be accomplished or learned in a particular amount of hours. That debate will continue to rage on for years to come, but it was obvious that the majority of hospitality educators felt that 400 hours or fewer were acceptable.

#### Results of Questions Related to Student Assessment:

This section concerning student assessment was designed for both hospitality educators and hospitality industry practitioners. Regarding whether a student should take a form of assessment prior to receiving their diploma, 78% of the respondents agreed that a form of student assessment was necessary. When asked what form the student assessment should be delivered in 42% of the respondents felt that the oral exam was more appropriate than the written exam (41%).

The respondents (68%) agreed that if a form of student assessment was instituted by hospitality programs, professional hospitality organizations (e.g. NRA or AHMA) should offer a mini or secondary certification to new graduates (e.g. FMP or CHA). Respondents (82%) agreed that when graduates pass the student assessment exit exam they should receive “credits” or “points” toward a full certification (e.g. FMP or CHA).

This is a very interesting area of investigation. It is obviously an important topic right now in the hospitality industry as evidenced by 78% of the respondents agreeing that a form of student assessment prior to graduation should be administered. The respondents were almost equal in their selection of the form the assessment should take: oral test form (42%) and written test form (41%); future research is needed in this area to make the determination of which test form would be most beneficial to hospitality

educators and industry practitioners and who should administer this exam. A form of student assessment was embraced by both educators and industry practitioners, although the views of hospitality students concerning an exit exam prior to graduation would most likely not reflect those of the respondents. An exit exam could potentially help to reduce the high turnover in the hospitality industry. The exam could be used a tool to identify those who do not have the potential to contribute to the hospitality industry. Certainly, it would be a substantial blow with devastating results to a college senior who was prepared to graduate but not be able to score a passing grade on the exit exam. If students knew when entering a hospitality program that they would have to pass an exit exam prior to receiving their diploma they would either apply themselves more in class and dedicate themselves more to their studying, or decide that hospitality might not actually be a desirable profession after all and pursue another academic discipline. The hospitality industry wasn't necessarily built on men and women with hospitality degrees, but was built on dedicated men and women who had a passion for service quality, leadership, and hard work, if students cannot display these qualities in their college endeavors there is a strong possibility that they will not succeed in the hospitality industry after graduation.

#### Support and Guidance Related to Design and Redesign of Hospitality Curricula:

This section focused on views of educators and practitioners related to industry input when designing or redesigning hospitality curricula as well as their opinions regarding a standardized hospitality curriculum. Both hospitality educators and hospitality practitioners (47%) agreed that hospitality educators encourage guidance and suggestions from industry where curriculum is concerned. Fifty-seven percent of the

respondents agreed that hospitality practitioners want to be involved in the design or redesign process of hospitality curriculum while 51% also felt that hospitality educators value hospitality industry practitioner's opinions on their curriculum.

The respondents (32%) agreed that a standardized hospitality curriculum would produce a better quality graduate and 43% felt that a standardized curriculum would help hospitality educators in designing or redesigning a hospitality curriculum. In fact, 40% of the respondents felt that a standardized hospitality curriculum that could be used by all universities granting a Bachelor of Science degree would assist the hospitality industry when hiring new graduates to work in the hospitality industry. The respondents 45% felt that a foreign language component should be in hospitality curriculums.

The respondents (41%) were neutral when asked if they felt that larger hospitality schools were more accepting to hospitality industry practitioners' input on curriculum design versus smaller hospitality schools, as well as, when asked if they felt that private universities were more receptive than public universities (53%).

The respondents did not feel that hotel hospitality industry practitioners' input was more accepted than foodservice industry practitioners' input by hospitality programs when designing or redesigning a hospitality curriculum by evidence of 50% of the respondents selecting neutral as a response to this question.

Forty- two percent of the respondents were neutral to the statement "What is currently being taught in hospitality education and what is desired by the hospitality industry is appropriate", and again the respondents were neutral when asked "I am satisfied with the knowledge and performance of recent hospitality graduates in the workplace".

The respondents were neutral (59%) concerning whether hospitality industry practitioners felt that the process of designing or redesigning hospitality curriculum by hospitality educators was effective, and were again neutral (53%) on hospitality educators feeling that the current process of designing or redesigning hospitality curriculum was effective.

It was obvious that both hospitality educators and hospitality industry practitioners felt that guidance, support, and input concerning curriculum design or redesign was welcomed by all and was an important element in designing or redesigning a hospitality curriculum. Although, the respondents felt that a standardized curriculum would be beneficial in the areas of curriculum development and producing a better quality graduate, it was obvious that many were neutral concerning the adoption of a standardized curriculum by all hospitality programs. The opinion of the respondents was that a standardized curriculum would have some benefits in the design of a new hospitality curriculum or redesign of an existing curriculum. It appears that some respondents feel that a standardized curriculum would not necessarily work for all hospitality programs. A much bigger debate would concern how a standardized curriculum could be instituted for hospitality programs. Accreditation programs typically have curriculum requirements established within their criteria, but not all hospitality programs are accredited; in fact many programs have questioned the benefits of accreditation and have relied on the reputation of their program. Support from national associations could help to standardize curriculum in hospitality by receiving their “seal of approval” and promotion that comes from that relationship. Most importantly it is crucial to acknowledge that hospitality programs are not similar on many levels which

contributes to their desirability as an academic discipline and career choice. As evidenced by this study, hospitality programs are housed in many colleges in various universities. Therefore, their mission, values, and vision will differ greatly across those academic disciplines and one will see a varying range in their core courses. Ultimately, it would be impossible to impose a standardized curriculum among hospitality programs and would in fact abate the principles that hospitality education was built upon--one cannot standardize service, people or education.

#### Hospitality Curriculum:

The next section of questions asked the respondents to rank courses that were used in this study in order of importance. These courses were currently in the hospitality curriculum at the University of Houston, University of Las Vegas Nevada, and Oklahoma State University while this study was conducted.

The courses that ranked the highest in the category of *critically important* were: Hospitality Internship (57%), and Revenue Cost Controls (51%). The following courses ranked highest in the very important category: Leadership in the Hospitality Industry (44%) and Hospitality Marketing (43%). The courses that ranked the highest in the category of important were: Multi-Level Organizational Behavior (42%), Non-Commercial, Institutional, & Contract Services in the Hospitality Industry (42%), Conference & Meeting Planning (42%), and Special Event Management (42%). The somewhat important category included: Orientation to Professional Golf Management (40%), and Restaurant Layout & Design (39%). The last category for ranking of courses

was not important. The following courses were included in the not important category: Chemistry I (41%), and Orientation to Professional Golf Management (28%).

The majority of the respondents ranked Internship as the most crucial course in a hospitality curriculum. As mentioned early in this summary, it is obvious the value that both education and industry put value on real working experience. It is evident from the other courses that ranked high in the survey that the elective courses that typically specialize a hospitality degree in an area are very important. This is why a hospitality program needs to revisit its curriculum yearly and work with their board of advisors (industry representation) to select new and current courses that will benefit the industry and keep students interested in the hospitality field. Students must have the core courses that are the foundation of the degree, but offering new courses that deal with current issues and trends are what students keep talking about hospitality and create new interest in the program which recruits new and more students. It was quite obvious from the rankings of the courses that hospitality management is no longer associated with the physical sciences it once was: for example, food science, meat technology, and chemistry ranked not important among both hospitality educators and industry practitioners. It is obvious that hospitality management has become a science in its own right.



Hypotheses:

Hypotheses 1: There is a significant difference in the perceptions of importance in the process used to develop or redevelop a hospitality curriculum between hospitality educators and hospitality industry practitioners.

The findings of this study showed that there was statistical significance indicating that the perceptions of importance and differed significantly between hospitality educators and industry practitioners in the process used to design or redesign a hospitality curriculum. This finding was substantiated through a paired samples *t*-test. The mean of the sum regarding hospitality educators' perceptions of the importance in the process of hospitality curriculum design or redesign was less than the mean of the sum of hospitality industry practitioners' perceptions. This indicates that hospitality industry practitioners felt that the process used to design or redesign a hospitality curriculum was effective more than hospitality educators did.

It was not very surprising to see a difference in processes used for curriculum design from industry practitioners and hospitality educators. Educators' views tend to be very theoretical while industry's views tend to be more applied. Perhaps the correct approach to curriculum design and redesign is a combination of both the theoretical and the applied. This further suggests that it is important to have industry representation on a hospitality program's board of advisors. Theory is of no value to a student who can't apply it to real life situations.

There continues to be a substantial amount of literature dealing with estimations of how long a hospitality graduate stays in the hospitality industry. The majority of the literature states that if hospitality graduates are to leave the hospitality industry for a

career change they will do so within five years of their graduation date. This inability to apply theory to real life working experiences and challenges could be a contributing factor to why so many hospitality graduates leave the hospitality industry. They simply cannot cope or compete. The inability to comprehend theory and apply the theory to real life hospitality situations can be directly connected to the curriculum they were exposed to as a hospitality student.

