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Ralph Spraker, Ph.D., Content Specialist

Clayton Alford, Ed.D., Content Reader

Hospitality Industry's Perceptions of Industry-Academia Collaboration in Curriculum

Development

Walter Clarke Griffin

Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

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David Kluth, Ed.D., Faculty Chair Dissertation Committee

Ralph Spraker, Ph.D., Content Specialist

Clayton Alford, Ed.D., Content Reader

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Abstract

This study investigated the perceptions of hospitality industry professionals and faculty on their involvement in the curriculum development process. The problem investigated the alignment of the educational resources of the hospitality industry with the current and anticipated demands for the skills and knowledge of workers in that industry. The researcher sampled 568 ICHRIE members and 2,366 hospitality industry professionals. A total of 264 participants responses were analyzed. A survey was developed to measure three underlying themes. The three scales were determined to have a high level of reliability, as determined by a Cronbach's alpha, of 0.808, 0.927, and 0.914. It was found there were statistically significant differences in perceptions of involvement in curriculum development between faculty and industry. It was found that only six of the 33 competencies, and three of the 18 content areas were statistically significantly different. Faculty overall had a higher positive impression of most of the concepts than industry and so faculty should review their curriculum with input from industry. The findings indicated faculty could benefit from improved communication with the hospitality industry.

Keywords: hospitality industry, hospitality management education, hospitality faculty, hospitality curriculum, industry-academia collaboration

Dedication

This dissertation is dedicated to my wife Heidi, and our two children Brighton and Emmalynn. Without their support, this journey would have been impossible. Brighton and Emmalynn may all your dreams come true.

Acknowledgements

The completion of the dissertation is a result of an adventure that took just over four years. The dissertation journey is my equivalent of summiting Mt. Everest. There were many individuals along the way that have contributed to my success. I would like to first thank my colleagues at St. Louis Community College for pushing me through the first phase of my doctoral journey. I want to especially thank Chef Rob Hertel, who believed in me and encouraged me to finish. I want to thank my colleagues at Southern Illinois University for providing support and guidance as I finished the dissertation. Without the support system of many, this goal would not have been accomplished. Thank you!

To my dissertation committee chair Dr. Kluth, thank you for your guidance, patience, and support as we traveled together to the summit. To committee members, Dr. Spraker and Dr. Alford, thank you for your comments, critiques, and pushing me to the finish line. The journey was trying at times, but we got there.

Finally, I would like to thank to my family. Mom and dad, thank you for showing my unconditional love and support. Heidi, Brighton, and Emmalynn thank you for allowing me the time I took away from family activities to reach this milestone.

"Tell me and I forget, teach me and I may remember, involve me and I learn."

― Benjamin Franklin

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Chapter 1: Introduction

Introduction to the Problem

There is a shortage of trained and skilled employees in the hospitality industry (S. Chang & Tse, 2015; Hornsby & Scott-Halsell, 2015; Ravichandran, Israeli, Sethna, Bolden, & Ghosh, 2017). The U.S. Bureau of Labor Statistics (2018) provides monthly industry statistics on various job-related metrics. In June 2017, job openings in leisure and hospitality totaled 819,000, up from a 10-year low, in 2010, of 242,000 (see Figure 1). Over the same period, the leisure and hospitality unemployment rate decreased from 12.3% in 2010 to 6.1% in 2017 (see Figure 2). The significance of this is that there were more job openings in the industry than there were employees. The shortage of trained employees is often attributed to the lack of a standardized hospitality management curriculum and inconsistencies of the college or school that house hospitality programs (Gursoy & Swanger, 2004; Myung & Li, 2015; Tas, 1988). In addition to hospitality management programs, Gersh (2016) identified a gap in the needs of professional culinarians and current academic offerings in postsecondary culinary education. Baum (2002) stated that the hospitality industry employs 10% of the global workforce and, thus, cannot be ignored. The importance of training qualified workers in the hospitality industry is evident in the contribution that hospitality and tourism make to the global GWP and U.S. GDP.

The hospitality and tourism industry in the U.S. contributed $1.5 billion to the U.S. GDP in 2016, accounting for 8.1% of the U.S. GDP (World Travel & Tourism Council, 2017a). The hospitality and tourism industry accounted for 14.2 million direct, indirect, and induced jobs in the U.S. in 2016, representing 9.6% of employment (World Travel & Tourism Council, 2017a). The World Travel & Tourism Council (2017a) project hospitality and tourism GDP growth in the U.S. to be 3.3% annual compared to 1.7% for the total economy.

Figure 1. Line chart showing the number of a job opening in leisure and hospitality 2007–2017

(U.S. Bureau of Labor Statistics, 2018).

Figure 2. Line chart showing the unemployment rate for leisure and hospitality 2007-2012

(U.S. Bureau of Labor Statistics, 2018).

According to the National Restaurant Association, in 2016 the hospitality industry had a

70% employee turnover rate (National Restaurant Association, 2017). The data presented by the

World Travel & Tourism Council (2017a, 2017b) suggest the hospitality industry heavily

influences the global GWP and U.S. GDP. With the high number of job openings in the industry, low unemployment rate, and high turnover rate, academia and the hospitality industry should consider strengthening their partnership together to create solutions to the issue of a decreasing qualified labor pool. Gersh (2016) stated that the National Restaurant Association expects foodservice sales to be the highest in history, over $700 billion. The rapid industry growth created the need for highly trained employees (Gersh, 2016). Gersh argued that a gap existed in the current state of culinary education and with the needs of the industry. Pearlman and Schaffer (2013) found "[l]abor shortages influence the industry, resulting in fewer employees available to deliver high-quality service and experiences where this poor service results in negative experiences" (p. 238).

The hospitality industry and hospitality faculty have a concern with attracting and retaining employees and students (W. Chang & Tanford, 2018). Thibault Landry, Schweyer, and Whillans (2017) argued that employees need to reexamine the benefits and rewards associated with attracting employees. Jago and Deery (2004) and Beesley and Davidson (2013) argued that industry professionals needed to create new techniques to attract employees and that academia should focus their efforts on developing the employee attraction techniques. One reason for the low level of qualified workers in the hospitality industry can be attributed to the aging workforce (Beesley & Davidson, 2013). "Employee expectations take on increasing importance, as the aging workforce will create an environment of low unemployment where employers will have to compete to recruit and retain staff" (Beesley & Davidson, 2013, p. 271). The hospitality industry has "an increasing demand for qualified employees" (Lin, Chiang, & Wu, 2018, p. 229). A critical aspect of hospitality education is to "enhance students' skills that are sought by their prospective employers" (Milman & Whitney, 2014, p. 175). Milman and Whitney (2014) argued

that communication was a critical skill that students needed to be successful in the industry. A majority of hospitality students are leaving the industry after graduation (W. Chang & Tanford, 2018). The fact that students are leaving the industry creates issues in not only industry employment but also in student requirement (W. Chang & Tanford, 2018).

In Lee, Huh, Ferree Jones, and Jones (2016) stated that the hospitality industry is a high growth industry and one of the top 10 employers in the United States. Lee et al. (2016) argued that increasing student satisfaction was critical to the success of hospitality management programs. For an industry to thrive there should be an adequate supply of students and graduates to meet the job requirements of the industry. The hospitality industry jobs are a mix of low-skill and high-skill jobs (Baum, 2002). Baum (2002) found that the issue is complex and that hospitality does not fit nicely into a skills category. Pearlman and Schaffer (2013) stated "[s]kill limitations of job applicants has been identified as another challenge for hospitality employment" (p. 223). Beesley and Davidson (2013) argued that faculty need to educate students that have the skills to work in the demanding field of hospitality. Beesley and Davidson also stated that academia should "be more responsive to industry needs" (p. 273).

Background, Context, History, and Conceptual Framework for the Problem

Curriculum development is an ongoing process that involves multiple stakeholders, which include faculty, staff, administrators, students, and industry. It is the role of faculty to develop and maintain relationships with all stakeholders involved to develop relevant curriculum. It could be assumed relevant curriculum will lead to graduates with employability skills. Dopson and Tas (2004) stated that the first step in curriculum development was in deciding what needs to be in the curriculum to stay current with the changing nature of the industry. Stakeholder consultation is critical for determining the content of the curriculum

(Dopson & Tas, 2004). With the projected decline in hospitality management faculty with industry experience over the next 10 years, the connections made with the hospitality industry and faculty will develop a continued positive relationship for the advancement of hospitality management education (Phelan, Mejia, & Hertzman, 2013).

Barrows and Johan (2008) suggest that hospitality education is important for the success of the hospitality industry.

> There are many issues facing hospitality education at the current time. In order to try to 'capture' some of the more current ones, the authors reviewed four consecutive years of issues of the Journal of Hospitality and Tourism Education (JHTE), regarded by many to be the benchmark North American academic publication in this field not least because of its singular focus. Four main themes emerged from this literature review: (1) student perceptions, attitudes, behaviors and knowledge; (2) teaching effectiveness and instructional techniques; (3) curriculum and curriculum development; and (4) distance education and classroom technology. (Barron, 2008, pp. 151–152)

Of the top four issues facing hospitality education the researcher noticed that industry collaboration and communicating with industry was not present. Barrows and Johan noted that student perspectives and teaching effectiveness were most frequently occurring articles. Barrows and Johan argued that students and faculty benefit from collaborations with industry. Barrows and Johan concluded that hospitality faculty should focus on creating and delivering relevant programs to students, that meet the needs of industry, strengthening associations with the hospitality industry, and creating practical researcher that benefited industry. Vong (2017) suggested that industry professionals' interest was low in collaborating with academia and

typically did not read academic journals. However, Vong suggested that industry-academia collaboration was essential to the transfer of knowledge from academia to industry.

The conceptual framework for this study includes the concepts of stakeholder involvement theory and relationship management theory. These two theories help to explain the development of industry partnerships in curriculum development and potential barriers to communication in industry-academia collaborations. These theories are prevalent in the business community (Freeman, 1984; Solnet, Robinson, & Cooper, 2007). Adapting them to higher education relies on the understanding that the consumers are the student and industry, and education is the business. In academic programs, there are many stakeholders. The stakeholder groups represent students, faculty, administrators, alumni, and industry. By utilizing stakeholder involvement theory and relationship management theory, faculty can manage the relationships between the various stakeholder groups.

The researcher has working knowledge of four of the stakeholder groups, from the perspective of a student, alum, industry professional, to a faculty member. Gardini (2018) argued that hospitality faculty should pay attention to all stakeholders, particularly to students and industry. Gardini stated "[a] university, as well as companies in the hospitality industry, has to serve a number of stakeholders" (p. 254). Barrows and Johan (2008) described this process as a linkage between industry and education. "Meaningful dialogue needs to take place between industry and education providers, between industry and government policymakers, and between industry and potential employees" (Beesley & Davidson, 2013, p. 274). Barrows and Johan stated that traditional higher education curriculum is an internal process, where faculty were the chief drivers of curriculum development. In comparison to traditional education, Barrows and Johan stated that, in modern business education, there is a need for education to meet the needs

of industry. Hospitality management falls more in the spectrum of business education than in traditional education. Thus, showcasing the importance of strengthening industry-academia collaboration regarding hospitality management curriculum development that meets the needs of the hospitality industry.

Statement of the Problem

The general problem for this study is that hospitality management education and curriculum are not meeting the needs of the hospitality industry. This industry faces acute labor shortages due to changing demographics, health care worries, and compression of the labor force (Coy, 2006). Beesley and Davidson (2013) stated "[p]art of the problem here is tourism and hospitality education is expected to respond to diverse and constantly changing needs of various sub-sectors" (p. 269). The specific problem is there could be insufficient alignment of the educational resources of the hospitality industry with the current and anticipated demands for the skills and knowledge of workers in that industry.

The problem in this research project is not unique to the United States. In Australia, as a result of decreasing government funding, the new reality for the survival of universities is in the partnerships made with industry (Berman, 2008). Berman (2008) reported that there has been little research into industry perceptions of industry-academia collaboration. Beesley and Davidson (2013) found "[t]he critical imbalance between skilled labor supply and demand in the Australian hospitality industry is frequently noted" (p. 264). Blomme, Rheede, and Tromp (2009) found that applying management principles, theories, and real-world applications had a positive impact on the future career of students. Müller, Vanleeuwen, Mandabach, and Harrington (2009) investigated culinary curriculum in Canada and found a major theme was the development of communication into the curriculum. Müller et al.'s (2009) finding helps to

indicate the communication is not only important from a faculty-to-industry perspective but also to a student-to-faculty perspective. In a longitudinal study in Hong Kong, S. Chang and Tse (2015) found that hospitality education was not meeting the requirements of the hospitality industry. Furthermore, S. Chang and Tse suggested that hospitality programs were not adequately preparing students for employment.

Purpose of the Study

The hospitality and tourism industry is a significant contributor to the global GWP and U.S. GDP (World Travel & Tourism Council, 2017a). Rahimi, Akgunduz, Koseoglu, and Okumus (2018) reported the hospitality and tourism industry is one of the fastest growing industries in the world. Rahimi et al. also stated that the hospitality industry is labor intensive, and quality-reliable workers are critical to the industry. For the industry to thrive there needs to be a critical evaluation of hospitality education. As a result of the rapid growth of the industry and being a labor-intensive industry, there is a need to maintain a relevant curriculum that meets indusry requirements. This could be accomplished by strengthing industry-academia collaboration for curriculum development.

Today's students have grown up in a technology driven world (Bekebrede, Warmelink, & Mayer, 2011; La Lopa, Elsayed, & Wray, 2018). In addition to the rapid changing atmosphere of the hospitality industry, faculty need to adapt and create an active learning environment that engages the students (La Lopa et al., 2018). The literature suggests that industry needs to play an active role in curriculum development (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai, Chen McCain, & Hu, 2004). However, faculty need to facilitate the process, find a balance in the needs of industry, and create an engaging learning environment for today's student. There has

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been extensive literature on the development of hospitality management competencies (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016; Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams, 2013). Faculty are the experts in the field of educating their students. A relevant curriculum can be developed by faculty actively engaging industry on the development of current competencies, the industry needs, and adapting them to the needs of learners. Strengthening industry-academia collaborations is a process where faculty can maintain the needs of industry and create an engaging curriculum for today's students.

The development and strengthening of industry-academia collaboration should aid in hospitality education meeting the needs of industry. Brotherton and Wood (2008) stated that there has always been uneasiness between the hospitality industry and academia, with industry feeling that students are not ready for the demands of industry after graduation. The researcher analyzed hospitality industry professionals' perceptions of curriculum development in comparison to the perceptions of hospitality faculty. This analysis should help hospitality faculty in the development of relevant curriculum. Chapter 2 provides details of previous studies that have identified perceptions of industry on curriculum. A gap was identified that the studies did not compare industries' perceptions to faculty perceptions (Chathoth & Sharma, 2007; Dopson & Tas, 2004; Gursoy, Rahman, & Swanger, 2012; Hein & Riegel, 2011, 2012; Kalargyrou & Wood, 2012; Repetti & Jung, 2014; Sisson & Adams, 2013; Solnet et al., 2007; Tsai et al., 2004). This gap led to the identification of two research questions that framed this study.

Research Questions

This quantitative study explored one research question:

RQ1. What differences exist in the perceptions of hospitality industry professionals and hospitality management faculty/administrators on their involvement in the development and relevancy of postsecondary hospitality management programs' curriculum?

Rationale, Relevance, and Significance of the Study

This study showed that strengthening the dialog between academia and industry can directly benefit students in their quest for a career in the hospitality industry. Industry-academia collaboration is a critical element in curriculum development. The results of the research should benefit academia as well as industry. Academia should benefit by understanding the needs of industry and maintaining a closer relationship with industry to make a more positive contribution to the needs of students. Industry should benefit by showing that having a voice in curriculum development helps strengthen the bonds between academia, industry, and students.

Definition of Terms

ACPHA: an abbreviation for the Accreditation Commission for Programs in Hospitality Administration, the accreditation arm of ICHRIE, whose charge is to ensure curriculum and program standards are at acceptable levels (ACPHA, 2019).

AH&LA: an abbreviation for the American Hotel & Lodging Association, a professional organization for the hotel segment of the hospitality industry (AHLA, 2019).

Barrier to collaboration: a person, program, atmosphere, or anything that hinders two or more parties working towards a common goal (Zaharia & Kaburakis, 2016).

Competencies: specific skills or qualities that hospitality graduates and students will learn through their program of study (Barrows & Johan, 2008).

Curriculum: the subjects and program areas covered in hospitality education in the areas of foodservice, hotels and lodging, gaming, and travel, tourism, and recreation (Mill, 2008).

Curriculum relevancy and development: is the process of creating a curriculum that is applicable to the current and future needs of industry (Dopson & Tas, 2004).

Hospitality education: a formal educational setting instructing students in the areas of foodservice, hotels and lodging, gaming, and travel, tourism, and recreation (Barrows & Johan, 2008).

Hospitality industry: all businesses within the broad category of hospitality: foodservice, hotels and lodging, gaming, and travel, tourism, and recreation (Mill, 2008).

Hospitality industry professional: any skilled employee in the hospitality industry (Barrows & Johan, 2008).

ICHRIE: an abbreviation for International Council on Hotel, Restaurant, and Institutional Education, the professional organization for hospitality and tourism faculty, administrators, and industry to collaborate on the advancement of hospitality and tourism education (ICHRIE, 2016a).

Industry advisory board: a formal group of hospitality professionals that supports hospitality education regarding curriculum development, recruitment, accreditation, and general program management (Conroy, Lefever, & Withiam, 1996).

Stakeholder: any individual, organization, or government agency with a concern or interest in hospitality education (Solnet et al., 2007).

Assumptions, Delimitations, and Limitations

The researcher assumed the hospitality industry and academia are interested in strengthening the bonds of industry-academia collaboration to develop practical hospitality curricula. Brotherton and Wood (2008) pointed out the uneasiness of the hospitality industry on trusting academia to educate students in the practical skills necessary for success in industry; this

study showcased the importance of the hospitality industry's involvement in curriculum development. The researcher assumed that responses were true and honest. This assumption was made as a result of the survey being voluntary, autonomous, respondents did not have to answer all questions, and respondents could stop at any time. The respondents were interested in making a valuable contribution to the researcher study. This assumption was made because the sample represented both faculty and industry professionals within the hospitality industry that were members of professionals' associations.

This study was initially limited to members of ICHRIE. One of the missions of ICHRIE is the advancement of hospitality education (ICHRIE, 2016b). This could create a bias in responses to the importance of industry-academia collaboration. The researcher anticipated the response rate to be low for industry participants. The low anticipated response rate could be attributed to several factors. Van Mol (2017) discussed the oversampling and frequent survey request as a low response rate. Van Mol reported that typical online surveys have a response rate under 10%. The researcher anticipated a response rate of around 10%. To increase response rates Ravichandran and Arendt (2008) suggested offering a cash incentive, working with corporate personnel, utilizing an international sample instead of limiting to the U.S., working with professional organizations, and utilizing snowball sampling. With the limited resources of the researcher and the time constraints, a snowball sampling technique was the only viable solution for this research project. As a result, snowball sampling was utilized. This study was initially delimited to ICHRIE member faculty providing a base for future research with other hospitality and tourism academia and industry professional organizations.

Chapter 1 Summary

      This chapter has introduced the study, the research problem, and the significance of the study. This quantitative research study is a small step in understanding hospitality curriculum development and the impact of industry-academia collaborations on curriculum development. A qualitative research study based on the insights gleaned from this study could narrow the gap and provide faculty with more depth of details into the thinking of the hospitality industry. Chapter 2 highlights the current literature on hospitality management curriculum and industry-academia collaboration. Themes uncovered in the literature in Chapter 2, include collaboration between hospitality management faculty and industry (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004), the development of curricula competences (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016; Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams, 2013), and the development of quality indicators for hospitality management programs (Assante, Huffman, & Harp, 2007, 2010; Lee et al., 2016; Mei, 2017). Although all themes are important to the development of quality-relevant hospitality management curriculum, industry's active role in the process significantly creates positive change. Chapter 3 provides the methodology and details of the proposed study. Chapter 4 presents the data and analysis. Chapter 5 reflects on the findings, how the findings relate to the literature, implications for practice, policy, and theory, as well as recommendations for future research.

Chapter 2: The Literature Review

Introduction to the Literature Review

As discussed in Chapter 1, there is a shortage of qualified employees in the hospitality industry. The hospitality industry is a major contributor to global GWP and U.S. GDP and, thus, the education and training of its employees' merits study. Existing research outlined the development of hospitality management competencies and barriers to industry-academia collaboration.

Conceptual Framework

There is a lack of qualified and capable employees in the hospitality industry (S. Chang & Tse, 2015; Hornsby & Scott-Halsell, 2015; Ravichandran et al., 2017). Like in other professions, industry professionals expect the curriculum in hospitality management programs to be relevant and provide graduates with the skills needed to have a successful management career (Su, Miller, & Miller, 1997). The creation of a conceptual framework provides an understanding of the problem to uncover the relationship of hospitlaity industry professionls and faculty on the development of hospitality management curriculum. Current literature suggests that hospitality industry's role in curriculum is critical to the success of relevant curriculum development. The use of hospitality industry advisory boards is the accepted mechanism to achieve industry involvement. What motivates hospitality industry professionals to participate in advisory boards, and do industry professionals perceive their involvement as beneficially to the program?

To stay relevant to the hospitality industry requirments, research suggests that hospitality management curriculum needs to adapt to the requirements of the hospitality industry (Hein & Riegel, 2012; Milman, 2001; Ricci, 2010; Solnet, Kralj, Moncarz, & Kay, 2010; Tsai et al., 2004). The process involves faculty inquiry and research into curriculum needs of the program

and the hospitality industry. Hospitality industry advisory boards are then utilized to vet the process and add guidance. The curriculum is then developed and implemented (see Figure 3). Often, through assessment of course and program learning outcomes, faculty see gaps in student knowledge. Utilizing current hospitality management research, faculty can adapt their programs to fill in the gaps in student knowledge. To facilitate program change, adaptations typically take the form of a change in text or teaching techniques. However, often the change requires adjustments to program courses through curriculum revisions. Figure 3 shows the basic process of curriculum development. The researcher diagramed the process of curriculum development based on a review of the literature in Chapter 2 (see Figure 3) (Conroy et al., 1996; Legever & Withiam, 1998).
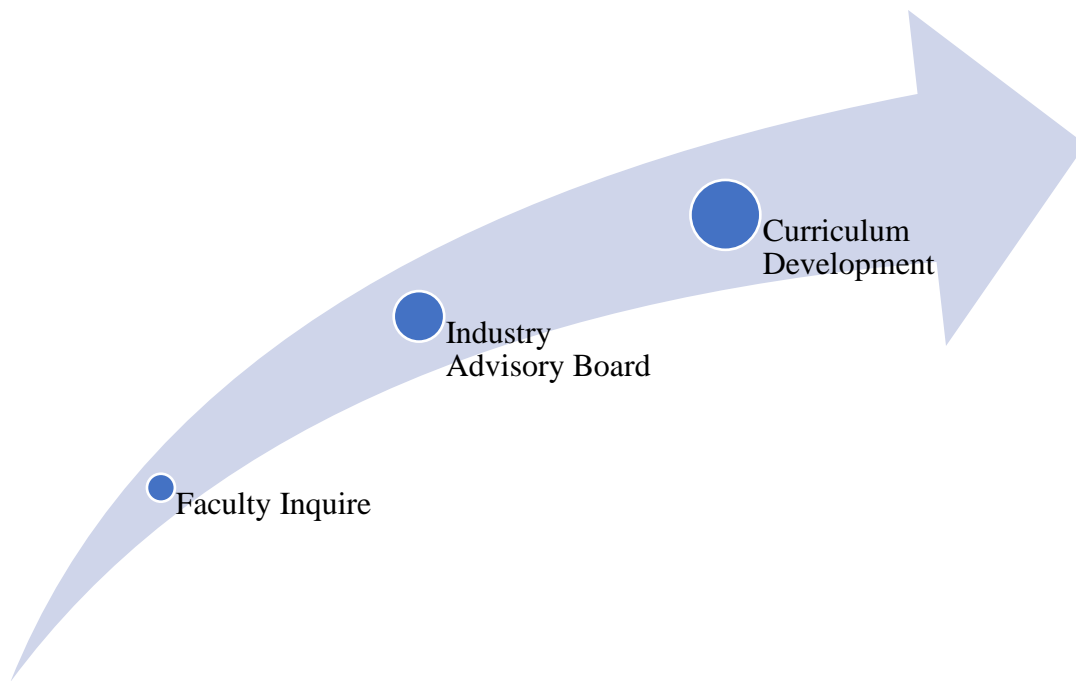
Figure 3. Conceptual framework displaying the start of the curriculum process.

Following a period of student and alumni engagement, the cycle starts again (see Figure 4). After the development of curriculum, the process is vetted through coursework. Program and course learning outcomes are then reassessed to test if curriculum changes are filling in the

gaps of student learning. This process is the life cycle of curriculum, always assessing and

changing as new research and student learning gaps are uncovered (Barrows & Johan, 2008;

Dopson & Tas, 2004) (see Figures 3 & 4). The researcher diagramed the cycle of the curriculum

process as displayed in Figure 4.
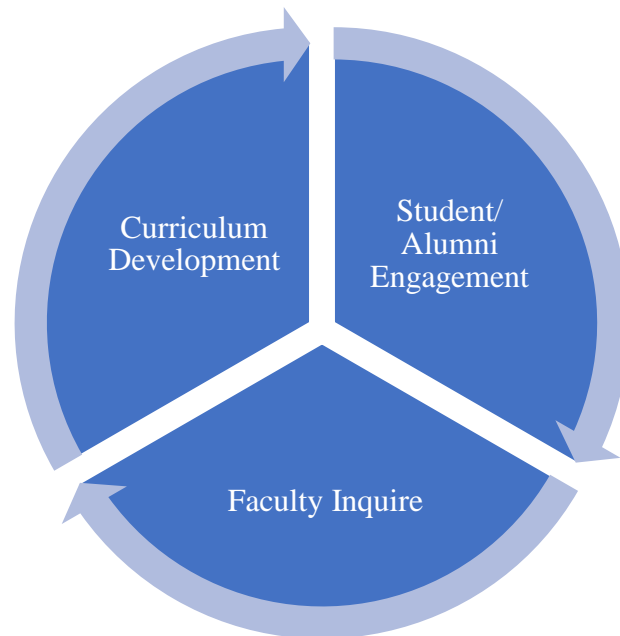
Figure 4. Conceptual framework displaying the start of the curriculum process

      Industry-academia collaboration improves research and development, and collaboration

is using the research talents of academia and the resources of industry to create economic growth

(Chang et al., 2017). With industry-academia cooperation, curriculum and industry are

strengthened (Chang et al., 2017). The literature shows this relationship to be beneficial. This

research highlights the perception of industry on its involvement in the curriculum development

process. Perkmann et al. (2013) defined this process as academic engagement. The researcher

adapted three theories to explain the involvement of hospitality professionals in curriculum:

stakeholder involvement theory, relationship management theory, and achievement theory.

Freeman (1984) defined stakeholder as "any group or individual who can affect or is affected by the achievement of an organization's purpose" (p. 53). In stakeholder involvement theory the values of all parties influence the decisions of the organization. In hospitality curriculum development the input, views, and values of students, faculty, alumni, industry, and administrators shape curriculum development. Jain, Jain, and Dhar (2002) defined relationships as "the invisible threads which build a unique bond between individuals and organizations" (p. 97).

Relationship management theory is the process that develops and strengthens the invisible thread to create a bond where two-way communications thrives, and the function is to create meaningful solutions to problems. Solnet et al. (2007) described the process of industry involvement utilizing the theories of stakeholder involvement and relationship management (see Figure 5). Solnet et al. stated that the theory of stakeholder involvement had been extensively explored since the 1920s yet the groundbreaking work of Freeman (1984) explored the theory in relationship to business. According to Solnet et al. (2007), the theory applies to an individual's interest or stake in an organization associated primarily in the business sector. Solnet et al. (2007) cited several articles that successfully developed the theory from an educational perspective (Christou, 2002; Cooper & Westlake, 1998; Crispin & Robinson, 2001; Enz, Renaghan, & Geller, 1993; Lewis, 2005, 2006).

Figure 5. Drivers of Industry Partnerships for Curriculum Development adapted from Solnet et al., 2007

Solnet et al. (2007) described the link between education (faculty/curriculum) and the consumer or byproduct of the education (students/ industry). As a result of this relationship, Solnet et al. (2007) postulated that there is clear evidence to support relationship management theory to provide insight and guidance on developing the link between education and the hospitality industry, as presented by Jain et al. (2002). Through the development of stakeholder involvement theory and relationship management theory, my conceptual framework displays the active role the hospitality industry plays in the development of quality-relevant hospitality management curriculum. This link is an ongoing and collaborative discussion with all stakeholders, thus, highlighting the importance of the relationship management theory (Solnet et al., 2007).

Solnet et al. (2007) defined two points of consideration when using the relationship management theory. First, the relationship between the hospitality industry and academia must constantly be evaluated and managed with care (Solnet et al., 2007) (see Figure 6). Second, educators' commitment to the success of the relationship is critical to the success and development of ideas and collaborations that are developed through the relationship (Solnet et al., 2007). The researcher diagramed the stakeholder relationships in curriculum development

(see Figure 6). At the center of the Venn diagram is an example of an evolving curriculum where faculty carefully accept the input from hospitality industry professionals, students, alumni, and administrators to develop a relevant curriculum.
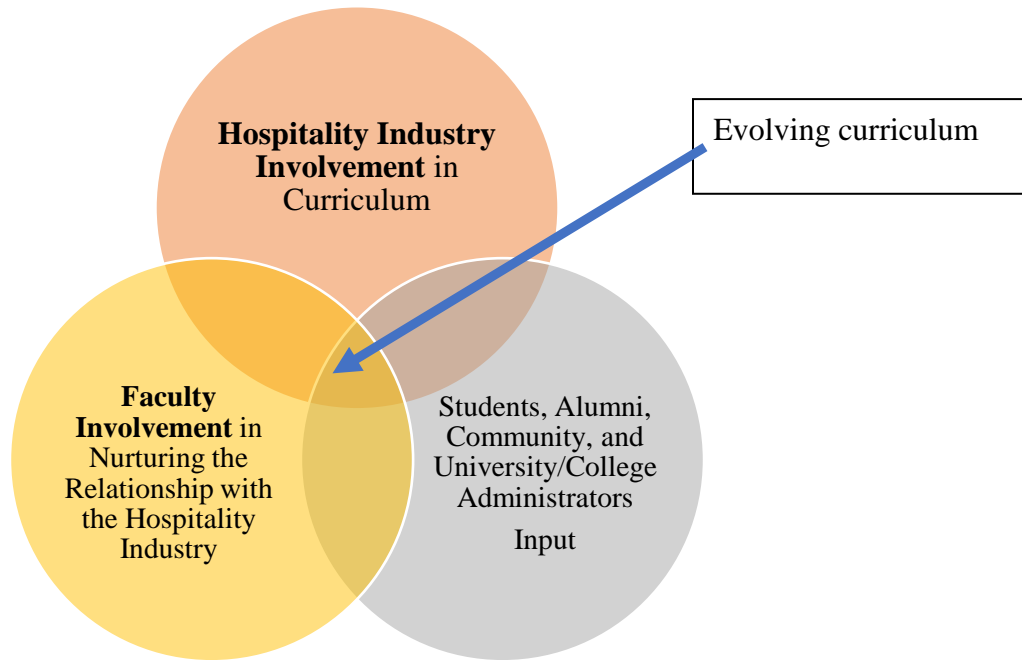
Figure 6. The relationship management approach theory towards curriculum development.

