

CONSTANTINE PORPHYROGENETUS INTERNATIONAL ASSOCIATION



Journal of Management Sciences and
Regional Development
Issue 4, July 2002
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<http://www.stt.aegean.gr/geopolab/GEOPOL%20PROFILE.htm>
ISSN 1107-9819
Editor-in-Chief: Arie Reichel

AMERICAN HOSPITALITY MANAGEMENT EDUCATION AND ITS APPROPRIATENESS FOR MEDITERRANEAN COUNTRIES

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AMERICAN HOSPITALITY MANAGEMENT EDUCATION AT THE TERTIARY LEVEL

American hospitality management education at the tertiary level is, in a word, *diverse*. A review of existing curricula suggests that the hundreds of different programs offering tertiary education in hospitality management share a limited and very functionally focused common body of knowledge. Programs will almost universally offer courses in Lodging, Food & Beverage Management, and Tourism. Philosophically, though, the similarities stop at this point. Like the industry these programs serve, it can be observed that there is "no single right way" to dominate the competitive field.

A second word that would aptly describe American hospitality management education is *decentralized*. Hospitality management programs exist in one form or another in every region of the USA. Many of these programs were established as an outcome of a post-World War II U.S. public policy goal seeking to create universal access to a college or university education. At the same time, academic administrators saw the growing need for hospitality managers with higher education credentials as a means to increase overall student enrollments through program development. Unfortunately, students have often been easier to find than qualified faculty to teach them. From a simple beginning over 75 years ago at Cornell University, the availability of degree granting programs for potential hospitality careerists has grown to encompass more than 800 different institutions. (CHRIE 1999)

Overview

Based on the availability of programs there are over 60,000 students enrolled in the various hospitality management programs in the United States, with Rappole (2000, p. 27) showing that almost 30,000 of them are actively attending one of the 170 four-year programs. Barrows (1999, p. 3) suggests that as many as 5000 adults graduate with baccalaureate degrees in hospitality management every year. These graduates are easily absorbed into the almost 10 million person hospitality work force in the U.S. Of this total, more than 1 million are working in supervisory or management positions (U.S. Bureau of Labor Statistics, 2001).

Program Sponsorship/Ownership

In the United States, hospitality management education may be provided by a broad array of sponsoring organizations. Most programs are resident in institutions with public funding such as state universities, technical colleges, or in community/junior colleges. A large minority are part of private institutions of higher learning, which may be complex universities; colleges; or schools with an applied educational focus. This diversity of ownership is one of the defining attributes of educational philosophy and curriculum development.

For example, hospitality management education may be provided by: a for-profit commercial institution which has created its own specialized curriculum with or without accreditation; a state funded community college; a land-grant university; a private not-for-profit college or university; a European or Australian institution granting a U.S. articulated degree; or a complete course of study at a "virtual" university which never requires a student to leave their own home computer terminal. No two programs are exactly alike because no two programs reside in exactly the same sponsoring

organization. Even where there may be more than one HRM program within a single state university system, they may not reside in the same college or department at the local level.

Degrees Granted

It is testimony to the success of the above mentioned public policy initiative that unlike many parts of the world, educational opportunities in Hospitality management are so broad reaching. The array of educational products offered by this variety of programs includes a combination of Executive Education, Certification, Associates, Baccalaureate, Masters and Doctoral degrees. To access these products the student may enroll in either a full- or part-time program. Within those choices, the institution chosen may require up to four years of on-campus residency, reduced but regular campus visits, or virtual attendance from a remote site via television or the Internet.

Of the types of degrees offered, the Associates degree is the most readily accessible to the greatest number of individuals. Across the United States there is a system of publicly funded Junior or Community Colleges. The charter for most of these schools is built on a desire to offer a post-secondary school education for local residents with a time commitment and credit hour cost that fosters enrollment. In hospitality management two degree outcomes are common, both of which are meant to be completed in two academic years (four semesters) of study: an Associate of Arts (AA) and an Associate of Science (AS). The former may be more focused on completion of a liberal arts curriculum, while the latter offers students a more technical set of coursework. The exception is that many two-year Culinary Arts programs grant the AOS (Associate of Occupational Studies) degree with little or no general education coursework.