Hypotheses 2: There is a significant difference among the perceptions of importance between hospitality educators and hospitality industry practitioners concerning a standardized hospitality curriculum.

Through an Analysis of Variance (ANOVA) test of Hypotheses two, it was determined that there was no significant difference among the perceptions of importance concerning a standardized hospitality curriculum between hospitality educators and hospitality practitioners; indicating that neither educators or practitioners felt a standardized curriculum in hospitality programs was beneficial.

The means for hospitality practitioners' and hospitality educators' were not significantly different across a standardized hospitality curriculum and the ANOVA produced a sig. score over .05. There was no statistical significance found regarding differences in the perceptions of importance between hospitality educators' ( $F=.096$ ,  $\text{Sig}=.984$ ) and industry practitioners' ( $F=.524$ ,  $\text{Sig}=.718$ ) concerning a standardized hospitality curriculum.

Again, not a very surprising result but the hypothesis was worthy of investigation; for years our society and business in general has tried to standardize almost everything

and everybody. This standardization is from our size, our intelligence, our automobiles, the way we receive information, and even to the way we process that information. Although, it has been imposed on us as a society, that doesn't mean we'll accept or embrace the standardization. This is how the respondents felt as well. The hospitality industry is an industry built on specialization, details, value, and exceptional personal service. How can we standardize that? Possibly through accreditation of a hospitality program or maybe criteria imposed by industry associations; maybe, but again, the thought of standardizing hospitality education contradicts the very principles of the foundation that hospitality education was built upon. It's impossible; simply put, it cannot be done.

The hospitality educators and industry practitioners realized just as they cannot be everything to every student or customer, neither can one curriculum meet the needs of every hospitality student or program. Many hospitality programs are known for having their "specialization", for instance there are more specialized programs than OSU to pursue a culinary arts degree. Although, OSU does have some courses in their curriculum pertaining to culinary, a student would be best to choose Johnson & Whales or the Culinary Institute of America to pursue a culinary degree. In contrast, a student desiring to work in the gaming industry would be better suited for a hospitality program like the one found at UNLV. Albeit, earlier in the study in research question two the respondents indicated that a standardized curriculum would produce a better quality graduate but would not assist in curriculum design, while it is hard to predict what would make a better quality graduate, it is obvious that there is no need for a standardized curriculum in hospitality education.

Hypotheses 3: There is a significant difference among the perceptions of hospitality educators and hospitality industry practitioners concerning hospitality curriculum depending on the affiliations where a hospitality program is housed and the size of the hospitality program.

An Analysis of Variance (ANOVA) was conducted to test if there was significant difference among the perceptions of importance between hospitality educators' and hospitality practitioners' depending on the affiliations where a hospitality program is housed and the size of the hospitality program. The results of the ANOVA indicated that there was statistically significant difference found for the factors; housing affiliations and size of the student body which indicated that hospitality educators' and practitioners' perceptions concerning a hospitality curriculum were influenced by the housing affiliations and size of the student body of a hospitality program. The means for importance of housing affiliation differed from each other significantly among the respondents. The means for importance of *autonomous school or college in the university, education, business administration, home economics/human environmental sciences*, and the *other category* were significantly different across the respondent's perceptions concerning hospitality curriculum.

The size of the student body of hospitality programs with a significance of less than 0.05 indicated that the importance of the means differed from each other significantly among the respondent's perceptions of hospitality curriculum; the means for importance of *under 300 students* and *301 students to 700 students* were significantly different across the respondent's perceptions concerning hospitality curriculum.

The results indicated that hospitality educators and industry practitioners had significant differences in their perceptions concerning hospitality curriculum depending on where the hospitality program was housed on campus, particularly if the hospitality program was an autonomous school or college in the university housed in the college of education, college of business administration, college of home economics/human environmental sciences, and the other category. Those significant differences were also present among the respondents if the hospitality program had a student body under 300 students or a student body consisting of 301 to 700 students.

Overall these findings were not too surprising. Differences were expected concerning affiliations and student body size, but where those differences lied was what made investigating this hypothesis worthwhile. What the hypothesis failed to determine were the differences in perceptions of importance among the respondents based on the housing affiliation of the hospitality programs and the size of student body a positive or negative difference. The hypothesis only determined where the differences of perceptions were present; therefore, future research is needed to determine whether the differences among the perceptions preferred the housing affiliations in the autonomous school or college in the university, education, business administration, home economics/human environmental sciences, and the other category as well as the size of the student body of the hospitality program or disfavored them. Specifically, are hospitality educators and industry practitioners more likely to feel that hospitality curriculum is more important in autonomous schools or college within the university, housed in the colleges of education, business administration, home economics/human environmental sciences versus hospitality programs housed elsewhere on campus and are

they more concerned with or supportive of curriculum in hospitality programs that had a student body under 300 students or a student body consisting of 301 to 700 students.

Hypotheses 4: There is a significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry they are employed in.

An Analysis of Variance (ANOVA) was conducted to test if there was significant difference among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry they were employed in. The means for hospitality practitioners' perceptions concerning hospitality curriculum factors were not significantly different across the segments of the hospitality industry in which they were employed in addition; the ANOVA showed that there was no statistical significance at the .05 level among the segments of practitioners' employment.

The results indicated that there was no significant difference found among the perceptions of hospitality curriculum by hospitality industry practitioners depending on the segment of the hospitality industry in which they are employed. This indicated that the segment of the hospitality industry in which the practitioners were employed did not influence their perceptions of importance concerning hospitality curriculum. This result signifies that regardless of the segment the practitioners were employed within, the practitioners equally felt that hospitality curriculum was extremely important. This result implies that as whole hospitality practitioners will continue to be involved with hospitality curriculum at a higher education level.

### Factor Analysis of Curriculum Courses:

Exploratory analysis examined the initial reliability and validity of courses that were grouped together. Factor analysis of curriculum courses revealed 14 factors: electives hospitality business and finance, general business, food/culinary, hotel, technology, beverage, security, leadership/behavior, sales, internship, practicum, communication, and introduction. Elective courses had the largest eigenvalue and explained 29% of the variance. This is an important finding because it shows that courses that specialize in one particular topic area, such as trade show operations, or festival and attraction marketing management are important courses in a hospitality curriculum and can customize or shape a hospitality graduate's degree. The hospitality industry desires graduates who can excel in a particular area of the industry. Although, industry prefers graduates with a broad range of exposure to different courses and experiences, they also desire those graduates have a specialty.

Hospitality business and finance related courses had the second largest eigenvalue and explained 7.482% of the variance, therefore, it can be stated that business courses are a staple of hospitality curriculum courses. These hospitality business courses are more specialized than general business courses that had the third highest eigenvalue and explained 5.487% of the variance. This expectation of specialization of business courses is evident of the changes in job descriptions over the past few years in hospitality management. Job descriptions and duties have taken a more defined business approach; now managers are expected to be fluent in finance, accounting, human resources, and management. Traditionally, these business related functions were restricted to corporate

level executives or upper management; today is understood that hospitality graduates will be performing these duties in entry level management positions.

Food/Culinary courses had the fourth highest eigenvalue and explained 5.134% of the variance, followed closely by hotel courses which had the fifth highest eigenvalue and 3.021% of the variance. This reinforces the importance of hotel and restaurant courses and their place in the hospitality curriculum. Although they did rank below the business courses in the factor analysis, it is apparent that the “old stand-by courses” of hospitality are still deemed very important and should remain within all hospitality curriculums.

It was very interesting to see the loadings of these courses. For instance, Service Management in Hospitality Operations loaded into the Sales category, it seems that Service Management would be a better fit in the hotel or foodservice category, but the results are the results. It is possible that the respondents didn't fully understand the content of Service Management in Hospitality Operations or that Service Management means different things to different people. In hindsight, it might have been productive to put a small course description of each course on the questionnaire to avoid any misconceptions or confusion.

### Implications

The results of this study have important education and industry implications. This study suggests that curriculum is viewed as crucial by both hospitality educators and hospitality industry practitioners. The biggest challenge is can they meet in the middle and decide whether what needs to be taught is what is actually being taught.