In addition to the stakeholder involvement theory and relationship management theory, this literature review presents the theory of achievement motivation to study the motivation of hospitality industry professionals in curriculum development. Motivation is the process that drives behavior (Hanna, 2006). Achievement motivation theory was first developed in the 1950s, to understand drive in students (Chang et al., 2017; Diener & Dweck, 1978; Miner, 2005). In the theory of achievement, McClelland (1962) described the process as a way individuals take responsibility for their actions in changing situations. The achievement motivation theory could apply to what drives industry professionals in assisting hospitality management programs in the development of relevant curriculum. Hospitality professionals' involvement in curriculum development is fundamental to the success of hospitality programs and, thus, the success of

hospitality students and graduates. Achievement theory could demonstrate that the hospitality industry professionals that are engaged in hospitality management advisory boards actively take responsibility for the success of the future of the hospitality industry. Just as faculty that are engaging with the hospitality industry they are actively taking responsibility for the success of their students.

Review of Research Literature and Methodological Literature

Higher education and industry working together are integral parts in creating relevant hospitality management programs. Assante et al. (2007) questioned the role of academia, wondering if academia should be responsive to the needs of industry or be the innovator that drove industry. Harris (1994) argued that industry and academia need to work in collaboration to prepare students as the transition from college into the workforce, and the likely challenges they will face. Collaboration is a consistent theme in the literature referencing higher education and industry partnerships. Ricci (2010) discussed the importance of hospitality faculty working closely with lodging managers on the continuous development process of curriculum. Industry professionals will offer more support and guidance to the programs and students when they see that faculty are incorporating and teaching the competencies that industry deems important (Ricci, 2010). The literature also identifies themes associated with the development of curricula competences and the development of quality indicators for hospitality management programs. The following review of the literature explores all three of the above themes.

Hospitality industry collaboration with academia. Academia and industry working together can make positive changes to the shifting requirements of society (Zaharia & Kaburakis, 2016). Collaboration is a means of advancing knowledge, both practical and theoretical, to the benefit of all parties. Zaharia and Kaburakis (2016) preferred the term strategic alliance and

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defined "strategic alliance . . . as an intentional, interorganizational cooperation created to benefit the collaboration partners and, ultimately, the stakeholders that these partners serve" (p. 249).

According to Conroy, Lefever, and Withiam (1996), industry participation in hospitality programs is nothing new. Industry collaboration starting from the founding of Cornell's hotel program where industry leaders collaborated with university leaders in creating the hotel program (Conroy et al., 1996). Conroy et al. stated that the relationship between industry and academia usually progressess into an advisory board. The article created a starting point for a discussion relating to industry-academia collaborations within the hospitality field in the form of advisory boards. Board members usually are industry leaders, and some may be alumni (Conroy et al., 1996). Conroy et al. argued that board members are interested in making a meaningful contribution to the program or school and not interested in public gratification. The ideal board membership is 15–20 (Conroy et al., 1996). Program graduates are vital contributors for advisory boards, but industry leaders should make up a large portion of board membership. Conroy et al. recommendation included having at least one student as a member of the board. Faculty should play an indirect role on the board. Attending meetings and staying in contact with board members, to gain insight into topics to be covered in the classroom, and for board members to be made aware of any curriculum needs. Conroy et al. found that most boards meet twice a year. Heavy schedules made physical attendance difficult at times, but phone conferences were an acceptable alternative to conduct board business.

The primary responsibility of an advisory board is to offer advice and guidance to program leaders and faculty (Conroy et al., 1996). The advice offered by boards included curriculum content, fundraising, internships, strategic planning, and job placement (Conroy et al., 1996). Conroy et al. (1996) defined "the mission of an advisory board . . . is threefold: to

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enhance a program's image, to advocate for the program, and to develop resources for the program" (p. 87). By being a public spokesperson for a program, the advisory board enhances the program's visibility and reputation. Creating an advisory board with industry leaders could be a sign that program leaders are vested in strengthen industry-academia collaboration. Issues do arise when "board members take too much ownership in a program" and are overly concerned with the day-to-day administrative tasks of running an academic program (Conroy et al., 1996, p. 89). To maintain the focus of board members, Conroy et al. (1996) recommend that program leaders create board job descriptions and provide these to potential board members before they agree to participate on the advisory board. Also, they recommened providing a feedback or performance appraisal system to gauge not only the performance of board members but also their engagement in the process (Conroy et al., 1996).

Legever and Withiam (1998) described the process of curriculum review as continuous. A key component of the curriculum review process is maintaing contact with industry leaders. The article sought industry perceptions of the effectiveness of hospitality management curriculum (Legever & Withiam, 1998). They discovered the following themes essential to industry, "human-resources issues, notably finding and holding effective employees; running an effective business, including financial management; government regulation and interference; and marketplace issues, such as competition" (Legever & Withiam, 1998, p. 74). They found that industry's involvement in curriculum development was necessary for creating relevant and rigors curriculum that also provided students with real-world applications (Legever & Withiam, 1998).

Industry involvement in curriculum development. Hein and Riegel (2012) conducted a quantitative study with industry professionals on hospitality management. This study reviewed concepts that industry professionals thought were important for hospitality graduates to have

(Hein & Riegel, 2012). The researchers were interested in the professionals' views on human resources and organizational management skills (Hein & Riegel, 2012).

In Hein and Riegel's (2012) study, "46.6% ($N = 48$) of the participants were from the hotels and resorts segments, and 27.1% ($N = 28$) were from the food and beverage segments" (p. 172). The average industry experience of participants was 12.5 years with 40.8% holding senior management roles (Hein & Riegel, 2012). The results of the survey found that industry professionals gave greater importance to organizational management than to human resources management (Hein & Riegel, 2012). The importance of this for academia is both human resources and organizational management are skills students need to meet the requirements of industry (Hein & Riegel, 2012). Hein and Riegel also gleaned that prospective hiring managers could use this knowledge to evaluate potential new managers.

In a review of the literature, Hein and Riegel (2012) observed the importance of frequent curricula revisions. They found that the hospitality industry was always evolving, and this evolution required academia to maintain relevant curricula (Hein & Riegel, 2012). With the development of curriculum, faculty should recognize that the success of students is significantly related to the students ability to meet the requirements of the hospitality industry (Hein & Riegel, 2012). The researchers also cited multiple studies on the importance of human resources and organizational management. They also found that, in the development of curriculum, multiple stakeholders' input and values are important to maintain a curriculum that meets industry standards. Industry and academia are both stakeholders in evolving hospitality management curriculum (Hein & Riegel, 2012).

Milman (2001) conducted a qualitative study at a large university utilizing the input of multiple stakeholders including industry professionals, alumni, faculty, and students. The

purpose of the study was to understand how to improve the hospitality management curriculum at the university (Milman, 2001). Milman noted the limited amount of qualitative studies on hospitality management curriculum. Milman used a grounded theory approach to define the curriculum development process. In the study, each group found concern with aspects of the university, external partnerships, and the hospitality program. Milman found that the administration of internships and cooperative learning were significant areas of concern. Milman concluded by stating the importance of relationships between the various stakeholders in developing relevant hospitality management curriculum.

In a quantitative study by Tsai et al. (2004), they sought to understand if there were any discrepancies in higher education gaming education and what skills graduates needed to be successful. The authors surveyed 261 gaming executives and 39 gaming faculty (Tsai et al., 2004). After an analysis of 24 higher education gaming syllabi, the researchers developed the survey (Tsai et al., 2004). Outcomes and key measures were grouped into categories for the design of the survey (Tsai et al., 2004). They found there were inconsistencies between academia and industry in the perceived importance of gaming topics taught in the classroom (Tsai et al., 2004). Strengthening the communication channels between industry and academia should help build bonds to eliminate the inconsistencies (Tsai et al., 2004). Eliminating the inconsistencies in gaming topics should enhance the overall gaming education (Tsai et al., 2004).

Solnet et al. (2010) researched perceptions of lodging executives and the value of their formal education in relationship to their career advancement. The researchers surveyed 2,490 general managers from properties with 100 or more rooms (Solnet et al., 2010). Initial results were low with only 22 usable surveys (Solnet et al., 2010). Following a change in survey deployment that utilized the assistance of executives in five management companies, a total of

233 usable surveys were returned (Solnet et al., 2010). The survey consisted of two parts; part

one contained demographic data and professional background information (Solnet et al., 2010).

Part two contained "35 management competencies items falling under four KSA domains: (a)

Leadership and Management, (b) Financial Management, (c) Marketing and (d) Service

Centeredness" (Solnet et al., 2010, p. 17). The findings suggested the greatest impact of

education was in financial management competencies, followed by marketing, leadership and

management, and last service centeredness (Solnet et al., 2010). The importance of education

was found to be "strongest at the lower levels of management" (Solnet et al., 2010, p. 21).

Gursoy and Swanger (2004) researched creating a hospitality curriculum for programs

housed in colleges of business; utilizing industry input to identify key concepts to drive

curriculum. The key concern of their research is "[t]here is not a standardized model for

hospitality curriculum" (Gursoy & Swanger, 2004, p. 13). The researchers developed a

quantitative study to investigate subject matter relevant to industry professionals in comparison

to current hospitality management curriculum (Gursoy & Swanger, 2004). There were 2,339

surveys mailed to industry professionals with 328 returned usable (Gursoy & Swanger, 2004).

Ethics and leaderships were the highest rated competencies by hospitality industry professionals

(Gursoy & Swanger, 2004). They suggested current programs were lacking ethics and

leadership concepts that could be incorporated into additional coursework in hospitality classes

(Gursoy & Swanger, 2004). Additionally, Gursoy and Swanger (2004) suggested that the

process of curriculum development must be a collaboration between industry and academia and

adapt to the changing requirements of the industry.

In *An Industry-Driven Model of Hospitality Curriculum For Programs Housed In*

Accredited Colleges of Business: Part II, Gursoy and Swanger (2005) continued their research to

define course content areas. The purpose was to identify course content areas that would fit into the hospitality management program curriculum presented in *An Industry-Driven Model of Hospitality Curriculum For Programs Housed In Accredited Colleges of Business* (Gursoy & Swanger, 2004, 2005). The survey identified 128 content areas that were used in the development of hospitality management curricula (Gursoy & Swanger, 2005). Through the survey the industry experts identified communication and leadership skills are the most important course content components for student success in the industry (Gursoy & Swanger, 2005).

In *An Industry-Driven Model Of Hospitality Curriculum For Programs Housed In Accredited Colleges Of Business: Program Learning Outcomes-Part III*, Swanger and Gursoy (2007) continued their research on identifying program learning outcomes. When creating program learning outcomes, the researchers found it valuable to factor in university learning outcomes into the program outcomes (Swanger & Gursoy, 2007). "In short, the preceding discussion suggests learning outcomes of a department should reflect the overall institutional values, vision, and fit well into the institutional culture while preparing students to develop skills, abilities, and knowledge necessary for a successful career" (Swanger & Gursoy, 2007, p. 15). The results of the survey found "program learning outcomes center on ten dimensions—industry knowledge, diversity, global awareness, life-long learning, technology, critical thinking, effective communication, ethical leadership, teambuilding, and world-class service—and align with the university's vision, culture, and educational goals" (Swanger & Gursoy, 2007, p. 17). These dimensions parallel those course content areas and relevant subject matter material found in the first article, *An Industry-Driven Model of Hospitality Curriculum For Programs Housed In*

Accredited Colleges, and part II of the article series (Gursoy & Swanger, 2004, 2005; Swanger & Gursoy, 2007).

In *An Industry-Driven Model Of Hospitality Curriculum For Programs Housed In Accredited Colleges Of Business: E-Assessment Tool (E-AT) – Part IV*, Swanger and Gursoy (2010) closed the research loop by developing an assessment tool for continued improvement for hospitality management curriculum. The purpose of the assessment tool is to "ultimately tie all the previous stages of the project together" (Swanger & Gursoy, 2010, p. 9). The pinnacle of the article series was the incorporation of data from industry professionals, students, and alumni to create the e-AT model for continuing feedback on subject matter, course content areas, and program learning outcomes (Gursoy & Swanger, 2004, 2005, Swanger & Gursoy, 2007, 2010).

In a review of the literature, Barron (2008) aimed at uncovering how to attract and retain high-quality employees in the hospitality field. The researcher reviewed 54 articles in determining motivational factors of Generation Y (individuals born 1978 to 1990 [Tulgan, 2011]); employees and students were utilized as the base of the study. The review suggested that Generation Y students, unlike previous generations, needed an active learning style, better family-work life balance, early exposure to high-quality industry experiences, were technology literate, were used to instant rewards, and had limited commitment (Barron, 2008). Through the review of the literature, the researcher found industry-academia collaborations should continue to work together to find solutions to these areas in retaining a talented workforce (Barron, 2008).

In a mixed method study, Kalargyrou (2011) researched administrators and faculty perceptions of leadership qualities and challenges facing current hospitality management program leadership. Both faculty and administrators ranked faculty and fiscal management as the top two challenges facing hospitality management program leadership (Kalargyrou, 2011).

After the top two ranking, faculty and administrators' opinions varied slightly (Kalargyrou, 2011). Faculty ranked most important to least important: administration, balance, change/industry/skills/students, program/curriculum, conflict resolution, and technology as the third-eighth challenge facing hospitality program management leadership (Kalargyrou, 2011). Administrators ranked most important to least important: balance, administration, students, change, industry/program/ curriculum/skills, technology, and conflict resolution as the third-ninth challenge facing hospitality program management leadership (Kalargyrou, 2011).

In a mixed methods study, Myung and Li (2015) investigated hospitality program, challenges, and opportunities in Illinois. ICHRIE database of programs was used to select faculty to survey for the study. Twenty-seven faculty surveys were sent out based on the database, with 11 responding for a response rate of 41%; although Myung and Li reported a response rate of 47% based on 26 invitations with 11 returned responses. Topics covered in the faculty survey included: student enrollment; perceived image of the program in the school, college, or institution; curriculum; administrative support; and issues, challenges, and opportunities (Myung & Li, 2015).

Myung and Li (2015) found that 45% of faculty reported student enrollment as increasing, 45% reported no change in student enrollment, and 10% reported a decrease in student enrollment. Faculty responded "economic recovery, program promotion, and program reputation were the main reasons for growth" (Myung & Li, 2015, pp. 95–96). Faculty in the survey were asked their perceptions on how well the programs were viewed (Myung & Li, 2015). The faculty responses included four thought the programs viewed well, two thought the programs viewed as acceptable, and five thought their programs were not recognized (Myung & Li, 2015). When the researchers surveyed faculty about curriculum the faculty responded "the

curriculum was current and relevant to industry needs, the majority of the respondents (73%) answered 'yes,' and 27% responded 'no'" (Myung & Li, 2015, p. 96). Sixty percent of surveyed faculty thought that they were not supported by administration (Myung & Li, 2015).

In the Myung and Li's (2015) student survey, there was some differences in private and public university students. When private university students were surveyed, they placed more importance on quality of instruction, internship opportunities, school reputation, varying course offerings, and reputation of the hospitality program (Myung & Li, 2015). Public university students wanted more online courses compared to private university students (Myung & Li, 2015). There was no difference in tuition, the ability to select the major, job opportunities after graduation, or financial assistance for both private and public university students (Myung & Li, 2015).

Hospitality management competency development. Ricci (2010) conducted a questionnaire from a sample of lodging general managers from the AH&LA. The AH&LA membership included 8,510 members identified as general managers (Ricci, 2010). Randomized sampling was utilized from the 8,510 general managers to create a sample size of 500; 317 total responses were received for a response rate of 63.4% (Ricci, 2010). The researcher compared the new hire expectations of hospitality graduates to graduates of other programs (Ricci, 2010). Ricci's findings suggested that hospitality hiring manages held hospitality graduates to higher standards than graduates of other programs. Ricci suggested that academia create a "more standardized curriculum for lodging students" (p. 218).

In a quantitative study, Dopson and Nelson (2003) sampled alumni, human resource specialists, and hotel executives to determine hospitality management program content area subjects that are the most important. The sample included a random sample of 302 hotel

managers, a random sample of 94 human resources specialists, and 250 alumni from California State Polytechnic University (Dopson & Nelson, 2003). A total of 646 surveys were delivered, 85 were returned for a response rate of 13.2% (Dopson & Nelson, 2003). Utilizing "[t]he theoretical foundations for the study are found in Tyler's . . . classical approach to curriculum development; first determine the needs of the hotel community, the needs of education, and the needs of students" (Dopson & Nelson, 2003, p. 12). Dopson and Nelson suggested that faculty can guide the development of hospitality management curriculum. Faculty should decide if their program's curriculum will provide a general hospitality management education, or if their program will be a unique segment of the industry requiring a different set of competencies (Dopson & Nelson, 2003). Dopson and Nelson further suggested that an industry specialization curriculum could be added to a general hospitality management degree. Dopson and Nelson argued that faculty are faced with challenges in developing a relevant hospitality management curriculum by the ever-changing nature of the industry.

In a case study, Dopson and Tas (2004) created a practical approach to hospitality management curriculum revision. The case study followed faculty at the University of North Texas (UNT) during a curriculum revision process from the Spring of 2002 to the Fall of 2004 (Dopson & Tas, 2004). The purpose of the case study was to develop a curriculum that prepared students for employment in the hospitality industry (Dopson & Tas, 2004). The guide that was developed is not unique to UNT and can be deployed in any hospitality management program (Dopson & Tas, 2004). Dopson and Tas created a process for curriculum revisions, presented below is a summary of the process:

1. Gathering information from stakeholders that students need to know before entering the workforce and develop program competencies from that information.

2. Create a curriculum map that aligns course competencies with program competencies.

3. Review curricula of similar hospitality management programs.

4. Create a balanced program including upper and lower level course, laboratory and lecture courses, internships, and capstone courses.

5. Collaborate with administration if new resources as needed.

6. Create course outlines that align with course and program competencies.

7. Develop a course numbering system where classes build on one another.

Dopson and Tas (2004) agreed with Dopson and Nelson (2003) that faculty are challenged in creating a curriculum that adapts to an ever-changing industry.

In a review of the literature, including 25 articles and research studies, Paulson (2001) sought to uncover competences to connect industry to academia. The researcher charted workplace skills that industry and academia shared in the creation of a partnership in training. There were four skills groups created: "attitudes and personal characteristics, essential skills, integrative-applied skills, and premium skills" (Paulson, 2001, p. 49). In concluding the research, Paulson argued that academia must strengthen relationships with industry to educate students ready for the workforce.

In a case study, Müller et al. (2009) researched perceptions of 125 students, 160 graduates, and 60 industry professionals in culinary education from a culinary school in Eastern Canada. Response rate for the total study was 74.5%, 67.2% for students, 70% for alumni, and 52% for industry (Müller et al., 2009). A survey was developed and administered in three parts (Müller et al., 2009). A major theme from all three groups was the development of communication into the curriculum; "improving communication skills may assist graduates in

becoming more successful and help already successful programs become more successful”

(Müller et al., 2009, p. 176).

In a mixed methods study, Blomme et al. (2009) aimed to compare the perceptions of students about working in the hospitality industry to those of graduates and industry professionals. Research was conducted with 224 students and 1,381 graduates of The Hotel School, The Hague in the Netherlands (Blomme et al., 2009). The survey had a response rate of 71% for students, and 16% for graduates (Blomme et al., 2009). The researchers found that applying management principles, theories, and real-world applications had a positive impact on the future career of students (Blomme et al., 2009). Blomme et al. also concluded “the involvement of the industry in the admission and education process can help hotel schools with molding expectations and beliefs of potential students, students and graduates” (p. 13).

Sisson and Adams (2013) conducted a quantitative survey to determine if differences in competencies were needed across three areas of hospitality; food and beverage; lodging, and meeting and event management. An online survey was developed and sent to five years' worth of graduates from a midwestern university, out of 520 surveys 114 responses were received, with 102 usable for a 19.6% usable response rate (Sisson & Adams, 2013). A thorough review of the literature uncovered 117 potential hospitality management competencies (Sisson & Adams, 2013). These competencies were then subjected to review by a panel consisting of industry professionals and hospitality management educators and reduced to 33 critical competencies for managers (Sisson & Adams, 2013). The 33 competencies were divided into three categories; hard competencies (for example, financial data and forecasting), soft competencies (for example, staff development, diversity, crisis management and resolution, and presentation skills) and

mixed competencies (for example, conducting hiring interviews and training employees) (Sisson & Adams, 2013). Sisson and Adams (2013) found

> [o]f the competencies deemed essential, 86% were soft competencies. Between
>
> functional work areas, no difference in importance was found for 76% of the
>
> competencies. The results indicate that programs should stress teaching hospitality
>
> students soft competencies in favor of hard competencies. (p. 131)

In a quantitative study, Gersh (2016) researched the perceptions of culinary industry professionals and culinary educators on "culinary manager trainee competencies to prepare students for an entry-level managerial position in the culinary industry" (p. 32). The survey was based on prior hospitality competency survey by Tas (1988) and adapted to include culinary competencies (Gersh, 2016). The survey was sent to 1,623 educators and industry professionals. Survey participants were sampled from James Beard Foundation membership and ICHRIE (Gersh, 2016). Gersh's survey had a 17% response rate returning a total of 271 surveys.

In Gersh's (2016) study, competencies were grouped into five categories: administrative, conceptual, interpersonal, leadership, and technical. Both industry professionals and educators agreed that interpersonal domain is the most important for Bachelor students in culinary arts, and conceptual skills to be least essential (Gersh, 2016). The researcher found the most significant difference between educators, industry professionals, and owners was the administrative domain (Gersh, 2016). The owners ranked the administrative domain as least important followed by hospitality educators, chefs, and culinary educators (Gersh, 2016). The researcher attributed this difference to the current education level of chef practitioners and the fact that the educators are removed from the day-to-day operations of running a business (Gersh, 2016).

In a quantitative study, Chathoth and Sharma (2007) researched current curriculum in hospitality management, the structure of the programs, and creation of standardized core curriculum. Data were analyzed from 44 top-ranked hospitality programs in the U.S. Programs were obtained from the American Hotel & Lodging Association (AH&LA) and "*Ranking of U.S. Hospitality Undergraduate Programs: 2000–2001*" (Brizek & Khan, 2002) and "*Benchmarking Hospitality Management Curricula: A Comparison of Top U.S. Programs*" (Bartlett, Upneja, & Lubetkin, 1998). After analyzing the programs Chathoth and Sharma found

> business-related courses offered as part of the core curriculum of the highest frequency
> include Financial Management, Financial Accounting, Marketing Management,
> Statistics/Quantitative Analysis, Macro and Micro Economics, Strategy and
> Management, Business Communications, Human Resource Management, and
> Information Technology. For hospitality and tourism management programs that follow
> this structure, students take these courses in the College of Business. Although these
> courses are part of the core curriculum of the hospitality and tourism management
> program, at the time this research was conducted, they were not being offered by all
> programs sampled. (pp. 14–15)

The researchers concluded university hospitality management programs lacked a clear, streamlined path towards core curriculum (Chathoth & Sharma, 2007).

In a quantitative study, Scott-Halsell, Blum, and Huffman (2011) compared the emotional intelligence (EI) of hospitality industry professionals to undergraduate hospitality students. The survey was delivered to 205 industry professionals and 300 undergraduate hospitality students (Scott-Halsell et al., 2011). The survey had a response rate of 31.7% for industry professionals and 92% for students. The premise of the research was that students do not have the EI

necessary to perform entry-level and above jobs in the hospitality industry (Scott-Halsell et al., 2011). The research utilized the Emotional Intelligence Test 2nd revision (PsychTests, n.d.; Scott-Halsell et al., 2011).

> The online instrument is comprised of 70 multiple-choice scenario questions. The online instrument measures overall EI along with Level One and Level Two subsets: theoretical knowledge and behavioural aspects; emotional insight into self; goal orientation and motivation; ability to express emotion; and social insight and empathy. (Scott-Halsell et al., 2011, pp. 7–8)

Industry professional population data for Scott-Halsell et al.'s (2011) survey was compiled from their (2008) study. The survey was delivered to 205 industry professionals with a response rate of 31.7% (Scott-Halsell et al., 2011). The professionals represented all segments of industry and job levels.

> The second population of interest for the study was hospitality undergraduate students in the U.S. A convenience cluster sampling method was employed for the group. The students were identified through faculty at four U.S. universities that offer degrees in hospitality management. There was a 100% response rate from the faculty approached, with a 92% response rate of the 301 students asked to participate. (Scott-Halsell et al., 2011, p. 7)

The results suggested that there is a significant difference in EI in industry professional and undergraduate students (Scott-Halsell et al., 2011). The researchers suggested incorporating EI into the curriculum of hospitality management programs (Scott-Halsell et al., 2011).

Hospitality management program quality indicators. In a qualitative study utilizing a focus group, Assante et al. (2007) sought to uncover quality indicators for hospitality

management programs. "Three focus group interviews were conducted with twenty-eight hospitality educators and administrators. Sixty-nine quality indicators emerged based on the content analyses of the data under five conceptual themes: students/alumni, curriculum, faculty, industry support, and facilities" (Assante et al., 2007, p. 51). The data obtained was utilized in a follow-up study to rank the order of the quality indicators (Assante et al., 2007, 2010).

In a quantitative survey, Assante et al. (2010) researched the creation of quality indicators for hospitality management programs. A total of 1,065 surveys reached participants obtained from a database of educators, administrators, students, and industry professionals from ICHRIE (Assante et al., 2010). A total of 277 usable surveys were returned for a response rate of 26% (Assante et al., 2010). The survey consisted of 72 quality indicators that were ranked by the survey participants (Assante et al., 2010). The researchers found

[t]he composite variable scores revealed that all 72 of the proposed quality indicators were considered important. However, the seven most important indicators in determining the quality of undergraduate hospitality management programs were (a) placement of graduates in the hospitality industry, (b) student internships, (c) industry relations, (d) student critical thinking skills, (e) experiential learning opportunities for students, (f) student commitment to program, and (g) administration support. (Assante et al., 2010, p. 178)

Mei (2017) conducted a qualitative survey with government, trade, and tourism industry representatives that focused on gaps in current tourism education. The focus groups included two members of government, three members of trade associations, and 11 industry professionals (Mei, 2017). The researcher based the study on closing the gap that between the current state of hospitality management curriculum and the needs of industry (Mei, 2017). Interview question

topics included the importance of formal education, realistic industry expectations for graduates, and industry-academia collaboration (Mei, 2017). After conducting the interviews, Mei concluded that a significant finding was attracting the right students to attract to the program. Students need to have an accurate view of the industry before starting a higher education program (Mei, 2017). Faculty should incorporate different teaching styles into instruction (Mei, 2017). Mei suggested that academics investigate the usefulness of alternative teaching methods in hospitality education.

In a quantitative study, Lee et al. (2016) investigated quality indicators of hospitality management programs from a student's perspective. They based their study on the principle that student perspective is valuable for administrators in evaluating program quality indicators (Lee et al., 2016). A survey was developed after a panel discussion with educators, students, and industry professionals (Lee et al., 2016). A set of 40 quality indicators was chosen after the panel discussion, and after a pilot survey, the set was narrowed to 29 (Lee et al., 2016). Four hospitality management programs were selected that represented a cross-section of programs in the U.S. (Lee et al., 2016). The quality indicators were divided into five categories; faculty and program credentials, industry networking, innovative curriculum, learning environment, and student support (Lee et al., 2016). The results indicated that students placed a high emphasis on student support services and industry networking (Lee et al., 2016).

Hospitality educators are among the faculty where industry experience prior to teaching is seen as necessary (Phelan et al., 2013). In a quantitative survey, Phelan et al. (2013) sought to understand the importance of industry experience for faculty to have before entering teaching. The importance of the research is

[i]t is estimated almost half of the current hospitality educators in the United States will be retiring within the next 10 years. In their place, the junior faculty who remain, as well as new hires, will have substantially less industry experience than their predecessors. (Phelan et al., 2013, p. 123)

Faculty participants were identified via a database from ICHRIE (Phelan et al., 2013). Out of 445 survey invention sent out a total of 175 were usable with a response rate of 39.3% (Phelan et al., 2013). "The survey was composed of 29 questions: 16 attitudinal, 4 descriptive, 1 dichotomous, 2 open-ended, and 6 demographic questions related to position, job description, and academic rank" (Phelan et al., 2013, p. 125). A significant finding of the research uncovered instructor perceptions of the importance of faculty having industry experience increased as their level of industry experience increased (Phelan et al., 2013). "Another significant finding is that faculty rated highly the importance of hospitality industry experience prior to teaching, at 4.70 out of 5" (Phelan et al., 2013, p. 128). Means were presented from a Likert-scale (1 = not important to 5 = very important) (Phelan et al., 2013).

Industry-Academia collaboration in other industries. In the transportation industry, the debate associated with the gap in the collaboration between academia and industry has been ongoing for several decades (Piercy, Krampf, & Banville, 1977). Piercy, Krampf, and Banville (1977) cited that educators thought industry lacked concern for advancing academia, and industry thought academia created programs that were not relevant to the current needs of the industry. Piercy et al. confirmed these claims by utilizing a literature review over a 15-20-year period, examining all transportation articles written. All the articles, except one, appeared in academic journals, while the other one appeared in a journal with widespread practitioner

readership (Piercy et al., 1977). This example highlights the gap in collaboration present in the literature.

The positive impact of industry-academia collaboration is evident in the research by Zaharia and Kaburakis (2016), "[m]oreover, there is plenty of evidence that academia can make important contributions to the industry and surrounding communities by increasing the economic performance of companies and by serving society's shifting requirements" (p. 248). Collaboration between academia and industry varies by industry (Zaharia & Kaburakis, 2016). In sports management, there is widespread agreement that industry-academia collaboration benefit sports management theory building, however, "there is a necessity for the integration of theory and practice" for the collaboration to thrive (Zaharia & Kaburakis, 2016, p. 248).

Healthcare is an industry with a rich tradition of industry-academia collaboration. Pepin et al. (2017) cited examples of academia and industry collaboration as a benefit for student responsiveness to the health and care of their patients. "The intent is to prepare future health professionals to provide high quality care in challenging environments so they become active change agents in healthcare systems" (Pepin et al., 2017, p. 50). Therefore, the industry-academia collaboration benefits not only academia and industry, but also students and society.

