12-1-1990

A Study Of A Baccalaureate Degree Curriculum In Hospitality Management

Joseph B. Gregg
Nova Southeastern University

A STUDY OF A BACCALAUREATE DEGREE CURRICULUM IN HOSPITALITY MANAGEMENT

by

Joseph B. Gregg, M.Ed.

A Dissertation presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

March 1991

Abstract of a Major Applied Research Project Presented to
Nova University in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

A STUDY OF A BACCALAUREATE DEGREE CURRICULUM IN HOSPITALITY MANAGEMENT

by
Joseph B. Gregg, M.Ed.
December 1990

The Florida International University School of Hospitality Management program has been in existence since 1973. It is the only university program rated by Florida's Board of Regents as a "Distinguished Program" and is consistently ranked by educational and industry leaders as one or the top four programs of its kind in the United States.

The undergraduate program consists of fifty-five distinct courses on a 3000-4000 level, and they are taught by a distinguished faculty of thirty-five professors, plus adjuncts and visiting lecturers from the industry. In 1990 the school moved into its own $10 million state-of-the-art facility on the university's North Campus.

Since its inception, the administration has made it a matter of policy that the undergraduate curriculum will be reviewed internally every five years. The 1988 review was moved back one year to accommodate the relocation of the program to the new building, and to coincide with the self study required in the reaccreditation process of the

Southern Association of Colleges and Schools. Thus this study occurred over an eighteen-month period, culminating in June, 1990.

The purpose of the study was clearly established by Dean Anthony G. Marshall and Associate Dean Rocco M. Angelo. Specifically, it was intended to evaluate staff, discipline, and course efficacy on a performance/perception basis. A number of congruent factors as follows added to the significance of this type of evaluation:

- the university has established heightened requirements on degree programs for improved performance. Research and self-analysis were deemed central to this objective.
- the educational arm of the hospitality industry is seeking to professionalize itself by requiring program accreditation through its Council of Hotel, Restaurant and Institutional Educators (CHRIE) working with the Council on Post-Secondary Education (COPA).
- an anticipated move to accept freshmen and sophomore degree candidates required an in-depth program review.

The study sought to develop answers to, or directions for, a set of both philosophic and pragmatic questions relating to professional school education:

a. What is the appropriate balance between general/liberal education courses and the specific discipline requirements as perceived by industry leadership?

b. How do our graduates perform in the industry on the basis of the curriculum as it now exists?

c. What is the real opinion of industry leaders of the school's product?

d. How, precisely, should the curriculum "look"?

Utilizing the resources of the school and faculty, a stratified random sample of the baccalaureate population was selected; a questionnaire was constructed by faculty and university research experts, and a mailing was sent to 600 graduates. Concurrently, the deans and faculty compiled a list of industry leaders to be personally interviewed. Approximately 200 individuals were involved in the process and results were collected over a three-month period.

Analysis of the results indicated a very high level of success and satisfaction by program graduates and by industry leaders who have employed the graduates. Graduates remain in the industry in significant numbers, are mobile within the industry, receive regular promotions and are, overall, satisfied with the knowledge they gained in the school and the relevancy of this information to the industry. Both graduates and industry leaders were open and articulate regarding perceived needs, emphasizing improvements in the areas of marketing, additional accounting material, and applied leadership. To synthesize the results of the study, a "model" curriculum was proposed to emphasize changes in human resource-type courses.

It was recommended that an ad hoc curriculum revision committee be appointed within the School of Hospitality Management charged with presenting curriculum change recommendations to the full faculty by Fall 1991. This has been accomplished, and the work is in process. Two courses that were determined to be superfluous by the study are in the process of being phased out, and a new seniors honors course in career development tracking is under study.

In the final analysis, this study has met every objective it was assigned and has provided the meaningful data that was sought. The result will be manifested in a modern, more relevant, and humanistic hospitality program curriculum.

ACKNOWLEDGEMENTS

This 1990 study of the baccalaureate degree curriculum in Hospitality Management was developed by Joseph B. Gregg, Associate Professor, Florida International University. The research and recommendations represent over two years of intense effort by many people who contributed there time, and talent, financial and other resources, and exceptional emotional and intellectual support.

Most sincere appreciation is tendered to members of the committee who gave unstintingly of their valuable time and wisdom: Jane Matson, George Mehallis and David Flight, Nova University, Ft. Lauderdale, Florida.

Dean Anthony Marshall and Associate Dean Rocco Angelo provided full funding and more than adequate time and made available the full resources of the school to insure a professional study. Their efforts and those of the school faculty are herewith acknowledged.

More than 55 industry leaders, higher education teachers and researchers gave freely of their time and talents to contribute to this study. Their names are individually acknowledged in the section of this report entitled "Contributors and Interviewees."

Appreciation is extended to the 174 graduates whose experiences and talents provided the essential data and gave meaning and purpose to the study.

TABLE OF CONTENTS

Page

ABSTRACT..... ii

ACKNOWLEDGEMENT..... vi

LIST OF TABLES..... x

CHAPTER 1

INTRODUCTION

Background and Significance..... 1

Definition of Terms..... 15

Limitations of the Study..... 16

Assumptions..... 17

CHAPTER 2

REVIEW OF RELATED LITERATURE

Approach to the Study: A Philosophic Position..... 18

SCHOOL OF HOSPITALITY MANAGEMENT

Mission..... 21

Goals..... 22

Objectives..... 22

Academia..... 26

Business Education..... 30

The Industry..... 40

CHAPTER 3

PROCEDURES AND METHODOLOGY..... 48

Step 1..... 49

Step 2..... 50

TABLE OF CONTENTS (Cont.)

Page

CHAPTER 3 (Cont.)

Step 3..... 50

Step 4..... 57

Guided Interviews..... 58

Step 5

Community Colleges..... 61

Step 6

Senior Institution Programs..... 62

Summary of Procedures..... 63

CHAPTER 4

PRESENTATION OF RESULTS..... 66

Senior Institutions..... 83

All Programs..... 86

Other Offerings..... 87

University - Community College Articulations..... 93

Results of Guided interviews with Industry Leaders..... 94

Survey of Graduates.....104

Step 7

Results of Graduate Survey.....105

Summary of Graduates Work Experience (Industry Only).....113

Core Course.....126

Elective Courses.....128

Competencies.....135

TABLE OF CONTENTS (Cont.)

Page

CHAPTER 5

INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS

Interpretations.....163

Leaders' Interpretations.....164

Graduates' Interpretations.....167

Conclusions.....168

Recommendations.....170

Recommended Outcomes.....171

Recommendations from Education Sources.....174

Recommendations from Industry Leaders and Graduates.....177

Final Research Recommendations.....179

A Model Curriculum: Third and Fourth Years Based on Completion of General Education.....181

ACKNOWLEDGEMENTS 185

BIBLIOGRAPHY.....189

APPENDIX A
Questions for a Guided Interview.....199

APPENDIX B
Survey Cover Letter.....202

APPENDIX C
Survey of Hospitality School Baccalaureate Graduates.....204

BIOGRAPHICAL SKETCH.....214

LIST OF TABLES

Page

TABLE

1 School of Hospitality Management Student Enrollment..... 2

2 Undergraduate Curriculum School of Hospitality Management Florida International University.. 38

3 Education Required for Middle Management..... 42

4 Technical Courses - Hotels Community Colleges..... 69

5 Technical Courses - Food Service And Restaurant Management Community College Credit Hours Required..... 75

6 Technical Courses - Hotel, Food Service and Restaurant Management Combined Community Colleges Credit Hours..... 78

7 Core Plus Electives and Special Requirements: University Programs Credit Hours..... 89

8 A Profile of Florida International University's School of Hospitality Management From 1972 - 1989 Sex.....106

9 A Profile of Florida International University's School of Hospitality Management Graduates Age.....106

10 A Profile of Florida International University's School of Hospitality Management Graduates: Number of Years Since Graduation.....107

11 A Profile of Florida International University's School of Hospitality Management Positions Currently Held..... 108

12 Number of Positions Held in Industry in the Years Since Graduation (Industry Only).....110

LIST OF TABLES (Cont.)

TABLE		Page
13	A Comparison of Graduates: Years in the Industry to Number of Companies Worked for Per Respondent	112
14	Where Graduates Have Worked (Where Specified)	114
15	Summary of Narratives Comments on Courses by Graduates	118
16	Summary of Graudates Recommendations for New Courses and Related Curriculum Reform	124
17	The Core Curriculum: Means, Rank and Satisfaction Rating	131
18	Hospitality Program Electives, Means, Rank and Satisfaction Rating	139
19	Competencies Assessment of Management Skills	14
20	Competencies Assessment of Human Resource Skills	150
21	Competencies Assessment of Marketing Skills	152
22	Competencies Assessment of Accounting and Finance Skills	154
23	Narrative Summaries	159
24	Support Services Evaluations	161

TABLE OF CONTENTS (Cont.)

Page

CHAPTER 5

INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS

Interpretations.....163

Leaders' Interpretations.....164

Graduates' Interpretations.....167

Conclusions.....168

Recommendations.....170

Recommended Outcomes.....171

Recommendations from Education Sources.....174

Recommendations from Industry Leaders and Graduates.....177

Final Research Recommendations.....179

A Model Curriculum: Third and Fourth Years Based on Completion of General Education.....181

ACKNOWLEDGEMENTS 185

BIBLIOGRAPHY.....187

APPENDIX A
Questions for a Guided Interview.....198

APPENDIX B
Survey Cover Letter.....201

APPENDIX C
Survey of Hospitality School Baccalaureate Graduates.....203

BIOGRAPHICAL SKETCH.....213

Chapter 1

INTRODUCTION

Background and Significance

The baccalaureate degree program in hospitality management at Florida International University has been in place and functioning since 1972. The school has graduated more than 3,000 individuals who have assumed leadership roles of all sorts, including private entrepreneurs, chief executive officers and presidents of major corporations, educators in significant numbers, operations and marketing professionals in hotel and food service properties throughout the world, and hundreds of graduates who have gone on to successful careers in both allied and non-associated hospitality fields. The school has an international reputation and is most frequently mentioned by the media as one of the top four programs of its kind in the United States. It is the only program on campus designated by the Florida Legislature as a Program of Distinction.

The school is located in a new multi-million dollar building on the university's North Miami Campus, presently enrolls in excess of 800 students in the undergraduate program (Table I), awards master's degrees, and has a faculty ranging from thirty-five to forty distinguished and internationally known individuals. Two former deans of

Cornell University have served in the school; a faculty member is the first academician to become president of the prestigious National Restaurant Association; the current dean is considered to be one of the hospitality industry's foremost legal experts, and dozens of faculty are successful former or present business executives, owners, and operators in the industry. The demands for consulting services among the professional staff frequently exceed their ability to respond.

Table 1

School of Hospitality Management
Student Enrollment

	Fall 1988	Spring 1989	Fall 1989	Spring 1990
UNIVERSITY-WIDE				
FTE				
Undergraduate	644	633.6	671.4	652.2
Graduate	58	79.3	63.0	64.3
	702	712.9	734.4	716.5
Headcount				
Undergraduate	824	798	720	*Not available as of this date.
Graduate	127	114	111	
Total	951	912	831**	(Does not include undeclared or unclassified)
BROWARD CAMPUS				
FTE				
Undergraduate	91.9	86	68.3	*Not available
Headcount				
Undergraduate	73	77.8	84	*Not available

Table 1 (Cont.)

School of Hospitality Management
Student Enrollment

	NM	UP	BR
FACULTY AND STAFF LINES			
Faculty	28	3	4
Office/Support Staff	10	2	1

(Marshall, 1990)

The school has grown steadily each year, and student and industry demands for new and/or expanded course offerings have matched this expansion. The program is unique in that it is an upper division program by design, requiring sixty academic credits and a 2.0 cumulative grade point average (GPA) for admission to the school. The program requires a minimum of 123 credit hours and a 2.0 GPA for graduation, but superimposed on these requirements are the State of Florida requirements of thirty-six credit hours in general education courses. Insofar as many out-of-state and foreign students do not have this precise mix of credits from home schools at the time of admission, many students matriculate five or six semesters, or more, and the program operates at about seventy to eighty percent of the fall-winter student population during the summer term. These student-industry demands have brought about a steadily growing professional staff, bigger annual operating budget, obvious student population growth, and accompanying course expansion.

The move to the new building began in August 1989 and is scheduled to be completed in December 1990. It will alleviate space demands for laboratories, interviewing room for the more than seventy-five hospitality companies which recruit on campus, faculty/staff offices, and meeting space. The curriculum itself now numbers over seventy-five course offerings, and reflects the same expansion as has developed in all above-referenced areas.

Accompanying this near-geometric growth is change, and change is frequently attended by obsolescence. The program needed this review at this time to insure relevance, currency, and applicability of its mission: to serve both the local and international community, its student body, and the industry it represents in a scholarly and useful manner within an academic structure which conforms to recognized scholastic, societal and industry standards (Marshall, 1990).

Several other factors suggested that this was a logical time for a comprehensive study of the school's curriculum. The university has a dynamic new leadership in place committed to "first tier" excellence, and with it, a change in emphasis for the entire university faculty from teaching to teaching, research, and community service. The university was scheduled, in the same 1989-1990 time frame, to undergo a reaffirmation of its accreditation, and was obliged to conduct a self study for the Southern Association of Colleges and Schools. This study contributed to the

overall assignment of the hospitality school. Additionally, there is a national movement to professionalize the hospitality industry by requiring program accreditation in institutions of higher learning under the direction of the Council of Hotel, Restaurant and Institutional Educators (CHRIE), working with the Council on Post-Secondary Accreditation (COPA).

When the school moved into the new building in August 1989, it became the first school on campus to have its own facility. This high visibility has brought with it expectations of improved performance. It is anticipated that the present enrollment of nearly 1,000 students may well reach 1,500 by the mid-1990s in order to optimize the facility's usage. Superimposed on these factors was the knowledge that the curriculum has expanded over the last seventeen years as industry needs were converted into course offerings, and that the school administration felt a certain amount of existing course content was obsolete or less applicable to today's and tomorrow's industry than it had been, but was equally unsure of precisely what was not pertinent and what was lacking. New catering and service concepts, technology, delivery systems, labor pool marketing, and a host of other potential subject areas required scholarly investigation.

Published research in the hospitality industry in the decade of the 1980s has focused heavily on the human resource areas of management and leadership. Many industry

leaders have listed the subject area as one of the major problem areas of business into the Twenty-First Century, and a necessary part of any business curriculum. This concern has been shown to be legitimate, and, as a result, the school will need to address this issue, since there are currently no required, and few elective, courses offered in this subject area in most hospitality curricula. (Bender, 1987; Divine, 1981; Flash, 1985).

Finally, the reality of a curriculum, founded upon knowledge developed in the 1960s and earlier, and largely built upon and added to, does not fundamentally confront current stated industry thinking, theory, and needs (Katz, 1987). Modern research and writing implies a gradation of knowledge among managers and leaders; lower level supervisors and managers require heavy doses of technical skills. With career growth comes a requirement for humanistic skills and, beyond that, courses that assist in providing leadership development in the area of conceptualization; both are increasingly thought to be critical to future industry survival and market growth (Bender, 1987; Bloomer, 1985, pp. 2: 79-94, and Hopkins, 1989).

This very real assembly of possibilities has been investigated for the School of Hospitality Management as it sets its course for the next decade and century, and this study has sought to make its contribution by reporting on a comprehensive curriculum study are making appropriate recommendations.

This entire field of business career development programming has been under intense scrutiny, beginning early in the 1970s in significant numbers of studies undertaken and in the variety of areas studied, and continuing, nearly unabated, up to the present (Byerly, 1972; Hopkins, 1989). In the hospitality field, companies such as ARA, Inc. (Automatic Retailers of America) have devoted major financial resources to studies of skills, traits, competencies, and personality and/or developmental characteristics that would suggest a workable route to management and leadership development and subsequent operational success (Katz, 1987).

Hopkins (1989), in her dissertation recently completed, explored four levels of competencies required for success in hospitality management career growth. An internationally known colleague in higher education, William Morgan, in a series of memoranda circulated to Florida International University hospitality school faculty, described the absence of human resource management and conceptual development in hospitality program curricula (Morgan, 1988). In addition research continually points out the need for the establishment of standards both for the industry (Bender, 1987) and its formal educational vehicle. Cornell University created an augmented task force to study the efficacy of its curriculum with respect to industry requirements (Flash, 1985) and Bender's theses (1987) suggested that this

curriculum revision was successful in terms of a better balance of "human" skills learned and management training acquired by the students in the new curriculum.

Other researchers indicate that curriculum change is needed now more than ever, with inertia and confusion prevalent in professional education (Mandt, 1982). Other writers suggest that inadequacies are due to the absence of industry participation and feedback in an active manner (Divine, 1981; Green, 1981). An international news publication recently dedicated an entire special issue to the subject of the never-ending search for the "perfect curriculum." Essentially, the debate rages around the need for "humanizing" and "culturing" business curricula with a body of courses intended to broaden one's knowledge and improve one's intellect, without all the precise competency-based objectives of developing skills typical of a business school program (El-Kwahas, 1988). El-Kwahas also states that the American Council on Education reports that over 95 percent of all higher education institutions have revised their curriculum since 1984 in response to new thinking about the direction of higher education since the decline in academic standards resulting from the 1960 protest generation. Much of this revision has been directed at liberal arts and science programs and has resulted in significant enrollment increases in these areas.

Business schools have been less inclined to look to wholesale change, as they are more philosophically in tune with a much more visible patron market, employers who want to focus on vocational preparation. An article in Newsweek On-Campus (Givens, 1988, p. 8-12) suggested that students consciously choose programs where there is more student control of course selection. An example is Brown University's open-curriculum engineering program in which such student control may influence sensitive business educator/administrators with regard to curriculum content in career development programs.

Business education research in the 1970s and early 1980s -- including the hospitality industry -- seemed to suggest that the primary focus on education in these disciplines lies in process improvement and standards development. An early study in Maine (Work, et al., 1974) developed models for a number of comprehensive career education packages. The University of Alabama (McLean and Lorel, 1977) published a 109-page monograph which is a systems approach to career education implementation, a methodology accenting process, not content. It is typical of much of this earlier career development program research.

Other research emphases accented curricular evaluation techniques that relate the efficacy of teaching to job performance (Byerly, et al., 1972). Bloomer (1985) believes that a closer linking of schools to industry is an effective method of curriculum evaluation. Research in this ares has

detailed the history of students after graduation, measuring such things as results of working in curriculum-related fields and resultant salaries, promotions, perceptions of success, and the like. These studies, as the one conducted by the North Carolina Community College system (Alfred and Wingfield, 1982), typically placed their collective imprimatur on the curricula producing these "successful" graduates.

One particularly unique approach to curriculum development/revision in business and vocational education is that which created a Curriculum Management Specialist in Business/Vocational Education. Behaviorists have become very active in the career disciplines and have developed detailed lists of behavioral goals and objectives (Wheeler, 1981) that are quite different from competencies, or skills-level courses, and have taken individual course development into an entirely new dimension. So, in terms of curriculum content construction and revision, there is a diverse set of approaches encompassing pragmatism, philosophy, perceived market reality trait construct, process-development, and behavior modification.

More recent career, or entrepreneurial, education research/development activity has been largely standards-oriented. Illinois University's Department of Vocational and Technical Education developed a project entitled "Methods and Materials for Entrepreneurship Education" (Scanlan and others, 1980) which proposed a standardized

pilot curriculum for community colleges. Another (Schultz, 1980) reported on the effective use of business advisory councils in influency curriculum content and efficacy as a means of establishing standards. Learning resource centers were an outcome of curricula enhancement and maintenance of standards (Platte and Mattson, 1973). Standardization was considered a logical approach in business education research (Kingston and Thomas, 1973), with the concept of a unified set of skills in a K-adult taxonomy set in a evolving curriculum "approved" by business. This concept has been most recently promoted in accreditation movements afoot in the hospitality industry. An existing commission is at work attempting to evolve a set of standards for post-secondary institutions which addresses administrative, staff, and curriculum concerns (Tanke, 1989). The curriculum section stresses, interestingly, a far broader concept of content than earlier studies:

> To assure that the curriculum is based on those knowledge components, skills, values and attitudes that the community of interests has identified as essential for the graduate of the hospitality program to function as a responsible practitioner, citizen and person (CHRIE Handbook of Accreditation, revised 1988).

This is one of the few accreditation objectives that does not specify course content or process for accreditation. It does outline core areas for inclusion, but non-specifically. A program might equally choose a technical, humanistic, or behaviorally-oriented direction, or a mix perceived as desirable, and still be eligible for accreditation.

Florida International University's School of Hospitality Management has progressed, unquestionably, more rapidly than most of it peer instructions in terms of numbers of graduates, identity in both the industry and in the academic community, population growth, honors and recognition received by its faculty, and its human and intellectual product (Frobber, 1989). It has a superior reputation, an established faculty, and expanding, state-of-the-art facilities. Enrollment continues to grow, funding, both from within the university and industry, increases annually, and alumni participation in school programs and activities grows steadily. It is precisely this confluence of events and strengths which has created the need for an in-depth curriculum audit.

A revered hospitality leader, Brother Herman Zaccarelli, then director of Purdue University's Restaurant, Hotel and Institutional Management Institute, published a booklet in 1984 entitled The Development of an Ethical Strategy for Managers of International Hotels and Food Services in Third-World Countries. This monograph, one of the first to address ethics as a part of the hospitality curriculum, challenged the industry to explore people-related aspects of the business with at least the verve which attends technology. It is limited only in its emphasis. The hospitality curriculum for the Twenty-First Century may well need to include all of the "essentials" of business leadership-technology; human development; ethics; general

education; the arts and sciences; and behaviors that address the needs of the community, the industry, family, and society, as well as the needs of the larger national and international communities in which it exists. The sum total of all the research herein detailed ought to have meaning in the search for the school's ideal curriculum. This perceived need thus required an independent school review of conditions of the existing curriculum, industry perceptions of value received in the "product" and desirable changes, graduate feedback, and scholarly faculty and administrative input. For all these important reasons this study was undertaken.

The major questions addressed by this project are as follows:

1. Is the mission of the School of Hospitality Management clearly stated and available to all participants in the educational experience?
2. Should the school revise the curriculum from the core up, or is it more effective to selectively eliminate, modify and/or add courses to the program(s) as industry/societal/individual needs are revealed?
3. Will the final curriculum product be "broad" or "narrow"? In what form will the undergraduate curriculum best meet student and industry needs?

Given time and credit constraints, legal requirements, university core impositions, and budget constraints, what shall constitute the basic curriculum format, considering the following elements?

a. general education requirement
b. university-wide requirement
c. school "core" demands
d. technical courses
e. basic management/leadership skills and values
f. interdisciplinary societally oriented course offerings
g. problem-solving skill courses
h. multi-cultural relations and communications skill development
i. ethics
j. conceptualizational development
k. economics, mathematics
l. logical, creative thinking
m. state-of-the-industry technology

4. What is the real opinion of industry leaders of the school's product? What do they think the curriculum ought to include? What do they perceive as an appropriate curriculum content mix?
5. The school itself is an upper division component of the university, serving only juniors, seniors, and graduate students. For five years now, the university has been allowed to admit freshmen and sophomores, but the

hospitality school is heavily dependent on transfer students. Is it politically, educationally, and economically wise to consider changing the structure of the school, broadening the curriculum, and admitting under-classmen to the program? Are there discernible advantages and disadvantages, given the new location and an expansion-minded university administration? This study has sought answers to these questions.

Definition of Terms

To facilitate understanding of terms in the appropriate context, definitions are provided:

Broad curriculum:	encompassing knowledge of language, humanities, arts and sciences (natural and physical) and related business disciplines. This is important in the sense that it establishes a frame of reference for an expanded "humanistic" curriculum as it differs from the more technically oriented competency-based business school curricula.
Career development programs:	a set of courses designed to develop skills, knowledge, competencies and values in a specific job-related field of activity.
Competencies:	skills and knowledge required in occupationally oriented courses in order to master a task or job.
First-level supervisor:	the initial management stage; usually requiring 25-33% of an individual's time in planning and supervision, the balance in task-performance.

Hospitality management:	a discipline directed toward operational responsibilities in commercial feeding and housing institutions.
Middle management:	a term designating operational responsibility for personnel, planning, policy, enforcement.
Narrow curriculum:	a program that accents specific fields of study, emphasizing technical skill development.
Taxonomy:	the process of classifying objects in some sequential order.

Limitations of the Study

The study will be limited to the actual return of the population sampled in each category surveyed.

The study applies only to Florida International University's hospitality management baccalaureate degree graduates and selected industry leaders, and it is recognized that individual bias may intrude. There is no control over responses of graduate and leadership personnel to be interviewed, and individual interpretation of queries will influence results.

The study is limited to perceptions of value received. There was no attempt to test the perceptions of any respondents with a control group or to attempt to prove those perceptions.

The study cannot evaluate individual faculty competency in an instructional mode. The study will be delimited to the continental United States for the purposes of time, economy, and applicability of results.

Assumptions

The assumptions of this study were as follows:

1. The sample respondents were representative of the larger populations from which they were taken.
2. By developing and sending a questionnaire to a sample of Florida International University's hospitality program baccalaureate degree graduates, and personally interviewing industry leaders, the curriculum of the School of Hospitality Management could be improved.
3. The national nature of the study provided credibility for the results with respect to identifying and structuring a curriculum that better meets graduates', industry's, and society's needs in the immediate future.