This study questioned whether a standardized hospitality curriculum created by hospitality educators and industry practitioners could be the answer to the challenge of what needs to be taught is what is being taught in hospitality programs. It is possible that a standardized hospitality curriculum would produce a better quality graduate who is more prepared and skilled to enter the hospitality marketplace and help reduce one of the largest turnover rates in the business community in the United States; but how can one curriculum be everything to every program? It is impossible, therefore the study proved that in current hospitality education milieu, a standardized hospitality curriculum is not the answer to the question of what is being taught is what is being achieved nor would it be advantageous for an industry that prides itself in specialization and acute attention paid to details and quality customer service, all of which cannot be standardized. In summary, a standardized curriculum is not desirable for hospitality education. As a researcher I don't believe it is necessary to explore the future of standardized curriculum in hospitality education, but I do believe that models of curriculum courses that should be included in a hospitality curriculum should be established and should be utilized when developing or redeveloping a hospitality curriculum as well as used in accreditation reviews and evaluations.

The need for student assessment in the form of an exit exam was explored in this study. It was found that both hospitality educators and industry practitioners welcomed the idea of student assessment. Diplomas should mean something; which gives graduation exams important accountability roles. For those who are successful, the prizes are potentially very great; however, the threats are also very real. Peter (1975) asserted that "In changing times, unchanging education is not acceptable." Peter continued by

identifying established professions that require precise skills by graduates: medicine, dentistry and architecture. To enter such professions students must require proof of adequate knowledge and demonstrate the mastery of specific and complex professional skills. The hospitality industry requires graduates to possess analytical, technical, human, and conceptual skills: why wouldn't industry ask for a measure of knowledge and skills other than taking the required number of courses to receive the diploma?

The respondents were essentially equal in their opinions on whether the form of testing should be written or oral; therefore, future research will be conducted to determine which test is more desirable by education and industry. There is much controversy about such high stakes testing; recent studies reinforce the conclusion that graduation tests increase the dropout rate. Across the US, high-stakes tests push thousands of men and women out of school each year (Neill, 2006). This poses the question of whether high-stakes testing improves learning or does it lead a path for instructors to "teach to the test" by incorporating test material directly into the classroom. Neill (2006) stated that "teaching to graduation tests dumbs down curriculum and instruction." Neill (2006) stated that as a result, many students do not learn to think, apply knowledge, engage in research, write substantial papers or speak coherently.

From the results of this study it is easy to see that both the hospitality industry practitioners and hospitality educators agree that a form of student assessment prior to a student receiving their diploma is desirable. Future empirical research is needed on this subject to determine what form that assessment should be, who should administer the assessment, and if national associations can or will partner with education and provide mini- or pre-certifications to students who successfully pass the assessment.

This study performed an extensive curriculum analysis pertaining to level of importance of courses in a hospitality curriculum. The courses were ranked by both educators and industry practitioners. The only course that showed a critical level of importance by both educators and industry practitioners was the hospitality internship. While many other courses were ranked critically important by both educators and practitioners, hospitality internship statistically ranked the highest of those critically important courses. This clearly indicates that industry experience is important to succeed in the hospitality industry and obtain a degree in Hospitality/Hotel and Restaurant Administration. There's more to getting the job than having the right degree. Today's employers are looking for skills graduates simply won't get through study alone; transferable skills are essential in finding a job in today's graduate employment market. "Throughout the recruitment process, recruiters seek for graduates who can bring more to the table than pure academics. Typically the graduates who shine have work or life experience which differentiates them" (Hobson's Graduate Review, 2006). In addition, personal contacts made while working as a student provide inside knowledge, introductions and references that might not be available otherwise and which can be useful throughout a professional career. Not only can be educational it can help one gain confidence and maturity.

It is imperative that hospitality educators continue to reach out to industry for their opinions, views, and concerns regarding courses being taught in the hospitality curriculum. The importance of academics and industry's relationship can best be summarized by the National Center for Research in Vocational Education (1999):

“Why should we care about the relationship between academic and industry skill standards? Academic standards define what all educated citizens should know in particular subject areas while industry skill standards indicate what skills are necessary to work effectively in particular occupations or industries. Education reformers are often reluctant to design curricula explicitly to prepare young people for work because many believe that the short-term needs of employers can be in conflict with the broad goals of education. Educators emphasize that these broader goals include the development of the capacity for independent thinking and a spirit of questioning and inquiry. According to this view, an education designed primarily to prepare students for work might not include subjects such as the humanities, art, music, and history. Instead, it would include only simplified and less rigorous aspects of mathematics and science. A focus on work preparation would, therefore, result in a narrow and impoverished education. Education reformers who are suspicious of industry skill standards see work preparation and broader educational objectives as fundamentally conflicting goals. In contrast, the call for better coordination between academic and vocational skills is based on the argument that better coordination and more interaction among the groups developing those standards could strengthen both academic preparation and preparation for work.”

Statements on research similar to those by the NCRVE solidify the importance of hospitality educators’ and hospitality industry practitioners’ communication and views on the hospitality curriculum. Curriculums should be revisited and updated regularly for the purposes of producing the most competitive and highly educated graduate versus obtaining or retaining their accreditation. Although accreditation is viewed as important in hospitality higher education, the reputation and working knowledge and skills of university graduates are what are important in the industry or working field. Educators cannot lose sight of that or the programs’ objectives.

Thus, hospitality industry practitioners need to make their presence and willingness to contribute and participate with faculty and students known to hospitality programs. They need to make time to mentor and support students, get involved with class projects, sit on the programs board of advisors and sometimes share private information about the companies with students to prepare them for their ultimate goal—a

managerial position in the hospitality industry. It is not enough to only be part of a university's alumni association industry practitioners need to take an active role in their hospitality programs alumni association.

The relationship between education and industry is an extraordinary one it should be handled as any personal relationship would be, very lovingly, supportively, and mostly with respect and admiration. The information gained in this study can benefit both hospitality education and the hospitality industry. The findings determined that for the most part educators' and industry practitioners' views are not that far apart on many subjects pertaining to hospitality curriculum.

Education and industry can work together to accomplish and achieve one desirable outcome, but it is necessary to keep that line of communication open and continue to build a strong alliance for the benefit of hospitality students, faculty, and finally the hospitality industry itself. How can hospitality education do this? Here are a couple of suggestions: First, hospitality education needs to, more than ever, join forces with employers through strong representative bodies such as AHLA, NRA, I-CHRIE and state hospitality associations and capitalize on their networks to ensure on-going dialogue and action; hospitality education needs to work with those bodies to promote a clear curriculum framework for hospitality graduates that enables employers to see that there is seamless and logical progression to hospitality education and into highly valued management roles in industry; hospitality education must be recognized and used as the research arm of the industry; and hospitality education must focus on producing and promoting the future leaders of the hospitality industry by ensuring graduates have sound

technical and managerial knowledge, excellent professional practice and know how to apply innovation.

It is important to keep in mind that education varies, just like industry. Hotels vary, restaurants vary and so does education.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations for hospitality practitioners are offered for consideration:

1. Hospitality industry practitioners should establish contact with hospitality programs and participate in class projects, internships, mentoring programs, and serve on any committees or the board of advisors.
2. Hospitality industry practitioners should participate in hospitality job fairs and offer to serve as adjunct faculties where appropriate.
3. Hospitality industry practitioners should work with hospitality educators to understand fully the process of developing or redeveloping a hospitality curriculum.
4. Hospitality industry practitioners should work closely with hospitality educators to improve course offerings for the end result of keeping educated and trained graduates in the hospitality industry longer and reducing turnover rates among management which will result in a much lower turnover rate for hourly employees.

5. The hospitality industry as a whole should give more time off to practitioners and allow them to get involved with hospitality education on a university level. This is an important relationship and should be respected by the industry and rewarded.
6. Hospitality industry practitioners should lobby their national hospitality associations to work with hospitality programs and award students who are successful with a student assessment exit exam with a mini-certification or “credits” or “points” toward a full certification within a limited time period after their graduation.
7. Hospitality industry practitioners should continue on the job training for new graduates and stress the importance of program development and leadership in the workforce to new graduates.
8. Hospitality industry practitioners should be more supportive of educational research and willing to participate. One way to accomplish this would be to petition their state and national hotel and restaurant associations to release their contact information both electronic email addresses and physical mail addresses to universities for educational purposes only. Educators cannot receive and respond to industry’s needs if they can not communicate with them directly.

Based on the findings of this study, the following recommendations for hospitality educators are offered for consideration.

1. Educators complete faculty internships in the hospitality industry to stay current on techniques, situations, technology, and the demands of the current workforce.