Barriers to industry-academia collaboration. A barrier can negatively influences innovations. Shavinina (2003) described both internal barriers (people-related, structure-related, and strategy-related) and external barriers (market-related, government-related, and other) as influences on innovation. Fennell (2015) suggested "there is often a disconnect between theory and practice" (p. 45). The disconnect is associated with several issues. Berman (2008) found that issues associated with intellectual property, and university bureaucracy, created barriers for an industry-academia partnerships. The researcher found that project management contributed to

barriers of partnerships as well (Berman, 2008). In project management, there needs to be a

balance between the research needs of academia and the practical needs of industry (Berman,

2008). Berman (2008) stated that communication is a barrier to a successful partnership. The

barrier highlights the importance of a conceptual framework utilizing stakeholder involvement

theory (Freeman, 1984; Solnet et al., 2007), and relationship management theory (Jain et al.,

2002; Solnet et al., 2007) to effectively create a collaboration between academia and industry.

Zaharia and Kaburakis (2016) found that the focus of theory in academia instead of practical

application creates an added barrier to collaboration with industry. Other barriers cited by the

researchers include company dynamics, history, location, trust, and costs associated with

collaboration (Zaharia & Kaburakis, 2016). For collaborations to be successful academia and

industry must understand the unique relationship each plays in the collaboration (Zaharia &

Kaburakis, 2016).

     Baum's (2002) qualitative study examined the economics of a low skills jobs in

relationship to high skills jobs. The researcher examined 75 academic articles and public policy

research articles. Global public policy empathizes high skills jobs (Baum, 2002). The

development of the policies does not consider the low skills jobs that service or are in place to

support the high skills jobs (Baum, 2002). The researcher focused on the hospitality sector as

consisting mostly of low skills jobs and developed "four key theme areas: the nature of work and

skills in hospitality; deskilling within the hospitality workplace; the technical/generic skills

debate within hospitality; skills and the education/training process in hospitality" to define the

economics of low skills jobs (Baum, 2002, p. 343). The researcher found that the issue is

complex, and that hospitality does not fit nicely into a skills category (Baum, 2002). It is

suggested that public policy associated with the advance of high skills jobs considers the reliance on low skills jobs in their support of high skills labor (Baum, 2002).

Themes Present in the Literature

As shown in the literature review there are ample studies researching hospitality management curriculum. Themes uncovered in the literature include collaboration between hospitality management faculty and industry (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004), the development of curricula competences (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016; Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams, 2013), and the development of quality indicators for hospitality management programs (Assante et al., 2007, 2010; Lee et al., 2016; Mei, 2017). Although all themes are important to the development of quality-relevant hospitality management curriculum, industry's active role in the process significantly creates positive change.

Review of Methodological Issues

A critique of the literature dives into the current understanding of research to determine the accuracy of the researcher in answering the research questions (Machi & McEvoy, 2016). Although content experts review peer-reviewed articles; "[p]eer review, the process by which material submitted for publication is critically assessed by external experts" (Hames, 2007, p. 1), the research often has limitations and flaws. Ravitch and Riggan (2017) stated, "most researchers cannot truly test every theoretical notion they might want to; their data can only speak to a portion of the theoretical ideas they would like to apply to their topic" (p. 79). The hospitality industry relies on data from a unique mix of individuals; for example, consumers,

tourists, employees, shareholders, vendors, and government agencies. Moreover, hospitality

education is similar in this regard. Baggio and Klobas (2011) suggested quantitative methods are

the most appropriate when interpreting data for the hospitality industry. Although, all the studies

presented are useful for understanding the current climate of hospitality education, Hein and

Riegel (2012), Solnet et al. (2010), and Tsai et al. (2004) represent fundamental research in

framing my conceptual framework and identifying critical gaps in the literature.

Hein and Riegel (2012) utilized quantitative methods in their research to determine key

concepts in hospitality human resources management. As Hein and Riegel suggested,

quantitative research requires a large sample of data to be gathered for the study to be significant.

After utilizing an email campaign and snowball effect, the researchers collected 103 usable

surveys (Hein & Riegel, 2012). As Hein and Riegel stated, "a sample size of over 100 is large

enough to gather meaningful results for the entire sample; it may have been too small to garner

meaningful results from some of the demographic subsets" (p. 176)As described by

Abercrombie, Hill, and Turner (2006) snowball sampling as its name suggests is like "a snowball

rolling down a slope and picking up more snow as it goes" (para. 1). Snowball samples could be

utilized when the anticipated initial response is small, or the sample population is small, to

recruit a larger sample size.

Solnet et al. (2010) investigated hospitality managers' perceptions of the role of their

education on their success as hospitality managers. The survey suggested that higher education

contributed to the managers' understanding of management competencies including financial

management, marketing, leadership and management, and service centeredness (Solnet et al.,

2010). The survey was delivered to 2,490 hospitality management professionals with a response

of 22 or < 1%. This response rate is too small for any significant results (Solnet et al., 2010).

The researchers understood the low response rate of their survey and potential for questionable results (Solnet et al., 2010). As a result of the low response rate, the researchers utilized another technique by recruiting the help of corporate officials to have their general managers complete the survey (Solnet et al., 2010). This resulted in additional 211 surveys for a total of 233 usable surveys (Solnet et al., 2010). The new response rate was 9.4% deemed actable for the authors (Solnet et al., 2010), however, still under the average response rate for individuals 52.7% or organizations 35.7% (Baruch & Holtom, 2008).

Tsai et al. (2004), in a quantitative study, sought to uncover key competencies in gaming education by surveying gaming executives. The researchers analyzed syllabi from gaming educators across the country for key competencies before designing their survey (Tsai et al., 2004). The analysis utilized 24 syllabi from 17 faculty (Tsai et al., 2004). A more robust study would have been achieved with the analysis of more syllabi. The survey was sent to 261 gaming executives and 39 faculty (Tsai et al., 2004). The response rate for executives was only 25% and educators a higher 46% (Tsai et al., 2004). The premise of the research was industries involvement in course content development (Tsai et al., 2004). Thus, a higher industry response rate would have been an improvement.

Milman's (2001) study utilized focus groups consisting of alumni, faculty, industry, and students. Each focus group provided individual experiences to the process of curriculum development (Milman, 2001). As Creswell and Poth (2018) described, grounded theory is the method of studying a process over time. For example, Milman studied the development of hospitality and tourism curriculum. Milman stated methodological concerns when using qualitative studies "[p]lease note that qualitative information may not necessarily be statistically significant and may not always represent the overall perception of one group or another" (p. 67).

The literature presented represents extensive research in three areas. The first area is industry's involvement in curriculum development (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004). The second area is the development of hospitality management program competencies (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016; Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams, 2013). The third area is in identifying hospitality management program quality (Assante et al., 2007, 2010; Lee et al., 2016; Mei, 2017). As a result, a gap appears to exist in industry professionals' perception of their involvement in curriculum development.

Synthesis of Research Findings

Dominant themes in the literature include involvement of hospitality professionals in curriculum development, hospitality management curricula competencies, and hospitality management program quality indicators. With the shortage of hospitality management employees, a critical evaluation of hospitality management programs is suggested. With the collaboration between the hospitality industry and faculty, a relevant curriculum is achievable.

In two separate studies, Hein and Riegel (2011, 2012) found that hospitality professionals valued the education they received in finance/accounting and human resources management. These two studies showcase the importance of relevant curriculum revisions (Hein & Riegel, 2011, 2012). For hospitality management programs to stay relevant, faculty need to receive, evaluate, and implement, the concerns the hospitality industry identifies as gaps in education. As previously presented, the industry-academia connection is vital for the success of hospitality programs and the success of the graduates.

In a four-part study, Gursoy and Swanger (2004, 2005) and Swanger and Gursoy (2007, 2010) utilized an industry model to drive curriculum. The studies found that programs teaching relevant skills produced graduates able to obtain their first entry-level jobs (Gursoy & Swanger, 2004, 2005, Swanger & Gursoy, 2007, 2010). Whereas, programs that went further and taught critical higher order skills, produced graduates able to advance their career into higher levels of management (Gursoy & Swanger, 2004, 2005, Swanger & Gursoy, 2007, 2010).

In a 2002 study, Brizek and Khan found the top 25 hospitality management institutions, based on a questionnaire that was developed to evaluate each program. Within that questionnaire, there were questions and rankings associated with: "six distinctive sections that included questions about curriculum development and standards, faculty, the student body, institutional resources, alumni relations, and an overall prestige ranking" (Brizek & Khan, 2002, p. 4). When comparing the qualitative rank in the study to the prestige rank of U.S. Programs, it is interesting to note the Cornell University is absent yet is number one in prestige (Brizek & Khan, 2002). According to Brizek and Khan (2002), Cornell elected not to participate in this survey. Table 1 presents the top 10 hospitality management programs out of the top 25 as determined by Brizek and Khan.

Table 1

Top 10 of the top 25 Hospitality Management Programs 2001–2002, adapted from Brizek and Khan (2002)

Rank	University / College	School or Department	Curriculum Score	Overall Score
1	Purdue University	School of Hospitality and Tourism Management	40	200
2	California Polytechnic University, Pomona	The Collins School of Hospitality Management	43	197
3	University of Houston	The Conrad N. Hilton College of Hotel and Restaurant Management	40	195
4 Tie	Pennsylvania State University	School of Hotel, Restaurant and Recreation Management	38	185
4 Tie	Michigan State University	The School of Hospitality Management	34	185
5	University of Nevada Las Vegas	The William F. Harrah College of Hotel Administration	37	184
6	Florida International University	School of Hospitality Management	38	183
7 Tie	University of Massachusetts-Amherst	Department of Hotel, Restaurant and Travel Administration	38	182
7 Tie	University of Delaware	Department of Hotel, Restaurant, and Institutional Management	38	182
8	Oklahoma State University	School of Hotel and Restaurant Management	38	181
9	University of South Carolina	School of Hotel, Restaurant and Tourism Management	36	180
10	Florida State University	Dedman School of Hospitality	32	176

After a critical evaluation of the above programs' mission statements, also including Cornell University School of Hospitality Management, common themes appeared (see Appendix A for mission statements from the referenced programs). Under the general category of leadership, 14 themes were identified in the mission statements including leader, global, experiential, theoretical, research, industry, lifelong, excellence, service, integrity, proficiency, ethical, knowledge, and engage. Leader was identified 22% of the time among the 14 themes (see Figure 7). This highlights the importance hospitality management programs place on creating industry leaders. As identified by Gursoy and Swanger (2004, 2005) and Swanger and Gursoy (2007, 2010), programs that use higher order critical thinking skills in their curricula develop graduates who can advance up the management ranks and, thus, create industry leaders.

Themes In Hospitlaity Management Program Mission Statements
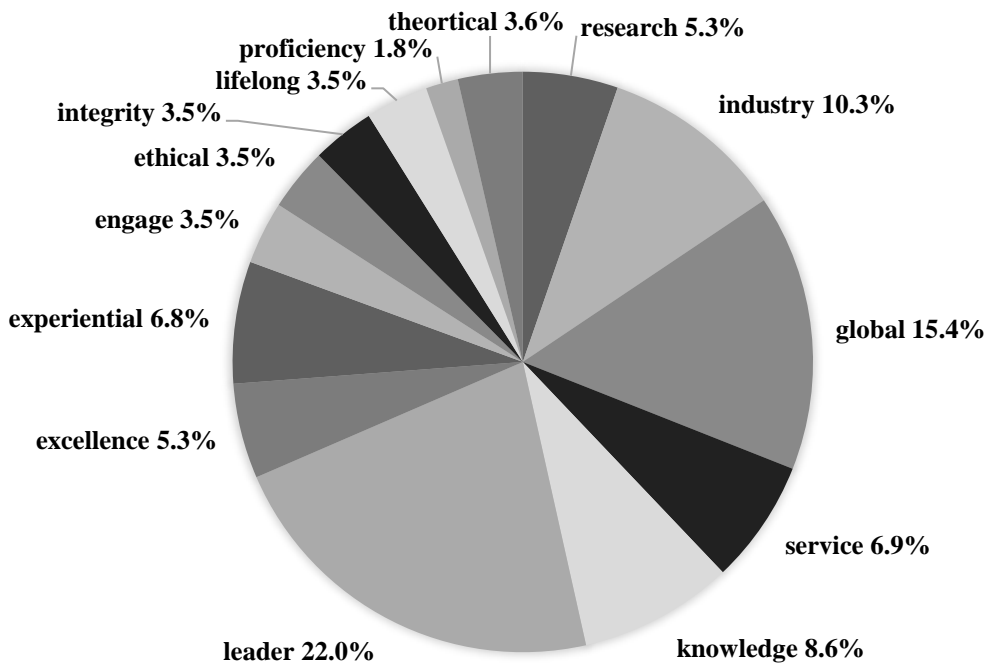
Figure 7. Themes identified in hospitality management mission statements.

Therefore, it is important for hospitality management programs to provide a relevant curriculum that meets the requirements of the hospitality industry. With the projected decline in hospitality management faculty with industry experience over the next 10 years, the connections made with the hospitality industry and faculty will develop a continued positive relationship for the advancement of hospitality management education (Phelan et al., 2013). As verified in the literature the hospitality industry provides the necessary foundation to develop curriculum that not only meets the needs of the industry but also provides a quality education for successfully student outcomes (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016; Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams, 2013).

Critique of Previous Research

Dopson and Nelson (2003) stated that hospitality industry professionals are experts in their field and not in curriculum development. Faculty are experts in curriculum development and leading experts in research. This implies that utilizing the combined expertise of both hospitality industry professionals and faculty, a relevant curriculum is achievable. Dopson and Tas (2004) stated that a comprehensive review of competencies is the first step in curriculum development. The use of hospitality industry experts is key to the development of relevant competencies. The additional input of faculty, students, and alumni is critical for successfully developing measurable student learning outcomes.

The referenced literature in Chapter 2 Review of Research Literature and Methodological Literature, displays the importance of the hospitality industry involvement in the process of curriculum development. A relevant curriculum that meets the needs of industry could be the positive results of the combined collaboration of faculty and hospitality industry professionals

are evident. An area of concern is present in the perceived importance of the collaboration among the hospitality industry professionals. Numerous studies showcase the importance of the hospitality industry's involvement in curriculum development and revisions (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004). Other studies showcase the importance in the development of hospitality management program competencies (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016; Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams, 2013). Still other studies show that when developing curriculum, educators need to take into consideration current program quality and the development of program quality (Assante et al., 2007, 2010; Lee et al., 2016; Mei, 2017).

The importance of collaboration between industry and academia is a significant theme in the literature (Beckman, Coulter, Khajenoori, & Mead, 1997; Berman, 2008; Cleary et al., 2010; Eichler & Soriano, 2011; Lai, 2011; Parks, Longsworth, & Espadas, 2013; Pepin et al., 2017; Piercy et al., 1977; Rupp, 2012; Talgar & Goodey, 2015; Tanniru & Agarwal, 2002; Zaharia & Kaburakis, 2016). The collaboration is cross-disciplinary. However, each industry's nuances create different requirements in the collaboration (Zaharia & Kaburakis, 2016).

Based on the review of the literature, which develops a conceptual framework using achievement motivation theory (Y.-F. Chang et al., 2017; Diener & Dweck, 1978; McClelland, 1962; Miner, 2005), stakeholder involvement theory (Freeman, 1984; Solnet et al., 2007), and relationship management theory (Jain et al., 2002; Solnet et al., 2007) it is possible to understand what can help prevent the shortage of qualified hospitality industry employees. There is adequate reason for discerning that an investigation examining the influence of hospitality industry's involvement in curriculum development may yield important findings. The researcher

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can, therefore, claim that the literature review has provided strong support for this research study to answer the following research question:

RQ1. What differences exist in the perceptions of hospitality industry professionals and hospitality management faculty/administrators on their involvement in the development and relevancy of postsecondary hospitality management programs' curriculum?

Chapter 2 Summary

Industry-academia collaboration creates needed pathways to innovation. However, barriers exist that hinder this relationship. The job shortage crisis that the hospitality industry is in today calls for academia and industry to examine their strategic alliance in creating meaningful solutions to the problem. This literature review included seven components: introduction, conceptual framework, review of research literature and methodological literature, review of methodological issues, synthesis of research findings, a critique of previous research, and a summary. Through the literature search and review, several themes appeared, including hospitality professionals' role in curriculum development, along with curricula and program quality indicators.

The research used a conceptual framework to understand the relationship of industry-academia collaboration (see Figures 3-5). Stakeholder involvement theory displays the unique association between all parties connected to an organization or program. Relationship management theory outlines the effective procedures to nurture and build upon stakeholder involvement theory. Using stakeholder involvement theory with the addition of relationship management theory creates effective industry-academia collaboration (see Figure 5).

The literature displays an extensive collection of data about the hospitality industry's perceptions of core competencies in hospitality management programs (Dopson & Tas, 2004;

Gursoy & Swanger, 2004, 2005, Hein & Riegel, 2011, 2012, Swanger & Gursoy, 2007, 2010; Tsai et al., 2004). In Australia, as a result of decreasing government funding, the new reality for survival of universities is in the partnerships made with industry (Berman, 2008, p. 165). Berman (2008) reported "[s]urprisingly, there has been little research on industry perceptions of their research links with universities" (p. 166). The researcher has decided to research this gap in the literature in the area of industry perceptions of their involvement in curriculum development.

In this gap in the literature, the researcher identified one research question to base this study on:

RQ1. What differences exist in the perceptions of hospitality industry professionals and hospitality management faculty/administrators on their involvement in the development and relevancy of postsecondary hospitality management programs' curriculum?

Chapter 3 presents the methodology for this study. Topics covered in Chapter 3 include purpose of the study, researcher questions, hypotheses, research design, target population, instrumentation, data collection, limitations, data analysis, validity, expected findings, and ethical issues. The research design relates to the conceptual framework and literature reviewed in Chapter 2.

Chapter 3: Methodology

Introduction to Chapter 3

This chapter provides the rationale for the research design methodology. The purpose of the study was to investigate the perceptions of hospitality industry professionals on curriculum development. As discussed in Chapter 2, industry-academia collaboration creates needed pathways to innovation (Pepin et al., 2017; Zaharia & Kaburakis, 2016). However, barriers exist that hinder this relationship. Berman (2008) discussed barriers to industry-academia collaboration included intellectual property, university bureaucracy, project management, communication, and trust. The job shortage crisis that the hospitality industry is in today calls for academia and industry to examine their strategic alliance in creating meaningful solutions to the problem.

After a review of 96 articles for framing this research study, quantitative methodology represented 54.56% of articles (see Table 2). Thus, a quantitative study was selected as an appropriate methodology to research industry perceptions. While qualitative methods add depth and details to a study a representative sample would be hard to achieve for a national research study. A mixed methods approach would be useful to add depth and details to the empirical data. Creswell and Creswell (2018) described explanatory sequential mixed methods as first conducting quantitative research, then utilizing a qualitative approach to provide further information on the quantitative data. This would be the ideal approach for this research study to provide a complete analysis of the research questions. Due to time constraints, the researcher decided to conduct a quantitative study and save a qualitative study for future research.

Table 2

Percentage of Total Articles with Quantitative, Qualitative, or Mixed Methods Methodology

Methodology	Percentage of matching articles
Quantitative	54.65
Qualitative	39.54
Mixed Methods	5.81

The conceptual framework for this research comes from the stakeholder involvement theory and relationship management theory. Stakeholder involvement theory applies to the interest an individual has in an organization (Freeman, 1984; Solnet et al., 2007). In the case of hospitality management programs, the stake industry holds includes several aspects, for example, recruiting employees, giving back to the community and industry, and/or giving back to its alma mater. Relationship management theory applies to the various techniques that hospitality management faculty use to engage the stakeholders in creating a relevant program (Solnet et al., 2007).

This chapter will outline the research design for this study. Included in this chapter will be the purpose of this study, research questions, hypotheses, target population, sample method, instrumentation, variables, expected results, and ethical issues in the study. The focus of the research design ties directly to the conceptual framework and literature reviewed in Chapter 2.

Purpose of the Study

The purpose of this study was to determine whether hospitality industry professionals' perceptions of hospitality management curriculum development process is similar to the perceptions of hospitality management faculty. Previous studies have identified perceptions of industry on curriculum, however, the studies did not compare industries' perceptions to faculty

perceptions (Chathoth & Sharma, 2007; Dopson & Tas, 2004; Gursoy et al., 2012; Hein &

Riegel, 2011, 2012; Kalargyrou & Wood, 2012; Repetti & Jung, 2014; Sisson & Adams, 2013;

Solnet et al., 2007; Tsai et al., 2004). The researcher used an alpha level of 0.05. The alpha

rating indicated that the researcher believes with 95% confidence that the values will fall within

the range of values or a 5% chance of error.

Research Question

This quantitative study explored one research question:

RQ1. What differences exist in the perceptions of hospitality industry professionals and

hospitality management faculty/administrators on their involvement in the development

and relevancy of postsecondary hospitality management programs' curriculum?

Hypotheses

Null hypothesis. There is no significant difference between hospitality industry

professionals' perception of curriculum and hospitality management faculty perception of

curriculum.

Nondirectional hypothesis. There is a significant difference between hospitality

industry professionals' perception of curriculum and hospitality management faculty perception

of curriculum.

Research Design

After a review of the literature, a descriptive research design using a quantitative

methodology was selected for this research study. Adams and Lawrence (2018) stated that

descriptive research allows researchers to examine attitudes or perceptions. Creswell and

Creswell (2018) described quantitative research as an approach to examine the relationships

between variables. Creswell and Creswell (2018) stated that survey research provides numerical

data of perceptions of a population through studying a sample. The purpose of this study is to examine the perceptions of curriculum development and relevancy between hospitality industry professionals and hospitality faculty.

The Dillman approach to survey design was followed (Dillman, Smyth, & Christian, 2014). The survey was designed, piloted, and changed based on the pilot, then implemented. Dillman et al. (2014) provides several guidelines on survey development. Examples of the Dillman et al. guidelines include using a holistic approach, using multiple modes of communication, utilizing knowledge of past research, choosing the appropriate question format when using closed questions stating both the positive and negative side in the question, obtaining feedback on the draft survey, conducting a small pilot survey, using multiple contacts, and varying the message.

When designing a survey using a holistic approach Dillman et al. (2014) suggested an analysis of all forms of communication, for example, emails, letters of introductions, survey introduction and closing, and wording in survey questions. Dillman et al. also suggested in using a holistic approach to refine the survey and not focus only on one aspect. In this research, the perceptions questions focused on industry-academia collaboration, hospitality management program competencies, and faculty work experience prior to teaching.

Using multiple modes of communication is a way to build trust according to Dillman et al. (2014). In this survey, email messages were the initial contact. The first message was approximately one week before the survey implementation to notify participants that a survey was coming, and their input will be valuable to advance industry-academia collaboration (see Appendix C). A follow-up email provided a link to the survey and instructions on completing the survey, again with the value their input will provide (see Appendix C). Additional follow-up

emails went out in two, four, and six weeks reminding participants to take the survey and thanking those that have completed the survey.

Utilizing knowledge of past research as suggested by Dillman et al. (2014) following the analysis of literature in Chapter 2, several seminal research articles were identified: Dopson and Tas (2004), Gursoy and Swanger (2004, 2005), Hein and Riegel (2011, 2012), Swanger and Gursoy (2007, 2010), and Tsai et al. (2004). This survey incorporated hospitality management competencies as identified in Chapter 2 of the literature review. Survey questions utilized a 5-point Likert-scale. This decision was made based on a review of the literature. Similar studies by Assante et al. (2010), Blomme et al. (2009), Gursoy et al. (2012), Gursoy and Swanger (2004, 2005), Repetti and Jung (2014), and Swanger and Gursoy (2010) utilized a 5-point Likert-scale to measure perceptions.

Dillman et al. (2014) suggested using both positive and negative sides in questions to prevent bias. Here is an example from the survey of providing both positive and negative sides in a question: Overall, do you agree or disagree that there are barriers to industry-academia collaboration? Dillman et al. (2014) suggested utilizing a pilot survey to test questions to see if participants could understand the survey. A pilot survey with four faculty from a regional midwestern state university, and 12 advisory board members was used to test the validity of the survey (see Appendix B, for sample pilot survey). After the pilot survey the researcher found two potential flaws in the survey or the execution of the survey. One was the use of skip logic in Qualtrics respondents missed several questions related to barriers to collaboration if they selected that they did not participants in industry-academia collaboration. Another question asked respondents about their program accreditation. The pilot survey respondents did not know the correct accreditation agency for their affiliated program and this question did not help to answer

RQ1. The survey was corrected by removing the skip logic so that all respondents will see all questions on barriers of industry-academia collaborations. The accreditation question was removed as well.

Target Population, Sampling Method, Power Analysis, and Related Procedures

Target population included 568 individual ICHRIE members in the United States. To provide industry contacts, the program coordinators from the 192 programs listed on Guide to College Programs in Hospitality, Tourism, and Culinary Arts (ICHRIE, 2010) website were contacted to ask them to forward the survey to their board members. A total of 2,366 industry contacts were also obtained from local and state restaurant, lodging, or tourism associations, the American Culinary Federation, Foodservice Consultants Society International, and the Hospitality Sales and Marketing Association International (see Appendix F for the list of state associations). To provide industry contacts, the program coordinators were contacted to ask them to forward the survey to their board members. To obtain a representative sample of industry professionals a respondent-driven sampling was used.

An initial power analysis was completed using G*Power 3.1.9.2 (Erdfelder, Faul, & Buchner, 1996; Faul, Erdfelder, Lang, & Buchner, 2007). Based on a significance level of 0.05 and a 95% confidence level the total sample size was 210 with 105 participants representing faculty and 105 representing industry (see Table 3 and Figure 8) (Erdfelder et al., 1996). Table 3 and Figure 8 shows the initial power analysis conducted using G*Power 3.1.9.2 (Erdfelder et al., 1996; Faul et al., 2007).

Table 3

Initial Power Analysis

	Input	
Tail(s)	=	2
Effect size d	=	.5
α err prob	=	0.05
Power (1-β err prob)	=	0.95
Allocation ratio N2/N1	=	1
	Output	
Noncentrality parameter δ	=	3.6228442
Critical t	=	1.9714347
Sample size group 1	=	105
Sample size group 2	=	105
Total sample size	=	210
Actual power	=	0.9501287
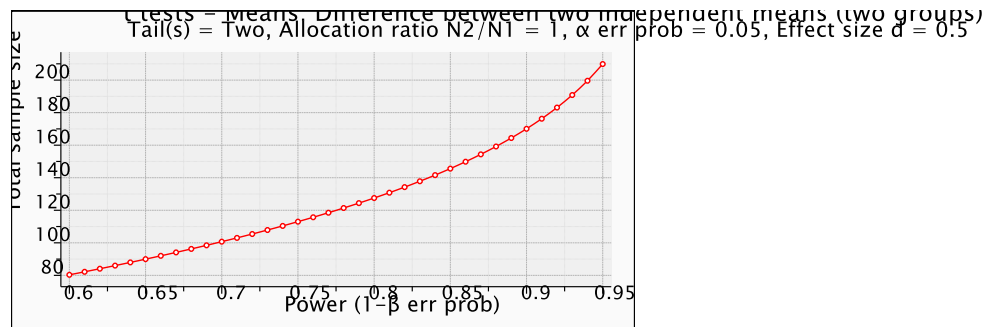
Figure 8. t-tests - Means: Difference between two independent means (two groups)

Instrumentation

The purpose of this study was to measure hospitality industry perceptions of the curriculum development process in comparison to hospitality management faculty perceptions of the same process. An analysis of industry-academia collaborations and barriers to collaborations

were measured. Also, conducted was an analysis of current gaps in hospitality management curriculum by a comparison of means between hospitality industry professionals and hospitality management faculty. A survey instrument was developed to compare hospitality management professionals' perceptions and hospitality management faculty's perceptions. Kelley, Clark, Brown, and Sitzia (2003) described advantages to the use of surveys including providing empirical data, easier to obtain a representative sample based on the breadth of coverage, and low cost producing a large amount of data. However, Kelley et al. described some disadvantages of using surveys including data may lack depth or details, and a high response rate is hard to achieve.

The literature referenced in Chapter 2 provided a thorough analysis of the hospitality industry perceptions of curriculum development (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004). However, the majority of the referenced studies did not compare industry perceptions to faculty perceptions on curriculum development (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004). Thus, this study could aid faculty and program administrators in creating collaborative hospitality programs. Phelan et al. (2013) provided research into the importance of hospitality faculty to have industry expeience before entering teaching.

The survey content was developed based on a number of research studies presented in Chapter 2. Gursoy and Swanger (2004, 2005), and Swanger and Gursoy (2007, 2010) provided a four-part series on curriculum development, surveying 2,339 industry professionals. In the second article, Gursoy and Swanger (2005) surveyed industry professionals on the importance of 85-course content areas. In a follow-up survey to the four-part series, Gursoy, Rahman, and

Swanger (2012) surveyed 369 professionals on the importance of 33 subject matter areas. In part four of the survey created for this research study, participants were asked their perceptions on 33 hospitality management competencies adapted from the work of Gursoy et al. (2012), Gursoy and Swanger (2004, 2005), and Swanger and Gursoy (2007, 2010).

As discussed above, the pilot survey consisted of two identical surveys to determine hospitality industry professionals' perceptions of curriculum development in comparison to hospitality management faculty. One survey was sent to faculty and the other to industry professionals. Each survey consisted of four sections: demographic data, employment data, industry-academia collaboration data, hospitality management program competency data (see Appendix B for the pilot survey). After the pilot survey, the questionnaire was changed to only one survey, going to both faculty and industry professionals (see Appendix E for revised survey).

Tsai et al. (2004) collected and analyzed gaming syllabi for gaming competencies that academia was teaching in the classroom. Following the qualitative analysis of the syllabi, the researchers conducted a quantitative analysis comparing the importance of gaming topics of educators and gaming executives (Tsai et al., 2004). The Tsai et al. study provided rationale for comparing industry and academia on core student competencies. The researcher focused on a general area of hospitality, the gaming industry (Tsai et al., 2004).

Data Collection

The researcher utilized Qualtrics online platform to develop the surveys. Qualtrics generated a link to distribute the survey. Participants were notified approximately one week before survey deployment. Participants were then notified when the survey opened. Qualtrics produced follow-up emails reminding participants to complete the survey one, two, and four weeks after survey opened. The survey was open for approximately six weeks. Qualtrics servers

stored all data. After the survey opened, data was downloaded for analysis in IBM SPSS

Statistics for Windows, Version 25.0.

Operationalization of Variables

Independent (referred to as *x*) and dependent variables (referred to as *y*) are present in this

research study. "Dependent variables are those that depend on the independent variable; they are

the outcomes or results of the influence of the independent variables" (Creswell & Creswell,

2018, p. 51). The independent variables are unique to each participant. The purpose of this

study was to determine if there were statistically significant differences in the dependent

variables by the independent variables; changes in *x* cause changes in perceptions of *y*.