Culinary schools have expanded quite dramatically during the past two decades. Where once the leading Culinary Institute of America (CIA) was all but alone, now programs that offer two years of skills training in the Culinary Arts can be found throughout North America. Some of these programs are stand alone, such as the New England Culinary Institute or the California Culinary Academy; others are resident inside larger institutions such as the University of Las Vegas Nevada (UNLV) or Johnson & Wales University (J&W).

Completion of four years of continuous study (8 semesters) generally yields a Bachelor's Degree, also called a Baccalaureate. In almost every freestanding school that offers this option the degree would be the more technically oriented Bachelor of Science (BS) degree. In a few instances where programs reside inside Colleges of Business Administration, candidates may be granted a Bachelor of Business Administration (BBA) degree with a concentration in hospitality management. In 1999 the organization CHRIE (Council on Hotel, Restaurant and Institutional Education) listed hospitality management programs as being offered in 45 states and the District of Columbia (only missing were Alaska, Idaho, Montana, South Dakota, and Wyoming).

Post-Graduate study in hospitality management can take on a number of different guises and clearly is the most broadly defined. The traditional post-graduate degree has been a Masters of Science (MS), which has typically included some applied or basic research component including a thesis. Currently over 20 American institutions offer this degree. Over time, and with consideration for the technical focus that so much of the industry needs, this more "academic" offering has been joined by a number of other similar but more applied degrees.

One that has found wide acceptance is a focused Master of Business Administration (MBA) that would include a course specialization in an area of hospitality management. Among others, Michigan State University and the University of Denver follow this route. Twenty-five years ago Cornell's School of Hotel Administration applied a generic degree title, the Master of Professional Studies (MPS), to their post-graduate students, and the University of Hawaii still offers this degree. After two decades, Cornell repositioned its degree to more reflect a core MBA course of study as a Master of Management in Hospitality (MMH) degree. There are signs that other schools are seeking a still more focused graduate degree curriculum. University of Nevada, Las Vegas offers a Master in Administration (MHA), Houston has a Master in Hospitality Management (MHM), South Carolina has a Master of Hotel, Restaurant and Tourism Administration (MHRTA), and George Washington University offers a Master of Tourism Administration (MTA).

A number of programs have developed their faculty and curriculum to the extent that a terminal research degree, a doctorate, is now available with a hospitality management focus in nearly a dozen schools. The Doctor of Philosophy (Ph.D) is the worldwide standard, which almost always has a research dissertation as a requirement. Where a hospitality management program resides in a broader University setting, the program may offer a joint Doctor of Education (Ed.D) program with a School of Education.

Program Orientation/Philosophy

Schools or programs that focus on the Associates degree tend to be the most applied or technical in their approach to curriculum development. This level of education may include some study in a Liberal Arts foundation, but it may also require a tightly structured set of core and introductory courses in hospitality management. In two-year culinary-based programs, the applied curriculum (e.g. Baking and Pastry) would be pre-determined with little room for electives in broader general education subjects. It can be stated that these programs tend to have a vocational focus, with a desire to have students show skill and technical competencies upon degree completion.

Four-year institutions sanctioned through state funding often require a "General Education" or Liberal Arts course of study in the first two years prior to a student's declaration of a major (from 24 to 39 credit hours). This means that many students begin their structured hospitality management program in their junior or even senior year. Alternatively, private schools often begin their required hospitality management courses immediately upon matriculation in the freshman year, with some base of traditional academic study (from 12 to 18 credit hours) required prior to graduation. As a rule, this academic view is based on fostering "critical thinking" skills in preparation for entry-level supervisory and hospitality management positions for program graduates.

With the acceptance of a growing international marketplace, more and more programs require fluency in a language other than English. Others go so far as to require at least one semester of travel and study abroad. Almost every program requires some minimum of applied industry work experience during the time of study, ranging from 400 to 1200 hours of approved work.

Where a program curriculum has a strong focus on food & beverage, hospitality management or lodging in the core, it probably has a more "professional" philosophical leaning. Where the curriculum focuses more on tourism or general business administration, it might be concluded to have a more "theoretical" one. No single view appears to be dominant. A Schematic model, shown

below, (see Exhibit 1) illustrates the various educational perspectives, philosophies, and faculty development of the myriad hospitality management programs throughout the country.