2. Hospitality educators should work directly with hospitality industry practitioners and lobby their national hospitality associations to work with hospitality programs and award students who are successful with a student assessment exit exam with a mini-certification or “credits” or “points” toward a full certification within a limited time period after their graduation.
3. If their hospitality program does not currently have a board of advisors, hospitality educators should work to create one for advisement on such issues as curriculum.
4. Hospitality educators should realize that most things that glitter and sparkle are tacky, cheap, and fade with time. Therefore, educators should revisit and rework their program objectives, core, and vision and not be so concerned with appearances of the program but focus more on the branding of their students and the programs reputation in the hospitality industry.
5. Hospitality educators should realize that industry practitioners are eager to be involved and go out of their way to include them in program events and class rooms. Educators should become involved with the state level associations as well as their national level associations. Educators should embrace this relationship and not be threatened by it.
6. Hospitality educators should realize that a standardized curriculum is not a “cure all” and choose their development and review process concerning curriculum very wisely while taking into consideration the current hospitality industry needs and trends and have those reflected in their curriculum courses.



7. Hospitality educators should include crisis management in at least one of their courses for more than one lecture. With the instability of the world today, epidemics, terrorism, and bodily harm being inflicted on and sustained by hospitality patrons at hotels, restaurants, cruise ships, etc. It is imperative that we react swiftly with calculated plans and in a professional manner to resolve any potentially deadly situations. Students should not first experience this at their new job after graduation, they should be prepared.

Based on the findings of this study, the following recommendations for research are offered for consideration:

1. Future research on this topic, empirical studies on hospitality curriculum should be carried out to further explore the possibilities of hospitality education.
2. It would be helpful to conduct a qualitative study with hospitality educators to explore the future of hospitality and how industry can work closely with education to ensure the optimal educational experience for all hospitality students.
3. A qualitative study with veteran hospitality educators would be useful in tracking the history and evolution of hospitality education and curriculum. There was very little literature in the body of knowledge pertaining to hospitality education history. It would be beneficial to document this history and these veterans' views on the future of hospitality education and research.

4. A study concerning the importance and effectiveness of the internship course from both the hospitality educators' and hospitality practitioners' viewpoints and what constitutes best practice in supervised work internships would be desirable.
5. Future in-depth research pertaining to student assessment is needed. It was obvious from this study that a form of student assessment is desirable from education and industry. Future research could determine the type of student assessment, whom should deliver it and what it would mean to the hospitality industry as a whole.
6. Expand on research question three as to whether the acceptance of hospitality practitioners' guidance at autonomous schools and colleges of hospitality, hospitality programs housed in business colleges, and those in education and human environmental sciences accept practitioners' guidance in a positive or negative manner.
7. Conduct a study on the status of the industry and the impact that this might have on the appeal of hospitality management degree programs through the development of mutually beneficial relationships between industry and education.
8. The same research could be duplicated with a large sample from different regions of the United States. This would help validate this study and allow for additional generalization of the research findings.

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## APPENDIX A

### Listing of ACPHA Accredited Institutions

The Accreditation Commission for Programs in Hospitality Administration (ACPHA) was established in 1989. To date, the hospitality programs at the following institutions have been granted accreditation by ACPHA:

- Ashland University
- Bethune-Cookman College
- Buffalo State College
- California State Polytechnic University
- Delaware State University
- Drexel University
- Georgia State University
- Indiana University of Pennsylvania
- Iowa State University
- Kansas State University
- Kent State University
- Mercyhurst College
- New York City Technical College
- Niagara University
- Northeastern State University
- Northern Arizona University
- Oklahoma State University
- Purdue University
- Southern Illinois University, Carbondale
- Southwest Missouri State University
- Texas Tech University
- University of Central Florida
- University of Hawaii, Manoa
- University of Massachusetts, Amherst
- University of Missouri, Columbia
- University of New Hampshire
- University of New Orleans
- University of North Texas
- University of South Carolina
- Virginia Polytechnic Institute & State University
- Virginia State University
- Widener University

APPENDIX B

Institutional Review Board Approval Form



Oklahoma State University Institutional Review Board

Date: Thursday, June 29, 2006  
IRB Application No HE0682  
Proposal Title: Hospitality Curriculum: A Foundation Perspective

Reviewed and Exempt  
Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 6/28/2007

Principal Investigator(s)

Kelly Way 119 S. Grandview Stillwater, OK 74074	Patrick J. Moreo 210 HES Stillwater, OK 74078
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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415 Whitehurst (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Sue C. Jacobs, Chair  
Institutional Review Board

APPENDIX C

FOCUS GROUP QUESTIONNAIRE

# OKLAHOMA STATE UNIVERSITY

**Thank you for your interest and time in completing this survey. Your answers will be kept confidential and will be destroyed after the study is complete. Please answer the following questions by choosing only ONE answer for each question. Once you have answered a series of questions please select the “next” button on your screen to proceed to the next series of questions.**

**Demographic Information:** *the following questions are concerning demographics. Please select the most appropriate answer that best describes you.*

1. What is your age?
  - a. Under 30
  - b. 30-39
  - c. 40-49
  - d. 50 or older
  
2. What is your gender?
  - a. Male
  - b. Female
  
3. What is your annual household income level?
  - a. Under \$25,000
  - b. \$25,000-\$49,999
  - c. \$50,000-\$69,999
  - d. \$70,000-\$89,999
  - e. Over \$90,000
  
4. What is your highest degree earned?
  - a. High School Diploma
  - b. Associate Degree
  - c. Professional Degree
  - d. Bachelor’s Degree
  - e. Master’s Degree
  - f. Doctoral Degree

5. What was your Bachelor's degree major?
  - a. Family & Consumer Sciences
  - b. Home Economics
  - c. Hospitality/Hotel & Restaurant
  - d. Nutrition/Dietetic
  - e. Business
  - f. Other

**Hospitality Educators and Hospitality Industry Practitioners:** *the following questions are opinions and views from both hospitality educators and hospitality industry practitioners. Please select the most appropriate answer that best describes your opinion or view.*

6. What segment of the hospitality industry are you employed in?
  - a. Hospitality Education
  - b. Hotel Industry
  - c. Foodservice Industry
  - d. Meetings and Conventions
  
7. What is your area of expertise or occupation in the hospitality industry?
  - a. Education
  - b. Human Resources
  - c. Hotel Services
  - d. Foodservice
  - e. Meeting and Conventions
  - f. Accounting/Finance
  - g. Independent Caterer
  
8. If you are a hospitality practitioner, please indicate the your profession:
  - a. General Manager
  - b. Assistant General Manager
  - c. Assistant Manager
  - d. Departmental Manager
  - e. Departmental Supervisor
  - f. Chef or Kitchen Manager
  - g. Not applicable

9. If you are a hospitality educator, please indicate the location of your program in the academic organizational structure:
  - a. College: separate college at the university
  - b. School: separate school within the university
  - c. Division, department or program within a non-hospitality school or college
  - d. None of the above
  
10. If you are a hospitality educator, is your hospitality program accredited or non-accredited?
  - a. Yes
  - b. No
  
11. If you are a hospitality educator and your program is accredited, who is your program's accreditation granted by?
  - a. AACSB
  - b. ACPHA
  - c. ACF
  - d. CAHM
  - e. CHEA
  - f. CORPA
  - g. None of the above
  
12. If you are a hospitality educator, is the university your hospitality program is housed in public or private owned institution?
  - a. Public
  - b. Private
  
13. If you are a hospitality educator, what school or department is your program housed in?
  - a. School or department in itself
  - b. Education
  - c. Agriculture
  - d. Business Administration
  - e. Home Economics/Human Environmental Sciences
  - f. Parks and Recreation
  - g. Health and Human Development
  - h. Human Ecology
  - i. Other

14. If you are a hospitality educator, what is the total student population of the university your hospitality program is housed at:
- Less than 10,000
  - 10,000 - 20,000
  - 21,000 - 30,000
  - 31,000 – 40,000
  - 41,000 – 50,000
15. If you are a hospitality educator, please indicate the size of student body related to hospitality majors in the hospitality program you are affiliated with:
- Small: 1 student to 400 students
  - Medium: 401 students to 800 students
  - Large: 801 students and above
16. If you are a hospitality educator, please indicate the curriculum types of your hospitality program:
- Business: located in business schools
  - Tourism: curricular emphasis on tourism
  - Food/Home Economics: heavy emphasis on food & nutrition
  - Combined: combination of any two or more of the above
  - No Program: no formal hospitality program
17. If you are a hospitality educator, does your hospitality program require students to complete an industry internship?
- Yes
  - No
18. If your hospitality program does require a student internship, what is the number of internship hours required to fulfill that internship?
- Average: 600 hours or below
  - Above Average: more than 600 hours
19. Do you think that there should be a form of student assessment prior to a student receiving their diploma?
- Yes
  - No

20. If you answered yes on question 19, do you think the assessment should be:
- An oral exit exam
  - A written exit exam
  - Other
21. If a form of student assessment was instituted by hospitality programs do you think the professional hospitality organizations should offer a mini-certification to new graduates: ie a mini or secondary CHA or FMP?
- Yes
  - No
22. If you answered yes to question 21, do you feel that professional hospitality organizations should give recent hospitality graduates who pass the student exit assessment exam a “credit” or “points” toward a full certification, ie CHA or FMP?
- Yes
  - No

**The following statements refer to your perceptions of the support and guidance related to design and redesign of hospitality curriculum. When answering the following statements, please select the number that best represents the degree to which you agree or disagree with the statement. For each statement please select the appropriate number to indicate whether you:**

1	2	3	4	5
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

	1	2	3	4	5
Hospitality educators encourage guidance and suggestions from industry where curriculum is concerned.					
Hospitality industry practitioners want to be involved in the hospitality programs when designing or redesigning their curriculum.					
Hospitality educators value hospitality industry practitioner’s opinions on their curriculum.					
A standardized hospitality curriculum would produce a better quality hospitality graduate.					
A standardized hospitality curriculum would help hospitality educators in designing or redesigning a hospitality curriculum.					
Larger hospitality schools (based on student enrollment, 800+ students) more accepting to hospitality industry practitioners input on curriculum design versus smaller hospitality schools (less than 800 students).					
Hospitality programs housed in private universities are more receptive to hospitality industry practitioner’s guidance where curriculum is concerned.					
Hospitality programs should have a foreign language component in their curriculum.					
Hospitality programs should have a form of student assessment upon graduation.					