Wide research has suggested that a curriculum study of a business - oriented program of this nature has not been conducted in recent years. In the hospitality field only one study, that by a task force of professors only, has come to light. In these days of rapid demographic change, technological advancement, more exacting fiscal accountability, and a society which is creating almost a new civilization, higher education has the weighty responsibility to insure that students are exposed to the skills, knowledge, values, attitudes, and perceptions of both the society in which they must live and the industry in which they have chosen to make their living. The curriculum is the delivery mechanism of this great experience; it must be as fine-tuned a machine as higher education administrators and teachers can make it.

Chapter 2

REVIEW OF RELATED LITERATURE

This review uncovered several hundreds of references to the broad subject of curriculum. It was conducted by heavily drawing upon ERIC files, and by conducting a computerized search of Dissertation Abstracts International through the search services of University Microfilms. Manual searches were conducted in the indexes of the Current Index to [illegible]ucation (CIJE) and Research in Educati[illegible]known curricula resear[illegible]s Colle[illegible] revie[illegible] teac[illegible]rces a[illegible]

Ap

A Fi[illegible]

A curriculum is [illegible]ontent, instructional activities, and ma[illegible]er offer students the means to meet specific educational objectives (Alfred and Wingfield; 1982). To be able to meet a set of objectives requires that such objectives do in fact exist. Unfortunately, many of today's educational leaders seem ready to do battle in print and in person over what shall

Chapter 2

REVIEW OF RELATED LITERATURE

This review uncovered several hundreds of references to the broad subject of curriculum. It was conducted by heavily drawing upon ERIC files, and by conducting a computerized search of Dissertation Abstracts International through the search services of University Microfilms. Manual searches were conducted in the indexes of the Current Index to Journals in Education (CIJE) and Research in Education (RIE). Visits were made to known curricula research repositories such as Columbia State Teachers College Curriculum Library and other like agencies, and a review of the most current texts and journals in use in teacher education programs was conducted. Industry sources and publications were also gathered and reviewed.

Approach to the study: A Philosophic Position

A curriculum is a general overall plan of the content, instructional activities, and materials that together offer students the means to meet specific educational objectives (Alfred and Wingfield; 1982). To be able to meet a set of objectives requires that such objectives do in fact exist. Unfortunately, many of today's educational leaders seem ready to do battle in print and in person over what shall

constitute a "proper" curriculum without articulating what educational objectives they seek to attain, if and how these objectives came into being, and for whom they are purported to have meaning.

A good deal of the literature on the "ideal" curriculum appears to be not so much a learned exposition of plans and objectives to be attained as it is political statements - a pontification of what "educated" people should know or a revelation of some hitherto unknown divine truth. Fundamentalists preach common curriculum content; humanists stress heritage; recent new-wave philosopher/educators structure models that seek discourse on class, race, sex, and nationality as a means of reducing ideological conflict (Graff, 1988, p. a: 48) thus establishing a position or principle that is of value in and of itself. Such a position, however, tends to confuse the more elementary practitioner. It obfuscates the search for routes, patterns, and solutions to curriculum reform and gridlocks potential agreement on planned curriculum content and activities which seek the education of the learner as the highest priority.

A major finding was that curriculum evaluation tends to focus on reform, and reform most heavily accents change in course content. Curricula development therefore appears to be synonymous with course content development and/or change, often without the establishment of those educational objectives alluded to previously. Content ought to be based

on outcomes or reasons why students learn (Galles, 1988). This approach, Galles says, involves integration of what is learned because it is both memorable and useful and because it motivates the student to learn more. Outcomes depend on the reality, practicability, and applicability of educational objectives in a curriculum setting.

Educational goals are general guides for planned change and brief statements of intended arenas for action (Kravitz, 1988). Educational objectives direct intervention activities and evaluation efforts. They speak to the quantity of change for a target population and the monitoring and controlling of the process and progress toward the achievement of the outcome objectives (Brooks, et al, 1985). This seems to be a more dispassionate professional approach to curriculum adjustment. Therefore the curriculum should be constructed to provide the greatest possible good to the learner, consistent with collectively-agreed-upon educational objectives. This is central to the evaluation process undertaken in this study

The School of Hospitality Management at Florida International University has a clear mission and a set of educational objectives which has governed the process of this review. For purposes of common understanding, they are cited from a monograph prepared by the dean of the School of Hospitality Management as follows:

Mission

The school's mission is to teach, conduct research, and serve the community. The school, which prepares individuals for management careers in the local, national, and international field of hospitality, is first and foremost a teaching institution, imparting knowledge through excellence in teaching, fostering creativity in appropriate areas of academic life, and creating new knowledge through research. It is resolved to meet the needs of the traditional student, the part-time student, and the lifelong learner through its bachelor's degree program in hospitality management and its master's degree program in hotel and food service management.

The school's successes are numerous. It has been designated by the Board of Regents as a "Program of Distinction" and is recognized by the industry as one of the top four schools in the U.S. Probber (1989, sec. 4A) in The New York Times recently featured the school in a section on education. One graduate is vice president and general manager of the world's largest hotel, and another is president of an international hotel chain. The program has experienced phenomenal growth from its small starting class to its current enrollment of approximately 800 students.

Mission

The school's mission is to teach, conduct research, and serve the community. The school, which prepares individuals for management careers in the local, national, and international field of hospitality, is first and foremost a teaching institution, imparting knowledge through excellence in teaching, fostering creativity in appropriate areas of academic life, and creating new knowledge through research. It is resolved to meet the needs of the traditional student, the part-time student, and the lifelong learner through its bachelor's degree program in hospitality management and its master's degree program in hotel and food service management.

The school's successes are numerous. It has been designated by the Board of Regents as a "Program of Distinction" and is recognized by the industry as one of the top four schools in the U.S. Probber (1989, sec. 4A) in The New York Times recently featured the school in a section on education. One graduate is vice president and general manager of the world's largest hotel, and another is president of an international hotel chain. The program has experienced phenomenal growth from its small starting class to its current enrollment of approximately 800 students.

Goals

The school's goals are as follows:

- maintain a preeminent position in hospitality management education;
- coordinate and be involved in the students' total educational experience from recruitment through placement;
- offer an educational environment that simulates industry situations in classrooms, laboratories, and professional interactions;
- maintain an environment which encourages faculty development, collegiality, creativity, and the pursuit of individual career goals;
- maintain strong industry relationships which provide financial assistance, job placement opportunities, and mutual support systems for exchange between the faculty and the industry;

Objectives

The school's objectives follow:

- recruit distinguished faculty who are academically qualified and substantially experienced in industry;
- encourage industry-related research;
- encourage publication in refereed journals;
- encourage faculty interaction with industry through associations, seminars, and lectures;

- encourage faculty to continue lecturing in Latin America, Europe, and the Far East. Through contacts develop a better understanding of the international industry;
- maintain an international faculty exchange;
- encourage faculty appointments to boards of leading industry associations;
- conduct national seminars;
- provide learning experiences that simulate industry situations;
- provide excellent academic counseling;
- provide students with opportunities to develop organizational, leadership, teamwork, decision-making and problem-solving skills;
- provide comprehensive career counseling and place graduates in entry-level hospitality management positions;
- provide practical experiences in classrooms, laboratories, and industrial settings;
- invite industry executives to participate in classroom sessions;
- provide and coordinate student internships in the area's foremost hotels and restaurants;
- continue current associations with schools abroad
- encourage industry donations for development and scholarship funds;

- maintain close association with local and national hospitality organizations through an industry advisory counsil and other contacts;
- make the program accessible to older, part-time students by expanding it in Dade and Broward counties;
- maintain relations with alumni;
- administer the Florida International Hospitality Society, an international professional organization for alumni which conducts educational seminars and publishes a semi-annual newsletter;
- conduct an aggressive international student recruitment program aimed at meeting the needs of the international hospitality industry; and
- establish student chapters of national professional societies (Marshall, 1990).

It was determined that the school subject the existing curriculum to the test of complete accountability. In order to better serve its constituency, its faculty, the industry it represents, and support units from the State of Florida Board of Regents down., Further, it should respond in an evolutionary manner to the findings of this review with a curriculum that reflects the realities of both society and the marketplace. The "new" curriculum had to take into account any additional educational objectives that have emerged from the study as well as those stated. The relationship between objectives and outcomes has been a matter of persistent concern throughout this study.

The Middle States Association of Colleges and Schools has developed a significant statement on the characteristics of excellence in higher education (1978 b:3). Having addressed the topic of objectives, it goes on to state that superior curricula, irrespective of particular settings, will manifest these common elements:

- have in place an effective ongoing institutional self-study program;
- make provision for the emphasis on general education subjects; and
- include courses that develop abilities to form independent judgment, to weigh values, and to understand fundamental theory...(but)...are attuned to professional or occupational requirements which exist in an atmosphere conducive to continuing and broadening each student's education beyond the minimum point necessary to obtain a degree.

Miller (1979) in a respected text on curriculum assessment lists ten general areas surrounding an effective curriculum:

- Institutional goals and objectives exist.
- Student learning is regularly evaluated with respect to retention and progress toward goals.
- Faculty performance is considered in terms of evaluation
  and improvement to some known optimal state.

- Courses are monitored for content, intellectual stimulation, applicability.
- Institutional support services are relevant.
- Administrative leadership reflects planning, intra-campus relationship development, and appropriate policies.
- There is intelligent financial management in place.
- There are appropriate governing and review boards with respect to the curriculum and administration thereof.
- A formal mechanism exists for external relationships.
- The program seeks continuing improvement through innovation and experimentation.

Each of these, however, can be interpreted differently by academic and professional instruction in a given curriculum. There appears to exist little agreement among scholars as to what constitutes a "successful" curriculum. There needs to be inter-disciplinary articulation regarding how to merge the content of the curriculum with the diverse educational goals and objectives set out by these various contributors to the curriculum.

Academia

Lynne Cheney, chairperson for the National Endowment for the Humanities, makes a very strong case for her model core curriculum. With emphasis placed on Western verities, Cheney proposed a core for all college students of fifty credit hours, including two years of foreign language study,

a year each on the social and natural sciences, and emphasis on mathematics. She also included the study of "other" cultures in her curriculum (Heller, 1989, p. A 14). Cheney believes that although ninety-five percent of all colleges are re-working their general education programs (El-Kwahas, 1989), they are not tightening requirements enough. Her recommendations are clean and succinct with respect to general education, but they exclude consideration of any demands of a profession or technology. She intentionally limits her proposals to "core." This increasing emphasis on a general or core curriculum, speaking to the human condition as Lynne Cheney advocates, is evident in the recent formation of the American Association for the Advancement of Core Curriculum. This new on-campus organization seeks courses and texts that "embody the foundation of knowledge" (Heller, 1989, p. A-48).

Academicians in the liberal arts are so embroiled in core curricula considerations that at times it appears educational fratricide may be on the horizon. The National Association of Scholars has deemed it necessary to publish full-page advertisements in educational journals denouncing "radicals" seeking to eliminate "Eurocentric bias" in general education curricula, replacing it with minority, women, and Third World writers and artists addressing the diversity essential to service in an increasingly interdependent world.

Support for a balance in the rush to expand the core is sought by scholars, says Leon Botstein, president of Bard College, who states that higher education is not adequately addressing the needed balance between general education and the academic majors (Desrusseaux, 1990: A13 and A17). He said, in terms intended to avoid confusion as to his meaning, that "careerist academics...who like...pseudo-argument...have produced inertia, where there is really a need to resolve differences between general education and a major." Change is difficult because the framework of the core is out of synchronization with the needs of the disciplines - the majors, he claims. They are both difficult to change because of university traditions, structures, and governance. Botstein (Desrusseaux, 1990, p.27) says those changes can only be effected when universities "touch the structure of how people are hired, on what basis they are hired - to teach what, to whom, in what context." (Desruisseaux, 1990: A13 & A17).

Core advocates from the educational philosophers to the discipline practitioners call for changes that resound throughout the halls of higher learning. French and other language professors pour out articles and monographs on language fluency as a priority of a business curriculum (Bednar, 1990, p. B2). "Language training, knowledge of a foreign culture, civilization and literature are invaluable to the successful operation of a business," states Bednar. Another (Henry, 1983) believes that most business curricula

do not allow the necessary time for thirty-six credits of a language, which are fewer than she believes real language proficiency requires. She has proposed an undergraduate degree curriculum totaling 124 credits to accommodate this need. The curriculum balances language and business credits and features a semester abroad.

One practitioner in the communications field developed a curriculum for business students that establishes a "disciplinary sequence" and requires the student's initial two semesters to be spent in nearly all non-business-oriented courses. This sequence seeks to develop skills in methods of inquiry, the construction of argument, awareness of different relations, and the understanding of extant disputes (Irwin, 1980). These are all designed to prepare a student for studies in his/her major as well as for life in the larger society, Irwin claimed. Donald Forster, then president of the University of Guelph, stated "the primary function of a University is to produce persons who are learned, skilled in oral and written communication, critical, responsible and intelligently adaptable" (Matthews, 1981).

Dean Henry Rosvesky of Harvard University's Faculty of Arts and Sciences said that an educated person "must be able to think and write clearly and effectively, have achieved depth in some field of knowledge, should have a critical appreciation of the ways in which we gain and apply knowledge and an understanding of the universe, of society

and of ourselves. And, we cannot be... ignorant of other cultures and other times." (Gold, 1981, vol. 1).

In the opinions of most core, or liberal, academicians, The majority of today's professional and business major curricula would not meet the standards of an "educated person." Florida International University's Faculty Senate ad hoc committee on undergraduate education recently published a finding on the need to study the relationship between the core and the programs of the professional schools. Wisely, they insisted that the university's responsibilities include not only the maintenance of excellence in liberal arts education, but it should also include technology in the core as well. What higher education requires more than intellectual positioning is this attitude of objective research that seeks the melding of student, societal and professional needs into a sensible, structured curriculum.

Business Education

Research into business programs curricula indicates that change tends to be either content- or process-oriented, or both, and it is, as stated earlier, more evident in a course-by-course construct than in a larger programmatic revision (Givens, 1988, p. 8-12). Rarely does one see the cooperative development of a business program with arts/science faculties, as Indiana University of Pennsylvania did in its business/language major; it is

noteworthy that in this case, the impetus came from students seeking the double major, not from the business education professors, according to the director of the program (Henry, 1983). It is typical that change which affects business or technology courses is more likely to come from the liberal arts faculty. By comparison, there is a tendency on the part of business program professionals to agree to liberal change only when it is mandated or legislated, but not to encourage interdisciplinary dialogue. The realities of a department's viability are measured simply in full-time equivalents (FTE's), and, short of adding credit hours to a degree and risking losing students to a competitive program at another school, business faculty and administrators feel the need to man the trenches, fight the expansion of total credits, and avoid surrendering further market share to academic units within the college or university. Two high-level university professional school administrators stated this clearly in the privacy of their offices under terms of non-attribution. The most prevalent attitude toward curriculum change in the business and professional school environment has been the course add-on approach. Rarely do courses get eliminated; most lie dormant and are not excised from the curriculum.

Usually when these schools address change, it is in the content of courses within the curriculum, not in the structure of programs. One example is a business program that is organized as follows:

- Politics and Law in Society
- Economics I and II
- Communications I and II
- Financial Accounting I and II
- Quantitative Methods I and II
- Society and Culture
- Organizational Behavior

These were all scheduled in the first two semesters as "preparatory units." Later semesters accented accounting, business courses, administration and electives. The liberal subjects involved sociology, social inquiry and action, community politics, and health and welfare systems (Irwin, 1930). The end result appears to integrate subject matter in semester-structured topical areas, but does not seem to change the most prevalent mix of business courses to academic course ratios found in the typical business/ professional school curriculum. For example, Cornell University's School of Hotel Administration augmented task force proposed an undergraduate curriculum in 1985 that offered the following mix, and has, essentially, been adopted by the school:

Professional Development	credits	Academic	credits
Financial Management	10	Human Resource Management	6
Food and Beverage Management	21	Quantitative Methods	3
Marketing	9	Communications	6

Management/Organizations	6	Distributive Electives	18
Properties Management	6	(Language, Social Sciences, Natural Science, etc.)	
	(52)		(33)
There are also listed:		Free Electives	23
		Concentration	12
		Total	120

The curriculum specifies a balance between hospitality specific and various world view perspectives represented by arts, science, humanities, and the like. The program appears to project a ratio as follows:

liberal arts - 27.5 percent;

free electives - 19.5 percent;

concentration - 10 percent;

professional development - 43 percent.

Concentration is explained as being a method of introducing new course material into the curriculum and/or accenting and reinforcing existing professional development courses. As a result, professional development actually exceeds fifty percent of credit hours, a situation which would likely not satisfy many liberal arts academicians. The task force claims the actual core of the hotel administration degree is sixty-seven credits, of which only six are taught outside the school itself, and further, that the core "mirrors the thrust of faculty thinking" (Flash, et al, 1985). It is reasonable to suggest that this

professional program decides on, formulates, and teaches more than 80 percent of all the education to which its students are exposed within the regular curriculum; this does not seem to be a distortion of ratios of professional programs analyzed in the course of this inquiry (see Chapter 4).

One of the most frequently encountered "changes" in professional or business curricula has been the attention given methodology. Business program developers appear to believe that a core within the program is needed as preparation for study of the discipline and that a variety of learning situations will provide necessary learning experiences. Cornell's study discussed the case study, problem-solving and policy-development approaches (Flash, et al., 1985). More and more schools are developing computer-assisted instruction, expansing business labs, and simulation and cooperative education and intern packaging. Television and video programs are increasing in use in these schools as well (Ornstein, 1981; Grandjean-Levy, 1985). These are seen as curricular improvements.

The administration and faculty of Florida International University's School of Hospitality Management, as it viewed curricular change, decided to include in its review previous research and curriculum design utilized by colleagues in other professional schools. At the same time, however, they recognized that the school's situation is unique and that change at FIU is more fraught with risk than at similar

schools elsewhere for the following reasons:

- students taking "hotel" courses must have earned 60 academic credit hours somewhere outside of the school prior to their actual in-school presence;
- the State mandates the School's General Education requirements;
- students must pass a state mandated and regulated (CLAST) test to remain in the program.

Given the thirty-six required general education hours, and the school's course requirements of sixty-three hours, students have twenty-two "free" credit hours of the 123 required for graduation (Table 2). The student may transfer in those courses in any subject area approved by the administration; they will be accepted as university - approved general education courses. These credits are part of the sixty credit hours which the student must have for admission to the program. It is apparent that the core of courses represents only 39.5 percent of credits needed, and the core plus electives still represent but fifty-two percent of credits needed to graduate, a figure far below the eighty percent "course-control ratio" of many business/professional programs. Therefore, FIU's School of Hospitality Management has had to be exceptionally careful and deliberate in responding to calls for change outside of its own purview.

Educators differ as to what changes might benefit the educational experience of the student, sometimes causing inertia in the guest for improvement as follows:

- Liberals have unilaterally defined what constitutes an "educated person."
- The core curriculum of arts, sciences, and the humanities comes from organizations and individuals who represent a specific position in education, one territorial by its very nature.
- There is nasty public debate within the humanist community regarding the content thrust of the general, or core, curriculum; this amuses and gives momentary satisfaction to the professional educator, but it creates a loss of credibility for academicians and a serious state of inertia with regard to cooperative progress.
- Traditional university and academic unit structure works against progressive change.
- The way people are hired and assigned instructional responsibilities in universities delimits interdisciplinary growth.
- Academicians in the liberal arts tend to dominate university governing entities and are perceived by professional teachers and administrators as "grabbers."

- Business/professional educators tend to be content or process - oriented, not generally amenable to non-disciplinary insights, advice, or recommendations.
- Business schools frequently satisfy the need for change by altering methodology.
- Professional faculty accept legislative mandates for course change passively but do not tend to proactively seek dialogue with academic subject colleagues.
- Professional school curriculum typically reflects what the faculty of a particular school interprets is necessary to successfully perform in the associated industries or professions.
- Industry leaders often lack knowledge of what constitutes the professional curriculum.
- Business courses never die; they re-trench and hibernate until a new professor is hired to teach them, and old courses do not ever seem to really change much.
- Protectionism is central to business program thought; change and newness are important to the liberal arts. Thus a stage is set for non-cooperation.

Perhaps what needs to be done most of all is to construct a new bilateral definition of what constitutes an "educated person". If that dilemma is ever resolved, the restructuring of the modern university may more logically determine what should be taught by whom and in what amounts. If the student ever really comes first in this equation, universities may begin to produce scores of educated

persons, institutions will not require external rankings to assuage their egos and reinforce their uncertain sense of collegial purpose.

Table 2

Undergraduate Curriculum
School Of Hospitality Management
Florida International University

General Education Courses	Required	Completed	CLAST
English Composition	12		Math_____
Humanities	6		
Mathematics	6		Reading_____
Natural Sciences	6		
Social Sciences	6		Writing_____
Modern Language	8		
			Essay_____

Bachelor of Science Degree in Hospitality Management Program:

Management, Accounting, Finance & Information Systems			Recommended Courses
HFT 3423	Hospitality Information Systems	3	
HFT 3453	Operations Controls	3	HFT 3000
HFT 4464	Interpretation of Hospitality Industry Financial Statements	3	HFT 3403
HFT 4474	Profit Planning and Decision Making in the Hospitality Industry	3	
Food and Beverage Management			
FSS 3221	Introductory Commercial Food Service Production	3	

Table 2 (Cont.)

Undergraduate Curriculum
School of Hospitality Management
Florida International University

General Education Courses		Required	Completed	CLAST
FSS 3232	Intermediate Quantity Food Production Techniques		3	
FSS 3234	Volume Feeding Management		3	
FSS 3243	Basic Meat Science		3	
HFT 3263	Restaurant Management		3	
Administration				
HFT 3323	Physical Plant Management		3	
HFT 3503	Marketing Strategy-Phase 1		3	
HFT 3514	Marketing Strategy-Phase 2		3	
HFT 3603	Law as Related to the Hospitality Industry		3	Transfer Credits_____
HFT 3700	Fundamentals of Tourism		3	
HFT 3945	Advanced Internship		3	F.I.U.
HFT 4234	Union Management Relations		3	Required
				Credits_____
Electives			15	
				Electives____
Total.....			63	
				Total_____

G.P.A._____

800 Hours of Work Completed____

The Industry

As far back as 1982 industry writers and researchers were criticizing professional education for failing to properly prepare students for the business world (Mandt, 1982). Some writers specified these failures of business/professional education, listing a collection of reputed shortcomings found in the typical business school curriculum:

- programs tend to promote narrow choices for students, reflecting discipline orthodoxy;
- business education tends to become an extension of the discipline;
- drill in method delimits questioning assumptions..."method idolatry" becomes a substitute for thinking;
- interpersonal skills are not taught, merely referenced;
- business education gets caught up in technology and methodology; educators are inclined to teach problems that fit accepted techniques, not how to look for new techniques (Dickinson, et al., 1983, p. 52).

Today there is an abundance of opinion among industry practitioners as to what a curriculum ought to include in the most sincere but non-specific terms (see Chapter 4). A series of personal interviews and a review of business literature revealed industry leaders' attitude toward and feelings for curriculum reform, but found little specific

detail as to how required knowledge is best encapsulated in the course content and in the structure of the professional curriculum. Industry leaders are sincere, articulate individuals who realize they benefit from an "educated person" as much as anyone in the larger society, however, they are not trained in curriculum development and cannot be expected to be specific in verbalizing the need for new programs, methods of instruction, application of new technology, and the appropriate materials in the liberal or general education arena that will produce the "perfect" graduate. The job of the professional business educator is to read and to listen to all these and other points of view, and then to analyze, synthesize, and construct the program that best achieves the goals and objectives of the student, the industry and its leadership, and the larger society in which it all takes place.

Industry leaders have produced a number of valuable fragments of data that need to be incorporated in any hospitality school curriculum reform. Most critically, today's leaders prefer higher doses of education for their management trainees. A 1990 Florida survey of industry leaders cited seventy-seven percent of all respondents preferring college education for prospective upper management leadership and fifty-nine percent for entrance into middle management jobs (Hunter, 1990). In the same study, fifty-three industry leaders listed their educational needs as follows:

Table 3

Education Required
For Middle Management
(Hunter, 1990)

English - spoken	- 100%
English - written	- 98%
Mathematics	- 98%
Safety and Sanitation	- 92%
Psychology	- 88%
Marketing	- 86%
Equipment Maintenance	- 84%
Computer Skills	- 82%
Food Service Operations	- 82%
Accounting	- 82%

The majority of the "skills" courses such as Beverage Management, Business Law, Food Production, overview courses, and procedure (how to) courses scored in the low 60s to low 70s. Even exercising caution due to sample size, there is good reason for cooperative investigation by professional program developers and liberal arts professors, if they are to respond to industry stated needs. These same people and others surveyed later strongly called for more direct industry-higher education interaction to the extent that seventy-five percent of the respondents in Hunter's study said their companies would consider establishing a coopera-

tive education program with higher education. Others surveyed were positive about co-administration of internship, tuition reimbursement plans, and other joint venture undertakings. Educators have appeared to be historically under-responsive to industry overtures, possibly because there is poor articulation on both sides.

Research concerning the industry in the larger national/international sense has produced information that has significant ramifications for hospitality industry educations. The National Restaurant Association has published a series of Current Issues Reports (1989) throughout the decade of the 1980s which reveals a major change in the structure of the industry which will impact on higher education decisions for years to come:

- Sixty percent of the hospitality industry workers are female, compared to thirty-eight percent for all industries.
- A basic source of new hospitality employees, youth, will decline 1.6 to 1.9 percent annually through at least the mid-1990s. New technology, and work methods must be created to address this developing situation.
- There will be a shortfall of between 785,000 to 1 million people in the industry by 1995, compared to a 1990 shortfall of around 200,000. (NRA, 1986).