Sectoral Orientation

The remarkable diversity in educational offerings should not be surprising, because as Barrows and Bosselman (1999) point out: "at the undergraduate level...hospitality management education's primary concern is with the professional preparation of individuals who desire to work in one of the broad group of professions that makeup the hospitality industry." In that same vein, Riegel (1995) states that hospitality management is, "...a field of multidisciplinary study which brings the perspectives of many disciplines, especially those found in the social sciences, to bear on particular areas of application and practice in the hospitality and tourism industry."

As Riegel points out, hospitality management is a field of multi-disciplinary study, what he does not mention is that it is not yet clearly defined (even after 75 years of refinement), within its own domain borders. What is true across all programs is that hospitality management has a primary mission focused on the broad cultural and social science needs of the world's largest industry. With its roots firmly planted in the broad body of tourism knowledge that has developed over the years (see Pizam's "Tourism's Family Tree" model below), hospitality management education has branched out into a wide reaching curriculum choice.

As the hospitality management education industry has matured, many programs are choosing to specialize in one area or another. Traditionally, students could direct their studies to Lodging Management, where a primary focus could be either in Hotel Operations or Real Estate and Finance. They could also pursue a course of study in Food & Beverage Management, where they might be studying Restaurant Operations, Wines & Spirits, or Contract Food Service. A study of Tourism could be focused on Airline Management, Travel Agency or Tour Operations, or Destination Planning and Development. Two growing areas of specialization in hospitality management education are Gaming/Casino Management and Convention and Meeting Planning. Other specialties now include Club Management; Resort Development; Long-Term Care Facility Administration; Corporate Multi-Unit Restaurants; or Sports, Recreation and Attractions Management. Finally, it should be noted that many students simply choose to pursue their course of study in a comprehensive or generalist track, taking courses in each of the areas of specialization.

Faculty Emphasis and Qualifications

Faculty members in hospitality management programs are as different in their backgrounds as the programs where they ply their trade. One basic truth is that a faculty member is expected to hold an academic degree equal to or higher than the students enrolled in the courses they teach.

In culinary arts programs faculty members typically arrive at teaching with extensive industry experience but limited traditional educational/academic training. This reflects their program focus on technical and professional skills. Often area competency is recognized by a faculty member having attained professional industry certification, examples of which include the American Culinary Federation's (ACF) Certified Executive Chef (CEC) ranking; the National Restaurant Association's (NRA) Certified Foodservice Manager (CFM); or the American Hotel/Motel Association's (AHMA) Certified Hospitality Professional (CHP) designation. The focus of these

positions is almost exclusively teaching. Some service to the institution is always expected, with a small amount of service to the industry and the community a reasonable part of the job, as well.

At the Community or Junior College level, advanced degrees are seen more regularly. Faculty members here are usually required to have at least a baccalaureate degree, with a Masters a preferred minimum expectation. The workload emphasis is still weighed heavily towards teaching and service, although many faculty members are seen as experts in their field of specialization and may be called upon to write textbooks that are used throughout all levels of hospitality management education. There is a trend toward requiring a minimum amount of scholarly research from these faculties, but it is not universal.

In four-year baccalaureate programs that are not resident in a research driven university, faculty members may still allocate most of their time to teaching and service. Where a program is either in a school of business administration or at a major research institution, research and scholarly activities will often make up a major component of a faculty member's work emphasis, in some instances more than 50% of their time.

To illustrate this model, a trained practicing chef who has graduated from a program such as the Culinary Institute of America may teach an "Introduction to Pastry Management" course targeted to students seeking an A.S. degree. A student in a two-year program who is taking "Introduction to Hospitality Management" should expect that the faculty member teaching the course would have at least a baccalaureate degree, with Milman & Pizam (2000) identifying almost 65% of faculty at these institutions holding a masters degree. As this student advanced to a specialization in a four-year degree-granting program, for example "Hospitality Management Accounting", it would be reasonable to expect that the faculty member would have an MBA or a CPA as a basis for teaching the material. According to Milman & Pizam (2000) over 70% of the faculty at four-year programs hold doctorates. At the post-graduate level, all faculty members would be expected to hold a Masters, with the vast majority of them required to have a Doctorate with a specialization in the field or discipline being taught.