Hotel hospitality industry practitioner's input is more accepted than foodservice industry practitioner's input by hospitality programs when designing or redesigning a hospitality curriculum.					
A standardized curriculum that could be used by all universities granting a bachelor of science degree would assist the hospitality industry when hiring new graduates to work in the hospitality industry.					
There is currently a balance on what is being taught in hospitality education and what is desired by the hospitality industry.					
I am satisfied with the knowledge and performance of recent hospitality graduates in the workplace.					
Hospitality industry practitioners feel that the process of designing or redesigning hospitality curriculum by hospitality educators is appropriate.					
Hospitality educators feel that the current process of designing or redesigning hospitality curriculum is appropriate.					

**Please indicate the rating (5, 4, 3, 2, 1) best representing your opinion regarding the curriculum statements below. Please rate these items based on the level of importance you would attribute to each or area of study as it relates to the hospitality management field. The following key should guide your rating:**

- 5 Critically Important**
- 4 Very Important**
- 3 Important**
- 2 Somewhat Important**
- 1 Not Important**

### CURRICULUM

**Please indicate the level of importance for the following curricular offerings in an undergraduate preparation program for professional hospitality management by selecting the circle under the appropriate number.**

	<i>High</i>				<i>Low</i>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Introduction to Hotels, Restaurants, &amp; Tourism</b>					
<b>Introduction to Food Preparation &amp; Sanitation</b>					
<b>Food Science &amp; Preparation</b>					
<b>Service Management in Hospitality Operations</b>					
<b>Hospitality Industry Financial Analysis</b>					
<b>Financial Accounting I</b>					
<b>Financial Accounting II</b>					
<b>Business Computer Concepts &amp; Applications</b>					
<b>Hospitality Information Technology Systems</b>					
<b>Hospitality E-Commerce</b>					



<b>Hospitality Franchising &amp; Retailing</b>					
<b>Hospitality Management &amp; Organizations</b>					
<b>Business Management</b>					
<b>Lodging Front Office Systems</b>					
<b>Lodging Services Management</b>					
<b>Mechanical Equipment &amp; Facility Management</b>					
<b>Hospitality Internship</b>					
<b>Advanced Hospitality Internship</b>					
<b>Purchasing in Hospitality &amp; Foodservice Operations</b>					
<b>Revenue and Cost Controls</b>					
<b>Hospitality Industry Human Resource Management</b>					
<b>Business Human Resource Management</b>					
<b>Hospitality Marketing</b>					
<b>Business Marketing</b>					
<b>Hospitality Law &amp; Ethics</b>					
<b>Business Law</b>					
<b>Quantity Food Preparation Management</b>					
<b>Hospitality &amp; Tourism Financing</b>					
<b>Integrated Capstone Seminar</b>					
<b>Hospitality Training Program Development</b>					
<b>Lodging Property Management</b>					
<b>Special Events Management</b>					
<b>Hospitality Sales and Catering</b>					
<b>Hospitality Sales and Promotion</b>					
<b>Hospitality Small Business Development</b>					
<b>Hospitality Education</b>					
<b>Hospitality Information Systems</b>					
<b>Specifications and Advanced Purchasing</b>					
<b>Non-Commercial, Institutional, &amp; Contract Services in the Hospitality Industry</b>					
<b>Manufacturing &amp; Distribution of Goods &amp; Services in the Hospitality Industry</b>					
<b>Labor Relations in Hospitality</b>					
<b>International Beverage Education</b>					
<b>Beverage Inventory and Cost Control</b>					
<b>Multi-Level Organizational Behavior</b>					
<b>Conference and Meeting Planning</b>					
<b>Meat Technology</b>					
<b>Principles of Human Nutrition</b>					
<b>Foreign Language Component</b>					
<b>Leadership</b>					
<b>Introduction to Gaming</b>					
<b>Casino Management and Operations</b>					

<b>Crisis Management in Hospitality</b>					
<b>Security in the Hospitality Industry</b>					
<b>Business Statistics</b>					
<b>Recreation &amp; Leisure Services</b>					
<b>Chemistry I</b>					
<b>Business Writing &amp; Communications</b>					
<b>Foodservice Operations &amp; Management</b>					
<b>Festival and Attraction Marketing &amp; Management</b>					
<b>Sports Management</b>					
<b>Introduction to Domestic &amp; Foreign Wine</b>					
<b>Trade Show Operations</b>					
<b>Culture &amp; Cuisine</b>					
<b>Orientation to Professional Golf Management</b>					
<b>Club Food &amp; Beverage Management</b>					
<b>Resort Management &amp; Operations</b>					
<b>Gaming Regulations</b>					
<b>Spa Management &amp; Operations</b>					
<b>Therapeutic Recreations Foundations</b>					

*Thank You for your participation in this survey and the future of  
hospitality education.*

*If you would like a summary of this study, please e-mail a request to:  
[kelly.way@okstate.edu](mailto:kelly.way@okstate.edu)*



APPENDIX D

LETTER ACCOMPANYING QUESTION

# OKLAHOMA STATE UNIVERSITY

July 10, 2006

## Greetings:

The purpose of this study is to examine the hospitality curriculum from a foundational perspective. This study will examine hospitality educator's and hospitality industry practitioners' opinions and views about hospitality curriculum as well as the methods of design and redesigning of that curriculum. Would you please take 5-10 minutes of your time and complete this survey by August 10<sup>th</sup>, 2006? Your input is extremely important to the outcome of this study. Please answer these questions honestly. It will impact the planning and development of hospitality curricula that will benefit both hospitality educators and hospitality industry practitioners by understanding the balance between what is being taught and what is being achieved.

The success of this study depends largely on your participation and a survey that is filled out completely. The information which you provide will be analyzed for the purpose of this research only. There are no known risks associated with this project. Participation is voluntary and can be discontinued by you at any time. You may be assured that the information will be strictly confidential. There are no incorrect answers. We are interested in your true feelings and encourage you to be completely honest in your response to the questions. Kindly respond within 5 days of the receipt of this e-mail. You may access the survey questionnaire by clicking on the following link:

<http://FreeOnlineSurveys.com>

This study is being undertaken by PhD. candidate Kelly A. Way of the School of Hotel and Restaurant Administration at Oklahoma State University. Your response is completely **voluntary, anonymous**, and will be kept strictly **confidential**. There is a code in the survey for tracking purposes only. The responses will be reported in aggregate form.

We will be most happy to answer any questions you might have. My e-mail address is [kelly.way@okstate.edu](mailto:kelly.way@okstate.edu) For inquiry about rights as a research participant, you can contact Dr. Sue Jacobs, Institution Review Board Chair, 415 Whitehurst Hall, Oklahoma State University, Stillwater, OK 74078 and the telephone number is (405) 744-1676. I look forward to receiving your response, and again, thank you.

Sincerely,

Kelly A. Way  
Ph.D. Candidate  
School of Hotel and Restaurant  
Administration  
Oklahoma State University  
E-mail: [kelly.way@okstate.edu](mailto:kelly.way@okstate.edu)

Patrick Moreo, Ed.D, CHA  
Lanphere Professor  
School of Hotel and Restaurant  
Administration  
Oklahoma State University  
E-mail: [pmoreo@okstate.edu](mailto:pmoreo@okstate.edu)

Thanks but I would like decline click: [kelly.way@okstate.edu](mailto:kelly.way@okstate.edu)



### Written Consent Form

**Project Title:** Hospitality Curriculum: A Foundation Perspective.

**Investigators:** Kelly Way, Principal Investigator, responsible for contact with participants.  
Dr. Pat Moreo, Committee Chair.