The National Restaurant Association's Current Issues Report (1989) was based on a January 1989 symposium entitled "Foodservice Employment 2000", which focused on programs addressing workers needs more extensively than just data reporting. The central theme of the study, what industry needs to do to help itself, and it detailed specific programs throughout the nation doing something formally to help alleviate labor shortages in the industry. Eight programs were lauded:

Program	Operator
-Apprenticeship for Assistant Managers	Restaurant Association of Maryland
-Cooperative Education Program (for College Students)	Brunswick Recreation Centers (Illinois)
-Internship (School and College Students)	Minnesota Concessions, Inc.
-Maitre'd Apprentice Program (Potential Managers - no specific source)	International Food Service Executives Association, La.
-Management Assessment Programs (Potential Managers - no specific source)	Arby's Franchise Associates, Minneapolis, Mn.
-Management Learning Program (Company program - all sources)	Creative Gourmets Boston, Ma.
-Mentoring Programs (New Minority and Women Management Prospects)	Pizza Hut Wichita, Ks.
-Summer Internship Programs (College Students)	Ground Round South Weymouth, Ma. (NRA, 1989)

It is worth noting that while four of these programs identify higher education students as their target population, none of them reference colleges or universities as a partner in the educational process. Even more interesting is the fact that further in the report, in a section entitled "Business - Education Partnerships," not one of the exemplary programs mentioned was associated in any way with a college or university. These data speak to the core. If business educators do not interface with the academic community and do not seek to actively participate with industry in developing educational programs, what is being taught may justifiably be considered suspect in terms of usefulness.

One of the most important studies in the literature is a document entitled Workforce 2000: Work and Workers for the 21st Century, published by the prestigious Hudson Institute think tank (Johnston, et al, 1987). The implications for curriculum reform based on the institutes findings are highly significant. If ever justification for inter-disciplinary cooperation in future curriculum development was required, this study speaks to it as eloquently and profoundly as needed to convince the most chauvinistic academic scholar. Such developments as interdisciplinary courses, seminars, workshops, and symposia that address the six major trends that will impact on U.S.

society between 1990 and 2000 A.D. should be of interest to all college and university professionals who are responsible for curriculum development:

- continued integration of the world economy
- further shifts of production from goods to services
- the application of advanced technologies to most industries
- further gains in services productivity
- disinflation or deflation in world prices
- increase competition in product, service and labor market. (Johnston, et al., 1987)

These are only titles to events. The reality is that hotel and food service managers will see some dramatic realities in day-to-day living and business operations:

- Only fifteen percent of the entering labor force in A.D. 2000 will be male Caucasians.
- Black females will comprise the largest share of the increase in the non-white labor force.
- Six hundred thousand immigrants a year will enter the U.S. and, eventually, the labor market.
- Industry will have to provide day care and other innovative health and social benefits to workers.
- Workforce mobility will decline.
- Work-at-home jobs will increase.
- The part-time ratio of workers to the total workforce will increase.

All of this speaks to continuing research to ensure that professional education meets the increasingly more evident human needs of a changing industry. This is espec- ially true since business curricula have concentrated in the past on legal, operational, and technical concerns. The future should include research into this "human needs" area.

An inevitable result of research is discovery. The problem addressed by this study was to first identify the needs of people and the industry.

The method employed was to attempt to isolate facts, feelings, attitudes, and behaviors of each group of participants in the curriculum decision process. The end results of the inquiry have revealed a collection of needs synthesized as objectives existing and discovered, manifested both as outcomes and a representative hospitality curriculum.

Chapter Three

PROCEDURES AND METHODOLOGY

The purposes of this study were as follows:

1) to develop a working knowledge of the efficacy of the present curriculum of the School of Hospitality Management at Florida International University as perceived by practitioners (graduates) in the field and from industry leaders who depend on these personnel for present and future leadership within the industry;
2) to compare the existing curriculum with respect to curricula from similar programs at senior institutions as well as in articulation between the university and community college programs which supply transfer students; and
3) to note present and traditional operating procedures within and among academic disciplines which affect hospitality majors and to comment on perceived strengths and weaknesses of such interfacing, with observations and recommendations for improvement as related to the development of the "whole" hospitality graduate.

This chapter describes the procedures which have been employed in conducting this study. It includes an evaluation of both required core and elective hospitality courses by baccalaureate graduates as well as a similar evaluation by these graduates of competencies learned or developed at school which seemed to be essential or significant to career success by the State of Florida recommended competency-based program for entry-level hospitality managers. The study also undertook a one-on-one series of interviews with respected industry leaders who were publicly recognized to have a working knowledge of and active interest in higher education hospitality management, and specifically in Florida International University hospitality management graduates.

STEP I

The initial step was an intensive review of the literature. More than 300 articles, monographs, pamphlets, theses, and texts were reviewed over a period of more than one year to form a solid base of what presently exists in business, hospitality, and vocational college and university curricula; how this all came to be; and what constitutes the conventional wisdom among scholars and industry leaders as to where such education ought to be headed.

STEP 2

Following this research a guided interview questionnaire was developed and submitted to the dean associate dean of the school and four program faculty members for content validity. (Appendix A).

STEP 3

A detailed 145 item questionnaire for graduates evolved from the input of nine hospitality program professors, the two deans, a computer specialist, and two outside experts-one a statistical consultant, the other a research specialist. The final document was laid out and approved by the university's publications office. The deans co-authored the cover letter accompanying the questionnaire. (Appendix B).

The questionnaire (Appendix C) was structured in five parts, each designed to elicit specific information from the graduates. The sections were as follows:

1. personal (demographic) data
2. ratings of specific curriculum content
3. ratings of competencies learned or developed while part of the program
4. ratings of support services
5. narrative reflections on the total experience.

It was recognized by all university personnel involved in the survey that the length of the questionnaire itself would significantly impact on response, as it did (N=174 of 583), but the importance of gleaning measurable data on each

course in the existing curriculum overrode other considerations. The final instrument sought 145 items of information, plus narrative comments.

The demographic data posed no major problems in structure or content, and questions were completed accurately by over eighty-seven percent of respondents. The major omission by respondents was a complete mailing address of current employers, a relatively minor flaw insofar as such addresses are readily available from published sources.

The curriculum and competency sections were constructed to permit a quantitative scoring for the purposes of determining an arithmetic ranking for each individual item, and a mean by grouped items, and a "satisfaction index" with respect to the practical value of the material as perceived by the respondents. The courses were numbered and described exactly as they appear in the university catalog and were submitted to a faculty select committee for validation. Several factors came to light in this phase of the study:

1. Courses are popularly known by different names among students. Even faculty have referred to courses by pet names after course materials they have developed and/or require, or after textbook titles.
2. In the eighteen years the program has produced graduates, course titles have been changed.
3. New courses have been added over the years and a few old ones eliminated.

4. Time and distance tend to blur graduates' abilities to identify course titles and content with complete accuracy.

After a discussion of these factors, it was agreed that the most logical choice was to adhere to published course titles as the only solution not requiring an even more wordy, complex instrument. Sixty-one specific course titles were listed, with numbers assigned to five blanks for possible inclusion of courses taken but no longer taught or with a different name. Courses were listed in groups which reflect the manner in which the program core is sequenced:

Management and Accounting
Finance and Information Systems
Food and Beverage Management
Administration
Elective courses

Elective courses had a space next to their assigned numbers to enable graduates to check off one each had taken. This space was added as a trigger mechanism. General education courses were not included in this evaluation since they are mandated by agencies external to the School of Hospitality Management, and are not subject to internal curriculum reform; in addition, these omissions aided in controlling the size of the survey instrument.

The base choice of competencies to be evaluated came from a broad collection of sources:

1. a published Major Applied Research Project by Deborah G. Hopkins entitled Review of the Associate in Science Program in Hospitality Management at Valencia Community College Based on Identified Competencies (February, 1989);
2. materials employed in the implementation of the State of Florida Level III Review of Hospitality Management, directed by Wallace Hunter (January 1989 - March, 1990);
3. published articles on the subject from a variety of industry trade and educational journals;
4. input from a series of interviews conducted by the researcher with industry leaders who are active supporters of and participants in the educational process;
5. a school faculty review committee which represented individuals in each identified "skills and abilities" area who reviewed and modified competencies to reflect the objectives of the curriculum and individual disciplines and courses; and
6. a final review by the dean and associate dean of the School of Hospitality Management at Florida International University.

The competencies evaluated numbered fifty-four in their final published form, and were listed under the following headings:

- management skills - eighteen items, (separated in terms of skills common to management as a discipline, and with regard to specific hospitality functions or departments),

- human resource skills - twelve items,

- marketing skills - eleven items and

- accounting and finance - thirteen items.

A careful review of the competencies was undertaken to ensure they were related to the mission, goals and objectives of the program, and to ascertain that they were reflected in specific courses. A number of original competency statements were modified or eliminated as not being relevant to Florida International University's baccalaureate program.

The fourth section of the survey instrument was comprised of eleven items which sought data on curriculum support services, those functions which are specifically designed and implemented to contribute to the students' academic progress and success. These items included library contents and services, faculty assistance, guidance and advisement, texts and assignments, placement help, and similar other topics. These data were deemed useful in the evaluation process, and were understood to be helpful to any

subsequent reform since the curriculum cannot be limited to a collection of courses independent of the larger interplay of knowledge, experience, and environment.

Each section of the questionnaire encouraged narrative comment on specific areas of interest: demographics; courses; skills, abilities, and attitudes; support services. As many as forty-six percent of all respondents did comment in one or more given areas. It was also determined that a full page entitled "Final Reflections" would be included encourage narrative comment on an unlimited number of topics. Great care went into the wording of the instrument so that respondents would not perceive they were being led, or influenced, while at the same time carefully reminding them of relevant topics that could be useful in subsequent curriculum reform. The validity of this position was established by virtue of the fact that eighty-one percent of all respondents did take the time to write from one incomplete sentence to over one and one-half pages of reactions, opinions, recommendations and charges concerning the entire program.

The final document, with nine pages of inquiry and a cover letter signed by the school's dean and identified by the university's logo, was initially mailed to 629 baccalaureate graduates during the week of February 25 - March 3, 1990. The questionnaire was sent in a legal sized envelope bearing the university's and school's address, and was accompanied by a self-addressed, metered return envelope.

Beginning March 6, 1990, through March 23, 1990, a total of 122 responses was received. An additional ninety-seven envelopes were returned with a forwarding address noted and forty-six more were returned as undeliverable. A second mailing of the ninety-seven returns was sent to the new addresses during a period from March 25 to April 5, 1990, and a response was obtained from thirty-six of these individuals. During that same time period a telephone follow-up call was made to seventy-five graduates from a list of 361 non-response individuals, and sixteen additional surveys were received. Of the 583 graduates who actually received the instrument, 174 responded. Taking into account the complexity of the questionnaire, time demands on hospitality managers, and declining interest levels of older graduates, this thirty percent response rate was considered acceptable by school officials.

The major purpose of this study was to facilitate curriculum improvement. Reacting to graduate responses, it was determined that a satisfaction level of 3.7 or better (on a 5.0 scale) indicated a direct positive value of the course or competency to student job performance. While it is obvious that any course could improve as discovery occurs, this score suggested a practical value currently in place. Narratives on leaving the industry, on specific courses and competencies, on school support services, and on new or uncovered topics provided qualitative and quantitative data about new areas to consider in the overall

reformation process. The opinions and judgments of industry leaders were similarly utilized.

It was determined that statistical analysis would not provide any significant data not available otherwise with regard to criterion measures. In terms of outcomes sought inferences needed to be formulated concerning program effectiveness. The instruments were designed to serve as needs assessment tools, and from a discrepancy view (that is, considering need to be a discrepancy between observed and desired performance) it was then determined that a Likert-scale measure, translated in means and "satisfaction level" rankings, would best fit the conditions being evaluated. This was accomplished with the graduate questionnaire.

STEP 4

In the guided interview process with industry leaders, the results of all interviews were listed and independent evaluators, including two graduates of the program not surveyed, a non-graduate hospitality manager, and a teaching assistant were all assigned to review interview-recorded comments and then given the task of organizing the results by ranked categories. The subjects then met together, discussed their decisions, and modified their answers to reflect a group average consensus. This gave an objective overview of the judgment of industry leader as to the value of the curriculum, the perceived strengths and weaknesses

graduates brought to the industry, and opinions of what was needed to address industry, political, economic, and societal change the leaders saw developing.

Guided Interviews

The third phase of the curriculum study involved a series of guided interviews with some of the most renowned leaders active in the hospitality industry, individuals who are recognized among hospitality educators for their knowledge of, and interest in, higher education. To accomplish this, a series of meetings was arranged with Florida International University program administrators and interested faculty, and the following steps were undertaken

1. The deans and selected faculty established a group of topic areas that was determined suitable to achieve established objectives of the personal interviews. These objectives were created in an attempt to discover the overall satisfaction of these leaders with hospitality management baccalaureate degree graduates, to learn how well these graduates were accomplishing these jobs, to glean opinions of leadership manifestation observed after college training, to discover if there are deficiencies or discerned weaknesses in performance and/or attitude, and to discover if industry leaders perceived any curriculum weaknesses,

2. The deans composed a list of twenty-five names of individuals known to them who would be able to supply specific data related to the interview objectives.
3. A preliminary set of questions was circulated to faculty and both deans for content, wording, and purpose.
4. A letter of introduction was written by the researcher and modified by the deans and faculty.
5. The final approved set of questions were mailed to selected leaders (Appendix C) with the approved letter of introduction.

Due to the pressure of business and travel, and personal obligations on the part of some industry leaders, two individuals were unable to grant interview requests, but were kind enough to provide alternate key personnel from their companies. In three cases, letters were sent but because of constraints of time, no interviews were held. Two interviews, lasting thirty minutes each, were conducted by telephone. Personal interviews were conducted on site in Boston, Massachusetts; New York City; Atlanta, Georgia; Washington, D.C.; and four locations in Florida. Leaders involved in the interviews were as follows:

1. Walter Ashcraft, Executive Director, State of Florida Hospitality Education Program, Tallahassee, Florida.
2. Roger Center, Sr. Vice President of Sheraton Hotels.

3. Clive Chu, President, The Preferred Hotels Group, Chatham, Massachusetts.
4. Elaine (Grossinger) Etess, President, The American Hotel and Motel Association, Palm Beach County, Florida.
5. William Fisher, Ph.D., Executive Director, The National Restaurant Association, Washington, D.C.
6. Jorgen P. Hansen, Senior Vice President, Hilton Hotels Corporation, Atlanta, Georgia.
7. H.A. (Skip) Hartmann, Vice President, Loew's Hotels, Washington, D.C.
8. James F. Haughney, General Manager, Atlanta Airport Hilton Hotel, Atlanta, Georgia.
9. Tom Hewitt, President, The Continental Companies, Miami, Florida.
10. Brett Hutchins, Director, College Relations, Sheraton Hotel Corporation, Boston, Massachusetts.
11. James Moore, President, Far West Concepts, Restaurant Enterprises Group, Inc., Irvine, California.
12. Robert Moore, Ph.D., (Retired) former Director of Training, Club Management Association of America, now residing in Athens, Georgia.
13. Tom Negris, General Manager, Loew's Hotel, Anapolis, Maryland
14. Richard Nelson, Vice President, Hyatt Hotel Corporation, Washington, D.C.
15. Harry R. Spicer, Vice President, Human Resources, The Continental Companies, Miami, Florida.

16. Jeffrey Wachtel, Ph.D., Director of Training, The Continental Companies, Miami, Florida.
17. Regynald Washington, Senior Vice President, Concessions International, Atlanta, Georgia.

STEP 5

Community Colleges

Source data were obtained from a request to the Accreditation Study Chairperson of the Council on Hotel Restaurant and Institutional Education for a list of fifteen of the leading community college hospitality management programs in the United States (Steistkal, 1980). Superimposed on this list, which was quickly forthcoming, was a second list of ten community college programs which are the primary student feeders to Florida International University's Hospitality Management program. After eliminating duplicates, twenty-two colleges remained; a letter (Appendix B) was sent to the director of each of these schools. Responses were received within one month from twelve schools representing twenty-one program options preparing students for an associate's degree which could permit transfer to Florida International University.

The data were broken down and compared as follows:

1. general Education courses and credits,
2. technical courses - hotel option only,
3. technical courses - food service/restaurant options, and

4. technical - common to both study options.

The courses required by particular programs are indicated in the following tables, along with the number of credits needed for each.

STEP 6

Senior Institution Programs

Thomas W. Calnan, director of the School of Hotel, Restaurant and Tourism at the University of New Orleans, Louisiana conducted a poll in 1988 of seventy-six deans, directors and chairpersons of four-year, degree-granting hospitality programs eliciting perceptions of educational quality of 136 such programs. The top twenty rated schools are listed alphabetically:

California State Polytechnic
Cornell University
University of Denver
Florida International University
University of Hawaii
University of Houston
University of Massachusetts
Michigan State University
University of New Hampshire
University of Nevada, Las Vegas
Oklahoma State University
Pennsylvania State University
Purdue University
Rochester Institute of Technology
University of South Carolina
Virginia Polytechnic Institute
Washington State University
University of Wisconsin-Stout.

(Marshall, 1989)

For the purposes of this study Calnan's actual rankings of schools were not considered pertinent, but the programs themselves are recognized in the industry and in education as having curricula which are representative. Eight of these top twenty schools were selected after consultation with the two deans of Florida International University, to be compared to, and analyzed against, Florida International University insofar as curricular data were concerned. In a manner similar to that employed with the community college curricular analysis, general education requirements were compared, as were program core courses and electives. A summary of the courses is listed in Table 7. A letter was sent to the deans, directors or chairpersons of each program eliciting this curriculum information.

Summary of Procedures

Specific objectives sought in this entire review process were formulated as questions that the instruments, if valid, should have answered:

1. Are existing program goals realistic when compared to industry leaders' opinions of graduates and graduates' progress and performance?
2. What decisions should result from the evaluation undertaken? Did the instruments facilitate curriculum judgments?
3. Did the evaluation focus on program processes and value perspectives?

4. Can the data tie into the effects of current educational practices in the curriculum? Do results allow for improved instructional strategies?
5. Is there, in the final result, the possibility of a mediated payoff - an improved interdisciplinary curriculum addressing developing needs?

The decision on process was made after a careful study of nine of frameworks that are most frequently used in scholarly evaluation studies of curricula. The model chosen reflects the research of M. Scriven and is taken from the Handbook in Research and Evaluation (Isaac and Michael, 1983, pp. 7-9) based on a chart developed for the Phi Delta Kappa Journal by Worthen and Sanders (1972).

The raison d'etre of the study was, from its inception, to evaluate the existing curriculum at FIU, with the attendant goal of improvement. The purpose of research is to prove; that of evaluation is to improve. The final result of this study was intended to achieve a mission to deliver a bet- ter product. The outcome, therefore, had to be stated with some specificity, with an obvious value, and the instruments had to lead to need assessment, goal formation, and means-ends processing. Therefore, the study had to have a systems-approach structure which encouraged the development of a fit between the expected and the obtained. All data collection was oriented to this objective. The result must be perceived as credible or the inquiry would have no lasting value. Therefore, all that

was sought had to evaluate adequacy to inadequacy, effectiveness to ineffectiveness, good to bad and valuable to useless, all in terms of the perceptions of individuals who make use of the product, om the case the curriculum.

Finally, the implementation of the "new" curriculum will be undertaken over a longer period of time. Faculty have formed a curriculum advisory committee to provide specific input on recommendations. Approximately two years will be required to address all interests and concerns, as well as to make adjustments and modifications to the existing curriculum.

Chapter 4

PRESENTATION OF RESULTS

The study commenced with a year-long review of the literature, including a number of texts necessary background knowledge of the current status of curriculum reform. This review was intended to gain insight into both the societal and industry changes most likely to impact on a hospitality management curriculum and to gain a better sense of the current patterns and levels of performance of hospitality school graduates.

The next step was to make a two-stage analysis of existing curricula in the field of hospitality management, limiting this analysis to food and beverage (restaurant and club) and hotel/motel management curricula. The objective was to compare and contrast curricula content to ascertain patterns of common teaching as well as to determine if any contacts reported courses, processes or materials that might improve the curriculum of the School of Hospitality Management at Florida International University. The analysis also sought to pinpoint any proliferation or duplication of courses that could be unnecessarily slowing progress toward graduation.

Community Colleges

Following consultation with the two deans of the school, it was decided that the study would utilize selected community colleges' representative university hospitality programs:

Table 2 indicates FIU's general education requirements; it is readily observed that the majority of the community college programs, allowing for conversion to standard credit hours, require fewer than the thirty-six credit hours in general education courses mandated by Florida's Board of Regents. The table shows programs from zero credit hours to as many as forty-eight in general education, with an average of twenty-nine. The senior university curriculum must address any such shortfalls in developing a comprehensive baccalaureate program, and administrators must evaluate prospective transfer students carefully, and individually, to ensure adequate base preparation for the rigors of a senior university curriculum. The community college programs suggest fairly consistent demands in the same areas:

Business Math

Just over four credits are required among seventeen programs.

Composition

Less than six credits are required by eighteen programs.

Social/Behavioral Sciences

Six credits are required by nineteen program options. (All are stated as numerical averages and converted to standard semester hours). Beyond that, there is minimal commonality from one community college program to the next.

Humanities has only three credits on the, average required by thirteen of twenty-one programs; science, ;in any form, four credits by fourteen programs. After these four areas, only financial accounting for these credits, is more than half of the programs. The data suggest that senior programs must analyze the records of transfer students from A.S. and A.O.S. programs very carefully to ensure these students are in a position to make satisfactory progress toward the baccalaureate degree. One degree-granting program requires zero general education credits.

The analysis of technical-hotel only course offerings (Table 4) indicates a lack of a pattern in curricular offerings, as well. The average number of technical credits is approximately thirty-five hours, with a range from twenty-three to fifty-two credits, excluding electives. Most programs graduating students with a 2.0 grade point average after sixty to seventy-two hours have limited electives severely; some permit none. The average program offering allows for fewer than six elective credits. Interestingly, the most common technical course in hotel option programs is Volume Food Production (Preparation) laboratories. Front Office Operations, Supervisory

Development, Marketing (Sales), and Internship are required in sixty percent of the curricula studied. Beyond that, there is a wide variety in course requirements and credits awarded; among twenty-three courses listed from the various curricula, omitting those previously mentioned, only Hospitality Law was required by as many as five programs for equivalent credits, and there is a serious question as to whether this is an appropriate course in a first two-year curriculum.

Table 4

Technical Courses - Hotel Programs Only
Community Colleges
(by numbers of credits required)

COMMUNITY COLLEGE:	A	B	C	D	E	F	G	H	I	J
Volume Foods/ Food Prep		8	15	10		6	3	6	6	4
Supervisory Dev/ Personnel	5	2	3				5	3	3	5
Electives (Related Field)		3	10		3		6		12	2
Cost Control/ Financial Mgmt		3		4			3	3	3	
Convention/Group	3		3	3			3			
Purchasing	4	2	5	3				3	3	3
Safety/Sanitation		2	3	3				1		1
Meal/Menu Planning								4		3

Table 4 (Cont.)

Technical Courses - Hotel Programs only
Community Colleges
(by numbers of credits required)

COMMUNITY COLLEGE:	A	B	C	D	E	F	G	H	I	J
Hospitality Law	3		3	3				3		3
Beverage Service/ Management		2						1		
Hospitality Mgmt			6	6	6				3	
Physical Plant	4			3						
Food Service Facility/Planning					3			2		
Internship	6		5	8		3	12		3	
Front Office OPS	3		3	3		3			3	3
Housekeeping Mgmt	8								3	3
Hospitality Sales/ Marketing	3	2	6	3	3					3
Hospitality Seminar					3	*4				
Catering/Banquets		3								
Food & Beverage Operations					6					**4
Food & Beverage Dining Room Service/ Mgmt	3	3								
Hotel Systems Mgmt		6	2			3				
Intro Hospitality Mgmt/ R.M.	3		5			1.5			2	
Hospitality Accounting	4		5			3			3	1

Table 4 (Cont.)

Technical Courses - Hotel Programs only
Community Colleges
(by numbers of credits required)

COMMUNITY COLLEGE:	A	B	C	D	E	F	G	H	I	J

Legend:

A) Columbus State, Ohio
B) Sullivan County, New York
C) Dupage, Illinois
D) Cuyahoga, Ohio
E) Nassau Community College, New York
F) Paul Smith's, New York
G) Broward Community College, Florida
H) St. Louis Community College, Missouri
I) Cobleskill, New York
J) S.U.N.Y.

* = Non-Credit hours
** = Lab

A similar lack of pattern was found among programs offering food service (restaurant) degrees (See Table 5). Volume Food Management, commonly refering to food production laboratories, was required in all fourteen programs; however, some programs awarded four credits for the course(s) while others assigned nine or more. The average for all fourteen programs was eight hours. No course except food production was found to be common to more thar seventy-two percent of curricular offerings. The most frequently orfered courses found among ten of the fourteen programs were as follows:

Supervisory Development	2-6 credits
Purchasing	1-5 credits
Sanitation	1-3 credits
Internship	3-12 credits

The typical program required nine courses, ranging from a low of five to a high of twelve, and credit hours ranged from a low of twenty-five to a high of fifty-seven. The average of the fourteen programs was thirty-five credit hours.