A final note on faculty qualifications should be mentioned. In order to offer a broad curriculum, many hospitality management programs rely on local industry professionals to fill the role of Adjunct Professors and Lecturers. The title of Adjunct is used to convey the non-permanent status of a faculty member, who often is a practicing hospitality manager in the community. These Adjunct faculty members may or may not hold degrees, but as noted above for full-time professors, it is generally accepted in American education that a faculty member should, at a minimum, have attained the highest degree available above the level of the students they are instructing. The only time this is not directly followed is where an industry executive may be so respected as to have a degree requirement waived based solely on relevant life experience. Often, a person of this stature would be called an Executive-in-Residence, rather than another more traditional academic title.

Tenure

A singularly American institution, "life tenure" for faculty members is part recognition for past achievement, part promise of future activities, and part political accomplishment. In simple terms tenure is granted to faculty members as a contractual guarantee of a teaching position for the remainder of that persons career. It is only since the end of the Second World War that tenure has been so much a part of the educational system, mainly in response to the call to protect a faculty

member's academic freedom to conduct research and pursue unpopular or untested ideas from the outside influence of government or special interests.

Tenure is available to faculty members at all levels of hospitality management, although it is generally associated with four-year baccalaureate programs. Milman & Pizam (2000) show that almost 56% of the faculty at four-year programs have tenure, and 54% at two-year ones. A full tenure granting cycle typically runs for a six-year trial period, but in some Junior College levels may only require a three-year trial. One trend being followed by some programs is the offering of renewable 5-year contracts rather than the granting of life tenure, even for senior members of the professorate. It should be noted that the traditional work "season" for an academic appointment is nine months. There is a growing trend to extend this contract to ten, eleven or even twelve months, as more and more programs, especially those in publicly funded institutions, seek to offer courses on a year long basis.

Administrative Location

Rappole (2000) cites an unpublished doctoral study by Moreo (1983) in which it is suggested that there are four main location models for baccalaureate hospitality management programs. They are housed in either (a) schools of business administration, (b) schools of home economics, (c) other schools or colleges, or (d) as stand-alone independent colleges or schools. Not much has changed since Moreo's study was completed; today four-year hospitality management programs still reside primarily in one of those four domains.

Many of the other levels of educational offerings find locations in similar homes. At the Community College level, programs are often housed as departments within other, larger areas of academic interest. Certificate and Executive Education programs most often are attached directly to the hospitality management department as additional offerings. Some programs, such as Paul Smith's or the Culinary Institute, are large enough to be independent stand-alone institutions. Smaller programs in terms of student enrollment and faculty resources are often absorbed into broader, more traditional disciplines.

Financial Support

Just as the outcomes are diverse, so is the institutional support for the variety of programs. A funding stream may come directly from student tuition. This is the predominant means for private profit-driven and non-profit institutions. A second avenue of support is through mandates and allocations from state treasuries and general tax funds. A third, and significant means of funding programs comes through private and public endowments or research grants.

This last activity has taken on particular significance during the past decade or so, as schools and colleges have presented hospitality industry benefactors with significant naming opportunities. After a significant endowment gift UNLV's program became the William F. Harrah College of Hotel Administration; The University of Houston's program was named the Conrad N. Hilton College of Hotel and Restaurant Management; the University of California at Pomona's program has been named The Collins School of Hospitality Management; Georgia State now houses the Cecil B. Day School of Hospitality Administration; Roosevelt University houses the Manfred Steinfeld School of Hospitality & Tourism Management; the University of Memphis announced the creation of the Wilson School of Hotel and Restaurant Management inside the existing College of Business in 1999;

and the University of Central Florida recently announced the elevation of their program from a department to independent status as the Rosen School of Hospitality Management.