Independent variables are defined as follows:

1. Gender: Female, Male, Transgender, or Prefer not to answer.

2. Race: American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino,
    Native Hawaiian/Pacific Islander, White/Caucasian, Other, or Prefer not to answer

3. Level of Education: Less than high school diploma, high school graduate, Some college
    but no degree, Associate degree, Bachelor's degree, Master's degree, Doctoral degree, or
    Professional degree (JD, MD).

4. Present Position: Sales/Marketing, Finance/Accounting, General Manager, Human
    Resources/Training, Chairman/President/CEO/CFO/COO, Business Owner, Food and
    Beverage, Education-College/University, Other Manager, Retired/Unemployed, Part-
    time, or Other.

5. Type of College: Two-Year: For-Profit College, Two-Year: Not-For-Profit College,
    Four-Year or higher: For-Profit College/University, or Four-Year or higher: Not-For-
    Profit College/University.

6. Industry Segment: Lodging, Restaurant, Managed Service/Business & Industry, Gaming, or Other.

7. Academic Employment Status: Tenure or Tenure Track, Non-Tenure, Other, Chair, Dean or other Administrator, and/or Staff/Civil Services Employee.

8. Academic Rank: Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Part-time/Adjunct, or Staff/Civil Services Employee.

Dependent variables are defined as follows:

1. Hospitality management competencies: a five-point Likert-scale was used to determine the level of importance of hospitality management competencies adapted from previous studies by Gursoy et al. (2012), and Gursoy & Swanger (2004). A second five-point Likert-scale was used to determine the level of importance of hospitality management competencies as set by ACPHA. The second set was used to determine participant consistency and relevancy of ACPHA competencies.

Data Analysis Procedures

Nominal data was used to analyze demographic information. Respondents answered perception questions on a Likert-scale. Although, Likert-scales are commonly interval data, an assumption is that the values have equal intervals (Adams & Lawrence, 2018). There were 264 responses analyzed. The researcher did not assume that each of the respondents shared equal intervals on the Likert-scale items. Field (2018) described the subjective nature of respondents using Likert-scales and suggested that Likert-scale data be regarded as ordinal. Boslaugh (2008) described Likert-scales as ordinal measures. Thus, ordinal data was used to analyze perception responses in this researcher project. The Mann-Whitney U test was used to test if there was a

statistically significant difference between hospitality industry professionals and hospitality faculty.

Limitations and Delimitations of the Research Design

There are limitations associated with any research study. The sampling method in this research study was a limitation. The researcher was a member of ICHRIE and thus had access to the online membership database. The ICHRIE database provided the initial contact information for the survey. The researcher sent out an email asking for volunteers to participate in the survey. The recipients of the email were generated from membership data from ICHRIE website. This allowed for a record of the number of emails generated for the faculty part of the research. However, the researcher asked for the support of the program coordinators to pass along the email link for the survey. By utilizing this technique, it was difficult to determine the number of industry participants that were initially recruited. This was a new research instrument that is unproven. It was piloted by the faculty and advisory board of a regional midwestern state university's hospitality and tourism management program.

As with limitations, there are also delimitations to any study. The researcher chose not to sample the entire hospitality industry, instead focusing initially on industry professionals that are currently contributing to an industry-academia collaboration. The conceptual framework for this study was built on the stakeholder involvement theory and relationship management theory. This guided the decision to limit the sample to members of advisory boards and current faculty.

Internal and External Validity

As Dillman et al. (2014) highlighted that a pilot survey is necessary to determine the validity of a questionnaire on a subset of a larger population. Discussed above, a pilot survey with four faculty from a regional midwestern state university, and 12 advisory board members

was used to test the validity of the survey. An email invitation was distributed through

Qualtrics.com survey distribution function on May 25, 2018. Follow up emails were sent on

June 1 and June 4, 2018, reminding participants to participate in the survey (see Appendix C for

initial and follow-up emails).

One faculty member responded to the survey, and seven advisory board members

responded. For a faculty response rate of 25%, advisory board response rate of 66.7%, and a

total response rate of 56.3%. After completing the pilot survey participants were directed to a

feedback survey. The feedback survey asked participants questions about the length of the

questionnaire, clarity of the questions, and asked for feedback on improving the questionnaire

prior to large-scale implementation (see Appendix D for pilot survey feedback questionnaire).

Eight feedback survey responses were received. Of the eight responses, 87.50% were

hospitality industry professionals, and 12.50% were hospitality management faculty. One

hundred percent of those who responded felt the length of the survey was just right. One

hundred percent of those who responded had no difficulties in completing the survey.

Those who responded were asked their opinion on the clarity of the questions. Options

for those who responded to choose from included not very clear, average clarity, good clarity,

and excellent clarity. Fifty percent of the those who responded stated that the clarity of the

questions was good. The remaining four of those who responded ranked the clarity as average

(25%) and excellent (25%). The next question asked those who responded their opinion on the

structure and format of the survey. Options for those who responded to choose from included

extremely poor, somewhat poor, neither good not poor, somewhat good, and extremely good.

Four of those who responded stated that the structure was somewhat good, three extremely good,

and one neither good nor poor.

The next questions asked those who responded: Does the survey omit any issues you consider to be important to study hospitality industry's perceptions of hospitality management curriculum? If "YES" provide details. Seventy-five percent of those who responded stated no, and 25% stated yes. The comments received included: "the importance of the skills should be tailored to a specific hospitality section, I ranked it based on needs of future rooms/lodging managers" (response 1). "Emphasize practical experience and work ethic, how to behave at a job" (response 2). When analyzing the responses, it became clear that the responses were on the hospitality management competencies section of the pilot survey and not on the hospitality industry's perceptions of curriculum development.

Those who responded were then asked if they had any suggestions for improving the survey and to provide details if answering yes. Seven of those who responded stated "No," and one "Yes." The comments from the "Yes" participant: "If someone is getting a degree in Hospitality, all of these areas seem important. It's difficult to rate/rank them" (response 1).

To provide more detail from the comments of the feedback survey a further analysis of the pilot survey was completed (see Appendix B). The researcher found two potential flaws in the survey or the execution of the survey. One when respondents were asked: Do you participate in any industry-academia collaboration? For example, advisory board, research, consulting, or other industry-academic collaboration activity. Two of the seven respondents stated "No." By stating "No," Qualtrics uses skip logic to move those who responded past the barriers of industry-academia collaboration question into the hospitality management question. This is a flawed response as all seven of the respondents are members of the program advisory board. The survey was corrected by removing the skip logic so that all survey those who responded will answer questions on barriers of industry-academia collaborations.

Another question asked respondents: Is the program you are affiliated with accredited? Three stated "Yes," and two stated, "Do not know." This is in the section detailing barriers to industry-academia collaboration, so the total for this section was five instead of seven respondents. The next questions asked which accreditation agency the program is accredited through. Only one of the three respondents selected the correct accreditation agency as "ACPHA," one selected "ACBSP," and one selected "Other."

An important aspect of questionnaires utilizing Likert-scale items for consistency is the internal consistency (Adams & Lawrence, 2018). Cronbach's alpha is used to measure internal consistency (Adams & Lawrence, 2018). Adams and Lawrence (2018) stated that a result from Cronbach's alpha greater than .70 is acceptable for reliability. After analyzing the eight pilot surveys the total Likert-scale responses had a Cronbach's alpha of .857, meaning this survey had acceptable reliability. Individual survey components had a Cronbach's alpha rating between .768-.948.

Expected Findings

Based on previous studies, the researcher expected to find consistencies in perceptions of faculty and industry regarding hospitality management competencies. However, the researcher thought there would be a significant difference in barriers to industry-academia collaboration. This expected finding was drawn directly from the literature from studies comparing barriers to industry-academia collaboration (Beckman et al., 1997; Berman, 2008; Rupp, 2012; Zaharia & Kaburakis, 2016), as well as, previous studies on hospitality management competencies (Dopson & Tas, 2004; Gursoy & Swanger, 2004, 2005, Hein & Riegel, 2011, 2012, Swanger & Gursoy, 2007, 2010; Tsai et al., 2004).

Ethical Issues

This research study was conducted independently without outside support or compensation. The researcher was not paid and did not receive any award or other compensation for this research. The identities of respondents were protected through the anonymity feature built within Qualtrics online survey application.

Respondents were provided with a consent form prior to participating in the survey outlining the potential risks with an online survey and that this survey was voluntary, and respondents could withdraw at any time. The purpose of the study and data collection procedure were described. Following reading the consent form respondents were asked to click whether they agreed or disagreed with the consent form. By clicking agree those who responded could then complete the survey. By clicking disagree those who responded were then thanked for their time (see Appendix B for consent form). The data was stored on a password protected flash drive. The data will be stored for three years. After three years the data will be permanently deleted. The researcher has been employed in both sides of the study, as a faculty member and a hospitality industry professional. While this might have created a confirmation bias to validation of a preconceived result, the researcher followed the Dillman approach to research design to truly identify answers to the research questions (Dillman et al., 2014).

Chapter 3 Summary

The purpose of this chapter was to introduce the research methodology and data collection procedures. Drawing from the conceptual framework presented in Chapter 2 utilizing stakeholder involvement theory and relationship management theory, a questionnaire was designed to test industry perceptions of curriculum development. The partnerships developed between industry-academia collaboration are significant in the development of quality hospitality

management curriculum. As highlighted in the literature, hospitality industry professionals' input in the development of competencies is common. However, there is limited research in comparing the perceptions of hospitality industry to hospitality faculty in industry's involvement in the curriculum development process (Chathoth & Sharma, 2007; Dopson & Tas, 2004; Gursoy et al., 2012; Hein & Riegel, 2011, 2012; Kalargyrou & Wood, 2012; Repetti & Jung, 2014; Sisson & Adams, 2013; Solnet et al., 2007; Tsai et al., 2004).

This chapter outlined the research design phase of the study. Utilizing the suggested survey procedures of Dillman et al. (2014), a pilot survey was conducted on a sample of likely survey participants. The results of the pilot survey indicated that the survey measures were reliable, based on Cronbach's alpha. Changes to the design included eliminating the skip logic in Qualtrics to allow participants to answer all questions. The researcher eliminated questions that asked about accreditation and accreditation bodies, since there were inconsistencies in the pilot survey responses and those questions are irrelevant to answer the research questions. See Appendix E for final version of the survey. Note that one survey was created for both industry and academia, to create a more streamlined data analysis procedure. Chapter 4 presents the data and analysis. Topics covered in Chapter 4 include a description of the sample, summary of results, and a detailed analysis.

Chapter 4: Data Analysis and Results

Introduction

Brotherton and Wood (2008) stated that there has always been an uneasiness between the hospitality industry and academia, with industry professionals feeling students are not ready for the demands of industry after graduation. Ongoing research of the effectiveness of hospitality education could help the hospitality industry to thrive. As a result of the rapid growth of this labor-intensive industry, there is a desire to maintain a quality-relevant curriculum that meets the requirements of the hospitality industry. This could be accomplished by strengthening industry-academia collaboration for curriculum development. In addition to the rapid changing atmosphere of the hospitality industry, faculty could adapt and create an active learning environment that engages the students. Faculty are the experts in the field of educating their students, by actively engaging industry on the development of current competencies, the requirements of industry, and adapting them to the needs of learners. Strengthening industry-academia collaborations is a process where faculty can teach to the needs of industry while creating an engaging curriculum for tomorrow's students.

The development and strengthening of industry-academia collaboration could aid in hospitality education meeting the required skills of industry. This research study analyzed hospitality industry professionals' perceptions of curriculum development in comparison to hospitality faculty. This analysis will potentially help provide a framework for continued dialog with industry professionals. The continued dialog could potentially help in the reevaluation of relevant hospitality management curriculum.

As stated in Chapter 3, the sampling method in this research study initially was delimitated to ICHRIE members and advisory board members from the 192 programs listed on

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the Guide to College Programs in Hospitality, Tourism, and Culinary Arts (ICHRIE, 2010) website. An email was distributed asking for volunteers to participate in the survey (see Appendix C). By utilizing this technique, it proved difficult to recruit industry participants. Only five industry professionals responded using this technique. The researcher expanded the industry recruitment to include professional associations, and this provided an additional 117 industry responses (see Appendix F and Chapter 4 section: description of the sample, for a list of the associations).

Initially, this study was delimited to industry professionals and faculty currently contributing to an industry-academia collaboration. After the challenge in recruiting industry professionals, the decision was made to utilize professional associations. Barrows and Walsh (2002) described that membership in associations provides professional identity, industry standards and regulation, and advances the economic interests of the industry. Professional organization members are interested in the advancement of their industry and are ideal candidates for the industry sample of the survey.

After a pilot survey was administered, a final survey was developed to determine hospitality industry professionals' perceptions of curriculum development in comparison to hospitality management faculty. A link to the survey was sent to faculty and industry professionals. Each survey consisted of four sections: demographic data, employment data, industry-academia barriers, and perceptions of curriculum, hospitality management competencies/ ACPHA content areas (see Appendix E).

A four-part questionnaire was used to conduct a quantitative analysis of the perceptions of hospitality industry professionals and faculty on aspects of industry-academia collaboration. The aspects included respondents' perceptions of hospitality curriculum development, barriers to

industry-academia collaboration, hospitality management competencies, and hospitality management content areas as defined by ACHPA.

The first part of the survey measured respondents' demographic data. The purpose of gathering demographic data was to understand the profiles of the respondents participating in the study. Respondents were asked to identify gender, race/ethnicity, education, their role in hospitality industry (faculty or industry professional), present position and type of property for industry, segment of higher education and academic rank for faculty, years of experience in current position, and total years of experience in the hospitality industry.

The other sections of the survey used a five-point Likert-scale to collect perception data. A five-point Likert-scale was used with values ranging from (1) strongly disagree to (5) strongly agree; for questions asking about barriers to collaboration, if academia is meeting the needs of the hospitality industry, if hospitality management faculty have a clear understanding of the needs of the hospitality industry. For the question that asked respondents about the favorability of their input in hospitality management curriculum development, a five-point Likert-scale was used with values ranging from (1) not well at all to (5) extremely well. For questions asking about the importance of faculty to have industry experience, hospitality management competencies, and hospitality content areas as defined by ACPHA a five-point Likert-scale was used with values ranging from (1) not at all important to (5) extremely important. For questions that asked about respondents' stratification about their involvement in industry-academia collaboration, and satisfaction with the current state of hospitality management curriculum a five-point Likert-scale was used with values ranging from (1) extremely dissatisfied to (5) extremely satisfied.

The researcher developed a survey to measure three underlying themes (see Appendix E). One theme *'barriers to collaboration'* consisted of eight questions. The scale had a high level of internal consistency, as determined by a Cronbach's alpha, of 0.808. Another theme *'perception of hospitality management competencies'* consisted of 33 questions. The scale had a high level of internal consistency, as determined by a Cronbach's alpha, of 0.927. The last theme *'perception of hospitality management content areas as defined by ACPHA'* consisted of 18 questions. The scale had a high level of internal consistency, as determined by a Cronbach's alpha, of 0.914.

Data were collected during September and October 2018. Qualtrics provided links to the survey and stored the data until the end of the survey period. SPSS version 25 was utilized to analyze data. Variables for perception data were measured on a Likert-scale as ordinal data. Laerd Statistics (2015) states the Mann-Whitney *U* test is the most appropriate test for this type of data. An alternative to the independent *t*-test that has an assumption data are normally distributed and have one dependent variable on a continuous scale (Laerd Statistics, 2015). Chapter 4 contains a detailed description of the sample, a summary of the results, detailed analysis, and a summary of the chapter.

When comparing groups, there are several statistical tests that the researcher could use: for example, *t*-test, analysis of variance (ANOVA), analysis of covariance (ANCOVA), multiple analysis of variance (MANOVA), Mann-Whitney *U* test, Kruskal-Wallis test, and Friedman's chi-squared test (Adams & Lawrence, 2018; Laerd Statistics, 2015). Each test has assumptions data need to meet for the statistical test to be useful in analysis. The most common when comparing two groups is the *t*-test (Knapp, 2017). Knapp (2017) stated that there are three prechecks before using the *t*-test: normality, *n* quota, and homogeneity of variance. "In cases

where the three pretest criteria are not satisfied for the *t*-test, the Mann-Whitney *U* test, which is conceptually similar to the *t*-test, is the better option" (Knapp, 2017, p. 98). For normality, the *t*-test assumes that data are normally distributed (Knapp, 2017). For a *t*-test, the *n* quota is n ≥ 30 (Knapp, 2017). Homogeneity of variance assumes that the two groups have similar variances (Knapp, 2017).

To check for normality of data, the researcher used the Shapiro-Wilk Test. All seven perception survey questions showed statistically significant differences in the Shapiro-Wilk Test. The significant threshold was set to $p < .05$. This significant threshold means the test is 95% accurate in determining normality of data. All survey questions had a $p < .001$ (see Table 4).

Table 4

Tests of Normality - Perception Questions

Perception Question	Role in Hospitality Industry	Kolmogorov-Smirnova Test				Shapiro-Wilk Test			
		Statistic	df	Sig.		Statistic	df	Sig.	
Overall, do you agree or disagree that there are barriers to industry-academia collaboration?	In Industry	0.271	105	.000	*	0.879	105	.000	*
	Faculty	0.283	131	.000	*	0.871	131	.000	
In your opinion, how favorable is your input in hospitality management curriculum development?	In Industry	0.162	105	.000	*	0.915	105	.000	*
	Faculty	0.258	131	.000	*	0.867	131	.000	*
Overall, how satisfied, or dissatisfied are you with your involvement in industry-academia collaboration?	In Industry	0.224	105	.000	*	0.901	105	.000	*
	Faculty	0.287	131	.000	*	0.866	131	.000	*
How important is industry experience for hospitality management faculty to have?	In Industry	0.354	105	.000	*	0.7	105	.000	*
	Faculty	0.399	131	.000	*	0.632	131	.000	*
Do you agree or disagree that academia is meeting the needs of the hospitality industry?	In Industry	0.252	105	.000	*	0.863	105	.000	*
	Faculty	0.312	131	.000	*	0.844	131	.000	*
Overall, how satisfied, or dissatisfied are you with the current state of post-secondary hospitality management curriculum meeting the needs of the hospitality industry?	In Industry	0.219	105	.000	*	0.876	105	.000	*
	Faculty	0.305	131	.000	*	0.841	131	.000	*
Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry?	In Industry	0.208	105	.000	*	0.881	105	.000	*
	Faculty	0.278	131	.000	*	0.864	131	.000	*

a Lilliefors Significance Correction

* significant as *p* < .05.

The Shapiro-Wilk Test for normality was run on the barriers to industry-academia collaboration, hospitality management competency, and hospitality management content areas as defined by ACPHA questions. All survey questions showed statistically significant differences in the Shapiro-Wilk Test. The significant threshold was set to $p < .05$. The significant threshold means that the test is 95% accurate in determining normality of data. All survey questions had a $p < .001$ (see Appendix F, Tables 13–15). Thus, data failed the assumption of being normally distributed and the *t*-test was not the most appropriate statistical test. Knapp (2017) stated that the alternative to the *t*-test is the Mann-Whitney *U* test. Adams and Lawrence (2018) stated that the Mann-Whitney *U* test is a nonparametric test used when data are ordinal. All data analyzed in this study for perceptions are ordinal on a five-point Likert-scale.

The Mann-Whitney *U* test is used similarly to the *t*-test in comparing two independent random samples (Fitzgerald & Fitzgerald, 2014; Laerd Statistics, 2015). The difference is that the Mann-Whitney *U* test evaluates the differences in mean ranks of the sample (Fitzgerald & Fitzgerald, 2014). Fitzgerald and Fitzgerald (2014) explained that the process involves converting the raw dependent data into mean ranks then compares to see if the ranks are significantly statistically different. The Mann-Whitney *U* test was developed in 1947 to test the hypothesis in comparing relative ranks of variables in comparison to the Wilcoxon test (Mann & Whitney, 1947). Equations 1 and 2 below illustrate the formulas for calculating the *U* test statistic.

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - \sum R_1$$

(1)

U_1 = Mann-Whitney U test for sample 1

n_1 = sample size of group 1

n_2 = sample size of group 2

R_1 = rank of means for sample 1

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - \sum R_2$$

(2)

U_2 = Mann-Whitney U test sample 2

n_1 = sample size of group 1

n_2 = sample size of group 2

R_1 = rank of means for sample 2

For small samples ($n \leq 20$) the smaller value of U is compared to a critical value for the Mann-Whitney U test to determine significance at the $p < .05$ level (Salkind, 2007). For a larger sample ($n > 20$) the U test statistic is converted into a z distribution value (Cramer & Howitt, 2004; Salkind, 2007). Equation 3 illustrates the formula for calculating the z from the U test statistic (Salkind, 2007).

$$z = \frac{U - \frac{n_1 - n_2}{2}}{\sqrt{\frac{n_1 n_2 (n_1 + n_2 + 1)}{12}}} \quad (3)$$

A z value outside the -1.96 - +1.96 range leads to rejection of the null hypothesis.

Following the examples of Equation 1 and 2, and referring to Salkind (2007), Equation 4 illustrates the formula used in data analysis for this researcher project.

$$U = \sum R - \frac{m(m + 1)}{2} \quad (4)$$

U = Mann-Whitney U test

m = sample size of hospitality faculty

R = rank of means for hospitality faculty

Equation 5 presents the z distribution value for this researcher project.

$$z = \frac{U - \frac{n - m}{2}}{\sqrt{\frac{nm(n + m + 1)}{12}}} \quad (5)$$

U = Mann-Whitney U test

n = sample size of industry professionals

m = sample size of hospitality faculty

Description of the Sample

The sample population included 568 individual ICHRIE members in the United States. Individual members included faculty, deans, or administrators at two-year or four-year

universities. A total of 89 responses were recorded from ICHRIE members for a response rate of

15.7%. To provide industry contacts, the program coordinators from the 192 programs listed on

Guide to College Programs in Hospitality, Tourism, and Culinary Arts (ICHRIE, 2010) website

were contacted to ask them to forward the survey to their board members. A total of 2,366

industry contacts were also obtained from local and state restaurant, lodging, or tourism

associations, the American Culinary Federation, Foodservice Consultants Society International,

and the Hospitality Sales and Marketing Association International (see Appendix F for the list of

state associations). A total of 123 responses were generated from these contacts for a 5.2%

response rate. Total response rate from emails was 7.22% (212 responses from 2,934 emails).

However, an actual response rate is impossible to determine because some surveys were

collected through an anonymous link after being shared by respondents with their colleagues.

The snowball sampling produced another 73 additional responses through an anonymous link.

The researcher was not able to determine how many times the anonymous link was shared.

A total of 285 responses were recorded. Of those, 264 were included for analysis. Due to

rounding some percentages do not total 100%. Participants were not required to answer all

questions, as a result the sample size for all questions is not $N = 264$. Twenty-one responses

were removed because they either did not agree to the consent form or did not answer whether

they were an industry member or faculty. Respondents were not required to answer every

question in the survey; as a result, there were slight differences in sample size in the analysis.

The sample consisted of 142 faculty (53.8%) and 122 industry professionals (46.2%).

Respondents' gender included 40% ($n = 105$) females and 60% ($n = 157$) males. Two

respondents choose not to disclose their gender. The sample was 79.1% ($n = 216$)

White/Caucasian. The majority (81.1%) of the sample's highest degree or level of schooling was

above a bachelor's degree with 25.8% (n = 68) having a bachelor's degree, 24.6% (n = 65) having a master's degree, and 30.7% (n = 81) having a doctoral degree. A total of 40.5% (n = 107) of the sample had 20 or more years of experience in their current role, and 62.5% (n = 165) had 20 or more years of total hospitality experience. A total of 78.4% (n = 207) participated in industry-academia collaborative activities (see Appendix G, Table 9 for sample profile).

Industry respondents' gender included 33.6% (n = 41) females and 66.4% (n = 81) males. Gender response percentages are similar to other surveys of the hospitality industry. Out of 201 industry responses, Repetti and Jung's (2014) survey reported 32.3% (n = 65) female and 67.7% (n = 136) male. Similar to the sample as a whole, industry respondents were 85.6% (n = 107) White/Caucasian. A total of 68% (n = 83) of the industry sample had a bachelor's degree or higher. A total of 40.2% (n = 49) of the industry sample had 20 or more years of experience in their current role and 73% (n = 89) had 20 or more years of total hospitality experience. Fifty percent of industry respondents worked in three segments of the hospitality industry. The three segments included 18.6% (n = 38) from food and beverage, 17.2% (n = 35) sales/marketing, and 14.2% (n = 29) were business owners. Most (61.5%, n = 99) industry respondents were employed at managed services/business and industry (23%, n = 37), restaurants (20.5%, n = 33), and/or lodging (18%, n = 29). A total of 67.2% (n = 82) participated in industry-academia collaborative activities (see Appendix G, Table 10 for industry sample profile).

A higher percentage of faculty were females 45.1% (n = 64) compared to the industry sample of females 33.6% (n = 41). A lower percentage of faculty were males 53.5% (n = 76) compared to the industry sample of males 66.4% (n = 81). Two respondents choose not to disclose their gender. Gender response for faculty were similar to previous studies of hospitality management faculty. Out of 175 responses, the Phelan et al. (2013) survey reported 45% (n =

77) female and 55% (*n* = 94) male. A more recent survey by Deale, Schoffstall, and Lee (2018), showed out of 156 total faculty responses, 47% were female and 53% male. Similar to the sample as a whole, faculty respondents were 73.6% (*n* = 109) White/Caucasian. The race/ethnicity percentage was consistent with the literature. In a survey of hospitality management faculty Kalargyrou and Wood's (2012) sample was 80% (*n* = 40) White/Caucasian and Assante et al. (2010) sample was 85.7% (*n* = 237.4) White, non-Hispanic. The majority (82.2%, *n* = 121) of the sample's highest degree or level of schooling was at or above a master's degree, with 29.6% (*n* = 42) having a master's degree, and 55.6% (*n* = 79) having a doctoral degree. Faculty respondents were from the following segments of higher education, 62.7% (*n* = 89) four-year non-profit universities, 10.6% (*n* = 15) four-year for-profit universities, 19.7% (*n* = 28) two-year non-profit colleges, and 2.1% (*n* = 3) two-year for-profit colleges, 4.9% of the sample did not respond. A total of 40.8% (*n* = 58) of the faculty sample had 20 or more years of experience in their current role and 53.5% (*n* = 76) had 20 or more years of total hospitality experience. The majority (76%, *n* = 108) of faculty respondents had an academic rank at or above assistant professor. The faculty sample included 21.1% (*n* = 30) assistant professors, 19.0% (*n* = 27) associate professors, and 35.9% (*n* = 51) professors. Seventy-three (48.3%) of the faculty had tenure or were on a tenure track. A total of 88% (*n* = 125) participated in industry-academia collaborative activities (see Appendix G, Table 11 for faculty sample profile).

Summary of the Results

The 7.22% response rate for email distribution of the survey was low. Van Mol (2017) stated "a response rate below 10% is not uncommon for web surveys" (p. 318). Several members of the sample did email, asking if this was a real survey and not spam. A possible issue with using Qualtrics as the email distribution source, is that email from Qualtrics can be flagged

as spam or external marketing by institutions email filters. Van Mol reported similar technical

issues with online surveys. One of the issues is that email filters could flag invitation emails as

spam (Van Mol, 2017). This could help to explain the low response rate as well. Van Mol

described survey fatigue, where today respondents are over sampled, and surveys take longer to

complete than the respondents initially thought. Van Mol described steps to improve hospitality

industry response rates in surveys. The steps included having the email generated by a credible

source, for example, a professional association, and offering an incentive to complete the survey

(Van Mol, 2017). While both ideas are well documented to improve response rates in surveys,

because of time constraints they were not practical for this research study. The sample for this

survey may be over sampled as opinions of faculty and association members are frequently

sought. The median time respondents needed to complete this survey was 9 minutes and 15

seconds. This was well within the time quoted to complete the survey in the email invitations

and consent form.

The survey initially was limited to ICHRIE members and board members affiliated with

programs listed on the website listed on Guide to College Programs in Hospitality, Tourism, and

Culinary Arts (ICHRIE, 2010). After two weeks only five industry surveys were received. The

decision was made to expand the industry professionals' sample to include members and

representatives from hospitality professional associations (see above for a description).

Professional associations members are interested in the advancement of their industry and, thus,

were ideal candidates for this survey. As presented above in the description of the sample,

78.4% of the sample participated in industry-academia collaboration. The remaining 21.6% did

not participate in industry-academia collaboration or did not respond to that question. An

expanded analysis of perceptions of industry-to-industry and faculty-to-faculty between

participating and non-participating in industry-academia collaboration will be discussed in Chapter 5.

The Chapter 4 introduction provided information on the statistical tools used. The Mann-Whitney U test was used for perception analysis. Laerd Statistics (2015) stated that the Mann-Whitney U test was the appropriate test when comparing difference in two groups when the dependent variable is ordinal and not normally distributed. The perceptions of curriculum on a Likert-scale were ordinal data and not normally distributed based on visual inspection of the bar charts (see Appendix I, Figures 9 to 14). This quantitative study explored one research question:

RQ1. What differences exist in the perceptions of hospitality industry professionals and hospitality management faculty/administrators on their involvement in the development and relevancy of postsecondary hospitality management programs' curriculum?

Based on the research question and the survey questions the Mann-Whitney U test was the most appropriate. Future studies could test the correlation of perception of respondents of their input in curriculum development and their overall satisfaction with hospitality management curriculum meeting the needs of the industry.

Detailed Analysis

Industry and faculty were asked seven questions on their perceptions of hospitality management curriculum, their involvement in curriculum development, barriers to collaboration, and the importance of faculty to have hospitality industry experience before entring teaching. Respondents entered answers using a five-point Likert-scale. As described above because of the subjective nature of Likert-scales, perception question data were ordinal (Boslaugh, 2008; Field, 2018). There were four different Likert-scale ranges used based on the survey question (see Table 5 for perception means).

Industry (3.43) and faculty (3.36) rated they agreed there were barriers to industry-academia collaboration (Likert-scale with 1 = strongly disagree to 5 = strongly agree). Industry (2.92) rated their input into curriculum development lower than faculty (3.81) (Likert-scale with 1 = not well at all to 5 = extremely well). Industry (3.20) and faculty (3.63) were satisfied with their involvement in industry-academia collaboration (Likert-scale with 1 = extremely dissatisfied to 5 = extremely satisfied).

Both industry (4.50) and faculty (4.53) thought it was important for faculty to have industry experience (Likert-scale with 1 = slightly important to 5 = extremely important). Overall, industry (2.99) thought academia was not meeting the needs of industry compared to faculty (3.37) (Likert-scale with 1 = strongly disagree to 5 = strongly agree). Industry (2.94) was less satisfied with the current state of post-secondary hospitality management education meeting the needs of industry than faculty (3.32) (Likert-scale with 1 = extremely dissatisfied to 5 = extremely satisfied). Industry (3.04) and faculty (3.49) thought that hospitality management faculty have a clear understanding of the needs of the hospitality industry (Likert-scale with 1 = strongly disagree to 5 = strongly agree).