There were twenty-eight separate technical food service courses offered. In general, the more technical courses a program required, the less value, in terms of credit hours, each program awarded. For example, an accounting course in an eight course sequence was worth five credit hours; in an twelve-course program it was worth three credits. The course description and contact hours are often very similar, but the credits reflect the need to meet college - imposed (or other) limits on the number of credits a program requires for the degree. Evaluation of transfer student credits is always a complex task, and the lack of standard curricular patterns complicates matters further.

Table 6 is a combined picture of twenty-nine technical course offerings by twenty-one programs to attempt to exhibit commonalities and differences among the curricula. Only the Food Laboratories and Purchasing are found consistently in all curricula. Supervision is taught in seventy-two percent of the programs; Internship by sixty-

seven percent, as is Sanitation, mostly for one credit; and only Marketing, Accounting (cost control) and Electives are included by more than half of the twenty-one curricula (53 percent).

The result is a compendium of programs which appear to lack cohesion and potentially may do a disservice to the constituency they purport to represent. It may be the reason for the disquieting information in a report on the Florida State Community College System Level III Review of Hospitality Management, published in March 1990. While student respondents were satisfied with their courses of study, A.A. and A.S. graduates found that their degrees helped fewer than half of them get jobs; fewer than one-third were satisfied in their current jobs, and only the same percentage were presently working in the industry (Hunter, 1990). More than half the graduates surveyed believe the A.A./A.S. degree should have offered them more. From management's position, according to Wallace Hunter, research director, the A.A./A.S. degree in hospitality management does not qualify graduates to assume management positions upon graduation, nor does it prepare graduates to enter industry management in training programs (Hunter, 1990). While there is little question of the role of beginning education for hospitality managers, there appears to be a need for improved articulation between junior and senior institutions, and a re-assignment of tasks, obligations, territories and roles. At present, senior

program administrators have a difficult job in placing transfer students. Equity suggests that students transferring into senior institutions in hospitality management should be provided with a base curriculum that both adequately prepares them for the more rigorous upper division technical/business curriculum and addresses the general education segments with a consistency among community college programs which are in closer harmony with senior institutions' requirements.

Table 5

Technical Courses - Food Service
and Restaurant Management Only
Community College
Credit Hours Required

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
/Food Prep	3	16	7	8	11	15	6	13	6	6	6	6	4	4
Dev/Personnel	6	5	5	2		3	3				2	3	5	5
Related Field	6								3			3	6	3
/Fin Mgmt	3	4	3	3	3		3	4			1	3		
Group	3		2											
		3		2	3	4	3	3			1	3	3	3
ation		3	2	2	1	3	1	3			1		1	1
anning		3	3		3		4	2			1/2		3	3
Law						3	3	3						
vice/Mgmt				3			1				1			
Mgmt					4			6	6				3	

Table 5 (Cont.)

Technical Courses - Food Service
and Restaurant Management Only
Community College
Credit Hours Required

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Plant								3						
ice Facil.../...anning			3	3	3		2	3	3		1/2		2	2
p	12		3	3	2	13		7	3	9	8			
ice OPS										3				
ing Management			2											
s/Marketing		3				6			3				3	
y Semina									*4					
anquet		3		3							1	3		
ations				3		6				4	6		**4	**4
ng Rm Service/Mgmt														
em Mgmt			8	3										
Mgmt/ R.M.		3				3		1			2	2	1	1

Table 5 (Cont.)

Technical Courses - Food Service
and Restaurant Management Only
Community College
Credit Hours Required

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Accounting						5				3		3	3	3
						5					2			
											2			
nch											1			
											2			
											1			

Community College
State - Food Service
County - Food Service
County - Rest. Mgmt.
Restaurant Management
Food Service
- Restaurant/Food Service

I) Nassau Community College - Rest. Mgmt
J) Paul Smith's - Hotel/Rest. Mgmt.
K) Culinary Institute of America
L) Cobleskill - Rest. Mgmt.
M) S U.N.Y. - Rest. Mgmt.
N) S.U.N.Y. - Food Service
* = Non-Credit
** = Lab

Table 6

Technical Courses - Hotel, Food Service, and Restaurant Only Management Combined Community Colleges Credit Hours

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
s/	3		16	8	7	8	11	15	15	6	10	13		6	6	6	6	6	4	4	4
el	6	5	5	2	5	2		3	3	3						2	3	3	5	5	5
Re-	6		3	3				10					3	3			12	3	2	6	3
/	3		4	3	3	3	3			3	4	4				1	3	3			
	3	3			2			3			3										
		4	3	2		2	3	5	5	3	3	3				1	3	3	3	3	3
			3	2	2	2	1	3	3	1	3	3				1			1	1	1
			3		3		3			4		2				1/2			3	3	3

Table 6 (Cont.)

Technical Courses - Hotel, Food Service, and Restaurant Only Management Combined Community Colleges Credit Hours

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
ity		3						3	2	3	3	3							3		
ice/ nt				2		3				1						1					
ty t							4	6			6	6	6	6			3		3	3	
Plant		4									3	3									
ce																					
					3	3	3			2		3	3	3		1/2				2	2
p		12 6			3	3	2	5	13		8	7	3	7	9	8		3			
ice		3						3			3				3		3		3		
ing t		8			1						4						3		3		

Table 6 (Cont.)

Technical Courses - Hotel, Food Service, and Restaurant Only
Management Combined
Community Colleges
Credit Hours

GE:	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Sales/ ing		3	3	2				6	6		3		3	3			3		3	3	
ality r													3	3	*4						
ng/ ts		3	3	3		3										1		3	**4		
erations		3	3	3		6						4	6	6						**4	**4
ning Rm e/Mgmt																					
ystems ent				2	8	8							3								
osp- Mgmt/		3	3					5	3		1		1			2	2	2	1	1	1

Table 6 (Cont.)

Technical Courses - Hotel, Food Service, and Restaurant Only Management Combined Community Colleges Credit Hours

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
							5	5						3		3	3		3	3
								5							2					
															2					
															1					
															2					
															1					

Table 6 (Cont.)

Technical Courses - Hotel, Food Service, and Restaurant Only Management Combined Community Colleges Credit Hours

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U

ommunity College
State - Hotel
State - Food Service
County - Hotel
County - Food Service
County - Restaurant Management
estaurant Management
Hotel
Food Service

- Hotel/Motel
Restaurant/Food Service
mmunity College - Hotel
mmunity College - Restaurant Management
's - Hotel/Restaurant Management
nstitute of America
- Hotel
- Restaurant Management
Hotel
Restaurant Management
Food Service

* = Non-Credit
** = Lab

Senior Institutions

Six administrators responded and their schools are identified, along with Florida International University, in the accompanying legend to Table 7. The schools were selected for a number of reasons related to the study. Cornell is the senior hospitality management school in the United States, and many of the FIU program administrators and teaching faculty have graduated from Cornell, and thus have a strong working knowledge of the curriculum. The universities of Nevada, Las Vegas and Houston are comparable to Florida International University; in age, student count, objectives, and policy regarding transfer students; Michigan State and the University of Massachusetts both have excellent reputations for food and beverage management curricula offerings. The Virginia program represents the standard of quality of the newer programs in the field. The six schools, therefore, provided an excellent mix of maturity, youth, diversity, similarity, and tradition which appeared to lend itself to an analysis with the Florida International University program. This analysis was limited to a review and comparison of the universities' general education requirements, the several programs' core course requirements, and special demands of a given curriculum, including elective policy. Comments on decisions are included following the analysis.

Overall, programs did not vary by as much as 12 percent in total credits required for the baccalaureate degree. A student would likely not spend any more time completing one program over another, given typical and normal academic progress. At twelve to fifteen credit hours per semester, a student would seem to require ten (plus or minus) semesters in any of the seven programs from community college or freshman status through the baccalaureate degree.

The programs do vary significantly in general education requirements, and more so in their ability to influence them. Whereas the typical program administration has little say over state or regent-mandated requirements, one school's dean exercises fairly strong influence over general education course content since some of these courses are taught by faculty within the school. It is probable that course content will reflect the agenda and the priorities of that school. For example, where the industry has recently recognized the need for improved communications, a course in a curriculum largely controlled by such a school's administration can directly respond to the "demands" of industry and accent report writing or sales presentation preparation, through such activities as conducting meetings and working with multicultural groups as opposed to assignments typical of a liberal arts area. This kind of direct control eludes the traditional university hospitality program administrator, and the administrative layering that exists in the typical university, with groupings by

discipline and the near absolute territoriality of faculty specialists makes a ready response difficult.

Taken together, from the lowest number of credits required (22), which is somewhat misleading, to the highest in the general education segment (47), there is not a great deal of difference in student exposure to liberal arts subjects. Where one school may have higher general education requirements, that school tends to limit electives, or may impose "special requirements" to maintain some program control over industry-related courses, and, seemingly, industry credibility.

There is a distinct difference in the seven programs in the manner in which they handle electives. In two instances, as few as three elective courses were authorized, whereas in one curriculum seven could be taken. One program has restricted elective courses to those within its own curriculum, while the majority of the schools permit more freedom of choice where the student may take business or other courses. It must be recognized that all curricula, to some extent, respond to the need for full-time equivalent counts (FTE) for staffing lines, operating funds, and status within the university. The realities of daily higher education operations are influenced by far more than "the whole person," the "educated man" in society, industry needs, or philosophical, utopian-sought perfection. Core curricula and general education course pragmatically address the students' education, faculty workloads, industry needs,

and those mandated requirements. The curriculum of the business school is a political instrument as much as it is educational.

The programs analyzed tended to emphasize different areas within the hospitality industry, although there is a common set of courses that reflect areas of the industry that educators have determined to be essential to successful hospitality management. These areas have been designated by names common to the programs, although course titles may reflect specificity within the areas. For example, the generic title "Accounting" might include Financial Management, Financial Statement Interpretation, etc. The common areas were as follows:

All Programs

1. Computers (MIS) - 3 to 6 credit hours
2. Accounting - 9 to 15 credit hours
3. Hospitality Law - 3 to 6 credit hours
4. Food Management - 6 to 12 credit hours
5. Physical Plant - 3 to 6 credit hours

   (Some with labs; some plus labs)

Seventy to eighty percent of the Curricula also included the following:

1. Operations Management - 6 to 9 credit hours
2. Management Administration - 3 to 12 credit hours
3. Marketing - 3 to 9 credit hours
4. Human Resource Management - 3 to 6 credit hours
5. Internship - 1 to 6 credit hours

Other Offerings

All except one program required a three-credit Introductory HRI (overview of the industry) course, but after the common ten or eleven courses detailed above, the several programs begin to diversify noticeably. Although a precise analysis was limited because of the lack of complete course descriptions in every curriculum studied, and the fact that course titles as "Seminars," "Symposia," and "Special Offerings" cover a variety of subject materials, it was readily apparent that different programs manifest different strengths and respond to differing values. For example, Cornell's faculty and administrators seemed to exercise greater control over the curriculum content than colleagues in other schools, and the curriculum, while listing a smaller number of general education courses, in fact is perhaps the most "humanistic" of all the curricula evaluated. This school's "concentration" courses and special offerings appeared to permit greater flexibility than other programs. Michigan State University and the University of Massachusetts were heavy in food related areas. Florida International University, strong in accounting and control - oriented courses, is thought to be like Cornell in being more hotel-centered, but beyond Cornell and others, more industry-driven.

There appeared to be no specific pattern to curriculum development in the sense that the industry speaks and a curriculum responds. UNLV does include gaming courses, but

the remaining curriculum is similar in operations and management emphasis to FIU and others. Houston, officially the Hilton School of Hotel Management, has a strong general education component, and a diverse core group, with no apparent significant area emphasis; it also offers a fairly broad elective area. Virginia's curriculum appeared to be a rather structured, collection with few electives, including a large number of courses with low credit hours awarded, and no apparent central specific emphasis, as food, hotel, tourism, or clubs, specialities common to the industry. An evaluation of all the curricula did not reveal any overall industry or education conclusions.

The bottom line in these curricula seemed to be an administrative determination of what would constitute a program upon which the marketplace and a constituency would agree. A reality, however, is that these programs may persist in carrying courses that, if not obsolete, represent less than what graduates need in life and at work. Courses seem to exist in isolation in many of the curricula; course descriptions do not suggest, except in one instance (Flash, 1989), any attempt at innovation, trend application, interdisciplinary experimentation, or extra-normal instructional activities in content or methodology. One program could have evolved from another, as indeed did happen, and no program appears to have sought reform other than new course offerings and course content. The evaluation revealed no significant new methods of curriculum

organization; there was apparent limited use of new, available technological devices, no extra-ordinary concepts of teaching roles or assignments, of student - progress options, instructional methodology or the use of innovations which challenge established practices. Were one to compare the current curricula of all baccalaureate degree granting hospitality programs as outlined in their catalogs against the eminent late Dean Howard B. Meek's final first complete curriculum in the 1930s Cornell University program, significant comparability would be observed.

Table 7

Core Plus Electives and
Special Requirements
University Programs
Credit Hours

UNIVERSITIES:	1	2	3	4	5	6	7
Hospitality Info System (Computers)	3	3		3	6		
Operations	3			3	3	3	6
Financial Statement Interp (Accounting)	3	4	14	6		3	12
Profit Planning (Financial Mgmt	3	3	9		6	3	3
Intro Food Service (HRI)	3	4	4	2		3	3
Intermediate Food Svc.	3	4	4	1	1	3	3
Volume Feeding	3	4			7	3	

Table 7 (Cont.)

Core Plus Electives and
Special Requirements
University Programs
Credit Hours

UNIVERSITIES:		1	2	3	4	5	6	7
Basic Meat Science		3		3				
Restaurant Mgmt (F&B)		3		4	7	6		3
Physical Plant (System Engineer)		3		4	3	3	3	3
Marketing 1 (Merchandising)		6		4	6	3	6	3
Marketing 2		3		4			3	
Law	3	3	8	3	3	3	3	
Tourism	3	3				3		
Union/Labor		3					3*	3
Internship		3		2	6	1		3
Electives		15	23	12	9	17	15	18
Principle of Management			3					
Organization Processes (Organ. & Mgmt.)			3	4				
Management			3					
Management of Human Resources			3	4	3	3	3	
Human Relations Skills			3					
Basic Accounting			3	5			3	
Facilities Development			3					
Facilities Design			3					

Table 7 (Cont.)

Core Plus Electives and
Special Requirements
University Programs
Credit Hours

UNIVERSITIES:	1	2	3	4	5	6	7
Communications/Writing		3				3	
Managerial Communications		3					
Quaint Methods/Mgmt Situation		3	4			3*	
Economics 1		3				3	
Economics 2		3				3	
Algebra & Trig			5			3	
Statistics - Business			4	3			3
Foods & Nutrition				3			
Catering Management				2			
Purchasing			4	4			
Lodging Management			4	3			
Management Policy (Rooms Div)				3	3	3	3
Sanitation				2		3*	
Public Health & Safety					3		
F & B Management & Controls			4		3		
Intro Microeconomics			4				
Intro Macroeconomics			4				
Quantitative Business Research		4					
Administration (Advanced)			4	9		3	3

Table 7 (Cont.)

Core Plus Electives and
Special Requirements
University Programs
Credit Hours

UNIVERSITIES:		1	2	3	4	5	6	7
Guest Lecturers								1
Computers (M.I.S.)							3	3
Special Offerings			18	8				
TOTAL CREDITS		123	120	182	125	120	122	128
Core	48	67	54	57	61	53	42	
General Education		36	27	39	35	47	30	41
(Eng/Math/Sci/Human)				53				

Explanation To Accompany Table 7

1. Comparison is only for basic HRI (& travel) core curriculum

2. Many courses are not described, so it was necessary to assign on basis of course titles and best interpretation

3. Some programs offer menus of courses to meet a course title requirement ("Concentration"; Free Electives)

4. General course titles are those which most closely identify with FIU course language

(Industry Only)

Identification Number	School
1	Florida International University
2	Cornell University
3	Michigan State University
4	Virginia Polytechnic Institute
5	University of Houston
6	University of Massachusetts
7	University of Nevada, Las Vegas

University - Community College Articulation

Finally, in the search for articulation in curricula between senior institutions and community colleges, the result was negative, for there is little logic or cohesion from one level to another. There was found to be excessive duplication throughout all twenty-eight curricula studied. The Council of Hotel, Restaurant and Institutional Educators (CHRIE) is currently finalizing accreditation requirements for all hospitality programs in institutions of higher education. If curricula articulation is not a condition of accreditation, then a separate study may well be called for since as the curricula presently co-exist, transferability to senior programs must remain the decision of one or more individuals at the senor institutions, subject mainly to their interpretation of community college course descriptions. Students with A.A. and other lower-level

degrees do not appear to be well-served by being required to take courses that may not properly belong in their first-level program of studies. Furthermore, such courses may be required to be retaken at the university level later, a time-consuming matter which may make it impossible to take subjects of far greater long-term importance.

This curricular evaluation established a seeming lack of freshness overall, of tradition. The modern hospitality higher education curriculum needs to address more human work, life and cultural skills, integration of technology, better application of economic control tools, and improved ability to communicate in diverse ways. Existing curricula do not appear to respond to these new societal and industry conditions.

Results of Guided Interviews With Industry Leaders

The interviews took place over two months and lasted from thirty minutes to over two hours. The questions were open-ended and subjects were not confined to the guided interview questions suggested. Several individuals provided written answers. Generally, interest centered on the following major topic areas:

1. performance level of graduates - entry-level and subsequent performance,
2. attitudes of university graduates of hospitality programs, and university professional staff,

3. the quality of the preparation for management leadership on-the-job,
4. Strengths and weaknesses of various curricula, and
5. changes these leaders would make in curricula.

Subjects were requested to speak to these objectives as they applied to higher education hospitality management programs in general, on the baccalaureate level, and, to the best of their ability, with specificity as to the objectives, but not to individual programs. This was generally, but not totally, adhered to.

Comments focused on a very high level of satisfaction with the several programs' final "product." Consensus suggested a willingness to work and succeed upon entry in lower-level supervisory positions or in management training programs, and an adaptive learning posture. The majority of subjects were well-satisfied with the rate of progress of a large percentage of graduates, and recognized that there was a slowing of adjustment between three and six months employment with the company. This was referred to as a "stress area" where candidate managers need emotional reinforcement, where they tend to manifest false perceptions of their ability to perform, and where they get too anxious to start moving up the corporate ladder (Graduate survey data seems to confirm this). Comments were made that these down-time periods were when graduates change jobs which often ultimately reflects in "scatter-shot resumes," a major career-growth deterrent.

Every respondent stressed the value of work experience as a integral part of the curriculum. Most decried any program granting a management degree to students who have never worked in their chosen field and pointedly commented on serious weaknesses in actual technical competencies required for various departmental leadership positions. A director of training for a large hotel management company sees graduates who lack solid work experience as deficient in their overall orientation to daily work routines.

A major strength of hospitality programs compared to business/management curricula is the attitude of graduates toward work in general and handling practical projects which meet immediate operating goals in particular. Graduates felt these assignments contribute to essential leadership development by building and reenforcing leadership skills and the beginning leader's self-confidence. Industry leaders accented more case study work, group projects, co-op work study programs, learner-controlled instruction intern packages, and course work that encouraged this leadership development, viewing it as helpful in supporting growth in this area.

There was a common thread to opinions of industry leaders that what they believed to be practical learning differed from the concepts of many educators. These leaders believed that practical training should center around superior communications, stating that college staff believes communication include broad, general, non-specific, and

often, non-applicable, skills. This definitiion of communication included how-to use audio-visual equipment; how to conduct a meeting; how to train multi-cultural groups; how to know how a business makes money; how to use knowledge in supervisory conditions; are how, through application, to use the nomenclature of the industry.

Subjects interviewed were strong in their opinions that graduates ought not falsely to anticipate high entry-level salaries during job interviews and shouldn't get too impressed with their own importance. Several others attributed these ego-centered attitudes to professors who believe media propaganda about their programs and blamed higher-than-reasonable salary/benefit expectations on this meaningless publicity. Three subjects mentioned specific school programs from which they no longer secure management candidates because of this precise attitude.

Individuals interviewed tended to be very precise on subjects requiring immediate attention by baccalaureate program reviewers. While the overwhelming majority of leaders acknowledged their inability to address curriculum design issues, they were exceptionally clear about the attitudes and material they perceived as essential to a program properly preparing managers for the industry. The consensus was that education tends to grow behind the industry in a reactive mode, and that industry has historically done a poor job communicating to higher education the changes taking place in industry, including

shake-outs and new applications of technology. They are convinced that there is amount of interfacing between industry and higher education. Industry sees education as a place to secure bodies and, hopefully, talent; conversely, education seeks primarily to tap the financial spigot of industry. There have to be closer liaisons: symposia, not seminars; retreats, not conferences; exchanges of professionals on a continuing basis. These leaders felt generally that each segment paid supportive lip service to the other. They would like to spend time on campus in a less-formal, sharing configuration; they want to interface more with faculty, in class and out, sharing projects, writing for publication, team teaching, sharing a more constant relationship than the in-and-out guest lecture. Overall, these leaders graded the generic hospitality program with a solid passing grade, close to but not quite honor roll quality. They collectively saw the following as the obvious weaknesses in university-level hospitality management programs:

1. Students think the degree substitutes for work experience; they have unrealistic expectations: too much, too soon.
2. Educators are notoriously resistant to change; they are not willing to work as hard as is sometimes necessary.

3. There is too much emphasis on academic instruction, even in technical/vocational areas; there is too little time spent on the real relationship realities of the course material to the workplace.
4. Graduates have good entry-level skills, but slow practical growth skills. Industry has to train them to do the jobs they are going to supervise; internship/co-op/work experience could address this.
5. Present internships are not properly structured or implemented to optimize student learning; there is very poor industry/education interfacing in this area.
6. Graduates lack general business knowledge and they do not know how industry really makes money.
7. Graduates have poor communications skills in the following areas:
   a. conducting meetings,
   b. making sales presentations,
   c. managing across cultures and educational levels,
   d. writing letters/proposals, and
   e. participating in management conversations.
8. Students are poorly educated in the process of creating implementing and achieving goals and objectives.

9. Hospitality graduates tend to be weak in manifesting leadership skills in their early years compared to managers who rise through the ranks. They understand leadership theory, but not how to apply it to real work situations.
10. Existing curricula/professors appear not to direct graduates to make a commitment to the industry. Curriculum seems almost separate and distinct from the industry until recruitment time.
11. There is too much subject (discipline) ownership manifested by professors.
12. Existing curricula are hidebound and traditional.
13. Current industry experience of faculty in some subject areas they teach is sometimes lacking.
14. Curricula appear to be a half decade behind industry, and industry a half decade behind society. Collective, pro-active cooperation could benefit both.
15. Graduates are frequently misled. It takes five to seven years to develop an effective management style. A degree will never give that; only experience, mistakes, and increased learning opportunities will.

The sum total of what the industry leaders had to say in over twenty-two hours of meetings was reduced to two categories which lend themselves to curriculum reform more readily than a narrative review. Subject area topics, which

elected they largest volume of comments, readily lend themselves to inclusion in many existing courses, or they could be structured in some teaching/learning format. Those mentioned are as follows:

1. Human Resource Management - Human Relations
    a. Deal with dignity
    b. Facilitate
    c. Develop interaction
    d. Conduct meetings
    e. Understand relationships
    f. provide multicultural training
    g. Recruit
    h. Hire
2. Leadership Development
    a. Emphasize situational leadership
    b. Train
    c. Train the trainers
    d. Operate teaching equipment (A-V)
    e. Supervise
    f. Provide quality assurance management
3. Service Management Development
4. More General Business
    a. Finance
    b. Economics
    c. Real Estate Management - tie in ecology
    d. Cash flow management

5. Improved Communications Courses
   a. More writing - applied to industry
   b. Public speaking
   c. Better grammar
6. Courses in Self-Concept
   a. Confidence
   b. Poise
   c. Grooming
   d. Self-management
   e. Presentation
   f. Business etiquette
7. Foreign Languages - a must; tie into multinational hospitality management
8. Liberal Arts Courses (Sociology, political science, etc. should be better related to business)
   a. Ethics
   b. Societal problems and leadership responsibility: such aspects as drugs and drinking and driving.
   c. Multicultural influences
   d. Macro (world) economics, marketing, communication.
9. Internship (reorganize, implement as a firm requirement).

The second category is a set of ideas developed over the series of interviews but not easily packaged as courses. They are important, however, for curriculum reform educators to consider. These concepts are as follows:

1. Start hospitality programs in the freshman year, and a general internship should be a first year requirement.
2. Integrate internship experiences and (class)theory. Internship should include an on-property project.
3. Teach teamwork and relationship building. Accent interplay between the following:
   a. employee and guest
   b. employee and employee
   c. employee and employer
   d. employer and guest
4. Develop student projects that engender and build concept of responsibility.
5. Develop role-playing scenarios where students act as guests.
6. Teach time management applied to situations at school and work and in leisure time and social settings.
7. Teach role behavior and role-modeling.
8. Improve role behavior and role-modeling.
9. Test more for understanding; faculty must evaluate what is grasped versus what is taught and what is memorized.
10. Integrage computers into almost every course in the curriculum; schools should have required training in computers for all faculty.
11. Help students understand concept of commitment.

12. Teach the service nature of our industry. Tie to evolving service society. Understand how service is now a business.
13. Teach values.
14. Use businessmen/women for leadership training.
15. Encourage business/student mentor relationships; emphasize business/faculty professional interfacing.

The interviews with industry leaders established a dynamic set of challenges for the university administration, the school leadership, the faculty, and the industry itself. In a most positive manner, a critical evaluation of product and producer was performed by individual leaders of an industry which can only benefit from serious, committed reform.