**Purpose:** The purpose of this study is to research hospitality curricula and their components, including the curricular areas that are deemed most crucial to hospitality curricula being taught by hospitality educators and hospitality practitioners. This study will assist hospitality educators when developing or redeveloping hospitality curriculum that is applicable to four year programs granting bachelor degrees in hospitality administration.

**Procedures:** An online questionnaire will be used to gather data from hospitality educators and hospitality practitioners. The survey will take approximately between 5 – 10 minutes to be completed. Your inputs and comments are extremely important to hospitality education.

**Risks of Participation:** "There are no known risks associated with this project which are greater than those ordinarily encountered in daily life."

**Benefits:** There are no personal direct benefits to you for participating in this study. However, your valuable input will provide important insight for the study's result.

**Confidentiality:** The participants' name will not appear on the questionnaire. The data collected will be reported in aggregate by groups and will be archived in a retrieval system until July 2008, then subsequently destroyed. Only the researcher and the committee chair will have access to the data. There are no foreseeable risks related to participating in this study. "The Oklahoma State University (OSU) Institutional Review Board (IRB) has the authority to inspect consent records and data files to insure compliance with approved procedures."

**Compensation:** There is no compensation other than personal satisfaction from participation associated with this study.

**Contacts:** For information about your rights as a subject, please contact Dr. Sue Jacobs, IRB Chair, Institutional Review Board Chair, at 415 Whitehurst Hall, Stillwater OK, 74078, telephone 405-744-1676. Also please feel free to contact me with any other questions you might have at: [kelly.way@okstate.edu](mailto:kelly.way@okstate.edu), telephone 405-372-7820.

**Participant Rights:** Your participation is totally voluntary and can be discontinued by you at any time without reprisal or penalty.

I have read and fully understand the consent form. By completing the on-line questionnaire that follows I hereby consent to participate in this study.

PLEASE CLICK ON THIS LINK TO BEGIN <http://FreeOnLineSurvey.com>



APPENDIX E

QUESTIONNAIRE



Exit this survey >>

## Hospitality Curriculum: A Foundation Perspective

### 1. Demographic Information:

Thank you for your interest in completing this survey. Your answers will be kept confidential and will be destroyed after the study is complete. Please answer the following questions by choosing only ONE answer for each question. Once you have answered a series of questions, please select the "next" button on your screen to proceed to the next series of questions.

\* 1. What is your age?

under 30

30-39

40-49

50-59

60 or above

\* 2. What is your gender?

Male

Female

\* 3. What is your annual individual income?

under \$25,000

\$25,000-\$49,999

\$50,000-\$69,999

\$70,000-\$89,999

over \$90,000

\* 4. What is your highest degree earned?

High School Degree

Associate Degree

Professional Degree

Bachelor's Degree

Master's Degree

Doctoral Degree

\* 5. What was your Bachelor's degree major?

- Family & Consumer Sciences
- Home Economics
- Hospitality/Hotel & Restaurant
- Nutrition/Dietetics
- Business
- Other
- N/A

**Next >>**





Exit this survey >>

## Hospitality Curriculum: A Foundation Perspective

### 2. Hospitality Educators and Hospitality Industry Practitioners:

The following questions are opinions and views from both hospitality educators and hospitality industry practitioners. Please select the most appropriate answer that best describes your opinion or view. Once you have answered a series of questions, please select the "next" button on your screen to proceed to the next series of questions.

**\* 6. What segment of the hospitality industry are you employed in?**

- Hospitality Education
- Hotel Industry
- Foodservice Industry
- Meetings and Conventions
- Catering
- Managed Services
- Other

**\* 7. What is your area of expertise or occupation in the hospitality industry?**

- Education
- Human Resources
- Hotel Services
- Foodservice/Operations
- Meeting and Conventions
- Accounting/Finance
- Independent Caterer

**8. If you are a hospitality educator, did you have practical experience in the hospitality industry prior to your career in hospitality education?**

- Yes  No

**9. If you answered yes to question 8, what area of the hospitality industry did you complete your practical experience in?**

- Hotel Operations

- Foodservice Operations
- Meetings and Conventions
- Catering
- Travel and Tourism
- Other

**10. If you answered question 9, how many years did you spend in the hospitality industry before your career in hospitality education?**

- under 10 years
- 10-20 years
- 20-30 years
- 30-40 years
- 40 years or more

**\* 11. If you are a hospitality practitioner, please indicate which term best describes your position:**

- General Manager
- Assistant General Manager
- Assistant Manager
- Departmental Manager
- Departmental Supervisor
- Chef or Kitchen Manager
- Field Operations/Multi-Unit
- Corporate/Support Staff
- Not applicable

**12. If you are a hospitality educator, is your hospitality program professionally accredited?**

- |                          |                          |
|--------------------------|--------------------------|
| Yes                      | No                       |
| <input type="checkbox"/> | <input type="checkbox"/> |

**13. If you are a hospitality educator and your program is accredited, who is your program's accreditation granted by:**

- AACSB--The Association to Advance Collegiate Schools of Business
- ACPHA--The Accreditation Commission for Programs in Hospitality Management
- ACF--The American Culinary Foundation
- CAHM--The Commission on Accreditation of Hospitality Management Programs
- CHEA--The Council on Higher Education Accreditation
- CORPA--The Commission on Recognition of Postsecondary Accreditation
- None of the above

**14. If you are a hospitality educator, is the university your hospitality program is housed in a public or private owned institution?**

Public                  Private

**15. If you are a hospitality educator, is the university your hospitality program is housed in a rural or urban located institution?**

Rural                  Urban

**16. If you are a hospitality educator, what school or department is your program housed in?**

- Autonomous school or college in the university
- Education
- Agriculture
- Business Administration
- Home Economics/Human Environmental Sciences
- Parks and Recreation or Leisure Studies
- Health and Human Development
- Human Ecology
- Other

**17. If you are a hospitality educator, what is the total student population of the university your hospitality program is housed at:**

Less than      10,000 -      21,000 -      31,000 -      41,000 -  
10,000          20,000          30,000          40,000          50,000

**18. If you are a hospitality educator, please indicate the size of student body related to hospitality majors in the hospitality program you are affiliated with:**

- under 300 students
- 301 students to 700 students
- 701 students and above

**19. If you are a hospitality educator, does your hospitality program require students to complete an industry internship?**

- Yes
- No

**20. If your hospitality program does require a student internship, what is the number of internship hours required to fulfill that internship?**

Average: 400 hours or below      Above  
Average: more than 400 hours

**\* 21. Do you think that there should be a form of student assessment prior to a student receiving their diploma?**

Yes

No

**22. If you answered yes on question 21, do you think the assessment should be:**

An oral exit exam

A written exit exam

other

**\* 23. If a form of student assessment was instituted by hospitality programs do you think the professional hospitality organizations (e.g. NRA and AHLA) should offer a mini-certification to new graduates: e.g. a mini or secondary CHA or FMP?**

Yes

No

**24. If you answered yes to question 23, do you feel that professional hospitality organizations should give recent hospitality graduates who pass the student exit assessment exam a "credit" or "points" toward a full certification, e.g. CHA or FMP?**

Yes

No

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## Hospitality Curriculum: A Foundation Perspective

### 3. Support and Guidance Related to Design and Redesign of Hospitality C

The following questions refer to your perceptions of the support and guidance related to the design and redesign of hospitality curricula. When answering the following statements, please select the circle that best represents the degree to which you agree or disagree with the statement.

\* 24. For each statement please select the appropriate circle to indicate whether you strongly disagree, disagree, are neutral, agree, or strongly agree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Hospitality educators encourage guidance and suggestions from industry where curriculum is concerned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality industry practitioners want to be involved in the hospitality programs when designing or redesigning their curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality educators value hospitality industry practitioners' opinions on their curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A standardized hospitality curriculum would produce a better quality hospitality graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A standardized hospitality curriculum would help hospitality educators in designing or redesigning a hospitality curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larger hospitality schools (based on student enrollment, 800+ students) are more accepting to hospitality industry practitioners' input on curriculum design versus smaller hospitality schools (less	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

than 800 students).

Hospitality programs housed in private universities are more receptive to hospitality industry practitioners' guidance where curriculum is concerned.



Hospitality programs should have a foreign language component in their curriculum.



Hospitality programs should have a form of student assessment upon graduation.



Hotel hospitality industry practitioners' input is more accepted than foodservice industry practitioners' input by hospitality programs when designing or redesigning a hospitality curriculum.



A standardized hospitality curriculum that could be used by all universities granting a bachelor of science degree would assist the hospitality industry when hiring new graduates to work in the hospitality industry.