US Hospitality Management Education -Conclusion

At the most basic level, the mission of hospitality management education in the United States has been to provide professional training and education for entry level supervisory and management employees in the hotel, restaurant and tourism segments. The School of Hotel Administration at Cornell University was created through a gift from Elsworth Statler, founder of the Statler Hotel chain, with a pledge of support from the American Hotel Association to hire the new School's graduates. Within a few years afterwards similar programs were established at Michigan State University, Washington State University, the University of Massachusetts and Purdue University. These focused schools were created as educational models by an industry attempting to influence the vocational education and training of future employees. Thus, tertiary hospitality education in the U.S. has evolved from a skill-based training to professional preparation for managerial careers.

The core curriculum at these and the hundreds of other schools has progressed since the 1920's, but at every level it is still understood that hospitality management education must serve the needs of the industry that supports it, however diverse that industry has become.

THE APPROPRIATENESS OF THE AMERICAN MODEL FOR MEDITERRANEAN COUNTRIES

Overview

Is the American hospitality education system that evolved over the last 75 years, appropriate for other countries in general and for Mediterranean countries in particular? In the opinion of the present authors the answer to this question is unequivocally no. As we will show in the next section, though Mediterranean countries could easily emulate some aspects of this model, the majority of this model's attributes would neither be suitable nor appropriate for these countries.

Ownership

Higher education in the USA is a by product of a unique political and economic system that is based on federalism, strong state rights, minimal governmental intervention in education, and strong support for private sector enterprises that operate in all facets of life. The US federal government does not have a central unit (i.e. department or Ministry) that finances public education nor does it design and control school curricula at any level, be it elementary, secondary or tertiary. And even though all 50 states finance public education, the design and control of school curricula is left to local education boards for K-12 (Kindergarten to grade 12) level, and to specialized local or statewide boards for community colleges and public universities. Private educational institutions at the tertiary levels (i.e. junior colleges or universities), are not controlled by these boards and are free from any public or governmental intervention. The end result of this system is a lack of uniformity across institutions, which on the one hand can encourage creative diversity, but on the other hand can result in the existence of poor quality institutions. Quality control in US higher education is voluntary and is normally provided by accreditation committees at both institutional and program levels. For example, in the southern part of the USA, those universities that wish to assure their customers that they are meeting stringent quality standards will join SACS (Southern Association of Colleges and Schools), an organization that periodically inspects its members' educational activities and accredits those that meet their standards. At the program level there are numerous organizations that accredit undergraduate and programs in various fields of study such as nursing, psychology, social, work, business administration, etc. In the field of hospitality management, ACPHA (Accreditation Committee for Programs in Hospitality Administration) is the organization that accredits hospitality and tourism management units in institutions of higher learning.

The political and economic system in the Mediterranean countries is quite different than that of the USA, which was described above. These countries have centralized national governments that control most aspects of life, including education. They have national education departments (usually called the Ministry of Education) that finance, design and control the activities of all public educational institutions – including community colleges and universities. And, even though some of these countries have private educational institutions that are not funded by the state, their activities are nevertheless highly controlled by their ministries of education. These ministries approve curricula, set quality standards, license the operation of private institutions and conduct on-site periodical reviews and inspections. The end results of this system is a much more homogeneous system of education than in the USA. Though, this stifles creative diversity, it nevertheless assures that all licensed institutions provide a minimum standard of quality education.

range of sectors. For the most part, these programs concentrate only on the lodging and foodservice/restaurant industry. Concentrations or coursework in such sectors as conventions/conferences, clubs, gaming and casinos, timeshare operations, events, and attractions/theme parks are practically non-existent in Mediterranean hospitality management programs. This may be due to the relative newness of these disciplines or the limited size of these sectors in the Mediterranean region.

Faculty Emphasis and Qualifications

In the USA, hospitality management faculty members' have to be professionally qualified and possess a higher degree than their students are enrolled in. Thus, most faculty members in four-year university programs would have had some industry experience and possess at least a master's degree. Faculty members in junior or community colleges would have also had significant industry experience and possess at least a bachelor's degree. Because of the scarcity of academically qualified faculty in the Mediterranean countries, two anomalies occur. On the one hand it is not unusual to see professionally qualified instructors at colleges and universities who have only an undergraduate degree or no degree at all. On the other hand one could also see that some instructors at such colleges and universities possess graduate degrees (master's or doctorates) but are not professionally qualified.