Survey of Graduates

The final phase of the study was a survey of graduates by means of a comprehensive questionnaire. Through the offices of the Alumni Association a computerized mailing list used for mailings to members of the Hospitality School Alumni Association and subscribers to Florida International University's refereed journal, the FIU Hospitality Review, was obtained. The list contains approximately 1,200 names. All master's degree recipients as well as those working outside of the United States were deleted for purposes of time, economy and improved equity in measuring career progress; only baccalaureate recipients were analyzed in

this study. Following this stratification, a balance of 840 names remained. It was determined that an initial mailing would be made to seventy-five percent of these, to be randomly-chosen, to maintain a cost of approximately $1,000.00 for printing and mailing. The 630 names were selected at random from this list.

STEP 7

Results of Graduate Survey

Demographics of the respondents provided an interesting profile of the program's graduates, and data appear to support the validity of the sample. Since the initial class of graduates in 1972, the program has processed approximately 3,500 baccalaureate graduates (Moll, 1989). The annual number of such graduates gradually increased with the growth of the school, and in the 1980s graduates have numbered between 300-400 annually. This establishes a majority of over sixty-five percent of all graduates in the past seven years, and approximately eighty-five percent from 1980 - 1989. The sample results indicate comparable data.

The program in 1990 is fifty-one percent female and forty-nine percent male, the first year in the program's history where females predominate. In the 1970s, the mix was overwhelmingly male. Precise records are not complete, but original faculty estimates put the figures at or near ninety percent male in the early 1970s. Table 8 indicates sample response by sex.

Table 8

A Profile of Florida International University's
School of Hospitality Management
Graduate Respondents
1972 to 1989
Sex

	N=174
I. SEX	
A. Male	= 126 (72.5%)
B. Female	= 48 (27.5%)

Male graduates constitute over seventy-two percent of personnel who have received baccalaureate degrees from the school.

The average age of students was twenty-three years (rounded) in the current academic year; this coincides with the sample response (Gregg, 1990). Table 9 shows ages of graduates an average of thirty years.

Table 9

A Profile of Florida International University's
School of Hospitality Management
Graduate Respondents
Age

	N=174
II. AGE	
Mean (x)	= 29.7 years
Mode	= 28 years
Median	= 28.5 years

and Table 10 indicates that the average respondent graduated seven years ago..

Table 10

A Profile of Florida International University's School of Hospitality Management Graduates

	N=174
III. GRADUATE RESPONDENTS	
Average number of years since graduation: 7 years	

Seventy-one percent of respondents (125/174) are presently engaged in administration, general management, or supervision in hospitality organizations as direct employees. Table 11 breaks out the positions held by FIU hospitality graduates, of which nine percent are entrepreneurs both within and outside the industry.

Table 11

A Profile of Florida International University's
School of Hospitality Management
Graduate Respondents
Positions Held

IV.	POSITIONS CURRENTLY HELD (By Percentages, Rounded)	
A.	General Management (and Corporate Administrative)	30%
B.	Supervisor - Operations	26%
C.	Hospitality Education - Professor/Administrator	6%
D.	Management - Not in Industry	7%
E.	Owners - In Industry	6%
F.	Graduate School	5%
G.	Lawyers	3%
H.	Manager Trainees	2%
I.	Not Employed	2%
J.	Owner - Not Industry	1%
K.	Non-Management - In Industry	1%
L.	Non-Management - Not in Industry	2%

An additional 5.7 percent (10/174) are professors and teachers in the hospitality field; nearly 3.5 percent (6/174) are in training for eventual managerial positions, and fewer than two percent (3/174) have graduated with a management degree, but are working in the industry in a non-

management job. In summary, 87.3 percent (152/174) of all graduates are directly involved in the industry for which they were educated and another three percent (5/174) are successfuly employed as owners or professionals in non-industry-related occupations. Just over one percent are unemployed, with another one percent (2/174) working as operative employers outside of the industry; another 4.5 percent (8/174) manage non-industry businesses. The graduate student total (9/174) was not included in any summary totals, as degrees sought were not specified in every case.

A breakdown of the number of different positions graduates have held since leaving Florida International University is given in Table 12. Only industry-related jobs were included in this analysis, which had as its objective a review of career progress and job stability by school graduates. Management trainee positions were not counted since upon completion of the training, successful or otherwise, job status changes.

Managers in a hospitality position tend to change job titles approximately every two years, and 152 graduates surveyed had averaged 2.8 positions since graduation. Almost two-thirds (63.57 percent) of job changes occur before the end of the sixth year following graduation; there is a significantly noticeable decline in job changes after that year and after graduates reach their thirtieth birthday.

Table 12

Number of Positions Held In Industry
In The Years Since Graduation
(Industry Only)

Year Year	Years Since Graduation	Number of Jobs Held 1	2	3	4	5	6	7+	Respondent Total Per
1989	1	7	3						10
1988	2	16	12	4					32
1987	3	4	3	2	1				10
1986	4	4	4	4	2	1	1		16
1985	5	2	5	3	4	4			18
1984	6	2	2	2	1	2	1		10
1983	7	3	2	4	2				11
1982	8	2	1	1	2	1			6
1981	9	2		2	1		2		7
1980	10	1	4	2		2	3	2	14
1979	11		1				1	1	3
1978	12		1	1		2	1	2	7
1977	13								0
1976	14					1		2	3
1975	15								0
1974	16		1					2	3
1972	18							1	1
	152								

(Includes promotions and changes with companies)

The next comparison, in Table 13, sought to establish the number of jobs held with different hospitality companies since graduation. Respondents were somewhat more reluctant to share this information, with 109 responses. Data indicated that thirty-three percent of graduates have stayed with their first employer, and nearly two-thirds of all graduates have had only two employers.

Changes in companies occur in sixty-seven percent of job changes, and narrative comments suggest reasons tend to revolve around slower-than-anticipated promotion in first-employer situations. Data indicate that management turnover is less pronounced among college graduates than industry turnover at large, and companies may discover it to be even more preventable with improved human resource programs for newer management employees. Florida International University Hospitality Management graduates average 2.5 employers in their careers to date and tend to remain with an employer 2.4 years. Insofar as they are promoted every 2.0 years, they may perceive career progress and mobility as inextricably related. Data clearly show that managers tend to stay with the employer of record after the second job change, and as graduates get older. Fewer than one-third of graduates over the age of thirty tend to move from their present employer to a new one.

Table 13

A Comparison of Graduates: Years In The Industry To Number of Companies Worked For, Per Respondent

Year	Years in Industry Since Graduation	Number of Companies Worked For 1	2	3	4	5	6	7
1989	1		13	2	1			
1982 1	2			8	4			
1987 1	3			4	3	1		
1986	4			2	3		1	
1985	5			3	2	1		
1984	6			1	2	2		
1983	7			2	2	2		
1982	8			3	2		1	
1981 1	9			1	2		2	
1980	10		1		2			
1979	11		1			1		
1978	12		2	2	1			
1977	13		1				1	
1976	14		1				1	
1975	15		1					
1974	16		2		1		1	

Summary of Graduates' Work Experience
(Industry Only)

A. All Graduates:

1. 33% Have worked for 1 company only in their careers

2. 69.5% Have worked for 2 companies only

3. 82.5% Have worked for 3 companies only

B. Changes in Jobs

1. Over one-third occur after first year

2 Movement between jobs slows to 14 percent between years two and three.

3. Movement appears to relate to perception of slowing of career progression

C. Average Number of Companies Worked For Since Graduation
(Industry Only)

2.5 companies (2.42 per respondent)

D. Average Length of Time With Each Company

28.81 Months
(2.4 years)

Graduates have worked for 166 different organizations in 220 different locations by name (Table 14).

Table 14

Where Graduate Have Worked
(Where Specified)

HOTELS		
1.	Independent Business Hotels and Small Chains	20
2.	Independent Resorts	18
3.	Marriott Corporation	12
4.	Hyatt	11
5.	Sheraton	11
6.	Hilton	6
7.	Holiday Inns	5
8.	Westin	5
9.	Continental Companies	5
10.	Four Seasons	3
11.	Omni	3
12.	All others (10 companies)	11
	TOTAL	
(48%)	110	
RESTAURANTS, CLUBS, LOUNGES		
1.	Independents	25
2.	National Chains (Full Service)	22
3.	Caterers (including schools)	16
4.	Fast Food Restaurants	9
5.	Clubs, all types and lounges	7
	TOTAL	
(30%)	70	

Table 14 (Cont.)

Where Graduates Have Worked
(Where Specified)

OTHERS		
1.	Education (Teaching and Administration)	12
2.	Sales, Real Estate, Management (not industry)	10
3.	Operating Own Businesses	7
4.	Government and Military	6
5.	Consultants (including Certified Public Accountants)	5
6.	Cruiseships and Airlines	5
7.	Lawyers	3
8.	Retirement and Nursing Homes	2
	TOTAL	
(22%)	50	

Although nearly one-half of all graduates work with hotel organizations (forty-eight percent), the largest single number of graduates work for themselves or another independent restauateur; twenty-five different restaurants were named. Twenty-two of their colleagues worked for full-service national or regional large chain restaurants and nine more worked for fast-food operations. Hoteliers prefer nationally-recognized chain properties, and seventy-two have or still do work for such employees as Marriott, Sheraton, Hyatt, etc.; however thirty-eight other graduates have

gravitated to independent hotel operations. There are graduates in many different kinds of hospitality businesses: cruise ships employees, to school lunch managers, gourmet caterers, nursing home food service directors, realtors specializing in hospitality properties, and CPA's and lawyers associated with hotel and restaurant firms. The curriculum permits a wide variety of career choices.

The typical graduate is, in summary, thirty years old, out of school for seven years, in the industry in a managerial position, moving along at a fairly steady career growth path, inclined toward early mobility among companies, but settling in after six or seven years and tending to work with substantial industry firms. The data suggest that their education has been relevant to their career choice and progress.

The questionnarie was designed to permit rank and mean value for priority ratings by graduates to all numbered items from item 12 to 145 inclusive. Data were fed into a computer program and each item scored from one to five on the following basis: 5 - extremely helpful; 4 - very helpful; 3 - somewhat helpful; 2 - not very helpful; 1 - not helpful at all. For safety considerations and to assist respondents, a 0 - not applicable was added, primarily for use in the "competencies" and "services" areas. The 0 has no plus or minus values since counts were not made of these responses, which were almost non-existent. The response pattern selected was based on the evaluation methodology

developed by Rensis Likert which permits a range of responses encompassing more flexibility than checklists, frequency scales, sociometric techniques, or other quantitative constructs that were considered. In view of the fact that statistical testing is not required of a descriptive study, the Likert scale, with an accompanying ranking of response data, serves the purposes of the study well.

The Rank and Mean Value for Priority Ratings to the questionnaire is shown in tables by curriculum and competency areas exactly as grouped in the questionnaire. The means and rankings of the eleven "services" topics are shown in the form of a satisfaction index.

As a means of giving greater meaning to the Likert responses, narrative comments in each section were encouraged and compiled. The narrative comment by graduates did not exceed sixteen percent in any one topic area, but over eighty percent of all recorded comments concerning courses taken by graduates (208/248) concerned the required school core courses. Favorable or positive responses outnumbered negative comments sixty-seven percent to thirty-three percent. Results are detailed in Table 15.

Table 15

Summary Of Narrative Comments on
Courses By Graduates

Course Number	Title	Responses Favorable	Unfavorable
EXISTING COURSES			
HFT 3423	Computer Courses	16	2

Narratives:

a. Extremely helpful; should expand more into other courses.

b. FIU's courses are especially relevant to the industry. They give graduates a "running start."

c. Negatives: Should be re-organized; not too helpful in operations; too much accent on programming (more spread sheet, database teaching).

HFT 4464	Accounting and Finance Courses	19	5

Narratives:

a. Courses are well organized and well taught.

b. Return to students generally depends on professor teaching the course.

c. Has increasing value as graduate gains more experience and is given more responsibility for operations management.

d. Negative comments: did not like; too theoretical.

e. Comments were proportionately divided on perceived value of group projects to responses recorded (eighty percent)

Table 15 (Cont.)

Summary Of Narrative Comments on
Courses by Graduates

Course Number	Title	Responses Favorable	Unfavorable
FSS 3221 FSS 3232 FSS 3234	Quantity Food Courses	15	7

Narratives:

a. Overall responses used such terminology as "excellent," "very good," and "useful."

b. Graduates seemed to relate knowledge more here to the professor than in other courses.

c. Negatives mentioned need to review sequence of courses; some suggested later courses(s) be electives for hotel-oriented majors, required for food service majors.

FSS 3243 FSS 4245	Meat Science	3	6

Narratives:

a. Basically, graduates found course to have no practical value.

b. Even positive comments were that knowledge gleaned was personally satisfying, but not particularly useful.

HFT 3263	Restaurant Management	15	7

Narratives:

a. Graduates found most material very practical and useful early on. The course appears to have a clear focus with respect to what graduates find at work.

Table 15 (Cont.)

Summary Of Narrative Comments on
Courses By Graduates

Course Number	Title	Responses Favorable	Unfavorable
	b. Negative comments centered on the amount of memorization required. Five of six negatives spoke of need to re-structure course to accent changes occurring in food and beverage operations.		
	c. Almost half of positive comments included adding a second, advanced course.		
HFT 3323	Physical Plant Management	16	12
	Narratives:		
	a. Most commented on course.		
	b. Positive responses generally found among older graduates who discovered the course's value as they ascended the management hierarchy.		
	c. Younger graduates found it not to be useful in their early positions in management.		
	d. Negatives did not focus on quality of the material as much as the following: 1) too much material in one semester. 2) too detailed to remember how to use if need arises, and 3) should accent property management (as opposed to technical aspects).		
HFT 3503 HFT 3514	Marketing	22	5
	Narratives:		
	a. Majority of graduates found course(s) useful and increasingly more a part of daily operations.		

Table 15 (Cont.)

Summary Of Narrative Comments on Courses By Graduates

Course Number	Title	Responses Favorable	Unfavorable
	b. Some felt they had no need for it in their first four years in industry management.		
	c. Some felt the FIU courses are too theoretical; more emphasis on writing marketing plans and promotions.		
	d. A few comments compared Marketing II to Food and Beverage Merchandising.		
	e. Consensus was that more would be needed in future, but needs to be re-organized as it currently exists with respect to industry use.		
HFT 3603	Law Courses	18	1
Narratives:			
	a. All comments built around the excellence of the courses and knowledge/information presented.		
	b. Only negative related to little practical use on mid-management operations level. Suggested more on laws governing hiring, firing, harassment, day-to-day applications for beginning to younger managers.		
HFT 3700	Fundamentals of Tourism	5	14
Narratives:			
	a. Pointed, succinct comments on lack of practical value of this course.		
	b. Graduates felt material was not well-organized in presentation, obsolete in industry application, and pure "texcbookish."		
	c. Positive comments were that course is "good," "enjoyable."		

Table 15 (Cont.)

Summary Of Narrative Comments on
Courses By Graduates

Course Number	Title	Responses Favorable	Unfavorable
	d. Some graduates decried cutback in tourism program, attributing weakening of course to lack of administrative support.		
HFT 3941	Internship	8	0
Narratives:			
	a. All comments stressed how much it helped in the transition to the world of work.		
	b. Majority of graduates referencing internships said they should be enforced; allow few exemptions and/or waivers.		
	c. One suggestion was that FIU program admit freshmen, and that internship be one of the first courses taken.		
HFT 4234	Union Management	2	21
Narratives:			
	a. Nearly unanimously agreed that this is of no value.		
	b. Three graduates suggested it be combined with law course.		
	c. Material inapplicable; not useful; even union property respondents claim course wouldn't help them.		

Table 15 (Cont.)

Summary Of Narrative Comments on
Courses By Graduates

Course Number	Title	Responses Favorable	Unfavorable
FSS 4614	Food and Beverage Merchandising	7	0

Narratives:

a. All comments very positive; material is used frequently.

b. Three commented that this course is very similar to Advanced Marketing (II) course.

HFT 4293	Restaurant Management Seminar	5	0

Narratives:

a. Very positive responses with respect to how course structure encouraged personal dynamics that have immediate applications on the job.

b. Comments accented how instructor provided in-depth personal interfacing that helped graduates focus on making them effective managers from the beginning of their careers.

HFT 4936	Leadership Development (Hotel Seminar)	11	0

Narratives:

a. All comments related to its practical use in helping graduates learn how to develop an effective management style in the "real world."

b. Six comments said it should be a required course.

In addition, narrative comments not specifically related to a given course but in larger subject areas are noted; 165 recommendations were recorded in all. They are detailed in Table 16.

Table 16

Summary of Graduates' Recommendations For New Courses and Related Curriculum Reform

	Number of Curriculum Recommendations
A. Significant increase (and revision) in Business, Accounting and Finance courses. Emphasize the following: 1. controls, 2. cash flow, 3. problem-solving, 4. chart of accounts, 5. A/P; A/R, 6. cash security, 7. margins, 8. budgeting, and 9. economics.	37
B. Communications Emphasize the following: 1. business writing; 2. public speaking; 3. working with minorities; women, multicultural areas; and 4. accent meetings, presentation, and discipline.	29

Table 16 (Cont.)

Summary of Graduates' Recommendations
For New Courses and Related
Curriculum Reform

		Number of Curriculum Recommendations
C.	Human Resource Management (and Human Relations)	22
	Emphasize the following: 1. stressed organizing and implementing, 2. hiring, 3. training, 4. discipline, and 5. laws.	
D.	Supervision Courses	14
	Respondents suggested that courses in the following management areas be required by hospitality majors:	
E.	Entrepeneurial Courses	11
F.	Time Management Course	8
G.	Foreign Language(s)	7
H.	Food and Beverage Management Courses emphasizing controls	6
I.	Convenience/Fast Food Management	6
J.	Other topics (5 or fewer responses)	17
	Emphasize the following: 1. personal life/career development, 2. project management, 3. international hospitality management, and 4. nutrition.	

Table 16 (Cont.)

Summary of Graduates' Recommendations
For New Courses and Related
Curriculum Reform

Number of Curriculum Recommendations	
K.	Other Areas of Interest (1 or 2 responses; 8 total)
	Emphasize the following:
	1. more use of case studies;
	2. develop specialized majors;
	3. many electives never offered, so develop a two-year elective course rotation;
	4. expand the tourism curriculum;
	5. improve career counseling so employ a full-time career counselor and coordinate with placement; and
	6. have a hotel/restaurant on campus before FIU can be one of top hospitality schools.

Core Courses

An evaluation of the sixteen core course in the hospitality management program shows a core mean of 3.119, or 3.12 rounded. In terms of response there were 2,089 individual responses, ranging from a total of 168 responses for HFT 3453 to a low of ninety-three for FSS 3234; this is an average of 131 responses per course. Food production

courses had the lowest response, explained by the fact that course waivers are granted to culinary school transfer students and individuals with significant professional cooking experience. Substitutions are also permitted in the tourism area, which accounted for below average response in those courses and the internship course. All other courses exceeded the mean average in response count.

Graduates were instructed to rate courses with respect to the perceived value of the materials presented now that they are working after graduation Accepting the core mean of 3.12 as the norm for satisfaction in this regard, the Hospitality Law course was seen as being of greatest value. Low response courses such as Internship and Volume Food ranked next, but no mechanism for weighing responses by comparable counts was considered. There is no way to project value at work of courses not taken. Accounting courses ranged to both ends of the scale, and seemed to be ranked by remembered degree of difficulty as a student; value of the course to graduates was more positively recognized in the accompanying narrative comments.

The lowest ranked courses, Basic Meat Science and Fundamentals of Tourism, received negative narrative comments in approximately the same percentages as were reflected in the numerical counts. These courses ranked significantly below the core mean and indicate below-expected return to the graduates in their work. The other sub-mean courses were those known for their degree of difficulty.

There was conflict between arithmetic scores for HFT 3423, a compute course, and perceived value as narratively expressed by graduates; the same was true for HFT 3323, Physical Plant Management. The marketing courses provided useful information to graduates, both in mean ranking and in the accompanying narrative comments.

Altogether six of the sixteen core courses ranked more than eight percent below the core course average; two were within a single percentage point of the mean, and eight ranked 3.5 percent or higher above the mean. The data provided significant information for curriculum evaluation and adjustment.

Elective Courses

There were 1,040 individual responses for forty-five elective course listings, averaging twenty-three responses per course listed. In Table 17, the actual response counts per course are tabulated and displayed and an overall satisfaction index exhibited. For purposes of evaluation it was determined to cluster these elective courses by weighted count. Table 18 lists courses which received not less than 2.2 percent of the total count of all respondent tallies; there were forty-five elective courses. If each had received identical total responses, each courses would have obtained 2.2 percent of all responses. This exhibit permitted a more accurate evaluation of elective courses with respect to perceived value in the workplace by graduates.

In the most commented on elective courses the satisfaction rating was significantly impacted upon with regard to the number of comments. Seven of the top ten courses in terms of mean average were among the bottom ten in terms of total response. Careful consideration of both factors was judged essential to assure objectivity in subsequent recommendations. The other twenty-nine courses were commented on in 308 instances, or 29.6 percent of all responses. Eleven courses received fewer than ten responses of any kind, and an examination of these courses established that one, HFT 4295, Catering Management, was a new course, having been taught only once (in 1989); the balance were courses not taught in several semesters, and in some cases, several years. The intermediate group of elective courses, seventeen in number, averaged fourteen responses per course. This mean was not considered significant with respect to total response count for these courses. At most, the courses were offered once a year, and more typically only once in a two-year student cycle. Several of the courses are part of a de-emphasized travel and tourism program; others are specialized design and drafting courses and a few others are part of an inactive airline specialization package. The group of courses displayed in Table 18 represent the electives regularly programmed semester after semester. This evaluation did establish the value of an

elective course review by the school's curriculum committee. There were five numbers assigned for electives not listed, courses that might have been offered in previous semesters, numbers seventy-three through seventy-seven; no responses were recorded for any of these numbers.

Table 17

The Core Curriculum: Means, Rank, Satisfaction Rating

mber and Title	Questionnaire Item	Raw Scores 5	4	3	2	1	Weighted Mean	Group Mean	Satisfaction Rank In Core
MANAGEMENT, ACCOUNTING, FINANCE AND INFORMATION SYSTEMS									
Hospitality Information System	12	30	43	34	17	7	2.90		13
Hospitality Industry Management	13	27	45	45	10	4	2.91		12
Interpretation of Hospitality Financial Statements	14	65	51	33	15	4	3.17		8
Profit Planning and Decision Making in the Hospitality Industry	15	69	51	37	5	4	3.29	3.068	4

Table 17 (Cont.)

The Core Curriculum: Means, Rank, Satisfaction Rating

r and Title	Questionnaire Item	Raw Scores 5	4	3	2	1	Weighted Mean	Group Mean	Satis-faction Rank In Core
		FOOD AND BEVERAGE MANAGEMENT							
roduction to ercial Food uction	16	27	36	25	12	7	3.09		10
rmediate Quan- Food Production	17	31	29	27	8	11	3.09		7
me Feeding gement	18	30	20	26	5	12	3.30		3
c Meat Science	19	28	31	37	27	16	2.82	3.103	15
aurant Management	20	35	66	37	10	4	3.11		9

Table 17 (Cont.)

The Core Curriculum: Means, Rank, Satisfaction Rating

r and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Group Mean	Satis-faction Rank In Core
				ADMINISTRATION					
ical Plant agement	21	24	35	39	26	13	2.83		14
keting Strategy I	22	45	50	38	9	4	3.21		6
teting Strategy	23	35	72	30	7	7	3.22		5
as Related to Hospitality stry	24	73	52	11	4	2	3.62		1
amentals of ism	25	7	21	45	23	20	2.72		16
nced Internship	26	42	32	12	6	6	3.59		

Table 17 (Cont.)

The Core Curriculum: Means, Rank, Satisfaction Rating

Number and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Group Mean	Satisfaction Rank In Core
				ADMINISTRATION (Cont.)					
4 Union Management Relations	27	10	31	38	18	25	2.92	3.160	11

Competencies

Fifty-four different competencies in the followingfour major areas were evaluated by respondents:

management skills,
human resource skills,
marketing skills, and
accounting and finance skills.

These are shown in four sequential tables (nineteen through twenty-two). There were a total of 8,217 individual rankings of competencies, with an average response total of 155 per competency. Approximately ninety percent of all respondents felt strongly enough about the competencies to rate them. In a few cases, respondents circled more than one number per category. Discounting those responses did not significantly impact overall response per competency; there were an average of 149 comments per category, from eighty-six percent of all respondents. All duplicated numbers were excised.

Responses were evaluated and ranked by competency skill areas. Table 19 depicts graduate assessment of their perceived abilities to apply management skills which the literature has deemed necessary to career growth and success from a university level hospitality curriculum.

Respondents felt strongly that the Florida International University hospitality curriculum gave them a strong sense of an organization's structure, rules, and ordinances and manifested a sense of fit regarding their

ability to implement rules, regulations, policies, and procedures. Their evaluation of themselves in a more human sense, as in selecting and supervising subordinates, showed less self-confidence and an opinion that the curriculum had not addressed some of these essential management skills. The mean for the eighteen skills listed under "management" averaged 3.6. Respondents felt particularly underprepared in the following:

1.	ability to select and train subordinates	3.42
2.	ability to supervise support personnel	3.43
3.	ability to apply technology to problem solving situations	3.49
4.	ability to plan and organize assigned work in a timely and efficient manner	3.52

In the other areas, differences from the mean suggest a general operational comfort level. This evaluation established the need to review curriculum offerings that address human resource management, or, more significantly, that fail to include these necessary management skills in existing coursework.