What is currently being taught in hospitality education and what is desired by the hospitality industry is appropriate.



I am satisfied with the knowledge and performance of recent hospitality graduates in the workplace.



Hospitality industry practitioners feel that the process of designing or redesigning hospitality curriculum by hospitality educators is effective.



Hospitality educators feel that the current process of designing or redesigning hospitality curriculum is effective.



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## Hospitality Curriculum: A Foundation Perspective

### 4. Hospitality Curriculum



Please indicate the rating best representing your opinion regarding the curriculum courses listed below. Please rate these courses based on the level of importance you would attribute to each course or area of study as it relates to the hospitality management field.

**\* 25. Please indicate the level of importance for the following curricular offerings in an undergraduate preparation program for professional hospitality management by selecting the circle for the appropriate level of importance.**

	Not Important	Somewhat Important	Important	Very Important	Critically Important
Introduction to Hotels, Restaurants, & Tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to Food Preparation, Safety & Sanitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Science & Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service Management in Hospitality Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Information Technology Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality E-Commerce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Franchising & Retailing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Management & Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hotel Sales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lodging Front Office Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lodging Services Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanical Equipment & Facility Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced Hospitality Internship/Practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Purchasing in Hospitality & Foodservice Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revenue and Cost Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Industry Human Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Law & Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restaurant Layout & Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantity Food Preparation Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality & Tourism Financing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Capstone Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Training Program Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lodging Property Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Events Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Sales and Catering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Sales and Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Information Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Financial Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Commercial, Institutional, & Contract Services in the Hospitality Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Managerial Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labor Relations in Hospitality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Beverage Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beverage Inventory and Cost Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conference and Meeting Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Meat Technology					
Principles of Human Nutrition					
Introduction to Gaming					
Casino Management and Operations					
Crisis Management in Hospitality					
Security in the Hospitality Industry					
Gaming Regulations					
Foodservice Operations & Management					
Festival and Attraction Marketing & Management					
Sports Management					
Introduction to Domestic & Foreign Wine					
Trade Show Operations					
Culture & Cuisine					
Orientation to Professional Golf Management					
Recreation & Leisure Services					
Club Food & Beverage Management					
Resort Management & Operations					
Spa Management & Operations					
Hospitality Industry Financial Analysis					
Hospitality Organizational Behavior					
Leadership in the Hospitality Industry					
(Financial) Accounting I					
(Managerial)Accounting II					
Business Management					
Business Marketing					
Business Human Resource Management					
Business Law					

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Writing & Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Computer Concepts & Applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-Level Organizational Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemistry I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language Component	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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[Exit this survey >>](#)

## Hospitality Curriculum: A Foundation Perspective

### 5. Additional Comments

If you would like to provide any comments about this study, please do so:

26. Please provide any comments you might have:

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## **Hospitality Curriculum: A Foundation Perspective**

### **6. Untitled Page**

Thank you for your participation in this survey and the future of hospitality education.

If you would like a summary of this study, please e-mail a request to: [kelly.way@okstate.edu](mailto:kelly.way@okstate.edu)

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APPENDIX F

RESULTS OF OPEN-ENDED QUESTION

*Please provide any comments you might have:*

1. Although I am not from an accredited educator, I train and educate my staff and those who do internships with my restaurant. I answered the hospitality educator questions, only to get to the next screen. I hope my information provides you with the data you need. Cheers!
2. The amount of overlap on curricula is confusing- accuracy on results maybe poor due to individual interpretations of so many subjects. This is an extremely USA centric questionnaire
3. The main criticism I have of Hospitality Curriculum is the absence of professors that have practical experience in the field and only know what they have learned in degree programs. This does not make them an expert even if they have a doctorate. There is no substitute for practical experience before trying to teach students what they will face in the hospitality industry.
4. Managing people, as well as the money in the bank, is key.
5. If your program is looking for members of a Hospitality Programme Advisory Committee, please feel free to contact me. I have previously served in such a capacity at Langara Community College in Vancouver British Columbia. Please let Dr. Moro know that I am a friend of Rocco Angelo, and that I would love to invite him for lunch the next time he comes to Tulsa. Siegmund Brown President EXPOSERVE Management Corporation [www.exposerve.net](http://www.exposerve.net) BSC Hospitality Management - Florida International University, 1989 MBA - University of Tulsa, 2002
6. The reason I don't think that as assessment or certification is critical is because I am concerned that we not blur the line between a college education and a vocational one. Not every person who graduates with a degree in hospitality will end up in a long-term career in the field. Young people should have a well-rounded education with a large component of liberal arts in order to be valuable professionals in any field. On the other hand, internships and hands-on experience are vital to make sure this is the industry for you!
7. I Hold a B.S. in Hotel, Restaurant, and Tourism Management from UW-Stout, and I feel the education is very important. I took a fair number of the courses listed on the survey, and feel they will all help me if I stay in the industry long enough.
8. Organization structure teaching is still very traditional and based on functional lines. The proper way to develop future general managers is to have business units where the manager can develop their skills as a complete business leader.

9. There were many of the questions in part 25 that were confusing to me as to what was being asked. An option to select a "Do not know" or "I don't understand the question" would have been helpful.
10. All the best with your work.
11. Most of the individuals we see from hospitality programs we see individuals with strong food and beverage, but lack business insight and hotel management skills and attributes.
12. Most of the recent graduates and interns that we run across have little idea of the time requirements of running a resort. In general, they believe that they should be highly compensated and not have to be on the job weekends or holidays. I am at a beachfront resort for which these are the busiest times requiring the most managerial oversight. Also, recent graduates may have the technical aspects of the job prior to coming on board, but lack the guest service, effective listening, and problem solving skills that are in such demand in this industry.
13. Good luck on your project. Would love to get a completed copy.  
[Staywme@gmail.com](mailto:Staywme@gmail.com)
14. This all depends on the desire of each student's area of work. It cannot be a course that requires the same for everyone.
15. Thanks for the chance to have input.
16. As a small family owned motel, you could say that none of the current owners or employees has taken any education classes in order to run our business. We have college educations, but our degrees are in other areas, not motel/hotel management. So some of the answers that were provided may not reflect our own educations or what major motel/hotel feel is important within the hospitality and hotel management area.
17. Not having had formal training in the hospitality industry, my answers are opinion. I am a semi-retired educator whose husband is a chef and we operate a bed & breakfast with four quest rooms. I did take the local small business course, which we've found very useful. Our professional organizations are also very helpful, as well as our colleagues.
18. I am a Director of Sales and there was not a category for my position. You may wish to add one since we often respond to the email sent to the hotel.
19. A lot of the last set of questions depends on what area of the country your interested in (i.e. Las Vegas or Duluth Minnesota)

20. It is critical that students entering the hospitality field have real OJT training/internships.
21. Thank you for the opportunity, The industry has changed and needs new Ideas. As a trend we interview and hire candidates that 10-15 years ago would not have been considered for employment. I would be interested in finding out how many of your students that graduate with from your program are still in the industry 5 years or even 10 years after they received their degree. We are still a service industry sometimes I think that gets lost in the education curricula.
22. I would like to see the curriculum contain more course material with an emphasis on cultural understanding....which would be more beneficial to the industry than just foreign language skills.
23. Hospitality school is not needed to perform a higher level job.
24. It is hard to know what you consider included in some of the course descriptions. For example, I consider guest service (services marketing) critically important, but I was not sure which course would include these concepts. Also, depending on where a hospitality program is housed, the emphasis of courses would change. Also emphases may change according to a student's needs. For example, a recreation or golf major may want to include hotel or food and beverage operations. Being too restrictive limits student options.
25. n/a
26. I suggest you and students in this industry read books by innkeepers with experience. For example: "I'm Living Your Dream Life," The Story of a Northwoods Resort Owner," by Michele VanOrt Cozzens. Cheers.
27. The criteria of knowledge for today's graduating students is below par and needs to be dramatically restructured to include today's current industry practices and needs.
28. I believe there should be a general framework of core courses required for hospitality management with programs then having an option of two or three other areas to select from when providing an overall undergraduate degree program.
29. Obviously, every course listed can be important, depending on program focus and student career interest. Should every program offer a generalist degree or should we live in a world with specialization and niches? Poor questionnaire design--do any Q design guides suggest starting with demographic questions? Also double-barreled questions, such as "What is currently being taught in hospitality education and what is desired by the hospitality industry is appropriate." That is really two questions and one can only agree with it if one agrees with both clauses. However, it's very likely that one could agree with part of it, but not the other. How then do you interpret the answer?