Tenure

In the last decade public officials and university administrators in the USA are threatening the existence of the "sacred institution" of tenure. Today, it is not unusual to see newly established American universities that do not grant any tenure to their faculty members, or established universities that have either abolished tenure altogether or established "post-tenure faculty performance reviews" that can lead to termination of employment. In contrast, most Mediterranean universities are unionized and zealously hold on to the granting of tenure.

Administrative Location

Like their American counterparts, Mediterranean hospitality management programs are housed in either schools of business and commerce, other academic units or are stand alone schools. However, unlike the USA, no hospitality management program in Mediterranean countries is housed in home economics since this field hardly exists outside the United States.

Financial Support

In the USA, hospitality management programs at public institutions are financially sponsored by a combination of state funds and private donations. Programs at private "for-profit" or "no-for-profit" institutions are sponsored by a combination of tuition, fees and private donations. As one can see, the common denominator between public and private institutions is that both of them depend more and more on private donations. And indeed, those programs that manage to raise large donations are able to create better curricula, hire more talented faculty members and attract better students.

In Mediterranean countries large private donations to universities in general and hospitality management programs in particular, are practically non-existent. Thus, most programs depend solely on either public funds or tuition, for their daily operations and future development.

Conclusion

By now it should be evident that though there are some similarities between the American and Mediterranean systems of tertiary education in hospitality management, for the most part these systems are quite different. The dissimilarity occurred not because the needs of the US hospitality industry were different than those of the Mediterranean industry. They exist because of the economic, political and educational system in the USA is unlike that of the Mediterranean countries. And until such time that these differences vanish "what's appropriate for the USA is not necessarily appropriate for the Mediterranean."

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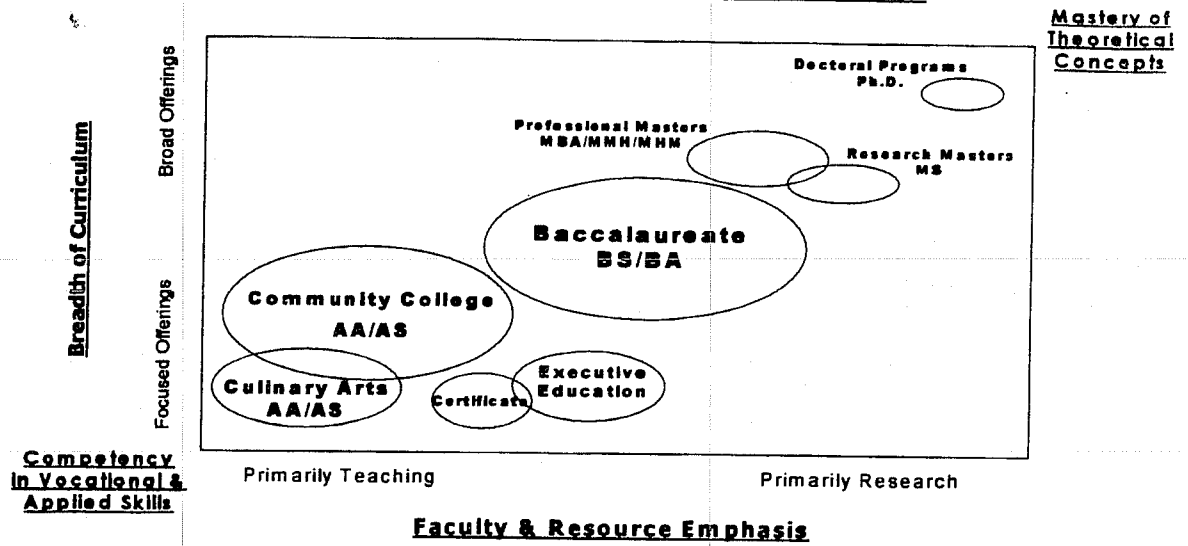
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Exhibit 1: A SCHEMATIC REPRESENTATION OF U.S. HOSPITALITY MANAGEMENT EDUCATION



C. Muller & A. Pizam 2000

Exhibit 2 Pizam's Tourism Tree