Table 5

Perception Means of Hospitality Management Curriculum, Involvement in Curriculum Development, Barriers to Collaboration, and the Importance of Faculty to Have Hospitality Industry Experience Before Teaching

Perception Question	Industry		Faculty	
	Mean	SD	Mean	SD
Overall, do you agree or disagree that there are barriers to industry-academia collaboration? [a]	3.43	0.965	3.36	1.145
In your opinion, how favorable is your input in hospitality management curriculum development? [b]	2.92	1.139	3.81	0.926
Overall, how satisfied, or dissatisfied are you with your involvement in industry-academia collaboration? [c]	3.20	1.117	3.63	1.022
How important is industry experience for hospitality management faculty to have? [d]	4.50	0.617	4.53	0.793
Do you agree or disagree that academia is meeting the needs of the hospitality industry? [a]	2.99	1.054	3.37	1.069
Overall, how satisfied, or dissatisfied are you with the current state of post-secondary hospitality management curriculum meeting the needs of the hospitality industry? [c]	2.94	1.025	3.32	1.048
Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry? [a]	3.04	1.004	3.49	1.222

[a] Likert-scale with 1 = strongly disagree to 5 = strongly agree
[b] Likert-scale with 1 = not well at all to 5 = extremely well
[c] Likert-scale with 1 = extremely dissatisfied to 5 = extremely satisfied
[d] Likert-scale with 1 = slightly important to 5 = extremely important

Mann-Whitney *U* tests were run to determine if there were differences in perceptions of industry and faculty on the survey questions as presented in Table 5. Respondents were asked if there are barriers to industry-academia collaboration. Distributions of perception values on a five-point Likert-scale (1 = strongly disagree to 5 = strongly agree) for industry professionals and faculty were not similar, as assessed by visual inspection. Perception scores for faculty

(mean rank = 126.32) and industry (mean rank = 127.82) were not statistically significantly different, $U = 7,841$, $z = -0.171$, $p = .864$ (see Table 6).

Respondents were then asked how favorable they thought their input was on hospitality management curriculum development. Distributions of perception values on a five-point Likert-scale (1 = not well at all to 5 = extremely well) for industry professionals and faculty were not similar, as assessed by visual inspection. Perceptions scores for faculty (mean rank = 142.79) were statistically significantly higher than industry professionals (mean rank = 90.50), $U = 10,070$, $z = 6.047$, $p < .001$ (see Table 6).

Respondents were asked how satisfied they were with their involvement in industry-academia collaboration. Distributions of perception values on a five-point Likert-scale (1 = extremely dissatisfied to 5 = extremely satisfied) for industry professionals and faculty were not similar, as assessed by visual inspection. Perceptions scores for faculty (mean rank = 132.16) were statistically significantly higher than industry professionals (mean rank = 106.25), $U = 8,667.5$, $z = 3.015$, $p = .003$ (see Table 6).

The next survey question asked respondents about the importance of hospitality industry experience for hospitality faculty to have before entering teaching. Distributions of perception values on a five-point Likert-scale (1 = not at all important to 5 = extremely important) for industry professionals and faculty were not similar, as assessed by visual inspection. Perception scores for faculty (mean rank = 126.92) and industry (mean rank = 116.05) were not statistically significantly different, $U = 7,969.5$, $z = 1.402$, $p = .161$ (see Table 6).

Respondents were asked if post-secondary hospitality management curriculum was meeting the needs of the hospitality industry. Distributions of perception values on a five-point Likert-scale (1 = extremely dissatisfied to 5 = extremely satisfied) for industry professionals and

faculty were not similar, as assessed by visual inspection. Perception scores for faculty (mean rank = 133.23) were statistically significantly higher than industry professionals (mean rank = 108.43), $U = 8,808$, $z = 2.887$, $p = .004$ (see Table 6).

The next perception survey questions asked if academia is meeting the needs of the hospitality industry. Distributions of perception values on a five-point Likert-scale (1 = strongly disagree to 5 = strongly agree) for industry professionals and faculty were not similar, as assessed by visual inspection. Perception scores for faculty (mean rank = 132.85) were statistically significantly higher than industry professionals (mean rank = 108.88), $U = 8,758.5$, $z = 2.815$, $p = .005$ (see Table 6).

The last perception question asked if hospitality management faculty had a clear understanding of the needs of the hospitality industry. Distributions of perception values on a five-point Likert-scale (1 = strongly disagree to 5 = strongly agree) for industry professionals and faculty were not similar, as assessed by visual inspection. Perception scores for faculty (mean rank = 135.24) were statistically significantly higher than industry professionals (mean rank = 106.00), $U = 9,075.5$, $z = 3.356$, $p = .001$ (see Table 6).

Table 6

Independent-Samples Mann-Whitney U Test on Perceptions of Hospitality Management Curriculum, Their Involvement in Curriculum Development, Barriers to Collaboration, and the Importance of Faculty to Have Industry Experience

Perception Question	Industry Professional Mean Rank	Faculty Mean Rank	U	z	p
Overall, do you agree or disagree that there are barriers to industry-academia collaboration? [a]	127.82	126.32	7,841.0	-0.171	.864
In your opinion, how favorable is your input in hospitality management curriculum development? [b]	90.50	142.79	10,070.0	6.047	.000 *
Overall, how satisfied, or dissatisfied are you with your involvement in industry-academia collaboration? [c]	106.25	132.16	8,667.5	3.015	.003 *
How important is industry experience for hospitality management faculty to have? [d]	116.06	126.92	7,969.5	1.402	.161
Do you agree or disagree that academia is meeting the needs of the hospitality industry? [a]	108.88	132.85	8,758.5	2.815	.005 *
Overall, how satisfied, or dissatisfied are you with the current state of post-secondary hospitality management curriculum meeting the needs of the hospitality industry? [c]	108.43	133.23	8,808.0	2.887	.004 *
Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry? [a]	106.00	135.24	9,075.5	3.356	.001 *

[a] Likert-scale with 1 = strongly disagree to 5 = strongly agree
[b] Likert-scale with 1 = not well at all to 5 = extremely well
[c] Likert-scale with 1 = extremely dissatisfied to 5 = extremely satisfied
[d] Likert-scale with 1 = slightly important to 5 = extremely important
*significant as $p < .05$.

Industry professionals and faculty were asked to rate the importance of hospitality management competencies on a five-point Likert-scale (1= not important to 5 = extremely important). Means are presented in Appendix H, Tables 12 and 13. On average, industry professionals rated 27 of the 33 competencies above moderately important (3). The top-rated competency was ethics (4.53), followed by leadership (4.27), and internships/industry experience (4.20). The lowest rated items were study abroad (2.49), real estate/property development (2.61), and international tourism (2.90). On average, faculty rated 31 of the 33 competencies above moderately important (3). The top-rated competency was internships/industry experience (4.56), followed by ethics (4.55), and preparation for industry employment (4.30). The lowest rated items were real/estate/property development (2.62), study abroad (2.98), and foreign language (3.00).

This research study was designed using articles that surveyed hospitality industry professionals on various constructs. Gursoy et al. (2012) found similar top-rated competencies when surveying hospitality industry professionals. Gursoy et al. (2012)used a Likert-scale to measure the importance of hospitality management competencies, where 5 = extremely important to 1 = not important at all. In their research, industry's top-ranked competency was leadership (4.31), followed by internships/industry experience (4.30), preparation for industry employment (4.23), and ethics (4.01). Mean values are presented in parenthesis. The lowest reported competency in that study was study abroad (2.50).

A Mann-Whitney U test was run to determine if there were differences in perceptions of hospitality management competencies between industry professionals and faculty (see Table 7). Of the 33 competencies, six were found to be statistically significantly different. The six competencies were business law, human resource management, internship/industry experience,

service management, study abroad, and wine and specialty beverage service. Distributions of perception values for industry professionals and faculty were not similar, as assessed by visual inspection.

Business law perception scores for faculty (mean rank = 130.46) were statistically significantly higher than industry professionals (mean rank = 107.1), $U = 8{,}442.5$, $z = 2.724$, $p = .006$. Human resource management perception scores for faculty (mean rank = 129.73) were statistically significantly higher than industry professionals (mean rank = 110.25), $U = 8{,}343.5$, $z = 2.288$, $p = .022$. Internship/industry experience perception scores for faculty (mean rank = 132.10) were statistically significantly higher than industry professionals (mean rank = 104.82), $U = 8{,}658.5$, $z = 3.420$, $p = .001$. Service management perception scores for faculty (mean rank = 129.23) were statistically significantly higher than industry professionals (mean rank = 104.88), $U = 8{,}280.5$, $z = 2.920$, $p = .003$. Study abroad perception scores for faculty (mean rank = 133.50) were statistically significantly higher than industry professionals (mean rank = 104.61), $U = 8{,}844$, $z = 3.308$, $p = .001$. Wine and specialty beverage service perception scores for faculty (mean rank = 129.69) were statistically significantly higher than industry professionals (mean rank = 109.26), $U = 8{,}341.5$, $z = 2.380$, $p = .017$. Hospitality faculty statistically rated all six of the above competencies higher than industry.

Table 7

Independent-Samples Mann-Whitney U Test on Perceptions of Hospitality Management Competencies (n = 241)

	Industry Professional (n = 108)	Faculty (n = 133)				
Content Area	M Rank	M Rank	U	z	p	
Business Law	107.10	130.46	8,442.5	2.724	.006	*
Computer/Information Technology	115.04	125.84	7,826.0	1.297	.195	
Convention and Meeting Planning	115.19	125.72	7,810.0	1.234	.217	
Entrepreneurship	113.88	125.83	7,824.0	1.386	.166	
Ethics	119.20	122.46	7,376.5	0.428	.669	
Finance	125.60	117.26	6,685.0	-1.000	.317	
Food and Beverage Management	117.53	122.89	7,733.0	0.633	.527	
Food Safety and Sanitation	119.75	121.11	7,209.0	0.164	.870	
Foodservice Operations and Controls	115.15	125.75	7,814.0	1.251	.211	
Foreign Language	122.03	119.25	6,962.5	-0.331	.741	
Hospitality Management and Organization	118.87	120.00	7,062.5	0.138	.891	
Hospitality Marketing Strategy	123.82	118.71	6,877.5	-0.608	.543	
Hospitality Operations Analysis	118.20	122.35	7,362.0	0.495	.621	
Human Resource Management	110.25	129.73	8,343.5	2.288	.022	*
Innovation and Product Development	121.50	118.81	6,890.5	-0.312	.755	
International Tourism	111.50	127.86	8,100.0	1.907	.057	
Internships/industry experience	104.82	132.10	8,658.5	3.420	.001	*
Introduction to Management Theory	115.07	125.81	7,822.0	1.256	.209	
Leadership	119.87	121.96	7,310.0	0.259	.796	
Lodging Operations	114.56	126.15	7,866.5	1.349	.177	
Meeting Planning/Convention Management	111.29	127.18	8,014.5	1.881	.060	
Overview of the Hospitality Industry	118.13	123.33	7,492.0	0.611	.542	
Preparation for Industry Employment	112.73	126.86	7,967.5	1.697	.090	
Principles of Marketing	120.90	121.08	7,192.5	0.021	.983	
Public Relations	123.02	119.36	6,963.5	-0.426	.670	
Real Estate/Property Development	120.49	121.41	7,237.0	0.108	.914	
Revenue/Asset Management	121.25	118.10	6,811.0	-0.367	.714	
Sales/Sales Management	117.04	120.62	7,165.0	0.423	.672	
Service Management	104.88	129.23	8,280.5	2.920	.003	*
Statistics for Management Decision Making	118.77	120.09	7,073.5	0.154	.878	
Strategic Management	115.16	122.11	7,350.0	0.816	.414	
Study Abroad	104.61	133.50	8,844.0	3.308	.001	*
Wine and Specialty Beverage Service / Production	109.26	129.69	8,341.5	2.380	.017	*

Likert-scale with 1 = Not important to 5 = extremely important.

*significant as *p* < .05.

Industry professionals and faculty were asked to rate the importance of hospitality management content areas as defined by ACPHA on a five-point Likert-scale (1 = not important to 5 = extremely important). Means are presented in Appendix H, Tables 18 and 19. On average, industry professionals rated all 18 areas above moderately important (3). The top-rated content area was exposure to critical thinking skills (4.31), followed by overview of the hospitality industry and profession (4.18) and financial management (4.10). The lowest rated items were organizational theory and foundations of management (3.52), the legal environment (3.52), and provisions for an evaluative culminating experience (3.59). On average, faculty rated all 18 areas above moderately important (3). The top-rated content area was exposure to critical thinking skills (4.48), followed by overview of the industry and the profession (4.22), and ethical considerations and socio-political influences add effecting organizations (4.08). The lowest rated items were the economic environment (3.59), organizational theory and foundations of management (3.63), and management information systems (3.65).

A Mann-Whitney U test was run to determine if there were differences in perceptions of hospitality management contents areas as defined by ACPHA between industry professionals and faculty (see Table 8). Of the 18 content areas, three were found to be statistically significantly different. The three content areas were human resources, exposure to critical thinking skills, and provision for an evaluative culminating experience. Distributions of perception values for industry professionals and faculty were not similar, as assessed by visual inspection. Human resources perception scores for faculty (mean rank = 127.15) were statistically significantly higher than industry professionals (mean rank = 105.23), $U = 8,0100$, $z = 2.606$, $p = .009$. Exposure to critical thinking skills perception scores for faculty (mean rank = 124.52) were statistically significantly higher than industry professionals (mean rank = 108.57),

$U = 7{,}666.5$, $z = 2.015$, $p = .044$. Provision for an evaluating culminating experience perception

scores for faculty (mean rank = 127.24) were statistically significantly higher than industry

professionals (mean rank = 102.57), $U = 8{,}022$, $z = 2.901$, $p = .004$. Hospitality faculty

statistically rated the importance of the three above content areas higher than industry.

Table 8

Independent-Samples Mann-Whitney U Test on Perception of Hospitality Management Content Areas as Defined by ACPHA (n = 234)

Content Area	Industry Professional (*n* = 103)	Faculty (*n* = 131)			
	M Rank	*M* Rank	*U*	*z*	*p*
Accounting Procedures/Practices	113.47	120.67	7,161.5	0.863	.388
Ethical Considerations and Socio-Political Influences Affecting Organizations	109.38	123.04	7,480.0	1.620	.105
Exposure to Critical Thinking Skills	108.57	124.52	7,666.5	2.015	.044 *
Facility Operations Maintenance and Management	117.07	117.84	6,790.5	0.900	.928
Financial Management	120.42	115.21	6,446.0	-0.627	.531
Human Resources	105.23	127.15	8,010.0	2.606	.009 *
Leadership Theory	114.97	119.49	7,007.5	0.537	.591
Management Information Systems	121.60	113.30	6,221.0	-0.991	.322
Organizational Theory and Foundations of Management	113.77	120.43	7,130.5	0.783	.434
Overview of the Hospitality Industry and the Profession	117.08	117.83	6,790.0	0.091	.927
Provision for an Evaluative Culminating Experience	102.57	127.24	8,022.0	2.901	.004 *
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to the Diverse Segments of the Industry	110.35	122.18	7,359.5	1.400	.162
Strategic Management	116.96	115.24	6,481.5	-0.206	.837
The Economic Environment	118.19	114.23	6,366.0	-0.474	.635
The Legal Environment	110.47	123.03	7,471.0	1.485	.137
The Marketing of Goods and Services	114.25	120.05	7,081.0	0.694	.488
The Operations Relative to Food Service Management	117.33	117.63	6,763.5	0.036	.971
The Operations Relative to Lodging Management	114.40	119.94	7,065.5	0.660	.509

Likert-scale with 1 = Not important to 5 = extremely important.

*significant as *p* < .05.

Industry professionals and faculty were asked to rate if they agreed or disagreed with the following barriers to industry-academia collaboration, communication, costs, innovation, location, organizational dynamics organizational history, project management, and trust using a five-point Likert-scale (1 = strongly disagree to 5 = strongly agree). Means are presented in Appendix H, Tables 16 and 17. On average, industry agreed with all eight barriers to industry-academia collaboration. Industry professionals' top barrier was organizational dynamics (3.68), followed by communication (3.62), and project management (3.42). Industry's lowest two rated barriers were trust (3.16) and location (3.18). On average, faculty agreed with all eight barriers to industry-academia collaboration. Faculty's top barrier was costs (3.58), followed by organizational dynamics (3.68), and project management (3.26). Faculty's lowest two rated barriers were trust (2.99) and innovation (3.11).

A Mann-Whitney U test was run to determine if there were differences in perceptions of barriers to industry-academia collaboration between industry professionals and faculty (see Table 9). Of the eight barriers to industry-academia collaboration one was found to be statistically significantly different. Distributions of perception values for industry professionals and faculty were not similar, as assessed by visual inspection. Communication perception scores for industry professionals (mean rank = 127.12) were statistically significantly higher than faculty (mean rank = 102.71), $U = 5,027.5$, $z = -2.959$, $p = .003$. The literature supports this significant difference in perceptions of communication as a barrier to collaboration (Berman, 2008; Zaharia & Kaburakis, 2016). Zaharia and Kaburakis (2016) stated that a lack of communication and faculty unfamiliar with the needs of industry leads to unnecessary barriers to collaboration. Whereas, Berman (2008) stated that few industry-academia collaborations had a formal system of communication, contributing to a barrier of collaboration.

Table 9

Independent-Samples Mann-Whitney U Test on Perceptions of Barriers to Industry-Academia Collaboration

Barrier	Industry Professional (n = 107) Mean Rank	Faculty (n = 125) Mean Rank	U	z	p	
Communication	127.12	102.71	5,027.5	-2.959	.003	*
Costs	107.06	112.59	7,449.0	1.826	.068	
Innovation	120.70	109.02	5,810.5	-1.387	.166	
Location	111.85	117.71	6,852.5	0.696	.487	
Organization dynamics	116.30	112.97	6,269.0	-0.408	.683	
Organization history	117.89	110.71	5,991.5	-0.865	.387	
Project Management	119.49	109.19	5,831.5	-1.237	.216	
Trust	119.70	110.07	5,912.0	-1.140	.254	

Likert-scale with 1 = Strongly disagree to 5 = strongly agree.

*significant as $p < .05$.

Chapter 4 Summary

As presented in Chapter 2, there is a need to critically analyze hospitality management curriculum development and industry's involvement in that process for the hospitality industry to thrive. This chapter presented the findings and analysis to assist hospitality management faculty, administrators, and industry with bridging the gap to collaboration and strengthening the bonds needed to develop relevant hospitality management curriculum. A total of 264 survey responses were analyzed representing 142 faculty and 122 industry professional from ICHRIE; local and state restaurant, lodging, or tourism associations; the American Culinary Federation; Foodservice Consultants Society International; and the Hospitality Sales and Marketing Association International (see Appendix F for the list of state associations). Exact response rate was impossible to determine because the survey was shared anonymously by the respondents, but a

7.22% response rate was obtained from email contacts. Five of the seven perception constructs were found to be statistically significantly different having a $p < .05$ (see Table 6). Six of the 33 hospitality management competencies were found to be statistically significantly different having a $p < .05$ (see Table 7). Three of the 18 ACHPA hospitality management content areas were found to be statistically significantly different having a $p < .05$ (see Table 8). One of the eight barriers to industry-academia collaboration was found to be statistically significantly different having a $p < .05$ (see Table 9). Chapter 5 will reflect on the findings, how the findings related to the literature, implications for practice, policy, and theory, as well as recommendations for future research.

Chapter 5 Discussion and Conclusion

Like a great party, a successful collaboration repays all the planning, effort, and

diplomacy that go into making it work. When two or more people "click" over a piece of

writing, their ideas are amplified, their pleasure is increased, and the intellectual impact

of their thinking becomes greater than the sum of its parts. (Sword, 2017, p. 132)

Academic writing is often a collaborative activity. There are rewards and gratification in

collaboration. In the researcher's view, the same gratification is achieved in any successful

collaborative activity.

Introduction

In this chapter, the researcher will interpret the findings presented in Chapter 4.

Connections will be made to the community of practice for hospitality educators, hospitality

industry professionals, and other higher education programs that rely on industry guidance for

curriculum development. The purpose of this quantitative study was to evaluate the perceptions

of industry and faculty on their involvement in the curriculum development process. The

research problem was that there is potentially an insufficient alignment of the educational

resources of the hospitality industry with the current and anticipated demands for the skills and

knowledge of workers in the hospitality industry. Through an extensive literature review, one

research question was developed to study this problem:

RQ1. What differences exist in the perceptions of hospitality industry professionals and

hospitality management faculty/administrators on their involvement in the development

and relevancy of postsecondary hospitality management programs' curriculum?

The research question that guided this survey investigated the perceptions of hospitality industry

professionals and faculty on several factors, including respondents' involvement in the

curriculum development process, barriers to industry-academia collaboration, hospitality management competencies, and hospitality management content areas. Quantitative data was collected and analyzed using SPSS version 25 to determine perceptions of industry professionals and faculty.

Chapter 1 presented the background and history of the problem. In the introduction, the contribution of the hospitality industry to the U.S. GDP (8.1%) and global GWP (10.4%) were presented (World Travel & Tourism Council, 2017b, 2017a). Not only are the U.S. GDP and global GWP contribution significant, but the hospitality industry also employs 10% of the global workforce (Baum, 2002). This chapter is organized in the following manner: summary of the results; discussion of the results in relation to the literature; limitations; implications of the results for practice, policy, and theory; recommendations for future research; and conclusion. This chapter includes the findings of the research, understandings of the findings, and explains the implications of the findings on the literature, practice, policy, and theory.

Summary of the Results

The researcher developed a conceptual framework to investigate the problem of not having enough qualified employees in the hospitality industry (see Figures 3-5). The framework revolves around the themes of stakeholder involvement and relationship management theories. By utilizing the theories, faculty have the potential to develop a relevant curriculum that meets the requirements of the hospitality industry. In Chapter 2 the researcher discussed the curriculum development process. Typically, this process starts with faculty inquiry into revising the curriculum, then the process is vetted by industry leaders, and further developed and refined through collaboration. The curriculum development process is a continuous cycle. Thus, faculty can benefit from adopting stakeholder involvement theory and relationship management theory

to increase industry's involvement in the curriculum development process. This quantitative study investigated one research question:

RQ1. What differences exist in the perceptions of hospitality industry professionals and hospitality management faculty/administrators on their involvement in the development and relevancy of postsecondary hospitality management programs' curriculum?

The significance of this research study is that academia could benefit by better understanding the barriers to collaboration. Using stakeholder involvement and relationship management theories, the barriers could be reduced. Industry could benefit by understanding that its input into the curriculum development process is vital for the development of relevant hospitality management curriculum. The study showed that strengthening the dialog between academia and industry will directly benefit students in their quest for a career in the hospitality industry.

Several seminal articles were referred to in framing this research study. Among the literature reviewed, numerous articles showcased the importance of involving industry in curriculum development (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004). Other articles researched the development of hospitality management program competencies (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016; Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams, 2013). The last group of articles referenced in framing this study researched hospitality management program quality (Assante et al., 2007, 2010; Lee et al., 2016; Mei, 2017). All the seminal authors and above-referenced articles played a crucial role in developing the methodology for this research study.

The study methodology was presented in Chapter 3. The purpose of the research study was to investigate the perceptions of hospitality industry professionals in curriculum development. A quantitative study was selected as the most appropriate methodology to investigate the research questions. A mixed methods study would add depth and detail to the quantitative data obtained in this survey but, due to time constraints, a qualitative portion of this study will be saved for future research.

As presented in Chapter 4, a questionnaire was developed to measure three underlying themes. One theme *'barriers to collaboration'* consisted of eight questions. Another theme *'perception of hospitality management competencies'* consisted of 33 questions. The last theme *'perception of hospitality management content areas as defined by ACPHA'* consisted of 18 questions.

Barriers to collaboration. The eight barriers to collaboration identified through the literature presented in Chapter 2 included communication, costs, innovation, locations, organizational dynamics, organizational history, project management, and trust. Of the eight barriers, communication was the only barrier to collaboration where there was a statistically significant difference between faculty and industry (see Table 9). The hospitality industry professionals sampled rated communication as a higher barrier to collaboration than the faculty sample.

Perception of hospitality management competencies. The literature identified 33 hospitality management competencies that hospitality programs should incorporate into their educational offerings. Of the 33, six were found to have a statistically significant difference between faculty and industry (see Table 7). The six competencies were business law, human

resource management, internship/industry experience, service management, study abroad, and wine and specialty beverage service (see Table 7).

Perception of hospitality management content areas. ACPHA identifies 18 hospitality management content areas that programs must incorporate into their curriculum to meet accreditation standards, three were found to be statistically significantly different between faculty and industry (see Table 8). The three content areas were human resources, exposure to critical thinking skills, and provision for an evaluative culminating experience (see Table 8). The faculty sample ranked the three content areas as more important than the industry sample.

Curriculum involvement perception questions. The questionnaire asked respondents seven questions about their involvement in the curriculum development process and the current state of hospitality management curriculum. Responses to five of the seven questions were found to be statistically significantly different between faculty and industry (see Table 6). The five questions included asking respondents how favorable their input was in hospitality management curriculum development, their satisfaction with their involvement in industry-academia collaboration, agreement that academia is meeting the needs of the hospitality industry, satisfaction with the current state of post-secondary hospitality management curriculum, and agreement that hospitality management faculty have a clear understanding of the needs of industry.

Research question 1 summary of findings. RQ1 stated: What differences exist in the perceptions of hospitality industry professionals and hospitality management faculty/administrators on their involvement in the development and relevancy of postsecondary hospitality management programs' curriculum? The expected findings presented in Chapter 3 described that industry would have similar perceptions of competencies and content areas as

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faculty but have differences in barriers to collaboration. Out of the eight barriers to collaboration only one (12.5%) *communication* was found to be significantly different. Of the hospitality management content areas, only three (16.67%) of the 18 were found to be significantly different. There were six (18.2%) of the 33 hospitality management competencies significantly different. The findings indicate the industry and faculty have similar views of barriers to collaboration, hospitality management competencies, and hospitality content areas. Where the findings differ were in the perceptions of respondents' involvement in the curriculum development process. Of the six perceptions to curriculum involvement questions, five (83.33%) were found to be significantly different. Industry's perceptions of its involvement in curriculum development and its satisfaction with hospitality management curriculum were lower than faculty. However, only 67.2% ($n = 82$) of the industry sample reported that they participated in industry-academia collaboration.

As stated above, faculty's perceptions of barriers to collaboration, hospitality management competencies, and hospitality management content areas were similar to industry professionals. Faculty's perceptions of its involvement in curriculum development and their satisfaction with hospitality management curriculum were higher than industry. In addition to having a higher satisfaction level, 88% ($n = 125$) of the faculty sample reported participating in industry-academia collaboration.

Discussion of the Results

This quantitative study focused on determining the perceptions of hospitality industry professionals and hospitality management faculty on their involvement in industry-academia collaborations, curriculum development, and hospitality management competencies. The study surveyed 568 individual ICHRIE members and 2,366 hospitality industry professionals with a

low, but acceptable response rate. The quantitative data showed hospitality industry

professionals and hospitality management faculty have similar perceptions of barriers to

collaboration, hospitality management competencies, and hospitality management content areas.

However, industry and faculty have different perceptions of their involvement in the curriculum

development process and on their perceptions of hospitality management programs meeting the

needs of the industry. As stated above, only 67.2% of the hospitality industry professionals

sampled participated in industry-academia collaboration. Compared to 88% of the faculty

sample, this could help to explain the statistically significant difference in perceptions of the

respondents' involvement in the curriculum development process. This section will continue

with a discussion of the areas that showed significant differences in perceptions values, starting

with *communication* as a barrier to collaboration.

     Communication. As reported in Table 6, industry and faculty both agreed that there

were barriers to industry-academia collaboration. Of the eight barriers to collaboration

discovered in the literature, only communication was found to be statistically significantly

different (see Table 9). Faculty's perception of communication as a barrier to collaboration was

lower than industry's (see Tables 9, 16 and 17). This indicates to the researcher that faculty

perceive they are doing a better job of communicating to industry than is occurring. Zaharia and

Kaburakis (2016) argued that a lack of communication directly relates to barriers to

collaboration. Chung, Kwon, and Lee (2016) described methods of communication for

collaborative activities. The methods of communication included discussions over time, frequent

short discussion, telephone conversations, in-person meetings, and email or digital

communication (Chung et al., 2016). According to Chung et al., the preferred method of

communication is the in-person meeting for a successful collaboration. This study did not

investigate the preferred forms of communication for faculty or industry. The researcher

believes that for faculty to potentially benefit on the understanding that communication is a

barrier to collaboration, more information would be needed to implement stakeholder

involvement and relationship management theories. Solnet et al. (2007) stated that the

relationships between industry and academia must continually evolve. In a recent study,

Rybnicek and Königsgruber (2018) stated that the impact of communication is critical for the

success of collaboration. A critical aspect of communication is the frequency of the

communication and using a variety of communication methods (Rybnicek & Königsgruber,

2018). Communication is a concept that is well researched and extremely important for the

success of collaborative activities.

Hospitality management competencies and content areas. Nine hospitality

management competencies and content areas were found to be statistically significantly different

between industry and faculty (see Tables 7 and 8). In all nine occurrences, faculty perceived the

importance of the competency or content area greater than industry. Again, only 67.2% of the

hospitality industry professionals sampled participated in industry-academia collaboration. This

indicates to the researcher that faculty could potentially benefit from program evaluation from a

cross sample of industry leaders that perhaps do not participate in industry-academia

collaboration. The researcher ran an analysis of hospitality management competencies and

content areas filtering out industry and faculty that did not participate in collaboration. The

results of the Mann-Whitney *U* test indicated that there were only four competencies and content

areas where faculty and industry had a statistically significant difference (See Appendix J),

whereas, the total sample had differences in nine areas. The four competencies and content

included international tourism, internships/industry experiences, study abroad, and provisions for

an evaluative culminating experience. Of the four competencies and content, only international

tourism did not appear in both analyses. This further helps to demonstrate to faculty that

utilizing an outside cross sample of industry experts to vet curriculum could strengthen a

hospitality management program. The differences in perceptions of faculty and industry that

participated in industry-academia collaboration with those that did not help to highlight the

importance of communication. Not only should faculty communicate effectively with its

industry peers in collaborative activities, but also with the whole industry.

Faculty that have industry experience could make improvements to programs in the

development of hospitality management competencies and content areas. In Woods, Youn, and

Johanson (2008) follow-up survey, respondents were asked about industry experience. The

percentage of faculty industry experience decreased from 14% with no industry experience in

1994 to 2% in the 2007 survey (Woods et al., 2008). Findings in Chapter 4 confirm the

importance of prior industry experience for a hospitality faculty member before entering

teaching. In the 2007 survey, 67% of faculty had industry experience as a department manager

or higher compared to 60% in 1994 (Woods et al., 2008). Findings in Chapter 4 confirm the

importance of faculty to have salary management experience in the hospitality industry.