30. We need not only a common curriculum, but a common title to our programs. Once in place industry must reward students who pursue the curriculum with increased starting salaries.
31. You have posed some comprehensive questions touching all aspects of the hospitality industry. I wish you all of the best in your research, and would look forward to reading your findings. Sincerely, Chef Anne H. Sandhu  
[asandhu@faculty.sullivan.edu](mailto:asandhu@faculty.sullivan.edu)
32. Quality programs will produce quality leaders and managers. This is an attempt to provide this type of educational benefit and I strongly agree with constant review of programs and curriculum.
33. I found ticking the importance level of off your endless lists of classes/courses (or units as we call them in Australia) at the end of your survey became a tiring and rather pointless activity. Like any curriculum you have to achieve a balance - so the relative importance of any one of those particular 'units', depends on the graduate outcomes you are aiming for, the time available to 'fit' academic and practical content into the curriculum, and the inter-connectivity that exists between the various components of the curriculum. Meat Technology may be very important unit in a B Culinary Science curriculum, but is probably not going to be so in a more generic B Hospitality & Tourism one. Again, the context is what is important here, and often that is not captured in such quantitative research work. A more qualitative approach might be best - as my answers to you would change depending on the context. Simply put, in many cases I would have to say in reply to the question of importance that 'it all depends' - on what the realistic variables and constraints are. Having been a HoS for many years, and having planned and constructed numerous degree outlines, so much depends on whether your institution has core business units or not, what the name of the degree is and what the specific graduate attributes you are seeking to achieve.
34. As a recent graduate from the school, I have noticed many differences in the school versus the job. If more classes could consist of more in-depth "on-the-job" training, a graduate could start off in great position to advance within the industry. Lecture studies vary much differently than "the real-world job." More time spent on an internship as well as managing restaurants and hotels versus just serving and front office activities would have a greater affect on a graduate in management.
35. Some of the courses I described as only somewhat important, I believe should be offered as electives for those students who want to focus their degrees in a certain direction, for example meeting planning. In those cases the courses would be very important. But you cannot select every course as very important because our students can take only a limited number of major courses and still have time for other courses the university rightfully requires.

36. The last question should have been divided into two parts: 1) what is important as part of a 4 year undergraduate education and, 2) what would be important as part of a graduate school education once the student had spent a minimum of three years working in the industry. Otherwise, the results might lack the degree of clarity desired.
37. I think this study deserves a lot of merit in the the studdies at differnet schools varies a great deal.
38. Your "laundry list" of course topics is very redundant. "Everything anyone ever offered" is not a research question. It is beholden on the researcher to create the logical categories about which you ask. Weak.
39. Importance of specific courses is very situational and dependent on the niche a particular Hospitality Management program wished to fill.
40. Good luck, Kelly Samson
41. In my experience with recent graduates with a Hotel and Restaurant Administration degree, they are well versed in food safety, human resource management, table service, kitchen operations but they lack the ability to read financial statements or other financial data. I have also witnessed new grads lack the ability to communicate effectively through writing. In today's business environment written communication is a key to success.
42. There are many important components to the hospitality industry, but I think it would be really hard to cover them all in one curriculum. Some schools might emphasize one area and another select another one. That is a problem with a standardized curriculum.
43. The last section is a bit tedious and could benefit from breaking it down in several sections....
44. We need to train our staff in foreign languages and service expectations for our international guests
45. Some questions in parts 2 & 3 were confusing as to whether they should be answered by educators or industry. With your list of accreditors - CHEA does not perform accreditation; it authorizes accrediting agencies to do so. I don't believe CORPA exists anymore. It was absorbed into CHEA.
46. Great information! Good luck!
47. Many of the courses you listed are specialized and should only be offered in programs that offer that specialty

48. Menu design and pricing should be included. Jim Anderson
49. Have enjoyed participating in the study; however I feel as though my particular input might not have been as helpful as those true educators in the field. The survey was nicely prepared.
50. Your questions are very well phrased. Great variety in the types of questions. Hospitality is a business, (the business of entertaining, making people happy) so it makes sense that teachers in hospitality schools are business-minded and possess industry experience. This is of a higher value to the student than if the teacher has a terminal degree and no industry experience. Good luck with the survey.
51. Once students have the basic knowledge of the industry and applications that cross all hospitality lines, then it should be up to the student if he/she chooses to focus on a specific discipline or keep a liberal/ broad range of courses. The practical application through structured training and internships is most critical.
52. No mention of diversity and cultural competency
53. What about some sort of assessment for entry into a hospitality program? Since this is such a defined major it would make sense to assess a person's desire to be in the industry. It was difficult selecting the level of importance for each class. Depending on a student's career goals my recommendations would change. As an example if a student wants a career in F&B I would recommend a greater emphasis in those types of classes. If students want to be a GM at a hotel or resort in the future I would recommend a more generalist track with more emphasis in the finance and marketing areas. Good luck with your research.
54. Please provide copy of results.
55. Your comments about standardized curriculum is not a good basis for education or this field. Each program should have its own focus that makes it different and unique from others and thus allows it to be accountable to the public, its institution, its students and the industry in different ways. There is no one way to do this, which is good.
56. Question 7. No option for professionals/educators in information technologies and marketing. They represent an important and influential portion of the workforce
57. On the first page, please put a slot in there for attorneys. I do hospitality law, including franchising, and found very little that fits my niche. Call me, Ted L. Ryals, Ryals Law Firm, 4301 N. MacArthur, OKC 73122 at (405) 789-6404 if you need to discuss. Good luck with your research.

## VITA

Kelly Ann Francis-Way

Candidate for the Degree of

Doctor of Philosophy

Thesis: HOSPITALITY CURRICULUM: A FOUNDATION PERSPECTIVE

Major Field: Hospitality Administration

Biographical:

Personal Data: Born in Wichita, Kansas, April 12, 1969; daughter of Tim and Carol Francis. Married to Kerry E. Way, November 7, 1993 and mother of Mark Alexander Way, born December 26, 1998.

Education: Graduated from Wagoner High School, Wagoner, Oklahoma in May, 1987; received Bachelor of Science degree in Hotel and Restaurant Administration, accompanied by a minor in Business Administration from Oklahoma State University in May, 1991, Master of Science with a major in Hospitality Administration from Oklahoma State University in December, 2002. Completed the requirements for the Doctor of Philosophy degree with a major in Hospitality Administration at Oklahoma State University in December, 2006

Experience: Started serving at Pizza Hut at the age of 16; employed by various other hospitality oriented businesses throughout college, including Love's Country Stores, and The State of Oklahoma Resorts. In 1991 was hired by Chimi's Mexican Food as an Assistant Manager and Catering Manager, within a year of hire, was promoted to the position of General Manager, after staying with Chimi's for four and a half years, moved to Stillwater, OK to become the General Manager of Mexico Joe's in 1996, stayed with Mexico Joe's until September 2000, joined staff of the School of Hotel and Restaurant Administration at Oklahoma State University.

Professional Organizations: Eta Sigma Delta, Kappa Omicron Nu, Oklahoma State University Hospitality Administration Graduate Student Association, CHRIE, and MPI.

Name: Kelly Ann Francis-Way

Date of Degree: December, 2006

Institution: Oklahoma State University

Location: OKC or Stillwater, Oklahoma

Title of Study: HOSPITALITY CURRICULUM: A FOUNDATION PERSPECTIVE

Pages in Study: 249

Candidate for the Degree of Doctor of Philosophy

Major Field: Hospitality Administration

Scope and Method of Study: The purpose of this study was to research hospitality curricula and their components, including the curricular areas that are deemed most crucial to hospitality curricula being taught by hospitality educators and hospitality practitioners. This study will assist hospitality educators when developing or redeveloping hospitality curriculum that is applicable to four year programs granting bachelor degrees in hospitality administration. The sample was chosen of the current members of the International Council of Hotel, Restaurant, & Institutional Education (ICHRIE), members of the Colorado, Connecticut, Oklahoma and Wisconsin Restaurant Associations, and members of the Colorado, New York City, Oklahoma and Wisconsin Hotel and Lodging Associations. The questionnaire was developed through a literature review and evaluation of focus group findings. The study employed a self-administered survey with four major sections.

Findings and Conclusions: Four thousand one hundred and forty seven surveys were distributed via electronic mail. Three hundred thirty eight usable surveys were returned for a response rate of 9.59%. The average respondent in this study was male (58.33%) ranging in age from 50-59, while 41.66% of the respondents were female ranging in 40-49 years of age. Hospitality educators made up 36% of the respondents while hospitality practitioners were 64% of the respondents.

The findings of this study indicated that the respondents were in agreement that there should be a form of student assessment prior to graduation but were equal in agreement if the form of assessment should be a written or oral exam. The study found that the respondents felt that a standardized curriculum would produce a better quality graduate but would not assist educators when designing or redesigning a hospitality curriculum. The findings indicated that hospitality educators are open to hospitality practitioners' guidance, support and input when regarding the hospitality curriculum.

ADVISER'S APPROVAL: Dr. Patrick Moreo

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