Following the management skills evaluation, the next group of competencies were twelve human resource skills which elicited a mean score of 3.699, recorded as 3.7. Half of these competencies had mean scores below the group mean. Respondents indicated an awareness of others' rights and needs, but an uncertainty in how to incorporate awareness of rights and differences into effective decision-making.

Responses below the mean seemed to center on graduates' own insecurities in stressful and critical situations as they related to effective management of others. Responses in the human resources area closely approximated feelings and attitudes expressed in the management skills evaluation proceedings. Table 20 depicts the human resources evaluation.

The third competency area evaluated was that of 11 skills under marketing. Respondents, overall, felt a strong sense of awareness of the marketing function and their responsibility in the area. They felt exceptionally strong in concept and purpose, and in general marketing processes. There was less self-confidence in their own ability to generate written, materials, areas not a direct responsibility of the school, including writing and other communication skills. The ability to write a marketing plan and to develop (write) an advertising schedule with the appropriate media mix were the
two areas that exhibited significant perceived weaknesses. All other skills were reasonably close to the mean for the group of skills listed. The results are shown in Table 21.

The last competency skill area evaluated was that of thirteen areas of accounting and finance. These areas are more heavily emphasized in the present curriculum than any other skill area and an exceptionally high level of confidence was expressed by respondents. The mean for this section was 3.696 and only in the areas of tax implications

capital investment, and financing did graduates express low confidence in their abilities. In seventy percent of all thirteen response areas, graduates reflected signficantly higher averages per response than the group mean. Response total for this segment of the competencies evaluation was the highest of any of the four competnecy areas, averaging over 165 responses per items. This would seem to indicate a conscious awareness of the skill and a confidence level in a given graduate's ability to utilize it. Results of the evaluation are recorded in Table 22.

Table 18

Hospitality Program Electives: Mean, Rank, Satisfaction Rating

ber and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank Of Electives
urchasing & Menu lanning	28	20	21	13	1	0	3.73		41
lassical Cuisine	29	3	3	0	0	0	4.74		11
nitation	30	13	12	7	2	0	3.97		26
vanced Meat Science	31	15	3	1	4	0	4.26		32
stitutional Food rvice Management	32	2	9	0	0	0	4.53		22-tie
od Facility Layout d Design	33	4	7	1	1	0	4.31		31
od & Beverage rchandising	34	16	12	4	4	1	4.03		35
troduction to spitality Mgmt	35	23	26	18	3	1	3.54		42

Table 18 Cont.)

Hospitality Program Electives: Mean, Rank, Satisfaction Rating

Number and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank of Electives
Fundamentals of Management in the Hospitality Industry	36	10	10	14	2	0	3.89		37
Hospitality Property Management	37	3	7	7	1	1	4.2.		33
Hotel & Restaurant Planning & Design	38	2	6	0	0	0	4.70		13
Fast Food Systems Management	39	2	1	0	0	0	4.90		4
Intro to Management Accounting for the Hospitality Industry	40	20	20	14	5	0	3.77		40

Table 18 (Cont.)

Hospitality Program Electives: Mean, Rank, Satisfaction Rating

umber and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank of Electives
Club Operations Management	41	8	16	16	3	1	3.81		39
Food & Beverage Cost Control	42	20	20	10	0	3	4.02		36
Hospitality Buyer Behavior	43	1	1	0	0	0	4.93		2
Sales Management for the Hospitality Industry	44	1	8	4	3	0	4.32		29-tie
International Travel and Tourism	45	5	4	4	4	1	4.34		27-tie
Retail Agency Management	46	3	3	4	3	0	4.44		25-tie

Table 18 (Cont.)

Hospitality Program Electives: Mean, Rank, Satisfaction Rating

and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank of Electives
cal Agency ions	47	1	3	4	3	0	4.47		24
ve Tour ing	48	1	3	0	4	0	4.59		18-tie
tion & Trade anag ment	49	8	1	3	5	0	4.41		27
ger Traffic ment	50	0	0	3	0	0	4.83		7
gy of Leisure	51	1	3	0	3	3	4.67		14
e Management	52	13	19	4	4	1	4.14		34
chnology	53	36	40	17	1	0	3.84		38

Table 18 (Cont.)

Hospitality Program Electives: Mean, Rank, Satisfaction Rating

r and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank of Electives
pendent Study 3905)	54	19	10	3	0	0	4.44		25-tie
rnship	55	30	16	3	0	1	4.32		29-tie
n Resources lopment	56	10	7	6	3	0	4.34		27-tie
n Relations in Hospitality stry	57	19	19	9	1	1	4.16		33
t Management	58	3	4	6	0	1	4.59		18-tie
urant Management ar	59	6	6	3	0	0	4.64		16
ing Management	60	4	0	0	1	0	4.88		5

Table 18 (Cont.)

Hospitality Program Electives: Mean, Rank, Satisfaction Rating

ıber and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank of Electives
usiness & Industry ood Service anagement	61	0	4	4	1	0	4.66		15
ecreational Food ervice Management	62	6	3	1	0	0	4.79		9
odging Systems & rocedures	63	6	7	4	1	0	4.56		20
Hotel Computer Systems	64	8	9	4	0	0	4.55		21
nctions of the spitality Industry ntroller	65	2	1	0	0	0	4.94		1

Table 18 (Cont.)

Hospitality Program Electives: Mean, Rank, Satisfaction Rating

nd Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank of Electives
r in Tax ng for the lity Industry	66	4	0	1	1	0	4.85		6
ervice er Systems	67	6	6	2	2	0	4.61		17
ality Promot- ragety	68	0	2	4	0	0	4.78		10
tion and the lity Industry	69	8	5	2	0	0	4.71		12
ntation and ent of Tourism	70	0	1	0	1	0	4.92		3
t Food Management	71	6	1	7	3	0	4.53		22-tie

Table 18 (Cont.)

Hospitality Program Electives : Mean, Rank ,
Satisfaction Rating

r and Title	Questionnaire Item	Raw Score 5	4	3	2	1	Weighted Mean	Elective Group Mean	Satisfaction Rank Of Electives
el Management inar	72	7	4	0	0	0	4.82	4.433	8

77 No Write in Responses)

Table 19

Competencies
Assessment of Management Skills

Area	Rating					Mean	Group Mean	Satisfaction Ranking (Management)
	5	4	3	2	1			
SKILLS								
to plan and organize d work in a timely and nt manner	36	69	42	13	3	3.62		15
to select and train nates	27	59	39	25	8	3.42		18
to make decisions y and effectively	31	82	39	10	3	3.42		13
to adapt leadership to s of followers	32	36	41	11	4	3.65		6-tie
s of organizational e and chain of command	70	60	30	9	1	3.74		4
to understand, interpret y policies and rules	17	16	33	6	1	3.89		1

Table 19 (Cont.)

Competencies
Assessment of Management Skills

a	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Management)
understand, interpret, aws and ordinances	60	71	30	2	2	3.79		2
apply current tech- roblem-solving	35	52	56	14	4	3.49		16
RVISE SKILL-LEVEL SUBORDINATES:								
	39	42	30	12	3	3.75		3
	23	47	48	13	3	3.56		10-tie
ps (e.g.: office,	23	60	57	18	1	3.43		17

Table 19 (Cont.)

Competencies
Assessment of Management Skills

Skill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Management)
TY TO SUPERVISE SKILL-LEVEL DINATES: (Cont.)								
ervice Personnel (wait staff, ell, etc.)	33	61	30	17	7	3.64	3.596	9
Y TO PERFORM OPERATIONS MENT TASKS IN:								
rchasing	36	33	52	21	6	3.53		14
stomer relations	52	51	41	9	1	3.72		5
ployee discipline	33	44	56	14	8	3.56		10-tie
cords keeping	40	57	48	17	4	3.56		10-tie
mputer utilization	45	31	40	21	13	3.65		6-tie
mmunications	37	70	38	12	6	3.65	3.612	6-tie

Table 20

Competencies
Assessment of Human Resource Skills

kill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Management)
	HUMAN RESOURCE SKILLS:							
o function in situations	47	60	35	18	10	3.65		9
ISH FUNCTIONAL WORKING RELATIONSHIPS WITH:								
	56	67	36	9	1	3.74		6
rs	52	68	39	6	3	3.75		5
es	52	73	40	12	1	3.67		7
y to human s in age, sex, d, national ndicap, etc.	59	60	23	17	7			2
balance needs/ upervisors, es, and guests	20	52	54	11	7	3.61		10

Table 20 (Cont.)

Competencies
Assessment of Human Resource Skills

kill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Management)
to contribute to vely motivated ironment	36	88	28	6	3	3.77		3
o maintain object- resolving differ- hin your work group	31	72	47	9	4	3.66		8
o accept criticism he outcomes	19	58	61	15	4	3.53		12
ding of personal health, and safety essential for performance	64	63	23	10	2	3.87		1
ding of personality ferences and their uitable decision-	28	64	59	15	3	3.56		11
be creative	54	63	39	11	4	3.76	3.699	4

Table 21

Competencies
Assessment of Marketing Skills

Skill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Marketing)
dge of the concept and e of marketing	69	68	32	6	1	3.85		1
ow to generate or data, demographics ucr	56	77	26	15	4	3.77		2
ge of the proper and type of research	35	69	54	13	4	3.62		5-tie
to create a ng stragegy	40	71	43	22	3	3.61		8
to write a ng plan	30	57	51	21	8	3.59		9-tie
ge of how to develop ement media sing	26	67	31	28	10	3.62		5-tie

Table 21 (Cont.)

Competencies
Assessment of Marketing Skills

Skill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Marketing)
Ability to develop a media mix and schedule	16	44	60	24	13	3.53		11
Knowledge of how to train for, and influence, word-of-mouth advertising	42	57	37	18	4	3.74		3
Ability to create and implement public relations and publicity programs	27	53	58	17	8	3.62		5-tie
Knowledge of sales techniques and process for implementation	29	45	58	22	10	3.59		9-tie
bility to plan and implement romotional activities	31	71	49	14	4	3.67	3.656	4

Table 22

Competencies
Assessment of Accounting & Finance Skills

Skill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Marketing)
rstanding the nature and tations of the accounting em	34	76	42	11	1	3.74		6-tie
cturing hospitality nizations, including unting and tax ications	18	50	68	36	5	3.40		13
ty to understand tools techniques used to pret financial ments	49	73	41	17	3	3.72		8-tie
standing the importance sh planning for business ses	46	53	42	14	4	3.79		4
standing financial terms ting the current hospit- industry environment	48	78	44	10	3	3.76		5

Table 22 (Cont.)

Competencies
Assessment of Accounting & Finance Skills

Skill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Marketing)
erstanding financing ernatives available to the pitality industry	24	46	57	34	6	3.52		12
wledge of the present ue concept in making ital investment decisions the hospitality industry	26	51	55	30	8	3.56		10-tie
lity to use ratio analysis comparative purposes and assess firms' weaknesses strengths	37	44	56	33	1	3.56		10-tie
ity to implement internal rol measures	45	75	50	13	1	3.72		8-tie
vledge of budgeting as a gement tool	50	77	48	12	1	3.74		6-tie

Table 22 (Cont.)

Competencies
Assessment of Accounting & Finance Skills

ill Area	Rating 5	4	3	2	1	Mean	Group Mean	Satisfaction Ranking (Marketing)
nding the hospitality oals and objectives, g the significance of nd loss analysis	57	71	46	10	1	3.80		3
o use accounting ion in making decisions	60	66	45	10	0	3.82		2
o view accounting	59	67	40	3	1	3.92	3.696	1

The mean average score for all competencies (item seventy-eight through 131, inclusive) was 3.695214 or 3.7. There appeared to be cause for concern in thirty-three percent of all competencies rated; any competency falling more than 2.5 percent below the norm, the 3.7 rating, was considered to recognize a potential curriculum deficiency. For purposes of subsequent adjustment, competencies not well-covered in the current curriculum were as follows:

ITEM NUMBER

78 Ability to plan and organize work in a timely and efficient manner

79 Ability to select and train subordinates

80 Ability to make decisions correctly and effectively

85 Ability to apply current technology to problem-solving situations

87 Front office operations

88 Support groups (e.g., office, purchasing)

90 Purchasing of some kinds of non-food/beverage items

92 Employee discipline

93 Records keeping

104 Ability to accept criticism and use the outcomes

106 Understanding of personality trait differences and their role in equitable decision making

112 Ability to write a marketing plan

114 Ability to develop a media mix and schedule

117 Knowledge of sales techniques and processes for implementation

120 Structuring hospitality organizations, including accounting and tax implications

124 Understanding financing alternatives available to the hospitality industry

125 Knowledge of the present value concept in making capital investment decisions in the hospitality industry

126 Ability to use ratio analysis for comparative purposes and to assess firms' weaknesses and strengths.

The vast majority of the skills reflect "people" skills, that is, the direct supervision of personnel and the skills associated with reading, writing, and, communications. The narrative comments document this evaluation, and input from industry leaders emphasizes the need for in-depth curriculum review by hospitality-centered, technically-oriented curricula.

The last area to be evaluated by the graduates was the collection of support services associated with any curriculum The mean for this 11 item area was 3.90, and the overall level of satisfaction was extremely high. The section averaged 161 comments per item, indicating high interest in support services.

Table 23

Support Services Evaluation

Skill Area	Rating					Mean	Group Mean	Satisfaction Ranking (Management)
	5	4	3	2	1			
rary contents (books, rnals)	30	85	50	3	3	3.79		9
rary services	40	72	51	6	3	3.80		8
istance in tutoring when ded	24	39	32	13	6	3.97		5
ulty teaching ability	71	82	26	0	0	3.98		4
ulty availability	83	61	32	5	1	3.99		2-tie
eer guidance	48	51	40	24	11	3.78		10
evant assignments and projects	53	76	38	5	2	3.91		6
ts related to subject area	59	84	43	2	0	3.89		7
p with research needed for n papers, projects, etc.	35	63	56	13	0	3.76		11

Table 23 (Cont.)

Support Services Evaluation

l Area	Rating					Mean	Group Mean	Satisfaction Ranking (Management)
	5	4	3	2	1			
pus career place assistance	66	35	32	15	10	3.99		2-tie
ic counseling internship m	26	22	24	15	8	4.12	3.907	1

Table 24

Narrative Summaries
Support Services

A.	Value of the Program To a Graduate		
	1. Positive, practical, advantageous		77
	2. Adequate		2
	3. Negative		1
B.	Faculty and Staff Assistance		
	1. Positive, available, cooperative		23
	2. Unavailable to students		4
	3. Favoritism perceived		2
	4. Faculty over impressed with selves		1
C.	Support Services	Good/	Improvement Recommended
	1. Student counseling	13	10
	2. Placement organization	18	12
	3. Improvement needed in		
	a. Career planning		12
	b. Skills in interviewing		11
	c. Organize and enforce interviewing		7
	d. Life counseling		5
D.	Social aspects of the school	6	9

Academic counseling within the school was rated as the top service provided. The placement program was well-judged, and the manner of implementation satisfactory. Interestingly, early career guidance was rated below average.

Faculty availability to students and overall teaching ability rated extremely high, and narrative comments accented the rating. Tutoring help, meaningful assignments, good texts, and availability of assistance when needed were all judged adequate. Library services and materials were judged to be low satisfactory, slightly below norms. No single areas was thought to be a serious problem in terms of academic progress. The results are shown in Table 24. Items 143 through 145 did not receive comment.

Concluding the evaluation, a number of respondents added comments which were not specific to courses, competencies, or support services. These are listed in Table 25 under the heading "General Comments" so that the evaluation would reflect all of the input from graduates. The interpretation of all the material is reflected in the final chapter of this study, along with recommendations.

Graduate respondents did indeed approved of the curriculum, noting subject area deficiencies experienced in daily work environments. They did not seek wholesale change, but reflected an interest in having the curriculum frequently updated to reflect industry requirements.

Chapter 5

INTERPRETATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Interpretations

The ultimate objective of this study was to establish, with as much precision as possible, a modified curriculum for the School of Hospitality Management at Florida International University that would reflect the needs and desires of the program's constituents and their employers by developing a set of essential outcomes which would be reflected in the final curriculum. This curriculum would reflect all these needs and desires as well as the school's objectives and academically-accepted criteria or standards for an effective curriculum as indicated by research in the literature. It would thus reflect a sound educational philosophy.

A series of in-depth interviews was conducted with selected industry leaders in the initial stage of the study; this resulted in the evolution of a set of standards for hospitality program graduates. These leaders verbalized both pluses and minuses in their perception of graduates' observed, on-the-job managerial skills.

The graduates themselves were surveyed by means of a questionnaire which sought input in a number of areas which they experienced during their baccalaureate work. Graduates were asked questions requiring a Likert-type response on a 0 to 5 in the areas of core curriculum, accenting management, administration, accounting and finance, and marketing; competencies which were segmented in those same areas corresponding to the curriculum design; and, finally, the evaluation of available support services. On average, a mean score of approximately 3.7 was used to divide responses into a useful/less useful evaluation mode.

In both instances, results were to be used to reform the existing curriculum. Faculty participation in several diverse forms will be used to interpret results further, translate stated strengths and weaknesses observed into learning modes and experiences, and work with the administration to turn the model curriculum presented in this study into a functioning reality.

Leaders' Interpretations

Exceeding a ninety percent response level (16 of 17), industry leaders were highly positive with regard to hospitality school graduates. In the one remaining case, the attitude was not completely negative, but directed toward specific programs with which the individual differed profoundly on basic direction. Leadership found Florida International University graduates to be generally well-prepared, with a strong work ethic, positive attitude, and a

willingness to learn. Graduates were seen as not afraid to use what they had learned in school and manifested a satisfactory operating skill/knowledge level in the beginning stages of their work.

The leadership stated that different programs exhibit different strengths through their graduates. FIU is perceived to be industry responsive in its curricular offerings, and graduates are seen to be well-versed in operational accounting and finance areas; in initial-stage management, which emphasizes controls, policies, and procedures; and in the sales phase of marketing and in their understanding of the various jobs that makeup the industry. Comments made during personal interviews indicate leaders find FIU graduates have a strong overall management perspective. Graduates perceived the need to improve in the "people skills" area, the ability to comfortably supervise early on in a job, and the attendant communication skills of public speaking, holding meetings, disciplining effectively and judiciously, and writing plans, sales presentations, letters, and memoranda. The most common deficiencies pointed out by industry leaders were the unrealistic expectations of graduates with respect to entry-level salaries, assigning a value not equally perceived by industry; the desire for accelerated progress up the management ladder because of the college degree; and, finally, the impatient unwillingness to stay with a company for the several years needed to firm up a functional

management/leadership style. Industry "blames" the professional educator for filling these impressionable minds with propaganda and useless pieces of misinformation, as "we're number 1" or "we were rated best in ___" and the like. This does not, they believe, contribute to a mature, realistic assessment of effort required to succeed in the hard, real world of the industry.

Given near-unanimity in their own inability to formulate a realistic curriculum design, leadership was succinct and sincere in developing a menu of specifics that they believe to be essential to an effective hospitality curriculum. They support indisciplinary cooperation among faculty, emphasize concurrent work/study programs, seek more direct, frequent innovative industry/program interfacing, and call for the increased use of technology and far greater emphasis on the "human" side of knowledge. Collectively, they believe that an effective hospitality curriculum will develop focused graduates who are consciously ethical, service dedicated and people oriented, with functioning skills in the areas of the use of technology in typical supervisory processes and in the creative and innovative design of work methods. They believe most hospitality education programs seek these outcomes, but work to achieve them with varying degrees of observed dedication. Florida International University was rated highly in its commitment to program excellence by these leaders.

Graduates' Interpretations

The sum of returns of the 174 graduates created a pattern of response that meshed with industry leader perceptions in such a manner that one set of responses tended to validate the other.

Graduates felt a great pride in their university and the program, with approximately a 98 percent positive response factor. They are recognized as graduates of a major industry program, and they have found that their degree has opened doors to opportunity for them. Near ninety of graduates continue to work and succeed in the industry, proud of what they do in an industry they like, but realistic, warm, and honestly critical of the program that prepared them for management and leadership in the industry.

They perceived value in their education and reflected positively on the curriculum overall. They recognized that different courses have value at varying stages of their careers, and that the potential worth of a course can be impacted by a poor teaching effort. More than fifteen percent expressed a desire to repeat courses with experience and maturity in hand.

Graduates saw value in over seventy-five percent of the existing curriculum and were vocal in areas of perceived reform. They see themselves as being weak or underdeveloped in communications areas, in some people skills, and in their ability to use certain knowledge that remains theoretical

because necessary accompanying skills were minimized, obscured or overlooked. In educational terms, graduates complimented the school in the articulation of values, attitudes, concepts, and the overall evolutionary inner growth that occurred during their education at Florida International University. They were, however, equally vocal in relating perceived cognitive weaknesses in the curriculum: the knowledge level was acceptable; the development of skills and abilities necessary to use that knowledge was seen as frequently lacking, especially those intellectual skills of comprehension, interpretation, extrapolation, analysis, and some occasional references to application.

Curriculum reform at Florida International University necessitated a look at the interface of stated objectives and course content, of the product to the industry, of traditional patterns of education to new needs of industry and society, of faculty performance to graduate performance, and, finally, of leadership of graduates to their intelligent and meaningful decision making. That is how responses were interpreted in terms of the evolution of a philosophy for the curriculum.

Conclusions

The hospitality school curriculum at Florida International University has consistently represented the best of what was common to hospitality education over the past two decades. Historically, Florida International

University's hospitality program has received international and national recognition as quickly as any comparable program had previously ever achieved. The current administration was part of the creation of the program, and, from the beginning, there has been a commitment to curricular excellence. The program commenced in 1972; thereafter, approximately every five to six years there has been a critical review of progress toward objectives. The audit scheduled for 1988 was postponed because of the planned move of the school from one campus to another, into its own facilities. A decision was also made to schedule the evaluation of the curriculum in the 1989-90 academic year to coincide with the self-study reaccreditation requirements of the Southern Association of Schools and Colleges. These objectives drove this study.

The study has revealed a fundamentally-sound set of courses taught by a professional staff who have emphasized what they felt industry required. The vast majority of the faculty have established reputations based on corporate or entrepreneurial experience and success. The program provided counseling and placement services that have served to direct graduates to entry level and other positions which provided training, experience, and opportunity. The program does require a fine tuning to modernize it in areas which did not exist in the curriculum or which were weakened or misdirected over the years.

In addition to providing basic operating facts that would lead to curriculum improvement with emphasis on course content, the administration sought both a philosophic and educational reevaluation in terms of the school's mission, goals, and objectives. It was mandated that curricular innovations be researched and made available for consideration; any discovered weaknesses or omissions in content or process were to be elucidated and structured for further analysis. The data were to be but the beginning.

Recommendations

This study has implications for the evolutionary reform of the existing hospitality baccalaureate program at Florida International University, and it may serve as a model for associated institutions as well. The hospitality industry is a labor-intensive, service-centered industry which faces as many challenges as any industry into the next millennium. The industry will face a declining labor force; an aging population; a labor pool of minorities, immigrants, and uneducated, minimally-skilled workers. It is an industry where, in a decade, women will dominate supervisory jobs. Those individuals will have an entirely different set of priorities than the management in place. Technology will bring new equipment and processes; society will bring a brand new set of demands. A Twenty first Century curriculum is required; these recommendations have sought to address these conditions.

Recommended Outcomes

The first consideration must be to the school's five goals and 23 objectives which expertly address the desirable. They must equally realistically address the attainable given foreseeable budgetary, space, time and personnel constraints. They must be evaluated regularly against both the current curriculum and proposed revisions. Recommendat-ions contained in this study have all been tested against these goals and objectives.

There must be a conscious awareness of all participants in curriculum development, change or expansion of the purpose of program objectives; they must become more than words. There should be, then, a known taxonomy of the program's educational objectives, and all teachers and administrators should incorporate the desired behavioral change in their course content. Courses should be consciously sequenced in the curriculum to enhance knowledge in this hierarchical sense:

1. knowledge of specifics and terminology,
2. essential facts,
3. ways of dealing with specifics through logical methods of organization, inquiry and judgment,
4. knowledge of conventional treatment of ideas to highest and best use or suitability,
5. knowledge of sequences--processes, directions and trends, and
6. knowledge of categories.

Those basic knowledges are most applicable to introductory, courses, and experiences. Once established, more technical and complex learning can occur as follows:

7. knowledge of criteria and judgment for the testing of learned facts or principles,
8. knowledge of methodology--how to develop and understand methods,
9. knowledge of universals and abstractions--the manner in which ideas are organized to solve problems,
10. knowledge of principles and generalizations to help determine appropriate action or direction, and
11. knowledge of theories and structures, the recall of data useful to organize specifics.

The inculcation of these desired outcomes into course content encourages the attendant development of a wide range of intellectual skills and abilities which are organized modes and techniques for dealing with solutions, directions, and materials. These cognitive skills are as follows:

comprehension;

translation;

interpretation;

extrapolation;

application;

analysis: elements, components, relationships,

principles;

synthesis; and

evaluation.

Each course, each component of the learning experience ought to provide for a central core of knowledge which creates value and contributes to the enhanced development of a student's intellectual skills and abilities.

Accompanying the cognitive core of the curriculum, the course content and the surrounding environment should be evaluated regularly to ensure the internalization of those knowledge sets by the student. When material is presented in any form there is a professional responsibility to establish in and for that student the following:

learner awareness of the "new";

neutrality toward new forms of knowledge;

controlled attention with discrimination;

willingness to: respond, agree to the required, and look for satisfaction;

understanding of values;

knowledge of how to make a commitment;

knowledge of how to organize knowledge; and

knowledge of how to set and change behavior.