Another aspect of increasing faculty knowledge of the needs of industry is a faculty

internship program. To stay relevant to the needs of industry, faculty could continue to teach but

arrange for an "internship" opportunity within the hospitality industry to gain more current

awareness of industry needs. Harris (1994) stated that with faculty often removed from industry

now is the time to renew and refresh industry contacts and experiences. Although the article was

published in 1994, the topics and themes are still important for faculty to have a continued

connection with industry.

Perception of involvement in curriculum development. As reported above, five of the seven questions asking respondents perceptions of their involvement in the curriculum development process were found to be statistically significantly different. Again, only 67.2% of the hospitality industry professionals sampled participated in industry-academia collaboration. This helps to explain the differences in perceptions of involvement in the curriculum development process. The researcher ran an analysis of the perceptions of involvement in curriculum development questions for industry and faculty that did participate in collaboration. The results of the Mann-Whitney U test indicated that there were only three perception questions, instead of five of the seven questions that were found to be statistically significantly different between faculty and industry that participated in industry-academia collaboration (see Appendix K). The three perception questions included how respondents thought how favorable their input was on curriculum development, satisfaction with the current state of post-secondary hospitality management curriculum, and agreement that hospitality management faculty have a clear understanding of the needs of industry. On a five-point Likert-scale with 1 = not well at all to 5 = extremely well, industry professionals (3.17) that participated in collaboration ranked their favorability lower than faculty (3.84) that participated in collaboration. Industry professionals' perception scores (mean rank = 77.56) were statistically significantly lower than faculty (mean rank = 112.75), $U = 6,270.5$, $z = 4.420$, $p < .001$. This indicates to the researcher that industry perceives its input is not utilized properly by faculty making hospitality program management decisions. Again, the importance of utilizing stakeholder involvement and relationship management theories, and effective communication could increase the favorability perception scores of industry professionals.

The next statistically different question asked respondents how satisfied they were with the current state of post-secondary hospitality management curriculum. On a five-point Likert-scale with 1 = extremely dissatisfied to 5 = extremely satisfied, industry professionals (2.96) that participated in collaboration were more dissatisfied with the current state of the curriculum than faculty (3.33). Industry professionals' perception scores (mean rank = 88.34) were statistically significantly lower than faculty (mean rank = 106.75), $U = 5,550.5$, $z = 2.353$, $p = .019$.

The last statistically different question asked respondents if they agreed that hospitality management faculty have a clear understanding of the needs of the hospitality industry. On a five-point Likert-scale with 1 = strongly disagree to 5 = strongly agree, industry professionals (3.03) that participated in collaboration rated their perceptions lower than faculty (3.49). Industry professionals' perception scores (mean rank = 84.81) were statistically significantly lower than faculty (mean rank = 109.05), $U = 5,826.0$, $z = 3.030$, $p = .002$.

The last two findings continue to indicate that faculty should solicit and involve industry in program decisions. Further, communication is critically important for adequate feedback. As discussed above, faculty internships can increase faculty understanding of the needs of industry by maintaining the faculty's contact with current industry practices. Industry advisory boards can also help faculty to maintain contact with industry. Kaupins and Coco (2002) found that advisory boards encourage exchanges of knowledge between industry and academia. Kilcrease (2011) found "70% of surveyed business faculty did not participate in their advisory board meetings" (p. 82). For a collaboration to be successfully all stakeholders should be actively engaged in the process. The advisory boards assist faculty in developing curriculum and serve students by providing internships and jobs (Kaupins & Coco, 2002). They describe how advisory boards bridge the gap between industry and academia, helping to create relevant

curriculum, fundraising, and securing equipment. Kaupins and Coco found that the ideal number

of board members to be between 15–20. The primary function of an advisory board is guiding

curriculum development, recommending new programs, publicizing the program or school,

developing the mission of the program or school, fundraising, alumni relations, internships, job

placement, and accreditation support (Kaupins & Coco, 2002). The success of an advisory board

in guiding the program could be improved with effective communication and faculty's

understanding and adoption of stakeholder involvement and relationship management theories.

Discussion of the Results in Relation to the Literature

Chapter 2 presented two areas of research into hospitality management curriculum:

industry's involvement in curriculum development and revisions (Barron, 2008; Gursoy &

Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger &

Gursoy, 2007, 2010; Tsai et al., 2004), and the development of hospitality management

competencies (Blomme et al., 2009; Dopson & Nelson, 2003; Dopson & Tas, 2004; Gersh, 2016;

Gursoy & Swanger, 2004; Müller et al., 2009; Paulson, 2001; Ricci, 2010; Sisson & Adams,

2013). This study presented the perceptions of faculty and industry professionals on hospitality

management curriculum development. When comparing the 33 hospitality management

competencies to the 18 hospitality management content areas only one showed a significant

difference between faculty and industry in both sets of questions: human resources management

(see Table 7 and 8). In both competencies and content areas, faculty thought human resources

were more important than industry (see Table 7 and 8). Hein and Riegel's (2012) study found

that industry put greater emphasis on organizational management than human resources.

In a survey of knowledge, skills, and abilities (KSA), Solnet et al. (2010), found that

hospitality industry professionals placed a stronger level of importance on financial management,

marketing, leadership, and management competencies. This survey found similar levels of importance on those KSAs (see Table 16). Industry's top six competencies were ethics, leadership, internship/industry experience, finance, food safety and sanitation, and hospitality management and organization.

A five-part series by Gursoy et al. (2012), Gursoy and Swanger (2004, 2005), and Swanger and Gursoy (2007, 2010) provided the background information on the hospitality management competencies. The first article was published in 2004. This could indicate that industry and academia agree on this set of competencies. This helps to explain the overall agreement on hospitality management competencies and hospitality management content areas between industry and faculty.

Faculty can stay relevant with industry through previous work experiences. Phelan et al. (2013) found that faculty placed a high level of importance on industry experience before teaching. Their findings are similar to the findings presented in this study. Both industry (4.50) and faculty (4.53) rated industry experience important for faculty to have before teaching (Likert-scale with 1 = slightly important to 5 = extremely important, see Table 5).

In the researcher's view, the most significant findings were in the barriers to collaboration questions of the survey. The eight barriers to collaboration included communication, costs, innovation, location, organizational dynamics, organizational history, project management, and trusts. Of the eight barriers to collaboration, only communication was found to be statistically significantly different (see Table 9). Industry rated communications as a stronger barrier to collaboration than did faculty (see Tables 9, 16, and 17). Strengthening the communication channels between industry and academia will help build bonds to eliminate the inconsistencies (Tsai et al., 2004). Communication is the foundation for industry-academia

collaboration. Also, communicaiton is fundamental to the success of utilizing stakeholder involvement and relationship management theories.

Limitations

As with any study, there were limitations to this study. The target population for this study was 568 ICHRIE members, and industry professional advisory board members from 192 two and four-year hospitality management programs. First, the sampling method used proved to be challenging to obtain an adequate industry sample. This was a result of asking program coordinators to send an unsolicited email to their advisory board members. The researcher received an email response from one of the program coordinators stating that the program coordinator completed the survey, but the program would not forward unsolicited emails to their industry leaders. This could help to explain the initial low industry response rate. After opening the survey up to local and state restaurant, lodging, or tourism associations, the American Culinary Federation, Foodservice Consultants Society International, and the Hospitality Sales and Marketing Association International the industry response rate increased (see Appendix F).

The results of the survey showed that 67.2% of industry and 88% of faculty respondents participated in industry-academia collaboration. For a replicated survey, the researcher suggests working with a smaller sample of universities that agree to participate with their advisory boards. Ideally, the difference in the percentage of industry and faculty that participated in industry-academia collaborations would be smaller.

A total of 73% of the industry sample had 20 or more years of industry experience, and 40.2% had 20 or more years in their current role. Similarly, 53.5% of the faculty sample had 20 or more years of industry experience, and 40.8% had 20 or more years in their current role. This

could represent a selection bias of the sample. An overwhelming majority of the sample participants were in senior stages of their career.

Another limitation to this study was a time constraint. As discussed in Chapter 3, the time constraint called for the selection of a quantitative study. The researcher suggests that in future studies in addition to working with a smaller sample of universities, a mixed methods approach is utilized to add depth and detail to the quantitative data. Creswell and Poth (2018) described using a qualitative methodology as a process to explain quantitative data in a follow up study. The qualitative portion of a mixed methods approach would provide industry and academia narrative to the quantitative findings.

Implications of the Results for Practice, Policy, and Theory

Based on the findings of this research study, there are several recommendations for policy, practice, and theory associated with industry-academia collaborations. Based on the results of the survey, faculty should consider evaluating communication techniques with industry. The findings indicated that faculty believed they are doing a better job of communicating with industry than industry perceives. Gardini (2018) stated that students and industry are the stakeholders creating the bond between theory and practice. Faculty should pay attention to students and industry in the refining of hospitality management curriculum. Gardini argued that the primary function of stakeholder involvement theory is to foster an understanding of the expectations of the hospitality industry.

Faculty could increase communication with industry in several areas. Advisory boards are a common tool for faculty to use to remain in contact with industry leaders (Conroy et al., 1996). The researcher believes that advisory boards are one tool to increase communication. However, the researcher feels that advisory boards provide a limited level of engagement with

the entire industry. The researcher thinks that faculty could increase communication with a broader slice of industry professionals by becoming an active member of a professional organization. The hospitality industry is rich with a diverse collection of professional associations (O'Halloran, 2013). Hospitality faculty could become actively involved with an association that meets their academic and professional expertise. Association membership could range from the American Hotel & Lodging Association (AHLA, 2019), National Restaurant Association (National Restaurant Association, 2019), Hospitality Asset Managers Association (Hospitality Asset Managers Association, 2016), Hotel Sales and Marketing Association International (Hotel Sales and Marketing Association International, 2014), Hospitality Financial and Technical Professionals (Hospitality Financial and Technical Professionals, 2017), Meeting Professionals International (Meeting Professionals International, 2018), Professional Convention Management Association (Professional Convention Management Association, n.d.), Club Managers Association of America (Club Managers Association of America, 2019), to American Culinary Federation (American Culinary Federation, 2019a). The researcher believes other communication mechanisms faculty could utilize to increase communication with industry include writing for industry publications in addition to academic journals, creating quarterly academic program newsletters, holding industry forums on campus, and creating industry continuing education seminars.

All stakeholders involved in industry-academia collaboration should work together to develop a communication platform where the needs of industry are freely exchanged between industry and academia. Not only is communication a critical element in industry-academia collaboration but also the frequency and type of communication (Rybnicek & Königsgruber, 2018). Methods of communication could be face-to-face meetings, newsletters, email

correspondents, conferences, or virtual conferences. Rybnicek and Königsgruber (2018) argued

that fact-to-face communication has been the historically preferred method. Stakeholders should

agree on the frequency and preferred method of communication.

Additionally, the findings indicated that both faculty and industry felt strongly that

faculty should have industry experience before teaching. Phelan et al.'s (2013) researcher found

similar findings with faculty rating that it was important for educators to have hospitality

industry experience before entering teaching. Based on this finding the researcher believes not

only is industry experience necessary for faculty to have before teaching but also faculty could

maintain relevancy with the creation of faculty internship programs. Harris (1994) believed that

faculty internships helped to facilitate interactions between industry and academia. Harris

described tools that faculty use to stay relevant including reading professional journals and

attending conferences. However, these fail to provide faculty with operational participation

(Harris, 1994).

A faculty internship program could provide faculty with the operational participation that

conventional forms of faculty continuing education lack. Tabacchi and Stoner (1986) believed

that faculty internships provided an avenue to increase communication between industry and

academia. Faculty internship allows instructors to stay current with industry trends and bring the

current industry needs to the classroom (Tabacchi & Stoner, 1986). Faculty internships could be

an informal agreement between the faculty member and a hospitality organization.

Alternatively, the internship could be more formally run by a professional organization like

ICHRIE or ACF. Professional organizations could provide a stipend to faculty interns or create a

scholarship to help offset the cost associated with the faculty internship. Colleges could create

sabbatical opportunities for faculty to participate in internship programs. The sabbatical

experience for the faculty member could lead to submitting academic articles or the creation of faculty internship workshops. Friedman (2018) stated that sabbaticals are beneficial to the college as well as the faculty member. The benefits of a faculty internship could include faculty staying current with the needs of industry and adding in the development of relevant curriculum.

Certifications could be a necessary tool for students to showcase their industry skills. The hospitality industry has several certification levels. The certifications levels range from basic sanitation and food service handlers certifications to executive level administrators certifications. Moreo, Green, and O'Halloran (2018) found that industry professionals wanted recent hospitality graduates to have basic certification in sanitation and safety. Deale and Schoffstall (2015) found that hospitality faculty valued providing basic sanitation and safety certifications to their students. Faculty could promote the value of certifications to students. In addition to promoting the value of certifications faculty could incorporate certificates into courses. The course fees or tuition could cover the costs of the certification material and the cost of the exam at the conclusion on all course requirements. Certifications add employability credentials to an employee's resume (Deale & Schoffstall, 2015). Programs could leverage the added benefit of certifications to potential employees as a recruitment tool. At the same time faculty could invest the time and energy in exploring advanced certifications for themselves. This could potentially bridge a gap between industry and academia. Faculty engaging with the professional organizations that provide the certifications could create additional communication dialog.

Two hospitality organizations that provide educator certifications to hospitality faculty are the American Culinary Federation and the American Hotel & Lodging Educational Institute. The American Culinary Federation has Certified Secondary Culinary Educators (CSCE), and

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Certified Culinary Educator (CCE) (American Culinary Federation, 2019c). Another educator

certification is the Certified Hospitality Educator (CHE) by the American Hotel & Lodging

Educational Institute (American Hotel & Lodging Educational Institute, 2018b). These

certifications display faculty's ability to educate students. This is an important aspect creating

relevant curriculum. In addition to the educator's certifications the researcher believes that

faculty should take advantage of the additional certifications provided by the various hospitality

professional organizations. As previously stated, both faculty and industry rated industry

experience for faculty to have before teaching as important. Faculty that maintain industry

certifications show the importance of industry experience.

There are numerous hospitality professional organizations that provide certifications and

credentials (Moreo et al., 2018). The organizations include the National Restaurant Association

Educational Foundation (NRAEF), the American Culinary Federation (ACF), and the American

Hotel & Lodging Educational Institute (AHLEI). In addition, there are other specialty

hospitality organization that offer unique certifications for example, the Club Managers

Association of America, and Meeting Planners International (Moreo et al., 2018).

The NRAEF has several certifications for students, faculty, and industry professionals.

The certifications include the basic sanitation and safety certification: ServSafe Food Handler,

ServSafe Manager, ServSafe Alcohol, and ServSafe Allergens (National Restaurant Association

Educational Foundation, 2019). Students have the ability to earn a ManageFirst credential

through a series of exams (National Restaurant Association Educational Foundation, 2012b).

The ManageFirst credential has four core certifications exams in hospitality and restaurant

management, controlling food costs, hospitality human resources management and supervision,

and ServSafe (National Restaurant Association Educational Foundation, 2012b). In addition to

the four core certification exams one additional exam must come from hospitality accounting, purchasing, customer service, principles or food and beverage management, bar and beverage management, hospitality and restaurant marketing, nutrition, or ServSafe alcohol (National Restaurant Association Educational Foundation, 2012b). Students that successfully pass the four required exams and one additional exam earn the ManageFirst credential (National Restaurant Association Educational Foundation, 2012b). An additional certification by the NRAEF is available for industry professionals and educators, the Foodservice Management Professional (FMP) (National Restaurant Association Educational Foundation, 2012a). Listed below is the NRAEF's description of the FMP certification:

> The Foodservice Management Professional (FMP) certification recognizes exceptional managers and supervisors who have achieved the high level of knowledge, experience and professionalism that is most valued by our industry.
>
> The FMP credential not only signifies a professional's mastery of competencies to potential employers, but it's also an important tool that helps the industry recruit, retain and reward qualified employees. (National Restaurant Association Educational Foundation, 2012a)

The ACF provides various levels of certification for chefs, and pastry chefs (American Culinary Federation, 2019b). In addition to passing a written exam, most ACF certifications require a practical exam and a certain number of years with industry experience at the certification level (American Culinary Federation, 2019b). An advantage for colleges that are accredited through the American Culinary Federation Education Foundations Accrediting Commission (ACFEFAC) is that graduates of their program that are student members of the ACF are eligible for the first level of certification: Certified Culinarian (CC), or Certified Pastry

Culinarian (CPC) (American Culinary Federation, 2019d). Additional certification available to professional chefs and educators are: Certified Sous Chef (CSC), Certified Chef de Cuisine (CCC), Certified Executive Chef (CEC), and Certified Master Chef (CMC) (American Culinary Federation, 2019b). The certifications on the pastry side include Certified Working Pastry Chef (CWPC), Certified Executive Pastry Chef (CEPC), and Certified Master Pastry Chef (CMPC) (American Culinary Federation, 2019b).

The AHLEI certifies line level through executive level hotel and lodging employees (American Hotel & Lodging Educational Institute, 2018a). Line level certification include guest service professional (CGSP), lodging security office (CLSO), breakfast attendant, front desk representative, guestroom attendant, kitchen cook, maintenance employee, and restaurant server (American Hotel & Lodging Educational Institute, 2018a). The AHLEI offers three levels of supervisor certifications: certified hospitality department trainer (CHDT), certified hospitality supervisor (CHS), and certified lodging security supervisor (CLSS) (American Hotel & Lodging Educational Institute, 2018a). There are two additional certifications for managers: certified hospitality revenue manager (CHRM), and certified hospitality sales professional (CHSP) (American Hotel & Lodging Educational Institute, 2018a). AHLEI offers six department head certifications and two executive level certifications. The department head certifications include certified food and beverage executive (CFBE), certified hospitality facilities executive (CHFE), certified hospitality housekeeping executive (CHHE), certified hospitality trainer (CHT), certified lodging sales director (CLSD), and certified rooms division executive (CRDE) (American Hotel & Lodging Educational Institute, 2018a). The executive certifications include certified hotel administrator (CHA), and certified lodging owner (CLO) (American Hotel & Lodging Educational Institute, 2018a).

Moreo et al. (2018) found that some college programs based the curriculum from industry standards set by the certification process of the ACF, NRAEF, AHLEI, or the accreditation standards of ACPHA. Passing the certification exams is a means of assessing student learning. Moreo et al. found that the industry professionals thought graduates should have ServSafe Food Managers and ServSafe Alcohol before graduating. Deale and Schoffstall (2015) found that ServSafe was valuable for students to obtain prior to graduating. Other certifications important for recent graduates to have included certified guest service professional, and certified hospitality sales professionals (Moreo et al., 2018). Moreo et al. argued that there is value for both students and faculty in industry certifications. The students gain valuable hands on experience while faculty stay current with industry standards.

Certifications are an important aspect of the hospitality industry. Moreo et al. (2018) recommended several suggestions to the hospitality certification process. Faculty and industry could work collaboratively on the importance of certifications, aligning both education and industry competencies to certifications, and the creation of professional organization scholarships for students pursing certifications (Moreo et al., 2018). Industry-academia collaborations are important not only for the refinement of certifications but also for students understanding of the importance into the importance of certification. Additionally, faculty that are certified and maintain industry certifications display the importance of industry experience and creates additional pathways to ongoing communication with industry.

As presented in Chapter 2, the conceptual framework for this research study utilized stakeholder management theory (Freeman, 1984) and relationship management theory (Solnet et al., 2007). Stakeholder theory involves the input and opinions of all parties involved to make organization decisions (Freeman, 1984). Based on the finding of this researcher project faculty

could utilize stakeholder theory to solicit the input of hospitality industry professionals when making curriculum decisions. Relationship management theory helps to foster pathways to improved communication (Solnet et al., 2007). The findings indicated that faculty could improve communication with industry by incorporating relationship management theory into academia practice. Faculty overall had a higher positive impression of most of the concepts than industry and so faculty should review their curriculum with input from industry.

Recommendations for Future Research

This research study provides several opportunities for expansion. There are different levels of expansion for future research including motivation of industry to participate in collaboration with academia, the role of immigrant workers, wage discrepancies, and alum's involvement in curriculum development. In addition to the other levels of expansion of research that could help answer the problem of insufficient alignment of the educational resources of the hospitality industry with the current and anticipated demands for the skills and knowledge of workers in that industry, there are also methodological issues. The respondents of this quantitative survey were primarily in a senior role having more than 20 years' experience in the hospitality industry. Creating a qualitative survey with a more representative industry sample could provide a more accurate understanding of industry-academia collaboration. The qualitative survey could be jointly created by ICHRIE or a professional hospitality organization and universities. The support of a collaborative partnership to the research could potentially show added value to both practitioners and theorists.

Drawing from the researcher's personal and professional experiences, the hospitality industry is complex and diverse. The hospitality industry has segments ranging from restaurants, lodging, gaming, travel and tourism, conventions and meeting planning, to television and

blogging. A challenge of the current research project was trying to create perceptions of *one* hospitality industry. An interesting follow-up study or studies would focus on one segment of the hospitality industry. This could create a focused understanding of the various components that make up the hospitality industry. An essential aspect of stakeholder involvement theory and relationship management involves everyone in the decisions of the organization. In this case, the organizations are hospitality management programs. More focused input and industry guidance could be obtained from focusing on a smaller subset of the industry and allowing faculty to create niche certificates or degree programs that directly benefited the subsegments of the hospitality industry.

The findings noted that 67.2% of industry respondents participated in industry-academia collaboration. The motivation for industry to participate in industry-academia collaboration could be a significant follow-up study. If faculty understand industry's motivation to participate, faculty could develop better communication techniques to increase industry professional's involvement in collaboration. The researcher discussed several additional communication techniques above including becoming an active member of a professional organization, writing for industry publications in addition to academic journals, creating quarterly academic program newsletters, holding industry forums on campus, and creating industry continuing education seminars. This could ultimately lead to a more relevant curriculum that meets the needs of industry. A follow up study using a mixed methods methodology could provide insight into the motivation of industry to participate in collaborations with academia. A future study could use a similar quantitative methodology as this study with a follow up qualitative case study. The case study could involve four subsets of the sample: faculty that participated in industry-academia collaboration, faculty that did not participate in industry-academia collaboration, industry that

participated in industry-academia collaboration, and industry that did not participate in industry-academia collaboration.

As presented in Chapter 1, the hospitality industry had over 800,000 job openings in June 2017 (U.S. Bureau of Labor Statistics, 2018). Currently, there are not enough American citizens to fill all the available jobs (Ravichandran et al., 2017). Research into how the hospitality industry uses immigrant workers to fill the employment gap could provide faculty with needed resources to expand their course offerings to international students. The study of immigrant workers in the hospitality industry could be collaborative between academia and the National Restaurant Association or the American Hotel & Lodging Association. A longitudinal study on the hiring practices of the hospitality industry could provide valuable resources for academia to tailor educational offerings.

Alumni are key stakeholders in curriculum development. The perceptions of program alum on their involvement in curriculum development could be potentially beneficial to hospitality faculty. Several previous studies have sampled alumni. Dopson and Nelson (2003) surveyed alum on hospitality course content areas. Swanger and Gursoy (2010) suggested that the alumni be engaged in the curriculum development process. Milman's (2001) survey utilized four focus groups researching hospitality curriculum development, one of the focus groups was program alumni. Alumni-university relations were the highest concern of the alum group (Milman, 2001). Sisson and Adams (2013) surveyed alumni on the importance of hospitality management competencies. Lolli (2013) surveyed alumni on the importance of communication skills needed for recent graduates to be successful hospitality leaders. The above surveys provide a solid foundation for continued hospitality education research utilizing alumni. This survey could be replicated comparing the perceptions of alum, industry leaders, and faculty on

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curriculum development. A mixed methods approach could be appropriate as most alum are normally industry professionals. The qualitative portion could utilize focus groups similar to the research conducted by (Milman, 2001).

Salary is a motivating factor for employees to remain in their current position. Blomme et al. (2009) found that students expectations for salary were higher than what industry was currently paying. Research into wage discrepancies could provide insight into why students are not choosing hospitality management as a career after graduating. A study comparing the value of certifications would be beneficially to academia and industry. The study could investigate the wages of employees working similar jobs with and without certifications. The study could also, investigate if certifications help to advance an employee's career at an expedited rate compared to employees without certifications.

The findings of this research provide an understanding of industry-academia collaboration. Faculty could benefit from future research into the areas of the motivation of industry to participate in collaboration with academia, the role of immigrant workers, and wage discrepancies. This survey could be replicated with the addition of a qualitative component adding more detail to the quantitative findings.

Conclusion

A significant factor for developing and training employees for the workforce in hospitality is creating meaningful and relevant higher education programs. Industry professionals play a critical role in the development of hospitality management programs (Barron, 2008; Gursoy & Swanger, 2004, 2005; Hein & Riegel, 2012; Milman, 2001; Solnet et al., 2007; Swanger & Gursoy, 2007, 2010; Tsai et al., 2004). Stakeholder involvement theory

and relationship management theory provides the background for faculty to engage with industry professionals in the development of relevant curriculum.

The problem identified in Chapter 1, is that hospitality education is not meeting the needs of the hospitality industry. Through a review of the literature, one research question was developed for this quantitative study.

RQ1. What differences exist in the perceptions of hospitality industry professionals and hospitality management faculty/administrators on their involvement in the development and relevancy of postsecondary hospitality management programs' curriculum?

For this research's findings, it seems that faculty perceive they are doing a better job of communicating to industry than industry believe. Therefore, considering the discussed stakeholder involvement theory and relationship management theory (Freeman, 1984; Solnet et al., 2007), it appears that communication is a barrier to collaboration that needs to be solved before the continued development of relevant hospitality management curriculum. The findings for RQ1 noted that industry professionals were somewhat dissatisfied with their involvement in the curriculum development process. Industry professionals were somewhat dissatisfied with the current state of post-secondary curriculum, compared to faculty who were somewhat satisfied. The findings for RQ1 noted that faculty were somewhat satisfied with their involvement in the curriculum development process.

Collaborations between industry and academia can make significant contributions to relevant hospitality management curriculum. The hospitality industry is facing a labor pool crisis (Pearlman & Schaffer, 2013). Through an increase in communication between industry, academia, and all stakeholders a solution to the problem could be achieved. With increased communication the hospitality industry and academia working collaborativley together could

realign educational resources to meet the needs of an ever-changing industry. The realigning of educational resources could create more efficient pathways from students to employment helping to create a larger qualified workforce.

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Appendix A: Hospitality Program Mission Statements

Table 10

Hospitality Program Mission Statements

Rank	University / College	School or Department	Mission Statement
1	Purdue University	School of Hospitality and Tourism Management	The School of Hospitality and Tourism Management (HTM) is a global leader in hospitality management education. It is among the best hospitality programs in the country. Core components include experiential, theoretical, and analytical study. Two peer-reviewed studies have ranked the undergraduate program at the top. The graduate programs have also been recognized – and recently both the M.S. and Ph.D. programs were ranked first in the nation in a longitudinal study of graduate hospitality education. Our mission is to prepare managers and leaders for the challenges that lie ahead, and to identify solutions and tools to make better decisions. Endorsed by the Accreditation Commission for Programs in Hospitality Administration, HTM's program combines sound research and real-world engagement, leading to highly sought after graduates throughout the industry. [1]
2	California Polytechnic University, Pomona	The Collins School of Hospitality Management	We educate a diverse student body for leadership in the global hospitality industry through experiential and lifelong learning, and we advance the field of hospitality management through innovation, excellence in teaching, applied research, and service to our communities. [2]
3	University of Houston	The Conrad N. Hilton College of Hotel and Restaurant Management	We are the best in hospitality education and research as regarded globally by the academic and hospitality communities. We embrace and foster an environment that included community…relevancy…collaboration…multiculturalism…experiential learning…innovation…integrity...passion. [3]
4 Tie	Pennsylvania State University	School of Hotel, Restaurant and Recreation Management	The School of Hospitality Management provides outstanding leadership for a global and dynamic hospitality industry. Its programs, research, and service to the profession are at the forefront of hospitality management education, and its faculty, staff, and students bring a new level of proficiency to the hospitality industry. The School inspires all students to pursue excellence in scholarship, exhibit a strong work ethic, and become responsible and ethical hospitality leaders. [4]

[1] Mission statement retrieved from https://www.purdue.edu/hhs/htm/ (Purdue University, n.d.).
[2] Mission statement retrieved from https://www.cpp.edu/~collins/about/Vision,Mission,Values.shtml (CalPoly Pomona, n.d.).
[3] Mission statement retrieved from https://www.uh.edu/hilton-college/About/our-mission/ (University of Houston, n.d.).
[4] Mission statement retrieved from https://hhd.psu.edu/shm (Penn State College of Health and Human Development, n.d.).

Table 11 (continued)

Hospitality Program Mission Statements

Rank	University / College	School or Department	Mission Statement
4 Tie	Michigan State University	The School of Hospitality Management	to INSPIRE continuous learning by empowering present and future managers to ACQUIRE knowledge, skills, and global Hospitality Business leadership positions to CREATE knowledge by engaging in collaborative theoretical and applied research for the benefit of undergraduate and graduate students, Hospitality Businesses, and the community of hospitality management scholars to ENGAGE our Hospitality Business partners through outreach and service, and to ENHANCE global Hospitality Business economic, community, and academic development to CONTINUOUSLY IMPROVE The School's global leadership position in Hospitality Business operations, development, ownership, and management. [5]
5	University of Nevada Las Vegas	The William F. Harrah College of Hotel Administration	To fulfill our vision and achieve our top initiatives, our mission is to: Deliver resources and experiences that empower student, educator, and alumni success Engage in cutting-edge research that advances knowledge and moves industry forward Ensure our curriculum is responsive to the ever-changing needs of our constituents Be the model of exceptional service to our college, university, and community. [6]
6	Florida International University	School of Hospitality Management	The mission of the Chaplin School is to prepare leaders to design and develop the customer experiences of the future. [7]
7 Tie	University of Delaware	Department of Hotel, Restaurant, and Institutional Management	Our programs cover not only the dominant areas of hospitality operations – hotels, restaurants and events – but hospitality business analytics, sport management and healthcare management. [8]

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[5] Mission statement retrieved from https://hospitalitybusiness.broad.msu.edu/about/mission/ (Michigan State University, n.d.).
[6] Mission statement retrieved from https://www.unlv.edu/hospitality/vision (University of Nevada, n.d.)
[7] Mission statement retrieved from https://hospitality.fiu.edu/about/mission-vision-and-accreditation/ (Florida International University, n.d.).
[8] Mission statement retrieved from https://lerner.udel.edu/departments/hospitality-business-management/ (University of Delaware, n.d.).