(Lindvall, ed., 1964: 19-36)

Recommendation from Education Sources

The following recommendations represent a synthesis of an extensive review of the literature and represent what are considered to be general requisite changes in higher education over the next five years. The objective is to avoid the existing hodge-podge arrangement of so many curricula in place. These recommendations are specifically made for the Florida International University Hospitality Management program.

1. Redesign the present elective distribution system. The curriculum must always be a coherent whole.
2. Encourage relevancy to career development in general education courses. Seek dialogue with university academicians to develop supportive input into general education courses that represent not an ideology or an amorphous "educated person" product, but neither become extensions of program materials. It is recommended that at least one arts and science professor be appointed a full-time member of the school's curriculum committee. General education courses can and ought to develop competencies recommended in the "outcomes" taxonomy toward career development.

3. Avoid the proliferation of either survey or overview courses and, equally, of "overspecialization." Ensure that courses are not taught primarily because a professor is good at the discipline. Courses must contribute to the taxonomy referred to, the learner must grow from the experience.
4. Ensure the relevancy and the responsiveness of the curriculum to the students. Insist on "career and cosmopolitan sensitivity" (The Irvine Group, 1990). The curriculum must reflect the graduates' responses.
5. Develop senior-level seminars to prepare graduates for the real world. There should be courses and seminars on the following:

   career options, alternatives;

   personal presentation;

   ethics at work;

   more professional placement services; and

   continuing education through life.
6. Constitute a student-faculty panel to assess course progress, academic advisement, student social life, intern experiences, and a host of associated issues.

7. Investigate the feasibility of interdisciplinary courses melding general education and professional requirements to meet described deficiencies in communications, ethics, and human resources.
8. Control publicity which enhances ego but provides no useful growth in the learner. Knowledge is power; public relations is too often puffery. A school becomes first in educational leadership by the product it produces.
9. Consider departmentalization for purposes of curriculum currency in the following areas:

   food production,

   computers,

   management,

   marketing, and

   accounting and finance.

10. Explore possible new types of learning opportunities such as the following.

    team teaching,

    use of television in large classes,

    more incorporation of computers in existing courses,

    enhanced use of programmed instruction for reinforced learning of more complex subject matter,

    use of more case studies and simulation in courses,

development of a school resource center in the school facility, and

incorporation of bilingual education into existing courses through the use of industry terminology.

Recommendations from Industry Leaders and Graduates

The mutual concerns expressed in both the personal interviews with leaders and the graduate responses on the questionnaires are presented as a combined set of recommendations as follows:

1. The increased use of computers in as many courses as is logical. Where possible instructors must address perceived weaknesses or omission in course content by combining material with new or existing technology.

   Examples: Develop a format for creating a marketing plan on the computer and tie to a student project to create one; do menu-scoring by computer.

2. Internship is undergoing re-design at present. Its utilization must be implemented and enforced, and program control of the intern experience is essential. The administration should waive internships sparingly.

3. The faculty and administration have to improve relationships with industry, recognizing that corporate/industry value goes beyond recruitment and the pocketbook. The curriculum design should encourage faculty to utilize industry leaders more innovatively in courses. We must also create programs for industry: retreats, symposia, Delphi groups with top industry leaders to explore industry concerns, new directions, and innovations.
4. The curriculum should look to improving communications in the following ways:
   - public speaking,
   - interviewing,
   - conducting meetings,
   - disciplining,
   - written memos and letters, and
   - sales presentations.
5. There should be more accent on human resources education as follows:
   - recruitment,
   - training,
   - job growth,
   - dealing with minorities and immigrants,
   - feminization of the industry,
   - hours required, and
   - commitment.

6. The school ought to stress bi-lingual education; teach time management; incorporate personal care, and personal development in courses; include early industry commitment, development of career goals, and ethics and leadership training in the curriculum; enhance accounting and finance courses with added topics such as real estate-finance, money management, and cash flow management and related aspects.

Final Recommendations: Administrative Areas

1. Revise existing services from counseling to placement. Faculty should be more a part of counseling with respect to the curriculum.
2. Control course waivers, exceptions and deviations from approved university and school policies regarding the curriculum.
3. Consider incorporation of freshmen and sophomores into the program. This should not affect enrollment from transfer sources; but provide opportunity for an enhancement of the program. Freshmen could take one course per semester and sophomores two. Benefits accruing could be significant, including an interface with industry, expansion of FTE's; career-orientation, and socialization.

4. Review existing courses for content overlap and combination, especially the following:
   Marketing II: Food and Beverage Merchandising
   Menu Planning and Purchasing: Food Production Courses; Food and Beverage Controls: Accounting courses.
5. Evaluate the following courses for usefulness and applicability:
   Meat Science
   Union Management
   Tourism, and
   electives in place, but not taught.
6. Establish logical course "clusters" that permit an internal specialization by the judicious use of electives which build on the outcome taxonomy. For example, course clusters could be developed for specialties in food and beverage production, marketing, accounting and finance, computer operations, and international hospitality management. The logical clustering of existing elective courses which survive an evaluation, plus the addition of new, relevant courses, would create sets of electives that would encourage career development as opposed to the present course selection which is too frequently based on ease or convenience.

7. Begin development of additional human resource/ relations courses. Incorporate all relevant industry/graduate recommendations.
8. Investigate feasibility of expanding tourism, perhaps national and internationalis. tourism with multi-national operations.
9. Combine Union Management with existing law courses.
10. Combine Meat Science with existing Food Production labs.
11. Eliminate all course electives not taught in two or three-year periods.
12. Re-institute Front Office Management as a requirement of hotel majors.

A Model Curriculum: Third and Fourth Years
Based on Completion of General Education
in 60 Earned Credits

First Term

HFT 3263	Restaurant Management	3
HFT 3503	Marketing I	3
HFT 4224	Human Relations	3
HFT 3423	Hospitality Info Systems	3
	OPEN ELECTIVE	3

15

Second Term

FSS 3221	Intro Food Production	3
HFT 3453	Operations Controls	3
HFT 3941	1st Internship	3
HFT 3603	Law	3
	CLUSTER ELECTIVE	3
		15

ONE SUMMER TERM

1120	Language	4
FSS 3221	Quantity Lab	3
	Cluster Elective	3
HFT 3945	Advanced Intern	3
HFT 3203	Management and Organization	3
		16

Third Term

HFT 4464	Interpret - Financial Statements	3
1120	Language	4
FSS 3232	Intermediate Food Lab	3
HFT 4323	Physical Plant Management	3
	Cluster Elective	3
	(or Ethics course)	16

Fourth Term

HFT 4474	Profit Plan	3
HFT 4223	Human Resource Management	3
FSS 4114	Food and Beverage Merchandising	
	or	
HFT 3503	Hotel Sales and Market	3
	Cluster Elective	3
	Seniors Seminar	1
		13

Total Credits: 60 transferred (36 General Ed)

15 - Term 1
15 - Term 2
16 - Summer Term
16 - Term 3
13 - Term 4

135 including new language requirements, a net addition of four credits to the existing program.

The program recommended attempts several significant objectives as follows:

1. to meet the school's goals and objectives;
2. to address the outcomes taxonomy;
3. to balance the needs of an educated person
   a. technology,
   b. professional development,
   c. general education requirements,
   d. human development,
   e. behavioral development,
   f. ethics, and
   g. specialization;

4. to respond to the perceived needs of graduates and suggestions of industry leaders.
5. to modernize a fundamentally successful curriculum without major upheaval to ongoing demands; and
6. to ensure continuity of the useful and encourage the demise of the obsolete.

The hospitality program has an obligation to the students and to the industry to produce a functioning, confident individual capable of managing people, money, materials, and machinery. To do this, the school must be attuned to the changes that take place in a vibrant society. This study has attempted to investigate, synthesize, and present the findings of such changes in a model set of outcomes structured in a logically-sequenced curriculum.

ACKNOWLEDGEMENTS

COMMUNITY COLLEGE AND UNIVERSITY PERSONNEL

Bachert, Russel E. Jr., division head, Hospitality Management, Paul Smith's College, N.Y.

Battisca, Donna Marie, Broome Community College, N.Y.

Blankenship, Helen, educational specialist, The Culinary Institute of America, N.Y.

Casola, Matteo, Culinary Arts, Schenectady County Community College, N.Y.

Christianson, David J., William F. Harrah, College of Hotel Administration, University of Nevada, Las Vegas.

Cichy, Ron, dean, School of Hotel Restaurant and Institutions Management, Michigan State University, MI

Cioch, Joseph, dean, The Conrad Hilton School of Hotel Management. University of Houston, TX.

Fletcher, Steven W., dean, School of HRTA, University of Massachusetts, MA.

Horgan, Maureen, director of library administration, Milbank Memorial Library, Columbia University, Teachers' College, N.Y.

Hunter, Wallace, dean, Division of Applied Sciences, Edison Community College, FL.

Keithan, J.W., dean, School of Hotel Administration, Cornell University, N.Y.

Larson, Eric A., dean, Division of Business/Applied Health/Physical Education, Elgin Community College, IL.

Lefever, Michael M., associate dean, The Conrad Hilton School of Hotel Management. University of Houston, TX.

Macht, George, associate professor, Coordinator, Hotel Motel Management, College of DuPage, IL.

Maxwell, Clark, executive director, State Board of Community Colleges, Department of Education, FL

COMMUNITY COLLEGE AND UNIVERSITY PERSONNEL (Cont.)

McTarnaghan, Roy E., State University System of Florida

Metz, Ferdinand, Culinary Institute of America, N.Y.

Miller, Jack E., chairman, Hospitality Studies/Tourism, St. Louis Community College, MO.

Nadeau, Ed, chairperson, Hospitality Division, Sullivan County Community College, N.Y.

Olson, Michael, chairperson, Department of Hotel, Restaurant and Institutional Management, Virginia Tech, VA.

Pearson, Margaret, SUNY at Cobleskill, N.Y.

Rush, Isabel E., Cuyahoga Community College, OH.

Seguare, Richard W., chairman and professor, SUNY at Delhi, N.Y.

Seibert, Robert C., SUNY at Delhi, N.Y.

Sorgule, Paul, Hospitality Management, Paul Smith's College, N.Y.

Steiskal, Mokie, associate professor, Hospitality Management Department, Columbus State Community College, OH.

Wasserstein, Linda, chairperson, Hotel and Restaurant Management, Nassau Community College, N.Y.

FLORIDA INTERNATIONAL UNIVERSITY
FACULTY AND STAFF

Angelo, Rocco M., associate dean, School of Hospitality Management, Florida International University

Dunbar, Minnie, Florida International University, University Park Library, Miami, FL.

Goffe, Peter, professor, School of Hospitality Management, Florida International University

Greb, Elizabeth, research specialist, Division of Sponsored Research, Florida International University

FLORIDA INTERNATIONAL UNIVERSITY
FACULTY AND STAFF (Cont.)

Johnson, Paulette, statistical consultant, Florida International University

Marshall, Anthony G., dean, School of Hospitality Management, Florida International University

Moll, Steven, professor, Academic Advisor, School of Hospitality Management, Florida International University

Moncarz, Elisa, professor, School of Hospitality Management, Florida International University

Morgan, William, professor, School of Hospitality Management, Florida International University

O'Brien, William, professor, School of Hospitality Management, Florida International University

Parker, Allan, professor, School of Hospitality Management, Florida International University

Portocarrero, Nester, professor, School of Hospitality Management, Florida International University

Ringstrom, Norman, professor, School of Hospitality Management, Florida International University

Tanke, Mary L., professor, School of Hospitality Management, Florida International University

Vladimir, Andrew, professor, School of Hospitality Management, Florida International University

INDUSTRY LEADERS

Ashcraft, Walter, executive director, Hospitality Education Program, FL.

Castiblanco, Dora, Curriculum Inquiry, John Wiley and Sons, N.Y.

Center, Roger, Sheraton Hotel Corporation, MI.

Chu, Clive, president, Preferred Hotels Group, MA.

INDUSTRY LEADERS (Cont.)

Etess, Elaine, chairman of the board, American Hotel and Marketing Association, FL.

Fisher, William, executive director, National Restaurant Association, D.C.

Gammill, Eric, senior assistant manager, Loews L'Enfant Plaza, D.C.

Hansen, Jorgen H., senior vice president, Hilton Hotels GA Corporation, GA.

Hartman, H.A., vice president, Loews L'Enfant Plaza, D.C.

Haughney, James F., general manager, Atlanta Airport Hilton Hotel, GA.

Hewett, Tom, president, The Continental Companies, FL.

Hutchens, Brett, director, College Relations, Sheraton Hotel Corporation, MA.

Moore, James F., president, Far West Concepts, Restaurant Enterprises Group, Inc., CA.

Moore, Robert, former director of training, Club Management Association of America, now residing in GA.

Negris, Tom, general manager, Loew's Hotel, MD.

Nelson, Richard, regional vice president, Hyatt Hotels Corporation, D.C.

Spicer, Harry, vice president, Human Relations, The Continental Companies, FL.

Wachtel, Jeffrey, director of Training, The Continental Companies, FL.

Washington, Regynald, senior vice president, Concessions International, GA.

BIBLIOGRAPHY

Abbott, Ann A. and Michael H. Chuse. Curriculum Enrichment Strategies for Social Work. Education Magazine, 104:19 Fall 1983.

Ainsworth, David R. Unpublished Master's Thesis: A Study to Determine the Hospitality Industry's Recommendations on How to Better Prepare College Graduates from Four Year Schools of Hospitality Management in the Areas of Accounting and Finance. Florida International University, Miami, Florida, School of Hospitality Management, August, 1984.

Allred, M.D. and J.C. Wingfield, Jr. Follow-Up Study of 1979-1980 Students: North Carolina Community College System. North Carolina: North Carolina State Department of Community Colleges, Division of Planning and Research Services, April, 1982.

Almarode, Richard L. Guidelines for Hospitality Education in Junior Colleges Occupational Educational Project. American Association of Junior Colleges, Washington, D.C., 1967.

Anderson, James W. By the Books: (Undergraduate business curricula). Public Relations Journal. 42:16(3). April, 1986.

Arnaldo, Mario J. Hotel General Managers: A Profile The Cornell Quarterly, 22:53-56. November, 1981.

Barnes, Evelyn S. The Integration of Marketing Distribution and Hospitality/Recreation Career Exploration Curriculum into Selected Career Exploration Classes. Wisconsin Vocational Studies. 35 pp. Wisconsin University, Madison, Wisconsin, 1977.

Bednar, John C. Business Schools Must Make Language Fluency a Top Priority. The Chronicle for Higher Education, 36:B2. February 7, 1990.

Bender, Elizabeth C. A Study To Determine if There is a Disparity Between Technical and Management Skills Among Management in the Hospitality Industry. Miami, Florida: Master's thesis presented to Florida International University Graduate Committee on Cornell Hotel School Graduates, July, 1987.

Berk, L.; Elkins, C., P. Goffe, L. Prieto-Postar, and J. Wisdom, Report on Undergraduate Education, Florida International University Ad Hoc Committee on Undergraduate Education, Miami, Florida, 1986, 5 pp.

Bloomer, Gordon. "Linking Schools and Industry: A Survey Current Practice." Educational Research, 27 2:79-94. June, 1989.

Booklet: Accreditation Council Policies, Procedures and Standards. American Assembly of Collegiate Schools of Business, St. Louis Missouri. 1989-1990.

Byerly, Richard L. et. al. Evaluation Models for Career Programs, Final Report. Ankeny, Ohio: Des Moines Area Community College, December, 1971.

Capella, Louis M., and Donald P. Robin. "Critical Thinking Is Important to Marketing Students." Marketing News, 20:28, July 18, 1986.

"Characteristics of Excellence in Higher Education." Philadelphia, Pennsylvania: Middle States Association of Colleges and Schools, Commission on Higher Education. 1978.

Chase, Shirley A. Vocational and Technical Curriulum Materials Database Feasibility Study. Final Report. Ohio State University, Columbus. National Center for Research in vocational Education.

Clabaugh, M.G., and J.R. Wallace. "A Framework for Curricula Planning in an Academic Market. Journal of the Academy of Marketing Science, 12:128-144. Winter/Spring.

Cheit, Earl F. "Business Schools and Their Critics." California Management Review. 27:43-62. Spring 1985.

Collison, Michele. "'Hospitality' Is an Inviting Field at Many Colleges." Chronicle of Higher Education, 34:33-34. March 23, 1988.

"Comprehensive Program of Vocational Education for Career Development: K-University." Final Report. Bradenton, Florida: Manatee Junior College, June 30, 1977, 182 pp.

Conry, Edward J., and Donald R. Nelson. "Business Law and Moral Growth." American Business Law Journal. 27:1-39. Spring, 1989.

CONSAD Research Corp. Pittsburgh, Pennsylvania. Cooperative Education Planning Study. July 1, 1975, 247 pp.

Cultrera, Paul R. Measuring Performance and Evaluation. Braden, Florida: Manatee Junior College, Spring, 1982.

Desruisseaux, Paul. "Undergraduate Curriculum Out of Touch with Academic Knowledge, Colleges Told." The Chronicle for Higher Education, 36:A13,A17. January 24, 1990.

Dickinson, R., A. Herbert, and J. O'Shaunessey. "What Are Business Schools Doing for Business?" Business Horizons Magazine, 26:52. November-December, 1983.

Divine, H.A. "Industry Feedback: The Missing Educational Link." The Journal of Hospitality Education, 5:26. Winter, 1981.

Dole, Ronald C. Curriculum Improvement: Decision-Making and Process, 5th Edition, New York: Allyn & Bacon, Inc., 1982.

Dymsza, William A. "The Education and Development of Managers for Future Decades." Journal of Interrational Business Studies, 13:9-18, Winter 1982.

El-Khawas, Elaine, V.P. American Council on Education. Washington, D.C.: Quoted in Newsweek on the results of an A.C.E. survey on higher education curricula, 1987.

Ferguson, Dennis, and Florence Berger. "Restaurant Managers: What Do They Really Do?" The Cornell Quarterly, 25:26-38. May 18, 1984.

Flash, Dora G., et. al. Revising the Curricula: A Recommendation Report to the Faculty of the School of Hotel Administration, Cornell University Presented by the Augmented Task Force. Ithaca, New York: February, 1985.

Galles, Gary. "Reforms That Focus on Content Alone Won't Solve the Problems of Education." The Chronical of Higher Education, 34:Sec. 2. April 13, 1988.

Givens, Ron, Edmund Bruce Myerson, Michael Mehle, Michael Newman, Chris Roberts, and Jim Oliphant. "Colleges Chart a New Course of Study. Newsweek. 13:8-12. March, 1988.

Gold, Maurice. "Bachelor of Commerce, Major in Accountancy: Is It An Education?" University Education News, 1:16. February 1981.

Graff, Gerald. "Conflicts Over the Curriculum Are Here to Stay; They Should be Made Educationally Productive. The Chronicle of Higher Education, 34:A48. February 17, 1988.

Grahn, Joyce. A Model for the Development of An Upper Division Marketing Certificate. July 10, 1980. Columbus, Ohio. 15 pp.

Grandjean-Levy, Andre. French for "Hoteliers": A recently Instituted Course at the Cornell School of Hotel Administration. Dearborn, Michigan. May 2-4, 1984.

Green, H.T. "The Use of Occupational Advisory Committees in Developing Curricula for Hospitality Education." The Journal of Hospitality Education, 6:67-73. Summer, 1981.

Gregg, J.B. A Study of the Cumulative Grade Point Average of Undergraduate Students Who Work Practicium presented to Nova University, Ft. Lauderdale, Florida. March, 1990, 30 pp.

Gudterman, Gail, and Deborah Losse. Language for International Professions: A Pilot Project." ADFL Bulletin, 16:31-34. September, 1984.

Haler, Colin. "The Manager's Work in Context: A Pilot Investigation of the Relationship Between Managerial Role Demands and Role Performance." Personnel Review, 16:26-33. United Kingdom, 1987.

Handbook of Accreditation, Manual for Chairing an Evaluation Team Council on Hotel, Restaurant and Institution Education. Latest draft of proposed accreditation Procedures for Hospitality Higher Education. The Council on Hotel, Restaurant and Institutional Education. Washington, D.C., November, 1989 11 pp.

Harris, P. "New Educational Technologies and Strategies. Leadership & Organization Development Journal, 4:15-24. 1983.

Heller, Scott. "Model Curriculum for Colleges Proposed by Humanities Chief." Chronicle of Higher Education, 36:1,A14. October 11, 1989.

Heller, Scott. "New Attempts Planned to Define Core Curriculum." Chronicle of Higher Education, 36:A12. July, 1989.

Henry, Anita. "The Marriage of Language and Business; A Working Curriculum. Paper presented at the Northeast Conference on the Teaching of Foreign Languages. Baltimore, Maryland. April 29, 1983, 16 pp.

Hopkins, Deborah. Review of the Associate of Science Program in Hospitality Management at Valencia Community College Based on Identified Competencies. Ft. Lauderdale, Florida: Ed.D. Dissertation, Nova University, February, 1989.

Horning, Alice S. "The Business of Business is English. Paper presented at the 11th Annual Meeting of the College English Association. Dearborn, Michigan. April 10, 1980, 9 pp.

Hunter, Wallace D., et. al. Level III Review for Hospitality Management: An Institutional Survey. State of Florida Board of Regents, Ft. Meyers, Florida. February, 1990.

The Irvine Group: Renewing Undergraduate Education: Recommendations from the Irvine Group, Monograph distributed by Ferguson Associates, Educational Consultants, Vista, California. March, 1990 8 pp.

Irwin, Harry. "Communication Courses for Business Students: Instructional Design and Curriculum Development for a Disciplinary Sequence in Communications Studies." Conference paper at meeting of the National Conference of Business Communication Teachers. July, 1980, 28 pp.

Isaac, Stephen, and W.B. Michael. Handbook in Research and Evaluation 2nd Edition. San Diego, California. 1983

Jacobsen, Frances F. "Issues In the Implementation of an Information-Gathering Completency Requirement in Business." Research Strategies. 5:18-28. Winter, 1987.

Johnston, William B., et. al. Workforce 2000: Work and Workers for the 21st Century. Indianapolis, Indiana: The Hudson Institute, June, 1987, 117 pp.

Katz, Joel. Dimensional Development System Program for Management Selection, Training, Evaluation and Promotion. Philadelphia, Pennsylvania: Corporate Direction of Human Resources, American Restaurant Associate, Inc., 1987.

Kenny, Shirley Strum. "Humanities and Business: Educational Reform for Corporate Success." Business and Society Review, 48:23-26. Winter, 1984.

Kettner, Daly Nichols. Initiating Change in Organizations and Communities, Monterey, California: Brooks-Cole Publishers, 1985.

Kingston, C.C., and E.R. Thomas. National Symposium for Business and Office Education Curriculum Guidelines. Trenton , New Jersey: Trenton State College, Division of Business, 1973.

Kluge, Alan E. "The Importance of Foreign Language Education to the Hospitality Industry." Paper presented at the annual meeting of the Council on Hotel, Restaurant and Institutional Education. Denver, Colorado, August 3, 1984, 34 pp.

Kraemer, Kenneth L., Thomas Bergin, Stuart Breitsneider, George Duncan, Thomas Foss, Wilpen Gore, Barry Rubin, Naomi Balin Wish, and Alana Northrup. "Curriculum Recommendations for Public Management Education in Computing." Public Administration Review. 46:595-602, November, 1986.

Kravitz, Sanford, director. The Roles of Goals and Objectives in the SACS Accreditation Process. Florida International University, September 2, 1988.

Lenning, Oscar T. Outcomes Structure: An Overview and Procedure for Analyzing it in Postsecondary Educational Institutions. Appendix A: Outcomes Taxonomy and List of Outcome Measures. Boulder, Colorado: The National Center for Higher Education Management Systems, 1977.

Lewis, Morgan V, compiler, and Scott Martin, compiler. "Measures of Occupationally Specific and Nonoccupationally Specific Knowledge and Skills: A Compendium." Columbus: Ohio State University, National Center for Research in Vocational Education, 1986, 125 pp.

Lindvall, C.M. (ed). Defining Educational Objectives, Pittsburgh, Pennsylvania: University of Pittsburgh Press, 1964, 19-36 pp.

Long, R., and M. Jinks. "Evolving an Experiential Management Development Programme." Journal of European Industrial Training, 6:9-15. 1982.

Mandt, E.J. "The Failure of Business Education and What to Do About It." Management Magazine, August, 1982.

Manning, Margaret B., and James McPherson. "The Skills Audit." The Cornell Hotel and Restaurant Administration Quarterly, 26:45-48, August, 1985.

Marshall, Anthony and Rocco M. Angelo. Unpublished comments during personal interviews. Fall, 1988.

Marshall, Anthony G., "Headcount, Mission, Goals and Objectives of the School of Hospitality Management," Miami, Florida: Florida International University, March, 1990.

Matthews, Irene J. "Liberal Education: The Case for Core." University Education News, 1:56, February, 1981.

McConnell, James E., and Rodney A. Erichson. "Beobusiness: An International Perspective for Geographers." Journal of Geography. 85:98-105, May - June, 1986.

McLean, J.E., and Ray Loree. Comprehensive Career Education in a University: Evaluation Alabama University. Alabama: Institute of Higher Education University, May, 1977.

Miles, Raymond E. "The Future of Business Education." California Management Review. 27:63-73. Spring, 1985.

Miller, Harry. "Implementation of the Occupational Cluster Concept: A Curriculum Tool for Improving Career Development and Program Preparation." Battle Creek, Michigan, Calhoun Area Vocational Center, July, 1976, 276 pp.

Miller, Richard I. The Assessment of College Performance: A Handbook of Techniques and Measures for Institutional Self-Evaluation, San Francisco, California: Jossey-Bass Publishers, 1979.

Morgan, William J. "Internal Memorandum to Dean and Faculty on Proposed Curriculum Study of the Florida International University, Hospitality School." Miami, Florida, March, 1988.

National Association of Scholars. "Is the Curriculum Biased?" The Chronicle for Higher Education, 36:23, November 8, 1989.

National Restaurant Association. "Current Issues Report: A Report Based on an Arthur D. Little Study," Washington, D.C.: National Restaurant Association, 1986, 10 pp.

National Restaurant Association. "Current Issues Report: Foodservice Employment 2000: Exemplary Industry Programs" Washington, D.C.: National Restaurant Association, 1989, 16pp.

Nistal, G.E. "Is Higher Education Responsive to the Ne 's of the Real World of Business?" Collegiate News and Views. 33:7-11, Winter, 1979.

Ornstein, Allan C. "Curricular Innovation and Friends; Recent Past, Present and Future." Peabody Journal of Education, 59:7, October 1981.

Orphen, Christopher. "Student Evaluation of Lecturers as an Indicator of Instructional Quality: A Validity Study. Journal of Educational Research." 74:15, September-October, 1980.

Palmer, Teresa M. "The Preparation of Training Professionals." Paper presented at the National Adult Education Conference. Milwaukee, Wisconsin, November 6-10, 1984, 14pp.

Pittwood, Alan. "Research Papers in Economics Education: The Provision of Economics in the Business Education Council National Awards Curriculum." London University (England) Institute of Education, January 1984, 42pp.

Platte, J.P., and M. Mattson. An Assessment of Learning Resource Services. Lansing, Michigan: Lansing Community College, 1978.

Porreca, Anthony. "The Golmes Group: Graduate Curriculum Revisions for Business Teachers Education." Paper presented at the annual convention of the American Vocational Association. Dallas, Texas, December 5 - 9, 1986, 24pp.

Powers, Thomas F. "Hospitality Management Development for the 1980s." The Cornell Hotel and Restaurant Administration Quarterly, 21:39-47, February, 1980.

Probber, Jonathan. "Educational Life: Learning Service With A Smile." The New York Times, 89.

Rehder, Robert R. "American Business Education - Is It Too Late to Change?" Bloan Management Review, 23:63-71. Winter 1982.

"Report evisages 'apprenticeship' system for managers as part of new national framework." Personnel Management May, 1987, p5.

Roberts, I.M. and Elizabeth M. Ineson. "The Role of Mathematics in Hotel, Catering and Institutional Management HND and FM Courses." Vocational Aspect of Education, 32:51-60. August 1980.

Rothman, A.I. "Curriculum in Higher Education." Council of Ontario Universities: Office of Teaching and Learning. University Education News, Toronto, Ontario: 1:3, February 1981.

Ruddy, Joseph. "Career Development of Hotel Managers in Hong Kong " International Journal of Hospitality Management, 8:215-225, 1989.

Scanlan, T.J. _ al. Methods and Materials for Entrepreneurship Education Project (MMEE). Phase III Report. Urbana, Illinois: Illinois University Department of Vocational and Technical Education, June, 1980.

Schultz, J.D. et. al. Effectiveness of Postsecondary Vocational Education Advisory Councils. Paper presented at American Educational Research Council Meeting, Boston Massachussetts April, 1980.

Semple, Robert M. and David B. West. "Cost Analysis of Curriculum Programs: A Technical Report of the Occupational Education Research Services." Rocky Mount, North Carolina. Washington Technical College, December, 1982, 75pp.

Swenson, Russel G. "Incorporating International Business: Suggestions for College Instruction." Journal of Geography. 85:106-115. May - June, 1986.

Tanke, Mary. Accreditation Commission for Programs in Hospitality Administration Handbook. Miami, Florida: Council on Hotel, Restaurant and Institution Educators, Inc., September, 1988.

Thomas, Edward G. and Bridget N. O'Connor. "Bridging the Business -Education Gap: Ph.D. Meets OIS." Words, 15:19 21. August-September, 1986.

Tyler, Robert W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949.

Van Ast, John. "To Determine the Feasibility of a Vocational Curriculum Management System for the State of Iowa." Ames: Iowa State University of Science and Technology, Dept. of Industrial Education. 1981, 119 pp.

Vicere, Albert A. "Restructuring the Business School." Business Forum. 8:24-27. Fall, 1983.

Vladimir, Andrew. "FIU Dominates Group of Best Hospitality Programs." New York Times Newsletter. 5:1. Spring, 1989.

Watson, Ray. "New Visions for University-Sponsored Executive Education Programs." Academy of Management Executives. 2:321-323. November 1988.

Weinberg, Daniela and Gerald Weinberg. "Constructing New Knowledge: The Experiential Learning Model Data Training." November 1984.

Weis, Susan. "Evaluation of a Demonstration Project for Postsecondary Hospitality Education." Paper presented at the 59th Annual Meeting of the American Education Research Association. Chicago, Illinois. April. 1974.

Wheeler, Jeanette D. "Vocational Educators and Curriculum Management." Palo Alto, California and Washington State University, Pullman, Washington American Institute for Research in the Behavioral Sciences.

Wolman, Jean and Carolyn B. Claudy. "Evaluational Vocational Education Curricula," Palo Alto, California: American Institute for Research in the Behavorial Sciences. 1981, 61pp.

Work, Gerald et. al. Career Education Within the University of Maine System: A Status Study. Orono. Maine: University. June, 1974.

Worthen, B.R. and J.R. Sanders. "Educational Evaluations: Theory and Practice." SRIS Quarterly, 3:10-13.

Zaccarelli, Herman E. CSC: The Development of An Ethical Strategy for Managers of International Hotels and Food Services in Third-World Countries. West Lafayette, Indiana: Restaurant, Hotel and Institutional Management Institute, Purdue University, 1984.

APPENDIX A

QUESTIONS FOR A GUIDED INTERVIEW

QUESTIONS FOR A GUIDED INTERVIEW

1. What is your personal "satisfaction level" with the performance of graduates of four-year Hospitality Management programs with whom you have had professional experience?

   a. At time of their entry into the field.
   b. Ability to grow within the organization.

   As you continue to observe four-year Hospitality Management school graduates, are they particularly proficient in any (or some) areas, or particularly lacking in areas?

2. Given your personal understanding of <u>leadership</u> (which we will discuss together), how do you rate hospitality programs with respect to the development of essential leadership skills and attitudes among four-year H/R/I graduate?

3. A 1989 industry career-development study rated these ten (10) areas as "Key Influences" on career development.

   a. In general, do existing curricula adequately address these issues?
   b. If you do not agree with these influences and/or rankings, how would you change them?

      1. Need to achieve results
      2. The ability to work easily with a wide variety of people
      3. Accepting challenge
      4. A willingness to take risks
      5. Early overall responsibility for important tasks
      6. The desire to see new opportunities
      7. A width of experience in many functions (prior to age 35)
      8. Leadership experience early in one's career
      9. The ability to develop more ideas than one's colleagues
      10. A determination to get to the top ahead of others

   c. Are these "influences" appropriately addressed in existing curricula? Can they be? Should they be?

5. Based on your observation of four-year hospitality program graduate, and assuming your general knowledge of existing course offerings, do you know of any new courses that should be included in a curriculum seeking to address industry challenges of the 1990's?

6. I would like your response to the following specific terms as they relate to training received in higher-level hospitality education, and subsequent performance of recipients of this training:

   a. Computers
   b. Internship
   c. Co'op/work-study programs
   d. More or less arts and science and/or humanities courses
   e. Minorities in management: black; female; others
   f. Co-curricular activities (clubs, sales blitz participation) as useful components of the curriculum
   g. Mentorship
   h. Other (?)

7. Are graduates of four-year programs who have managed for you proficient in the area(s) the school professes to have them at the time of graduation?

8. Finally, based on your present knowledge of four-year hospitality education programs, if you were appointed DEAN FOR A DAY of any of the Top five hospitality schools, what THREE things would you attempt to ADD, DELETE or CHANGE?

APPENDIX B

SURVEY COVER LETTER

Dear Graduate:

In perhaps the most important study ever undertaken by the FIU School of Hospitality Management, the enclosed questionnaire seeks to elicit data from our graduates to attempt to measure the value of your education as it relates to industry needs and to your personal and professional development.

Your individual response is essential. If we do not know how your education has impacted your life and your career, we are severely limited in our ability to improve and grow with the industry and better serve those who follow you.

It is a fact that the better the curriculum, the better the school and its' product, which concomitantly, enhances the prestige, and the value, of your degree. Your response will produce benefits for yourself - and everyone.

Please take the time, in a quiet, thoughtful environment to fill out this questionnaire and mail it back to me at the School as soon as possible. We would like to have your response by March 15 to help us in planning for next year. Believe me when I tell you that your responses will have significant impact on decisions affecting the Hospitality curriculum into the 21st century! Please call me if there is anything that you would like to discuss further.

With best wishes for your continued personal and career growth.

Sincerely,

Anthony G. Marshall

Anthony G. Marshall
Dean, School of Hospitality Management

APPENDIX C

SURVEY OF HOSPITALITY SCHOOL BACCALAUREATE GRADUATES

Survey of Hospitality School Baccalaureate Graduates
Florida International University
Miami, Florida

A. PERSONAL DATA

1. Student ID # (SS#): _____
2. Full Name: _____ (required for study validation, not publication)
3. Present Address: _____
   City: _____ State: _____
   Zip: _____ Country: _____
4. Age: _____
5. Sex: ☐ Male ☐ Female
6. Degree: ☐ Yes ☐ No
7. Year Graduated: _____
8. Length of time employed in the hospitality industry since graduation: _____
9. Your present position (title): _____ Length of time in this position: _____
   Employer: _____
   Address: _____
   City: _____ State: _____
   Zip: _____ Supervisor: _____
10. List jobs in hospitality field since graduation: (Reverse chronological order)

DATES	POSITION	COMPANY

11. If you are not employed in the hospitality industry, please comment on your reasons:

_____
_____
_____
_____
_____
_____
_____
_____

5. Extremely helpful; 4. Very helpful; 3. Somewhat helpful; 2. Not very helpful; 1. Not helpful at all; 0. Not applicable

B. RATING THE CURRICULUM

The present required "core" curriculum of the Hospitality Management School consists of the following subject areas. Please rate those courses that you recall taking in terms of their continuing practical value to you. 5 is the highest rating; 1 is the lowest. Circle the rating that best applies.

MANAGEMENT, ACCOUNTING, FINANCE AND INFORMATION SYSTEMS:

12.	HFT 3423	Hospitality Information Systems	5	4	3	2	1	0
13.	HFT 3453	Hospitality Industry Management	5	4	3	2	1	0
14.	HFT 4464	Interpretation of Hospitality Financial Statements	5	4	3	2	1	0
15.	HFT 4474	Profit Planning and Decision Making in the Hospitality Industry	5	4	3	2	1	0

FOOD AND BEVERAGE MANAGEMENT:

16.	FSS 3221	Introduction to Commercial Food Production	5	4	3	2	1	0
17.	FSS 3232	Intermediate Quantity Food Production	5	4	3	2	1	0
18.	FSS 3234	Volume Feeding Management	5	4	3	2	1	0
19.	FSS 3243	Basic Meat Science	5	4	3	2	1	0
20.	HFT 3263	Restaurant Management	5	4	3	2	1	0

ADMINISTRATION:

21.	HFT 3323	Physical Plant Management	5	4	3	2	1	0
22.	HFT 3503	Marketing Strategy - I	5	4	3	2	1	0
23.	HFT 3514	Marketing Strategy - II	5	4	3	2	1	0
24.	HFT 3603	Law as Related to the Hospitality Industry	5	4	3	2	1	0
25.	HFT 3700	Fundamentals of Tourism	5	4	3	2	1	0
26.	HFT 3915	Advanced Internship	5	4	3	2	1	0
27.	HFT 4234	Union Management Relations	5	4	3	2	1	0

Narrative Comments on the Core Curriculum:

5: Extremely helpful; 4: Very helpful; 3: Somewhat helpful; 2: Not very helpful; 1: Not helpful at all; 0: Not applicable to me

B. RATING THE CURRICULUM (Cont'd)

The School of Hospitality Management offers a wide variety of ELECTIVE courses, as listed below. Please check the electives you chose while a student and rate them using the scale above.

CHECK AND RATE ELECTIVE COURSES TAKEN:

28. ☐	FSS 4105	Purchasing & Menu Planning	5	4	3	2	1	0
29. ☐	FSS 3241	Classical Cuisine	5	4	3	2	1	0
30. ☐	FSS 4201	Sanitation	5	4	3	2	1	0
31. ☐	FSS 4245	Advanced Meat Science	5	4	3	2	1	0
32. ☐	FSS 4315	Institutional Food Service Management	5	4	3	2	1	0
33. ☐	FSS 4431	Food Facility Layout and Design	5	4	3	2	1	0
34. ☐	FSS 4614	Food & Beverage Merchandising	5	4	3	2	1	0
35. ☐	HFT 3000	Introduction to Hospitality Management	5	4	3	2	1	0
36. ☐	HFT 3203	Fundamentals of Management in the Hospitality Industry	5	4	3	2	1	0
37. ☐	HFT 3313	Hospitality Property Management	5	4	3	2	1	0
38. ☐	HFT 3343	Hotel & Restaurant Planning & Design	5	4	3	2	1	0
39. ☐	HFT 3344	Fast Food Systems Management	5	4	3	2	1	0
40. ☐	HFT 3403	Intro to Management Accounting for the Hospitality Industry	5	4	3	2	1	0
41. ☐	HFT 3434	Club Operations Management	5	4	3	2	1	0
42. ☐	HFT 3454	Food & Beverage Cost Control	5	4	3	2	1	0
43. ☐	HFT 3505	Hospitality Buyer Behavior	5	4	3	2	1	0
44. ☐	HFT 3524	Sales Management for the Hospitality Industry	5	4	3	2	1	0
45. ☐	HFT 3713	International Travel and Tourism	5	4	3	2	1	0
46. ☐	HFT 3722	Retail Agency Management	5	4	3	2	1	0
47. ☐	HFT 3727	Technical Agency Operations	5	4	3	2	1	0
48. ☐	HFT 3733	Creative Tour Packaging	5	4	3	2	1	0
49. ☐	HFT 3753	Convention & Trade Show Management	5	4	3	2	1	0
50. ☐	HFT 3763	Passenger Traffic Management	5	4	3	2	1	0
51. ☐	HFT 3793	Sociology of Leisure	5	4	3	2	1	0
52. ☐	HFT 3941	Beverage Management	5	4	3	2	1	0
53. ☐	HFT 3872	Wine Technology	5	4	3	2	1	0
54. ☐	HFT 3900	Independent Study (or 3905)	5	4	3	2	1	0
55. ☐	HFT 3941	Internship	5	4	3	2	1	0
56. ☐	HFT 4223	Human Resources Development	5	4	3	2	1	0
57. ☐	HFT 4224	Human Relations in the Hospitality Industry	5	4	3	2	1	0
58. ☐	HFT 4276	Resort Managment	5	4	3	2	1	0
59. ☐	HFT 4291	Restaurant Management Seminar	5	4	3	2	1	0

5: Extremely helpful; 4: Very helpful; 3: Somewhat helpful; 2: Not very helpful; 1: Not helpful at all; 0: Not applicable

B. RATING THE CURRICULUM (Cont'd)

60. ☐	HFT 4295	Catering Management	5	4	3	2	1	0
61. ☐	HFT 4404	Business & Industry Food Service Management	5	4	3	2	1	0
62. ☐	HFT 4405	Recreational Food Service Management	5	4	3	2	1	0
63. ☐	HFT 4413	Lodging Systems & Procedures	5	4	3	2	1	0
64. ☐	HFT 4445C	Hotel Computer Systems	5	4	3	2	1	0
65. ☐	HFT 4455	Functions of the Hospitality Industry Controller	5	4	3	2	1	0
66. ☐	HFT 4465	Seminar in Tax Planning for the Hospitality Industry	5	4	3	2	1	0
67. ☐	HFT 4493C	Food Service Computer Systems	5	4	3	2	1	0
68. ☐	HFT 4512C	Hospitality Promotionb Strategy	5	4	3	2	1	0
69. ☐	HFT 4604	Legislation and the Hospitality Industry	5	4	3	2	1	0
70. ☐	HFT 4718	Implementation and Management of Tourism Projects	5	4	3	2	1	0
71. ☐	HFT 4880	In-flight Food Service Management	5	4	3	2	1	0
72. ☐	HFT 4936	Hotel Management Seminar	5	4	3	2	1	0

Others: (Please be as specific as you can)

	Course #	Course Name						
73. ☐	_____	_____	5	4	3	2	1	0
74. ☐	_____	_____	5	4	3	2	1	0
75. ☐	_____	_____	5	4	3	2	1	0
76. ☐	_____	_____	5	4	3	2	1	0
77. ☐	_____	_____	5	4	3	2	1	0

Narrative Comments on Electives:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. Extremely helpful 4. Very helpful 3. Somewhat helpful 2. Not very helpful 1. Not helpful at all 0. Not applicable

C. RATING OF COMPETENCIES LEARNED

Following is a list of skills and abilities that previous studies indicate are important for effective hospitality management. Please indicate how well you believe your FIU curriculum prepared you in these areas, by circling a number in each category.

MANAGEMENT SKILLS:

78. Ability to plan and organize assigned work in a timely and efficient manner	5	4	3	2	1	0
79. Ability to select and train subordinates	5	4	3	2	1	0
80. Ability to make decisions correctly and effectively	5	4	3	2	1	0
81. Ability to adapt leadership to the needs of followers	5	4	3	2	1	0
82. Awareness of organizational structure and chain of command	5	4	3	2	1	0
83. Ability to understand, interpret and apply policies, and rules	5	4	3	2	1	0
84. Ability to understand, interpret and apply laws and ordinances	5	4	3	2	1	0
85. Ability to apply current technology to problem-solving situations	5	4	3	2	1	0
Ability to supervise skill-level subordinates:						
86. Kitchen	5	4	3	2	1	0
87. Front Office	5	4	3	2	1	0
88. Support Groups (e.g.: office, purchasing)	5	4	3	2	1	0
89. Service Personnel (wait staff, bell, etc.)	5	4	3	2	1	0
Ability to perform operations management tasks in:						
90. Purchasing	5	4	3	2	1	0
91. Customer relations	5	4	3	2	1	0
92. Employee discipline	5	4	3	2	1	0
93. Records keeping	5	4	3	2	1	0
94. Computer utilization	5	4	3	2	1	0
95. Communications	5	4	3	2	1	0

HUMAN RESOURCE SKILLS:

96. Ability to function in stressful situations	5	4	3	2	1	0
Able to establish functional working relationships with:						
97. Peers	5	4	3	2	1	0
98. Supervisors	5	4	3	2	1	0
99. Subordinates	5	4	3	2	1	0

5 = Very Helpful; 4; 3 = Somewhat Helpful; 2; 1 = Not Very Helpful; 0 = Not Helpful at All; NA = Not Applicable

C. RATING OF COMPETENCIES LEARNED (Cont'd)

100. Sensitivity to human differences in age, sex, race, creed, national origin, handicap, etc.	5	4	3	2	1	0
101. Ability to balance needs/wants of supervisors, subordinates, and guests	5	4	3	2	1	0
102. Ability to contribute to a positively motivated work environment	5	4	3	2	1	0
103. Ability to maintain objectivity in resolving differences within your work group	5	4	3	2	1	0
104. Ability to accept criticism and use the outcomes	5	4	3	2	1	0
105. Understanding of personal grooming, health and safety rules as essential for effective performance	5	4	3	2	1	0
106. Understanding of personality trait differences and their role in equitable decision-making	5	4	3	2	1	0
107. Ability to be creative	5	4	3	2	1	0
MARKETING SKILLS:						
108. Knowledge of the concept and purpose of marketing	5	4	3	2	1	0
109. Know how to generate or locate data; demographics and other	5	4	3	2	1	0
110. Knowledge of the proper method and type of research	5	4	3	2	1	0
111. Ability to create a marketing strategy	5	4	3	2	1	0
112. Ability to write a marketing plan	5	4	3	2	1	0
113. Knowledge of how to develop and implement media advertising	5	4	3	2	1	0
114. Ability to develop a media mix and schedule	5	4	3	2	1	0
115. Knowledge of how to train for, and influence, word-of-mouth advertising	5	4	3	2	1	0
116. Ability to create and implement public relations and publicity programs	5	4	3	2	1	0
117. Knowledge of sales techniques and process for implementation	5	4	3	2	1	0
118. Ability to plan and implement promotional activities	5	4	3	2	1	0
ACCOUNTING & FINANCE SKILLS:						
119. Understanding the nature and limitations of the accounting system	5	4	3	2	1	0
120. Structuring hospitality organizations, including accounting and tax implications	5	4	3	2	1	0

5: Extremely Helpful 4: Very Helpful 3: Somewhat Helpful 2: Not Very Helpful 1: Not Helpful at all 0: Not Applicable

C. RATING OF COMPETENCIES LEARNED (Cont'd)

121. Ability to understand tools and techniques used to interpret financial statements	5	4	3	2	1	0
122. Understanding the importance of cash planning for business purposes	5	4	3	2	1	0
123. Understanding financial terms affecting the current hospitality industry environment	5	4	3	2	1	0
124. Understanding financing alternatives available to the hospitality industry	5	4	3	2	1	0
125. Knowledge of the present value concept in making capital investment decisions in the hospitality industry	5	4	3	2	1	0
126. Ability to use Ratio Analysis for comparative purposes and to assess firms' weaknesses and strengths	5	4	3	2	1	0
127. Ability to implement internal control measures	5	4	3	2	1	0
128. Knowledge of budgeting as a management tool	5	4	3	2	1	0
129. Understanding the hospitality firms' goals and objectives, including the significance of profit and loss analysis	5	4	3	2	1	0
130. Ability to use Accounting information in making business decisions	5	4	3	2	1	0
131. Ability to view accounting as a Management Information System	5	4	3	2	1	0

Narrative Comments on Competencies:

[illegible]

D. REFLECTIONS ON YOUR STUDENT EXPERIENCE AT FIU

Below is a list of topic areas intended to refresh your memory and assist you in reflecting on what added to or detracted from your professional development as it evolved from your FIU Hospitality experience. Please comment as relevant.

132. Library Contents (books, journals)	5	4	3	2	1	0
133. Library Services	5	4	3	2	1	0
134. Assistance or Tutoring When Needed	5	4	3	2	1	0
135. Faculty Teaching Ability	5	4	3	2	1	0
136. Faculty Availability	5	4	3	2	1	0
137. Career Guidance	5	4	3	2	1	0
138. Relevant Assignments and Projects	5	4	3	2	1	0
139. Texts Related to Subject Area	5	4	3	2	1	0
140. Help with Research Needed for Term Paper, Projects, etc	5	4	3	2	1	0
141. On-Campus Career Placement Assistance	5	4	3	2	1	0
142. Academic Counseling Internship Program	5	4	3	2	1	0
143. _____	5	4	3	2	1	0
144. _____	5	4	3	2	1	0
145. _____	5	4	3	2	1	0

Additional Comments on Support Services Provided:

E. FINAL REFLECTIONS

In this section you are requested to reflect, narratively, on any topic mentioned in this survey, or areas not listed. You may be positive or negative about experiences at the School of Hospitality Management, but we request your professional input for purposes of curriculum improvement. Please avoid individual incidents, try to be specific, be sure it relates to your educational experience at SHM.

As a starter, please include your thoughts on any or all of the following "new" topics: communications skills, [illegible] and education courses, academic standards in the School, specialized B.S. majors, choosing electives, etc.

Thank You For Your Comments and Cooperation

Survey prepared by Professor Joseph [illegible]

BIOGRAPHICAL SKETCH

The researcher, Joseph B. Gregg, is a tenured Associate Professor of Marketing and Management at Florida International University's School of Hospitality Management. He has been with the University since the program's inception in 1973, and full-time from 1983 onward. His previous higher education experience was as the first professor of Hospitality Management at Miami Dade Community College.

He has been connected to the hospitality industry in one way or another since the 1940s, initially working with his family. His operation experience includes a decade of both back and front-of-the-house labor, and positions of management, executive leadership and partnership in a variety of hospitality enterprises. His most recent operational experience was as Executive Director of a hotel chain headquartered in Amman, Jordan during 1980 - 1981.

Mr. Gregg is President and majority stockholder of Gregg, Snyder and Underwood, Inc., Management and Marketing Consultants. This fifteen year old firm, with offices in Florida and Pennsylvania has served over 800 clients in different ways and has taken the principals to over 60 countries in consulting activities.

He is married to Marjorie and they are the parents of five children, all grown. He has published two texts, over 150 articles in trade magazines, 100 - plus manuals for clients, and in 1986-90 has published three articles in referred educational journals. He is currently consulting with clients in the U.S., Mexico, Mainland China and Taiwan.

As a student in the Programs for Higher Education at Nova University, I do give permission to Nova University to distribute copies of this Major Applied Research Project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the costs of duplicating, handling, and mailing of the materials.

(date) (student signature)

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted Joseph B. Gregg. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

15 December 1990 Jane E. Matson
(date) Jane E. Matson, Ed.D.
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

December 19, 1990 George Mehallis
(date) George Mehallis
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Programs for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

29 March 1991 David S. Flight
(date) David S. Flight, Ph.D.
Central Staff Committee Member