Table 10 (continued)

Hospitality Program Mission Statements

Rank	University / College	School or Department	Mission Statement
7 Tie	University of Massachusetts-Amherst	Department of Hotel, Restaurant and Travel Administration	The Isenberg School of Management advances the reputation and mission of the University of Massachusetts' flagship campus and land grant institution by 1) Making an impact on research in management, on the teaching of management, and the practice of management by creating and sharing new knowledge, 2) Preparing students for a rapidly changing business environment by providing high quality educational programs, and 3) Supporting organizations within the Commonwealth and other constituencies through outreach activities. In fulfilling this mission, the Isenberg School follows these principles: We are committed to a diversity of backgrounds, interests and perspectives in the people we employ, the students we enroll, and the programs we offer; We provide an exceptional education and develop men and women of high integrity to be leaders in their chosen fields; We value the importance of the interdisciplinary nature of business and create programmatic offerings accordingly; We build core areas of research strength and respond to new and burgeoning areas with our research focus and program development; and We prepare our students for the marketplace through job placement support services and strong connections with alumni and corporate partners. [9]
8	Oklahoma State University	School of Hotel and Restaurant Management	Our students are provided with a strong business-focused curriculum to prepare for careers in all areas of hospitality and tourism management including event planning, lodging, food studies and beverage management. [10]
9	University of South Carolina	School of Hotel, Restaurant and Tourism Management	The College of Hospitality, Retail, & Sport Management (HRSM) will prepare future leaders and scholars in its respective fields by providing exemplary integrative and experiential academic preparation for students in a collaborative environment that promotes seminal and applied research and service projects with peer institutions, global colleagues, and industry partners. [11]
10	Florida State University	Dedman School of Hospitality	To prepare future leaders for the global hospitality industry by delivering excellence through personalized education, research and service. [12]

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[9] Mission statement retrieved from https://www.isenberg.umass.edu/about/mission-vision (UMass Amherst, n.d.).
[10] Mission statement retrieved from https://humansciences.okstate.edu/htm/# (Oklahoma State University, n.d.).
[11] Mission statement retrieved from https://sc.edu/study/colleges_schools/hrsm/about/ (University of South Carolina, n.d.).
[12] Mission statement retrieved from https://dedman.fsu.edu/about (Florida State University, n.d.).

Table 10 (continued)

Hospitality Program Mission Statements

Rank	University / College	School or Department	Mission Statement
	Cornell		The school's mission is to create and disseminate knowledge about hospitality management through teaching, research, industry relations and service. The core of this mission is Hospitality Leadership through Learning. [13]
	SIUC		The Bachelor's degree in Hospitality and Tourism Administration prepares graduates for leadership positions in the hospitality industry through foundational knowledge of hospitality operations and experiences that promote diversity, ethical responsibility, lifelong learning, and community engagement. [14]

[13] Mission statement retrieved from https://sha.cornell.edu/about/ (Cornell University, n.d.).
[14] Mission statement retrieved from http://coas.siu.edu/academics/bachelors/hospitality/hta-mission.html (Southern Illinois University, n.d.).

Industry-Academia Collaboration - For Industry (pilot survey)

Online Survey Consent Form
You are being invited to participate in a research study titled Hospitality Industry's Perception of Academia-Industry Collaboration in Curriculum Development. This study is being done by Walter Clarke Griffin a Doctoral student from Concordia University – Portland.

You were selected to participate in this study because your membership in ICHRIE or you are affiliated with an ICHRIE member institution.

The purpose of this research study is to provide hospitality management educators a clear understanding of the needs of the hospitality industry regarding competencies of graduates and to facilitate collaboration between academia and industry. If you agree to take part in this study, you will be asked to complete an online questionnaire. This questionnaire will ask about your industry background, your education level, your level of academia-industry collaboration and any barriers to collaboration, as well as hospitality management education competencies, and it will take you approximately 10 minutes to complete.

You may not directly benefit from this research; however, I hope that your participation in the study may bring an understanding of academia-industry collaboration in strengthening academic programs for tomorrows workforce.

I believe there are no known risks associated with this research study; however, as with any online related activity, the risk of a breach of confidentiality is always possible. To the best of my ability your answers in this study will remain confidential. I will minimize any risks by utilizing Qualtrics anonymizing responses function. Your survey answers will be sent to a link at Qualtrics.com where data will be stored in a password protected electronic format. Qualtrics does not collect identifying information such as your name, email address, or IP address.

Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

Your participation in this study is completely voluntary, and you can withdraw at any time. You are free to skip any question that you choose.

If you have questions about this project or if you have a research-related problem, you may contact the researcher, Walter Griffin at xxxx@xxxx.edu.

If you have any questions concerning your rights as a research subject, you may contact the Concordia University-Portland Internal Review Board Office (CU IRB) at xxxx@xxxx.edu or xxx.xxx.xxxx.

By clicking "I agree" below you are indicating that you are at least 18 years old, have read and understood this consent form and agree to participate in this research study. Please print a copy of this page for your records.

Do you consent to participate in this research project?

○ I agree

○ I disagree

Page Break ─────────────────────

Welcome to this survey on industry-academia collaboration.
Thank you for agreeing to take part in my study for a research project on hospitality industry's perceptions of hospitality management curriculum. The survey should take around 10 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality. If you have any questions please email me at xxxx@xxxx.edu

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Page Break ─────────────────────

What is your Gender?

○ Female

○ Male

○ Transgender

○ Prefer not to answer

Choose one or more races that you consider yourself to be:

☐ American Indian/Alaska Native

☐ Asian

☐ Black/African American

☐ Hispanic/Latino

☐ Native Hawaiian/Pacific Islander

☐ White/Caucasian

☐ Other

☐ Prefer not to answer

What is the highest level of school you have completed or the highest degree you have received?

○ Less than high school diploma

○ High school graduate (high school diploma or equivalent including GED)

○ Some college but no degree

○ Associate degree in college (2-year)

○ Bachelor's degree in college (4-year)

○ Master's degree

○ Doctoral degree

○ Professional degree (JD, MD)

Page Break ———————————————————————————————

Present Position: you may select more than one choice

☐ Sales/Marketing

☐ Finance/Accounting

☐ General Manager

☐ Human Resources/Training

☐ Chairman/President/CEO/CFO/COO

☐ Business Owner

☐ Food and Beverage

☐ Other Manager

☐ Retired/Unemployed

☐ Part-time

☐ Other

Page Break ───

Type of Property: you may select more than one choice

☐ Lodging

☐ Restaurant

☐ Managed Services/ Business & Industry

☐ Gaming

☐ Other

Type of Ownership

○ Company Owned

○ Independently Owned

○ Franchised

○ Other

Which of the following best describes your years of experience in your current role?

○ 1–5 years

○ 6–10 years

○ 11–15 years

○ 20 or more years

Which of the following best describes your years of total hospitality industry experience?

○ 1–5 years

○ 6–10 years

○ 11–15 years

○ 20 or more years

Do you participate in any industry-academia collaboration? For example, advisory board, research, consulting, or other industry-academic collaboration activity.

○ Yes

○ No

You mentioned that you participate in industry-academia collaboration. Which segment of higher education do you participate in the collaborative activity? You may select more than one.

☐ Two-Year: For-Profit College

☐ Two-Year: Not-For-Profit College

☐ Four-Year or higher: For-Profit College/University

☐ Four-Year or higher: Not-For-Profit College/University

How frequently do you meet for the collaboration activity?

○ Once a week

○ Once a month

○ Once every 2–3 months

○ Once a semester

○ Yearly

Page Break

Overall, do you agree or disagree that there are barriers to industry-academia collaboration?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break

You mentioned that you [*inserted here was the respondent's selection to the pervious question*] that there are barriers to industry-academia collaboration. Please rank if you agree or disagree with the following potential barriers towards industry-academia collaboration. With (5) strongly agree and (1) strongly disagree.

	(1) Strongly disagree	(2)	(3)	(4)	(5) Strongly agree
Communication	○	○	○	○	○

Project Management	○	○	○	○	○
Innovation	○	○	○	○	○
Organization dynamics	○	○	○	○	○
Organization history	○	○	○	○	○
Location	○	○	○	○	○
Trust	○	○	○	○	○
Costs	○	○	○	○	○

Page Break

In your opinion, how favorable is your input in hospitality management curriculum development?

○ Not well at all

○ Slightly well

○ Moderately well

○ Very well

○ Extremely well

Page Break

Overall, how satisfied, or dissatisfied are you with your involvement in industry-academia collaboration?

○ Extremely dissatisfied

○ Somewhat dissatisfied

○ Neither satisfied nor dissatisfied

○ Somewhat satisfied

○ Extremely satisfied

Page Break

Is the program you are affiliated with accredited?

○ Yes

○ No

○ Do not know

Page Break

Select which accreditation body your program is accredited through. You may select more than one.

☐   Accreditation Commission for Programs In Hospitality Administration (ACPHA)

☐   Accreditation Council for Collegiate Business Schools and Programs (ACBSP)

☐   American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)

☐   Association to Advance Collegiate Schools of Business (AACSB)

☐   Council on Higher Education Accreditation (CHEA)

☐   Distance Education Accrediting Commission (DEAC)

☐   Other

End of Block: Industry-Academia Collaboration

Start of Block: Hospitality Management Competencies

How important is industry experience for hospitality management faculty to have?

○ Not at all important

○ Slightly important

○ Moderately important

○ Very important

○ Extremely important

You stated that it is [*inserted here was the respondent's selection to the pervious question*] for hospitality management faculty to have industry experience. Please rank the following levels of industry experience appropriate for faculty to have prior to teaching.

	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely useful

Never worked in industry	○	○	○	○	○
Entry level (paid hourly)	○	○	○	○	○
Supervisory (paid hourly)	○	○	○	○	○
Managerial (paid salary)	○	○	○	○	○
General manager (paid salary)	○	○	○	○	○
Corporate (paid salary)	○	○	○	○	○

Page Break

Do you agree or disagree that academia is meeting the needs of the hospitality industry?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break

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Overall, how satisfied, or dissatisfied are you with the current state of post-secondary hospitality management curriculum meeting the needs of the hospitality industry?

○ Extremely dissatisfied

○ Somewhat dissatisfied

○ Neither satisfied nor dissatisfied

○ Somewhat satisfied

○ Extremely satisfied

Page Break

Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break

Based on the following hospitality management competencies. Identify how important each competency is for a recent hospitality management graduate to have. With (5) being extremely important and (1) not at all important.

	(1) Not at all important	(2)	(3)	(4)	(5) Extremely important

Business Law	○	○	○	○	○
Computer/Information Technology	○	○	○	○	○
Convention and Meeting Planning	○	○	○	○	○
Entrepreneurship	○	○	○	○	○
Ethics	○	○	○	○	○
Finance	○	○	○	○	○
Food and Beverage Management	○	○	○	○	○
Food Safety and Sanitation	○	○	○	○	○
Foodservice Operations and Controls	○	○	○	○	○
Foreign Language	○	○	○	○	○
Hospitality Management and Organization	○	○	○	○	○
Hospitality Marketing Strategy	○	○	○	○	○
Hospitality Operations Analysis	○	○	○	○	○
Human Resource Management	○	○	○	○	○
Innovation and Product Development	○	○	○	○	○
International Tourism	○	○	○	○	○

Internships/industry experience	○	○	○	○	○
Introduction to Management Theory	○	○	○	○	○
Leadership	○	○	○	○	○
Lodging Operations	○	○	○	○	○
Meeting Planning/Convention Management	○	○	○	○	○
Overview of the Hospitality Industry	○	○	○	○	○
Preparation for Industry Employment	○	○	○	○	○
Principles of Marketing	○	○	○	○	○
Public Relations	○	○	○	○	○
Real Estate/Property Development	○	○	○	○	○
Revenue/Asset Management	○	○	○	○	○
Sales/Sales Management	○	○	○	○	○
Service Management	○	○	○	○	○
Statistics for Management Decision Making	○	○	○	○	○
Strategic Management	○	○	○	○	○
Study Abroad	○	○	○	○	○

| | Wine and Specialty Beverage Service / Production | ○ | ○ | ○ | ○ | ○ |

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Page Break

Based on the following hospitality management competencies, as identified by the Accreditation Commission for Programs in Hospitality Management. Identify how important each competency is for a recent hospitality management graduate to have. With (5) being extremely important and (1) not at all important.

	(1) Not at all important	(2)	(3)	(4)	(5) Extremely important
Overview of the Hospitality Industry and the Profession	○	○	○	○	○
The Operations Relative to Lodging Management	○	○	○	○	○
The Operations Relative to Food Service Management	○	○	○	○	○
Human Resources	○	○	○	○	○
The Marketing of Goods and Services	○	○	○	○	○
Accounting Procedures/Practices	○	○	○	○	○
The Legal Environment	○	○	○	○	○
The Economic Environment	○	○	○	○	○
Management Information Systems	○	○	○	○	○

Organizational Theory and Foundations of Management	◯	◯	◯	◯	◯
Exposure to Critical Thinking Skills	◯	◯	◯	◯	◯
Facility Operations Maintenance and Management	◯	◯	◯	◯	◯
Financial Management	◯	◯	◯	◯	◯
Ethical Considerations and Socio-Political Influences Affecting Organizations	◯	◯	◯	◯	◯
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to the Diverse Segments of the Industry	◯	◯	◯	◯	◯
Strategic Management	◯	◯	◯	◯	◯
Leadership Theory	◯	◯	◯	◯	◯
Provision for an Evaluative Culminating Experience	◯	◯	◯	◯	◯

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You may not directly benefit from this research; however, I hope that your participation in the study may bring an understanding of academia-industry collaboration in strengthening academic programs for tomorrows workforce.

I believe there are no known risks associated with this research study; however, as with any online related activity, the risk of a breach of confidentiality is always possible. To the best of my ability your answers in this study will remain confidential. I will minimize any risks by utilizing Qualtrics anonymizing responses function. Your survey answers will be sent to a link at Qualtrics.com where data will be stored in a password protected electronic format. Qualtrics does not collect identifying information such as your name, email address, or IP address.

Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

Your participation in this study is completely voluntary and you can withdraw at any time. You are free to skip any question that you choose.

If you have questions about this project or if you have a research-related problem, you may contact the researcher, Walter Griffin at xxxx@xxxx.edu.

If you have any questions concerning your rights as a research subject, you may contact the Concordia University – Portland Internal Review Board Office (CU IRB) at xxxx@xxxx.edu or xxx.xxx.xxxx.   By clicking "I agree" below you are indicating that you are at least 18 years old, have read and understood this consent form and agree to participate in this research study. Please print a copy of this page for your records.

Do you consent to participate in this research project?

○ I agree

○ I disagree

Page Break ───

Welcome to this survey on industry-academia collaboration.
Thank you for agreeing to take part in my study for a research project on hospitality industry's perceptions of hospitality management curriculum. The survey should take around 10 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality. If you have any questions please email me at xxxxx@xxxx.edu .

Page Break ───

What is your Gender?

○ Female

○ Male

○ Transgender

○ Prefer not to answer

Choose one or more races that you consider yourself to be:

☐ American Indian/Alaska Native

☐ Asian

☐ Black/African American

☐ Hispanic/Latino

☐ Native Hawaiian/Pacific Islander

☐ White/Caucasian

☐ Other

☐ Prefer not to answer

What is the highest level of school you have completed or the highest degree you have received?

○ Less than high school diploma

○ High school graduate (high school diploma or equivalent including GED)

○ Some college but no degree

○ Associate degree in college (2-year)

○ Bachelor's degree in college (4-year)

○ Master's degree

○ Doctoral degree

○ Professional degree (JD, MD)

Page Break

What type of college or university are you employed at?

○ Two-Year: For-Profit College

○ Two-Year: Not-For-Profit College

○ Four-Year or higher: For-Profit College/University

○ Four-Year or higher: Not-For-Profit College/University

Page Break

Academic Rank

○ Professor

○ Associate Professor

○ Assistant Professor

○ Instructor

○ Lecturer

○ Part-time/ Adjunct

○ Staff/Civil Services Employee

Page Break ————————————————————————————————————

Academic Rank: Choose one or more the describes your current status.

☐ Tenure or Tenure Track

☐ Non-Tenure

☐ Other

☐ Chair

☐ Dean or other Administrator

☐ Staff/Civil Services Employee

Page Break ————————————————————————————————————

Which of the following best describes your years of experience in your current role?

○ 1–5 years

○ 6–10 years

○ 11–15 years

○ 20 or more years

Which of the following best describes your total years of employment in education?

○ 1–5 years

○ 6–10 years

○ 11–15 years

○ 20 or more years

Which of the following best describes your total years of experience in the hospitality industry not including education?

○ 1–5 years

○ 6–10 years

○ 11–15 years

○ 20 or more years

○ No experience working in hospitality industry

End of Block: SURVEY INSTRUCTION

Do you participate in any industry-academia collaboration? For example, advisory board, research, consulting, or other industry-academic collaboration activity.

○ Yes

○ No

Page Break ───────────────────────────────────────

You mentioned that you participate in industry-academia collaboration. Which segment of higher education do you participate in the collaborative activity? You may select more than one.

☐ Two-Year: For-Profit College

☐ Two-Year: Not-For-Profit College

☐ Four-Year or higher: For-Profit College/University

☐ Four-Year or higher: Not-For-Profit College/University

Page Break ───────────────────────────────────────

How frequently do you meet for the collaboration activity?

○ Once a week

○ Once a month

○ Once every 2–3 months

○ Once a semester

○ Yearly

Overall, do you agree or disagree that there are barriers to industry-academia collaboration?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

You mentioned that you [*inserted here was the respondent's selection to the pervious question*] that there are barriers to industry-academia collaboration. Please rank if you agree or disagree with the following potential barriers towards industry-academia collaboration. With (5) strongly agree and (1) strongly disagree.

	(1) Strongly disagree	(2)	(3)	(4)	(5) Strongly agree
Communication	○	○	○	○	○
Project Management	○	○	○	○	○
Innovation	○	○	○	○	○
Organization dynamics	○	○	○	○	○
Organization history	○	○	○	○	○
Location	○	○	○	○	○

Trust	○	○	○	○	○
Costs	○	○	○	○	○

In your opinion, how favorable is your input in hospitality management curriculum development?

○ Not well at all

○ Slightly well

○ Moderately well

○ Very well

○ Extremely well

Overall, how satisfied or dissatisfied are you with your involvement in industry-academia collaboration?

○ Extremely dissatisfied

○ Somewhat dissatisfied

○ Neither satisfied nor dissatisfied

○ Somewhat satisfied

○ Extremely satisfied

Is the program you are affiliated with accredited?

○ Yes

○ No

○ Do not know

Select which accreditation body your program is accredited through. You may select more than one.

☐ Accreditation Commission for Programs In Hospitality Administration (ACPHA)

☐ Accreditation Council for Collegiate Business Schools and Programs (ACBSP)

☐ American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)

☐ Association to Advance Collegiate Schools of Business (AACSB)

☐ Council on Higher Education Accreditation (CHEA)

☐ Distance Education Accrediting Commission (DEAC)

☐ Other

End of Block: Industry-Academia Collaboration

Start of Block: Hospitality Management Competencies

How important is industry experience for hospitality management faculty to have?

○ Not at all important

○ Slightly important

○ Moderately important

○ Very important

○ Extremely important

You stated that it is [*inserted here was the respondent's selection to the pervious question*] for hospitality management faculty to have industry experience. Please rank the following levels of industry experience appropriate for faculty to have prior to teaching.

	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely useful
Never worked in industry	○	○	○	○	○
Entry level (paid hourly)	○	○	○	○	○
Supervisory (paid hourly)	○	○	○	○	○
Managerial (paid salary)	○	○	○	○	○
General manager (paid salary)	○	○	○	○	○
Corporate (paid salary)	○	○	○	○	○

Page Break

Do you agree or disagree that academia is meeting the needs of the hospitality industry?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break

Overall, how satisfied or dissatisfied are you with the current state of post-secondary hospitality management curriculum meeting the needs of the hospitality industry?

○ Extremely dissatisfied

○ Somewhat dissatisfied

○ Neither satisfied nor dissatisfied

○ Somewhat satisfied

○ Extremely satisfied

Page Break

Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break ────────────────────────────────

Based on the following hospitality management competencies. Identify how important each competency is for a recent hospitality management graduate to have. With (5) being extremely important and (1) not at all important.

	(1) Not at all important	(2)	(3)	(4)	(5) Extremely important
Business Law	○	○	○	○	○
Computer/Information Technology	○	○	○	○	○
Convention and Meeting Planning	○	○	○	○	○
Entrepreneurship	○	○	○	○	○
Ethics	○	○	○	○	○
Finance	○	○	○	○	○
Food and Beverage Management	○	○	○	○	○

Food Safety and Sanitation	○	○	○	○	○
Foodservice Operations and Controls	○	○	○	○	○
Foreign Language	○	○	○	○	○
Hospitality Management and Organization	○	○	○	○	○
Hospitality Marketing Strategy	○	○	○	○	○
Hospitality Operations Analysis	○	○	○	○	○
Human Resource Management	○	○	○	○	○
Innovation and Product Development	○	○	○	○	○
International Tourism	○	○	○	○	○
Internships/industry experience	○	○	○	○	○
Introduction to Management Theory	○	○	○	○	○
Leadership	○	○	○	○	○
Lodging Operations	○	○	○	○	○
Meeting Planning/Convention Management	○	○	○	○	○
Overview of the Hospitality Industry	○	○	○	○	○
Preparation for Industry Employment	○	○	○	○	○

Principles of Marketing	○	○	○	○	○
Public Relations	○	○	○	○	○
Real Estate/Property Development	○	○	○	○	○
Revenue/Asset Management	○	○	○	○	○
Sales/Sales Management	○	○	○	○	○
Service Management	○	○	○	○	○
Statistics for Management Decision Making	○	○	○	○	○
Strategic Management	○	○	○	○	○
Study Abroad	○	○	○	○	○
Wine and Specialty Beverage Service / Production	○	○	○	○	○

Page Break

Based on the following hospitality management competencies, as identified by the Accreditation Commission for Programs in Hospitality Management. Identify how important each competency is for a recent hospitality management graduate to have. With (5) being extremely important and (1) not at all important.

	(1) Not at all important	(2)	(3)	(4)	(5)
Overview of the Hospitality Industry and the Profession	○	○	○	○	○

The Operations Relative to Lodging Management	○	○	○	○	○
The Operations Relative to Food Service Management	○	○	○	○	○
Human Resources	○	○	○	○	○
The Marketing of Goods and Services	○	○	○	○	○
Accounting Procedures/Practices	○	○	○	○	○
The Legal Environment	○	○	○	○	○
The Economic Environment	○	○	○	○	○
Management Information Systems	○	○	○	○	○
Organizational Theory and Foundations of Management	○	○	○	○	○
Exposure to Critical Thinking Skills	○	○	○	○	○
Facility Operations Maintenance and Management	○	○	○	○	○
Financial Management	○	○	○	○	○
Ethical Considerations and Socio-Political Influences Affecting Organizations	○	○	○	○	○
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to	○	○	○	○	○

the Diverse Segments of the Industry					
Strategic Management	○	○	○	○	○
Leadership Theory	○	○	○	○	○
Provision for an Evaluative Culminating Experience	○	○	○	○	○

Appendix C: Pilot Survey Email Request to Participate

To: SIU HTA-Advisory Board

From: noreply@qemailserver.com   Walter Griffin   Reply-To Email: xxxx@xxxx.com

May 25, 2018 8:26 AM MDT

Subject: Invitation to Participate in Pilot Survey

Message:

I am contacting you to ask for your participation in a pilot survey that assesses hospitality industry perceptions of curriculum development, as part of my program of research. Your contact information was obtained through ICHRIE membership database or, you are affiliated with an ICHRIE program. You are being contacted because you potentially represent the population of interest.

Your responses to this pilot survey are very important and will help develop a survey to better understand of industry-academia collaboration. This pilot survey should take between 10-15 minutes to complete.

Follow this link to the Survey:

${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Your participation in this pilot survey is voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses in any of the reports of the data. If you have any questions, please contact **Walter Griffin** at xxxx@xxxx.edu.

I appreciate your time and consideration in completing the survey. It is only with the help of individuals like you that relevant hospitality management curriculum can be developed.

Thank you
Walter Clarke Griffin

To: SIU HTA-Faculty

From: noreply@qemailserver.com   Walter Griffin   Reply-To Email: xxxx@xxxx.com

May 25, 2018 8:28 AM MDT

Subject: Invitation to Participate in Pilot Survey

Message:

I am contacting you to ask for your participation in a pilot survey that assesses hospitality industry perceptions of curriculum development, as part of my program of research. Your contact information was obtained through ICHRIE membership database or, you are affiliated with an ICHRIE program. You are being contacted because you potentially represent the population of interest.

Your responses to this pilot survey are very important and will help develop a survey to better understand of industry-academia collaboration. This pilot survey should take between 10-15 minutes to complete.

Follow this link to the Survey:

${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
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Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Your participation in this pilot survey is voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses in any of the reports of the data. If you have any questions, please contact **Walter Griffin** at xxxx@xxxx.edu.

I appreciate your time and consideration in completing the survey. It is only with the help of individuals like you that relevant hospitality management curriculum can be developed.

Thank you
Walter Clarke Griffin

To: SIU HTA-Advisory Board

From: noreply@qemailserver.com   Walter Griffin   Reply-To Email: xxxx@xxxx.com

June 1, 2018 8:33 AM MDT

Subject: Invitation to Participate in Pilot Survey

Message:

I recently sent you an e-mail asking you to respond to a survey that assesses hospitality industry perceptions of curriculum development.

Your responses to this pilot survey are very important and will help develop a survey to better understand of industry-academia collaboration. This pilot survey should take between 10-15 minutes to complete.

Follow this link to the Survey:

${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Your participation in this pilot survey is voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses in any of the reports of the data. If you have any questions, please contact **Walter Griffin** at xxxx@xxxx.edu

I appreciate your time and consideration in completing the survey. It is only with the help of individuals like you that relevant hospitality management curriculum can be developed.

Thank you
Walter Clarke Griffin

To: SIU HTA-Faculty

From: noreply@qemailserver.com   Walter Griffin   Reply-To Email: xxxx@xxxx.com

June 1, 2018 8:33 AM MDT

Subject: Invitation to Participate in Pilot Survey

Message:

I recently sent you an e-mail asking you to respond to a survey that assesses hospitality industry perceptions of curriculum development.

Your responses to this pilot survey are very important and will help develop a survey to better understand of industry-academia collaboration. This pilot survey should take between 10-15 minutes to complete.

Follow this link to the Survey:

${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Your participation in this pilot survey is voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses in any of the reports of the data. If you have any questions, please contact **Walter Griffin** at xxxx@xxxx.edu

I appreciate your time and consideration in completing the survey. It is only with the help of individuals like you that relevant hospitality management curriculum can be developed.

Thank you
Walter Clarke Griffin

Pilot Survey Feedback

This marks the end of the pilot survey. The next page will ask you questions on the pilot survey. Please provide detailed feedback to help improve the survey.

Welcome to the feedback portion of the pilot survey on industry-academia collaboration. Thank you for agreeing to take part in my pilot survey for a research project on hospitality industry's perceptions of hospitality management curriculum. The survey should take a few minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality. If you have any questions please email me at xxxx@xxxx.edu.

Please select your participation role in the pilot survey.

○ Hospitality Industry Professional

○ Hospitality Management Faculty

How long did it take you to complete the survey?

_____

What is your opinion of the length of the survey?

○ About right

○ Too Short

○ Too long

What is your opinion of the clarity of the questions?

○ Not very clear

○ Average clarity

○ Good clarity

○ Excellent clarity

What is your opinion of the structure and format of the survey?

○ Extremely poor

○ Somewhat poor

○ Neither good nor poor

○ Somewhat good

○ Extremely good

Does the survey omit any issues you consider to be important to study hospitality industry's perceptions of hospitality management curriculum?

○ Yes

○ No

If "YES" provide details

_____

Did you have any difficulties completing the survey?

○ Yes

○ No

If "YES" provide details

_____

Do you have any suggestions for improving this survey?

○ Yes

○ No

If "YES" provide details

_____

Industry-Academia Collaboration

CONSENT FOR ANONYMOUS SURVEY (click consent)

You are being invited to participate in a research study titled **Hospitality Industry's Perception of Industry-Academia Collaboration in Curriculum Development**. This study is being done by **Walter Clarke Griffin** a Doctoral student from Concordia University – Portland. You were selected to participate in this study because you potentially represent the population of interest.

The purpose of this research study is to provide hospitality management educators a clear understanding of the needs of the hospitality industry in terms of competencies of graduates and to facilitate a collaboration between academia and industry. If you agree to take part in this study, you will be asked to complete an online questionnaire. This questionnaire will ask about your industry background, your education level, your level of industry-academia collaboration and any barriers to collaboration, as well as hospitality management education competencies, and it will take you approximately 10 minutes to complete.

You may not directly benefit from this research; however, I hope that your participation in the study may bring an understanding of academia-industry collaboration in strengthening academic programs for tomorrows workforce.

I believe there are no known risks associated with this research study; however, as with any online related activity, the risk of a breach of confidentiality is always possible. To the best of my ability your answers in this study will remain confidential. I will minimize any risks by utilizing Qualtrics anonymizing responses function. Your survey answers will be sent to a link at Qualtrics.com where data will be stored in a password protected electronic format. Qualtrics does not collect identifying information such as your name, email address, or IP address. Therefore, **your responses will remain anonymous**. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

Your participation in this study is completely voluntary and you can withdraw at any time. You are free to skip any question that you choose.

If you have questions about this project or if you have a research-related problem, you may contact the researcher, Walter Griffin at xxxx@xxxx.edu.   If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, xxxxx (email xxxx@xxxx.edu or call xxx-xxx-xxxx).

By clicking "I agree" below you are indicating that you are at least 18 years old, have read and understood this consent form and agree to participate in this research study. Please print a copy of this page for your records.

Click the button below to consent to take this survey.

Do you consent to participate in this research project?

◯ I agree

◯ I disagree

Page Break ——————————————————————————

Welcome to this survey on industry-academia collaboration.
Thank you for agreeing to take part in my study for a research project on hospitality industry's perceptions of hospitality management curriculum. The survey should take around 10 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality. If you have any questions please email me at xxxx@xxxx.edu.

Page Break ——————————————————————————

What is your Gender?

◯ Female

◯ Male

◯ Transgender

◯ Prefer not to answer

Choose one or more races that you consider yourself to be:

☐ American Indian/Alaska Native

☐ Asian

☐ Black/African American

☐ Hispanic/Latino

☐ Native Hawaiian/Pacific Islander

☐ White/Caucasian

☐ Other

☐ Prefer not to answer

Page Break ————————————————————————————

What is the highest level of school you have completed or the highest degree you have received?

○ Less than high school diploma

○ High school graduate (high school diploma or equivalent including GED)

○ Some college but no degree

○ Associate degree in college (2-year)

○ Bachelor's degree in college (4-year)

○ Master's degree

○ Doctoral degree

○ Professional degree (JD, MD)

Page Break ————————————————————————————

Please select your primary role in the Hospitality Industry.

○ Industry Professional

○ Faculty

Page Break ————————————————————————————————

⤭

Present Position: you may select more than one choice

☐ Sales/Marketing

☐ Finance/Accounting

☐ General Manager

☐ Human Resources/Training

☐ Chairman/President/CEO/CFO/COO

☐ Business Owner

☐ Food and Beverage

☐ Other Manager

☐ Retired/Unemployed

☐ Part-time

☐ Other

Page Break ————————————————————————————————

Type of Property: you may select more than one choice

☐ Lodging

☐ Restaurant

☐ Managed Services/ Business & Industry

☐ Gaming

☐ Other

Page Break ——————————————————————————————————

Type of Ownership

○ Company Owned

○ Independently Owned

○ Franchised

○ Other

Page Break ——————————————————————————————————

What type of college or university are you employed at?

○ Two-Year: For-Profit College

○ Two-Year: Not-For-Profit College

○ Four-Year or higher: For-Profit College/University

○ Four-Year or higher: Not-For-Profit College/University

Academic Rank

◯ Professor

◯ Associate Professor

◯ Assistant Professor

◯ Instructor

◯ Lecturer

◯ Part-time/ Adjunct

◯ Staff/Civil Services Employee

Academic Rank: Choose one or more the describes your current status.

□ Tenure or Tenure Track

□ Non-Tenure

□ Other

□ Chair

□ Dean or other Administrator

□ Staff/Civil Services Employee

Page Break

Which of the following best describes your years of experience in your current role?

○ 1–5 years

○ 6–10 years

○ 11–15 years

○ 20 or more years

Which of the following best describes your years of total hospitality industry experience?

○ 1–5 years

○ 6–10 years

○ 11–15 years

○ 20 or more years

End of Block: SURVEY INSTRUCTION

Start of Block: Industry-Academia Collaboration

Do you participate in any industry-academia collaboration? For example, advisory board, research, consulting, or other industry-academic collaboration activity.

○ Yes

○ No

Which segment of higher education do you participate in the collaborative activity? You may select more than one.

☐ Two-Year: For-Profit College

☐ Two-Year: Not-For-Profit College

☐ Four-Year or higher: For-Profit College/University

☐ Four-Year or higher: Not-For-Profit College/University

☐ NA

Page Break

How frequently do you meet for the collaboration activity?

○ Once a week

○ Once a month

○ Once every 2–3 months

○ Once a semester

○ Yearly

○ NA

Page Break

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Overall, do you agree or disagree that there are barriers to industry-academia collaboration?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break ─────────────────────────────────────

You mentioned that you [*inserted here was the respondent's selection to the pervious question*] that there are barriers to industry-academia collaboration. Please rank if you agree or disagree with the following potential barriers towards industry-academia collaboration. With (5) strongly agree and (1) strongly disagree.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Communication	○	○	○	○	○
Project Management	○	○	○	○	○
Innovation	○	○	○	○	○
Organization dynamics	○	○	○	○	○
Organization history	○	○	○	○	○
Location	○	○	○	○	○
Trust	○	○	○	○	○
Costs	○	○	○	○	○

In your opinion, how favorable is your input in hospitality management curriculum development?

◯ Not well at all

◯ Slightly well

◯ Moderately well

◯ Very well

◯ Extremely well

Overall, how satisfied or dissatisfied are you with your involvement in industry-academia collaboration?

◯ Extremely dissatisfied

◯ Somewhat dissatisfied

◯ Neither satisfied nor dissatisfied

◯ Somewhat satisfied

◯ Extremely satisfied

End of Block: Industry-Academia Collaboration

Start of Block: Hospitality Management Competencies

How important is industry experience for hospitality management faculty to have?

○ Not at all important

○ Slightly important

○ Moderately important

○ Very important

○ Extremely important

You stated that it is [*inserted here was the respondent's selection to the pervious question*] for hospitality management faculty to have industry experience. Please rank the following levels of industry experience appropriate for faculty to have prior to teaching.

	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely useful
Never worked in industry	○	○	○	○	○
Entry level (paid hourly)	○	○	○	○	○
Supervisory (paid hourly)	○	○	○	○	○
Managerial (paid salary)	○	○	○	○	○
General manager (paid salary)	○	○	○	○	○
Corporate (paid salary)	○	○	○	○	○

Page Break

Do you agree or disagree that academia is meeting the needs of the hospitality industry?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break

Overall, how satisfied or dissatisfied are you with the current state of post-secondary hospitality management curriculum meeting the needs of the hospitality industry?

○ Extremely dissatisfied

○ Somewhat dissatisfied

○ Neither satisfied nor dissatisfied

○ Somewhat satisfied

○ Extremely satisfied

Page Break

Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry?

○ Strongly disagree

○ Somewhat disagree

○ Neither agree nor disagree

○ Somewhat agree

○ Strongly agree

Page Break ─────────────────────────────────

Based on the following hospitality management competencies. Identify how important each competency is for a recent hospitality management graduate to have. With (5) being extremely important and (1) not at all important.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Business Law	○	○	○	○	○
Computer/Information Technology	○	○	○	○	○
Convention and Meeting Planning	○	○	○	○	○
Entrepreneurship	○	○	○	○	○
Ethics	○	○	○	○	○
Finance	○	○	○	○	○
Food and Beverage Management	○	○	○	○	○
Food Safety and Sanitation	○	○	○	○	○

Foodservice Operations and Controls	○	○	○	○	○
Foreign Language	○	○	○	○	○
Hospitality Management and Organization	○	○	○	○	○
Hospitality Marketing Strategy	○	○	○	○	○
Hospitality Operations Analysis	○	○	○	○	○
Human Resource Management	○	○	○	○	○
Innovation and Product Development	○	○	○	○	○
International Tourism	○	○	○	○	○
Internships/industry experience	○	○	○	○	○
Introduction to Management Theory	○	○	○	○	○
Leadership	○	○	○	○	○
Lodging Operations	○	○	○	○	○
Meeting Planning/Convention Management	○	○	○	○	○
Overview of the Hospitality Industry	○	○	○	○	○
Preparation for Industry Employment	○	○	○	○	○
Principles of Marketing	○	○	○	○	○

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Public Relations	○	○	○	○	○
Real Estate/Property Development	○	○	○	○	○
Revenue/Asset Management	○	○	○	○	○
Sales/Sales Management	○	○	○	○	○
Service Management	○	○	○	○	○
Statistics for Management Decision Making	○	○	○	○	○
Strategic Management	○	○	○	○	○
Study Abroad	○	○	○	○	○
Wine and Specialty Beverage Service / Production	○	○	○	○	○

Page Break

Based on the following hospitality management competencies, as identified by the Accreditation Commission for Programs in Hospitality Management. Identify how important each competency is for a recent hospitality management graduate to have. With (5) being extremely important and (1) not at all important.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Overview of the Hospitality Industry and the Profession	○	○	○	○	○
The Operations Relative to Lodging Management	○	○	○	○	○

The Operations Relative to Food Service Management	○	○	○	○	○
Human Resources	○	○	○	○	○
The Marketing of Goods and Services	○	○	○	○	○
Accounting Procedures/Practices	○	○	○	○	○
The Legal Environment	○	○	○	○	○
The Economic Environment	○	○	○	○	○
Management Information Systems	○	○	○	○	○
Organizational Theory and Foundations of Management	○	○	○	○	○
Exposure to Critical Thinking Skills	○	○	○	○	○
Facility Operations Maintenance and Management	○	○	○	○	○
Financial Management	○	○	○	○	○
Ethical Considerations and Socio-Political Influences Affecting Organizations	○	○	○	○	○
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to the Diverse Segments of the Industry	○	○	○	○	○

Strategic Management	○	○	○	○	○
Leadership Theory	○	○	○	○	○
Provision for an Evaluative Culminating Experience	○	○	○	○	○

End of Block: Hospitality Management Competencies

Appendix F: Professional Hospitality Associations

Table 12

Professional Hospitality Associations

Association
Kansas Restaurant and Hospitality Association
Illinois Restaurant Association
Illinois Hotel and Lodging Association
Missouri Restaurant Association
Missouri Hotel and Lodging Association
Wisconsin Restaurant Association
Wisconsin Hotel and Lodging Association
Iowa Restaurant Association
Iowa Lodging Association
Minnesota Restaurant Association
Minnesota Lodging Association
Nebraska Restaurant Association
Nebraska Hotel and Lodging Association
Kentucky Restaurant Association
Kentucky Travel Industry Association
Indiana Restaurant and Lodging Association
Michigan Restaurant Association
Ohio Hotel and Lodging Association
Alabama Hospitality Association
Arkansas Hospitality Association
Colorado Hotel and Lodging Association
Colorado Restaurant Association
Delaware Hotel and Lodging Association
Florida Restaurant and Lodging Association
Georgia Hotel and Lodging Association
Hotel Association of Washington, D.C.
Maine Inn keeps Association
Mississippi Hotel and Lodging Association
Montana Lodging and Hospitality Association
New Hampshire Longlining and Restaurant Association
New Jersey Hotel and Lodging Association
New Mexico Hospitality Association
New York State Hospitality and Tourism Association
North Carolina Restaurant and Lodging Association
Oklahoma Hotel and Lodging Association
Oregon Restaurant and Lodging Association
Pennsylvania Restaurant and Lodging Association

Table 11 (continued)

Professional Hospitality Associations

Association
Rhode Island Hospitality Association
South Carolina Restaurant and Lodging Association
Tennessee Hospitality and Tourism Association
Utah Hotel and Lodging Association
Virginia Restaurant, Lodging and Travel Association
Washington Hospitality Association
West Virginia Hospitality and Travel Association
Wyoming Lodging and Restaurant Association

Appendix G: Sample Profile

Table 12

Sample Profile (N = 264)

Characteristic	%
Current Position	
Industry Professional	46.2
Faculty	53.8
Gender	
Female	39.8
Male	59.5
Prefer not to answer	0.8
Ethnic/Racial Background	
American Indian/Alaska Native	1.5
Asian	5.9
Black/African American	7.0
Hispanic/Latino	3.3
White/Caucasian	79.1
Other	1.8
Prefer not to answer	1.5
Education	
High school graduate (high school diploma or equivalent including GED)	1.5
Some college but no degree	6.1
Associate degree in college (2-year)	8.7
Bachelor's degree in college (4-year)	25.8
Master's degree	24.6
Doctoral degree	30.7
Professional degree (JD, MD)	1.5
Years of Experience in Current Role	
1–5 years	21.6
6–10 years	15.5
11–15 years	19.3
20 or more years	40.5
Total Years of Hospitality Experience	
1–5 years	7.2
6–10 years	10.2
11–15 years	17.4
20 or more years	62.5
Participation in Industry-Academia Collaboration	
Yes	78.4
No	18.6

Table 13

Industry Sample Profile (n = 122)

Characteristic	%
Gender	
Female	33.6
Male	66.4
Ethnic/Racial Background	
American Indian/Alaska Native	1.6
Asian	1.6
Black/African American	5.6
Hispanic/Latino	4.0
White/Caucasian	85.6
Other	0.8
Education	
High school graduate (high school diploma or equivalent including GED)	2.5
Some college but no degree	13.1
Associate degree in college (2-year)	14.8
Bachelor's degree in college (4-year)	46.7
Master's degree	18.9
Doctoral degree	1.6
Professional degree (JD, MD)	0.8
Type of Industry Position	
Sales/Marketing	17.2
Finance/Accounting	4.4
General Manager	7.8
Human Resources/Training	3.4
Chairman/President/CEO/CFO/COO	9.8
Business Owner	14.2
Food and Beverage	18.6
Other Manager	7.4
Retired/Unemployed	2.0
Part-time	0.5
Other	17.7
Type of Industry Property	
Lodging	18.0
Restaurant	20.5
Managed Services/ Business & Industry	23.0
Gaming	1.9
Other	36.6
Years of Experience in Current Role	
1–5 years	23.0
6–10 years	15.6
11–15 years	17.2
20 or more years	40.2
Total Years of Hospitality Experience	

Table 13 (continued)

Industry Sample Profile (n = 122)

Characteristic	%
1–5 years	4.1
6–10 years	4.9
11–15 years	13.9
20 or more years	73.0
Participation in Industry-Academia Collaboration	
Yes	67.2
No	27.9

Table 14

Faculty Sample Profile (n = 142)

Characteristic	%
Gender	
Female	45.1
Male	53.5
Ethnic/Racial Background	
American Indian/Alaska Native	1.4
Asian	9.5
Black/African American	8.1
Hispanic/Latino	2.7
White/Caucasian	73.6
Other	2.7
Education	
High school graduate (high school diploma or equivalent including GED)	0.7
Some college but no degree	0.0
Associate degree in college (2-year)	3.5
Bachelor's degree in college (4-year)	7.7
Master's degree	29.6
Doctoral degree	55.6
Professional degree (JD, MD)	2.1
Current Employment in Segments of Higher Education	
Two-Year: For-Profit College	2.1
Two-Year: Not-For-Profit College	19.7
Four-Year or higher: For-Profit College/University	10.6
Four-Year or higher: Not-For-Profit College/University	62.7
Academic Rank	
Professor	35.9
Associate Professor	19.0
Assistant Professor	21.1
Instructor	9.9
Lecturer	4.9
Part-time/ Adjunct	4.2
Staff/Civil Services Employee	21.0
Missing Value	2.8
Academic Status	
Tenure or Tenure Track	48.3
Non-Tenure	18.5
Other	6.0
Chair	11.3
Dean or other Administrator	14.6
Staff/Civil Services Employee	1.3
Years of Experience in Current Role	
1–5 years	20.4
6–10 years	15.5
11–15 years	21.1
20 or more years	40.8

Table 14 (continued)

Faculty Sample Profile (n = 142)

Characteristic	%
Missing Value	2.1
Total Years of Hospitality Experience	
1–5 years	9.9
6–10 years	14.8
11–15 years	20.4
20 or more years	53.5
Participation in Industry-Academia Collaboration	
Yes	88.0
No	10.6

Table 15

Tests of Normality: Barriers to Industry-Academia Collaboration

Barrier to industry-academia collaboration	Role in Hospitality Industry	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Communication	Industry Professional	0.312	99	.000	0.846	99	.000	*
	Faculty	0.261	117	.000	0.876	117	.000	*
Project Management	Industry Professional	0.219	99	.000	0.875	99	.000	*
	Faculty	0.210	117	.000	0.903	117	.000	*
Innovation	Industry Professional	0.190	99	.000	0.910	99	.000	*
	Faculty	0.237	117	.000	0.890	117	.000	*
Organization dynamics	Industry Professional	0.273	99	.000	0.861	99	.000	*
	Faculty	0.315	117	.000	0.847	117	.000	*
Organization history	Industry Professional	0.244	99	.000	0.865	99	.000	*
	Faculty	0.219	117	.000	0.893	117	.000	*
Location	Industry Professional	0.224	99	.000	0.898	99	.000	*
	Faculty	0.216	117	.000	0.904	117	.000	*
Trust	Industry Professional	0.189	99	.000	0.914	99	.000	*
	Faculty	0.171	117	.000	0.914	117	.000	*

Table 15 (continued)

Tests of Normality: Barriers to Industry-Academia Collaboration

Barrier to industry-academia collaboration	Role in Hospitality Industry	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Costs	Industry Professional	0.187	99	.000	0.903	99	.000	*
	Faculty	0.205	117	.000	0.875	117	.000	*

a Lilliefors Significance Correction

* significant as $p < .05$.

Table 16

Tests of Normality: Hospitality Management Competencies

Hospitality Management Competency	Role in the Hospitality Industry	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**	
Business Law	Industry Professional	0.216	95	.000	0.899	95	.000	*
	Faculty	0.240	121	.000	0.886	121	.000	*
Computer/Information Technology	Industry Professional	0.303	95	.000	0.815	95	.000	*
	Faculty	0.231	121	.000	0.819	121	.000	*
Convention and Meeting Planning	Industry Professional	0.202	95	.000	0.889	95	.000	*
	Faculty	0.269	121	.000	0.876	121	.000	*

Table 16 (continued)

Tests of Normality: Hospitality Management Competencies

Hospitality Management Competency	Role in the Hospitality Industry	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Entrepreneurship	Industry Professional	0.215	95	.000	0.895	95	.000	*
	Faculty	0.223	121	.000	0.897	121	.000	*
Ethics	Industry Professional	0.346	95	.000	0.680	95	.000	*
	Faculty	0.389	121	.000	0.676	121	.000	*
Finance	Industry Professional	0.260	95	.000	0.798	95	.000	*
	Faculty	0.255	121	.000	0.809	121	.000	*
Food and Beverage Management	Industry Professional	0.222	95	.000	0.845	95	.000	*
	Faculty	0.231	121	.000	0.825	121	.000	*
Food Safety and Sanitation	Industry Professional	0.274	95	.000	0.806	95	.000	*
	Faculty	0.315	121	.000	0.772	121	.000	*
Foodservice Operations and Controls	Industry Professional	0.218	95	.000	0.851	95	.000	*
	Faculty	0.265	121	.000	0.804	121	.000	*
Foreign Language	Industry Professional	0.236	95	.000	0.895	95	.000	*
	Faculty	0.258	121	.000	0.887	121	.000	*
Hospitality Management and Organization	Industry Professional	0.282	95	.000	0.798	95	.000	*
	Faculty	0.244	121	.000	0.812	121	.000	*

Table 16 (continued)

Tests of Normality: Hospitality Management Competencies

Hospitality Management Competency	Role in the Hospitality Industry	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Hospitality Marketing Strategy	Industry Professional	0.288	95	.000	0.836	95	.000	*
	Faculty	0.228	121	.000	0.840	121	.000	*
Hospitality Operations Analysis	Industry Professional	0.280	95	.000	0.828	95	.000	*
	Faculty	0.231	121	.000	0.826	121	.000	*
Human Resource Management	Industry Professional	0.258	95	.000	0.863	95	.000	*
	Faculty	0.253	121	.000	0.815	121	.000	*
Innovation and Product Development	Industry Professional	0.199	95	.000	0.904	95	.000	*
	Faculty	0.232	121	.000	0.890	121	.000	*
International Tourism	Industry Professional	0.205	95	.000	0.908	95	.000	*
	Faculty	0.204	121	.000	0.902	121	.000	*
Internships/industry experience	Industry Professional	0.286	95	.000	0.792	95	.000	*
	Faculty	0.404	121	.000	0.614	121	.000	*
Introduction to Management Theory	Industry Professional	0.227	95	.000	0.888	95	.000	*
	Faculty	0.228	121	.000	0.867	121	.000	*
Leadership	Industry Professional	0.296	95	.000	0.784	95	.000	*
	Faculty	0.307	121	.000	0.773	121	.000	*

Table 16 (continued)

Tests of Normality: Hospitality Management Competencies

Hospitality Management Competency	Role in the Hospitality Industry	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Lodging Operations	Industry Professional	0.204	95	.000	0.899	95	.000	*
	Faculty	0.232	121	.000	0.861	121	.000	*
Meeting Planning/Convention Management	Industry Professional	0.218	95	.000	0.896	95	.000	*
	Faculty	0.286	121	.000	0.866	121	.000	*
Overview of the Hospitality Industry	Industry Professional	0.225	95	.000	0.833	95	.000	*
	Faculty	0.251	121	.000	0.822	121	.000	*
Preparation for Industry Employment	Industry Professional	0.251	95	.000	0.807	95	.000	*
	Faculty	0.305	121	.000	0.759	121	.000	*
Principles of Marketing	Industry Professional	0.292	95	.000	0.848	95	.000	*
	Faculty	0.244	121	.000	0.865	121	.000	*
Public Relations	Industry Professional	0.210	95	.000	0.900	95	.000	*
	Faculty	0.207	121	.000	0.879	121	.000	*
Real Estate/Property Development	Industry Professional	0.228	95	.000	0.896	95	.000	*
	Faculty	0.217	121	.000	0.890	121	.000	*
Revenue/Asset Management	Industry Professional	0.243	95	.000	0.869	95	.000	*
	Faculty	0.248	121	.000	0.877	121	.000	*

Table 16 (continued)

Tests of Normality: Hospitality Management Competencies

Hospitality Management Competency	Role in the Hospitality Industry	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Sales/Sales Management	Industry Professional	0.206	95	.000	0.891	95	.000	*
	Faculty	0.243	121	.000	0.875	121	.000	*
Service Management	Industry Professional	0.288	95	.000	0.845	95	.000	*
	Faculty	0.257	121	.000	0.809	121	.000	*
Statistics for Management Decision Making	Industry Professional	0.197	95	.000	0.902	95	.000	*
	Faculty	0.224	121	.000	0.897	121	.000	*
Strategic Management	Industry Professional	0.245	95	.000	0.882	95	.000	*
	Faculty	0.253	121	.000	0.864	121	.000	*
Study Abroad	Industry Professional	0.212	95	.000	0.898	95	.000	*
	Faculty	0.190	121	.000	0.915	121	.000	*
Wine and Specialty Beverage Service / Production	Industry Professional	0.204	95	.000	0.912	95	.000	*
	Faculty	0.233	121	.000	0.897	121	.000	*

a Lilliefors Significance Correction

* significant as $p < .05$.

Table 17

Tests of Normality: Hospitality Content Area (ACPHA)

Hospitality Content Area (ACPHA)	Please select your primary role in the Hospitality Industry.	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Overview of the Hospitality Industry and the Profession	Industry Professional	0.273	100	.000	0.802	100	.000	*
	Faculty	0.289	125	.000	0.790	125	.000	*
The Operations Relative to Lodging Management	Industry Professional	0.262	100	.000	0.877	100	.000	*
	Faculty	0.227	125	.000	0.861	125	.000	*
The Operations Relative to Food Service Management	Industry Professional	0.239	100	.000	0.851	100	.000	*
	Faculty	0.281	125	.000	0.798	125	.000	*
Human Resources	Industry Professional	0.275	100	.000	0.860	100	.000	*
	Faculty	0.224	125	.000	0.833	125	.000	*
The Marketing of Goods and Services	Industry Professional	0.248	100	.000	0.869	100	.000	*
	Faculty	0.220	125	.000	0.845	125	.000	*
Accounting Procedures/Practices	Industry Professional	0.289	100	.000	0.845	100	.000	*
	Faculty	0.234	125	.000	0.852	125	.000	*
The Legal Environment	Industry Professional	0.246	100	.000	0.873	100	.000	*
	Faculty	0.220	125	.000	0.885	125	.000	*
The Economic Environment	Industry Professional	0.225	100	.000	0.870	100	.000	*
	Faculty	0.254	125	.000	0.880	125	.000	*
Management Information Systems	Industry Professional	0.250	100	.000	0.875	100	.000	*
	Faculty	0.276	125	.000	0.868	125	.000	*

Table 17 (continued)

Tests of Normality: Hospitality Content Area (ACPHA)

Hospitality Content Area (ACPHA)	Please select your primary role in the Hospitality Industry.	Kolmogorov-Smirnova			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Organizational Theory and Foundations of Management	Industry Professional	0.203	100	.000	0.896	100	.000	*
	Faculty	0.204	125	.000	0.882	125	.000	*
Exposure to Critical Thinking Skills	Industry Professional	0.300	100	.000	0.780	100	.000	*
	Faculty	0.367	125	.000	0.666	125	.000	*
Facility Operations Maintenance and Management	Industry Professional	0.219	100	.000	0.877	100	.000	*
	Faculty	0.217	125	.000	0.866	125	.000	*
Financial Management	Industry Professional	0.238	100	.000	0.829	100	.000	*
	Faculty	0.243	125	.000	0.832	125	.000	*
Ethical Considerations and Socio-Political Influences Affecting Organizations	Industry Professional	0.205	100	.000	0.863	100	.000	*
	Faculty	0.233	125	.000	0.823	125	.000	*
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to the Diverse Segments of the Industry	Industry Professional	0.251	100	.000	0.858	100	.000	*
	Faculty	0.225	125	.000	0.832	125	.000	*
Strategic Management	Industry Professional	0.239	100	.000	0.864	100	.000	*
	Faculty	0.250	125	.000	0.862	125	.000	*
Leadership Theory	Industry Professional	0.219	100	.000	0.858	100	.000	*
	Faculty	0.261	125	.000	0.829	125	.000	*
Provision for an Evaluative Culminating Experience	Industry Professional	0.212	100	.000	0.895	100	.000	*
	Faculty	0.244	125	.000	0.833	125	.000	*

a Lilliefors Significance Correction

* significant as $p < .05$.

Table 18

Hospitality Industry Professional's Perceptions of Hospitality Management Competencies (n = 108)

Competency	Mean	SD
Ethics	4.53	0.716
Leadership	4.27	0.804
Internships/industry experience	4.20	0.899
Finance	4.19	0.870
Food Safety and Sanitation	4.17	1.009
Hospitality Management and Organization	4.14	0.761
Preparation for Industry Employment	4.11	0.910
Overview of the Hospitality Industry	4.06	0.852
Food and Beverage Management	4.04	0.857
Foodservice Operations and Controls	4.03	0.932
Hospitality Operations Analysis	4.03	0.841
Computer/Information Technology	4.00	0.897
Hospitality Marketing Strategy	3.96	0.842
Service Management	3.89	0.812
Human Resource Management	3.82	1.012
Revenue/Asset Management	3.71	1.129
Strategic Management	3.64	0.987
Principles of Marketing	3.59	0.786
Sales/Sales Management	3.58	0.912
Introduction to Management Theory	3.50	0.912
Lodging Operations	3.50	0.952
Statistics for Management Decision Making	3.46	0.987
Public Relations	3.46	0.961
Innovation and Product Development	3.36	0.997
Entrepreneurship	3.21	0.991
Convention and Meeting Planning	3.19	0.901
Meeting Planning/Convention Management	3.16	0.929
Foreign Language	3.06	0.889
Wine and Specialty Beverage Service / Production	2.99	1.072
Business Law	2.95	0.925
International Tourism	2.90	0.976
Real Estate/Property Development	2.61	0.926
Study Abroad	2.49	1.140

Likert-scale with 1 = Not important to 5 = extremely important.

Table 17

Hospitality Management Faculty's Perceptions of Hospitality Management Competencies (n = 133)

Competency	Mean	SD
Internships/industry experience	4.56	0.733
Ethics	4.55	0.712
Preparation for Industry Employment	4.30	0.828
Leadership	4.28	0.847
Food Safety and Sanitation	4.21	0.925
Service Management	4.20	0.779
Foodservice Operations and Controls	4.18	0.869
Computer/Information Technology	4.17	0.790
Hospitality Management and Organization	4.16	0.760
Finance	4.14	0.747
Human Resource Management	4.14	0.833
Overview of the Hospitality Industry	4.11	0.885
Food and Beverage Management	4.11	0.823
Hospitality Operations Analysis	4.09	0.821
Hospitality Marketing Strategy	3.93	0.790
Strategic Management	3.75	0.947
Revenue/Asset Management	3.70	0.994
Introduction to Management Theory	3.67	0.902
Lodging Operations	3.67	0.832
Principles of Marketing	3.62	0.849
Sales/Sales Management	3.62	0.893
Statistics for Management Decision Making	3.47	0.984
Public Relations	3.41	0.930
Entrepreneurship	3.40	0.969
Meeting Planning/Convention Management	3.40	0.874
Convention and Meeting Planning	3.36	0.907
Innovation and Product Development	3.34	0.968
Wine and Specialty Beverage Service / Production	3.31	0.966
Business Law	3.28	0.952
International Tourism	3.16	0.956
Foreign Language	3.00	0.908
Study Abroad	2.98	1.122
Real Estate/Property Development	2.62	0.926

Likert-scale with 1 = Not important to 5 = extremely important.

Table 180

Hospitality Industry Professional's Perceptions of Hospitality Management Content Areas

as Defined by ACPHA (n = 103)

Content Area	Mean	SD
Exposure to Critical Thinking Skills	4.31	0.792
Overview of the Hospitality Industry and the Profession	4.18	0.926
Financial Management	4.10	0.846
The Operations Relative to Food Service Management	3.98	0.828
Leadership Theory	3.94	0.916
Ethical Considerations and Socio-Political Influences Affecting Organizations	3.88	0.973
Accounting Procedures/Practices	3.85	0.797
Strategic Management	3.83	0.845
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to the Diverse Segments of the Industry	3.80	0.965
Management Information Systems	3.77	0.888
Human Resources	3.76	0.857
The Marketing of Goods and Services	3.72	0.890
The Economic Environment	3.68	0.877
Facility Operations Maintenance and Management	3.67	0.912
The Operations Relative to Lodging Management	3.66	0.924
Provision for an Evaluative Culminating Experience	3.59	1.022
The Legal Environment	3.52	0.861
Organizational Theory and Foundations of Management	3.52	1.018

Likert-scale with 1 = Not important to 5 = extremely important.

Table 191

Hospitality Management Faculty's Perceptions of Hospitality Management Content Areas

as Defined by ACPHA (n = 131)

Content Area	Mean	Sd
Exposure to Critical Thinking Skills	4.48	0.807
Overview of the Hospitality Industry and the Profession	4.22	0.844
Ethical Considerations and Socio-Political Influences Affecting Organizations	4.08	0.915
Human Resources	4.06	0.848
Financial Management	4.05	0.788
The Operations Relative to Food Service Management	4.01	0.696
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to the Diverse Segments of the Industry	4.00	0.886
Leadership Theory	3.99	0.924
Provision for an Evaluative Culminating Experience	3.96	1.011
Accounting Procedures/Practices	3.94	0.884
The Marketing of Goods and Services	3.83	0.796
Strategic Management	3.81	0.858
The Operations Relative to Lodging Management	3.78	0.825
Facility Operations Maintenance and Management	3.69	0.904
The Legal Environment	3.69	0.960
Management Information Systems	3.65	0.888
Organizational Theory and Foundations of Management	3.63	0.963
The Economic Environment	3.59	0.900

Likert-scale with 1 = Not important to 5 = extremely important.

Table 20

Hospitality Industry Professional's Perceptions of Barriers to Industry-Academia

Collaboration (n = 107)

Barrier	Mean	SD
Organization dynamics	3.68	0.925
Communication	3.62	0.934
Project Management	3.42	0.894
Innovation	3.34	1.063
Organization history	3.33	1.028
Costs	3.31	1.059
Location	3.18	1.031
Trust	3.16	1.066

Likert-scale with 1 = Strongly disagree to 5 = strongly agree.

Table 21

Hospitality Management Faculty's Perceptions of Barriers to Industry-Academia

Collaboration (n = 125)

Barrier	Mean	SD
Costs	3.58	1.094
Organization dynamics	3.57	1.049
Project Management	3.26	1.029
Location	3.24	1.119
Organization history	3.20	0.991
Communication	3.12	1.230
Innovation	3.11	1.146
Trust	2.99	1.090

Likert-scale with 1 = Strongly disagree to 5 = strongly agree.

Independent-Samples Mann-Whitney U Test

Please select your primary role in the Hospitality Industry.

	Faculty	Industry Professional	
N = 133		N = 110	
Mean Rank = 132.85		Mean Rank = 108.88	
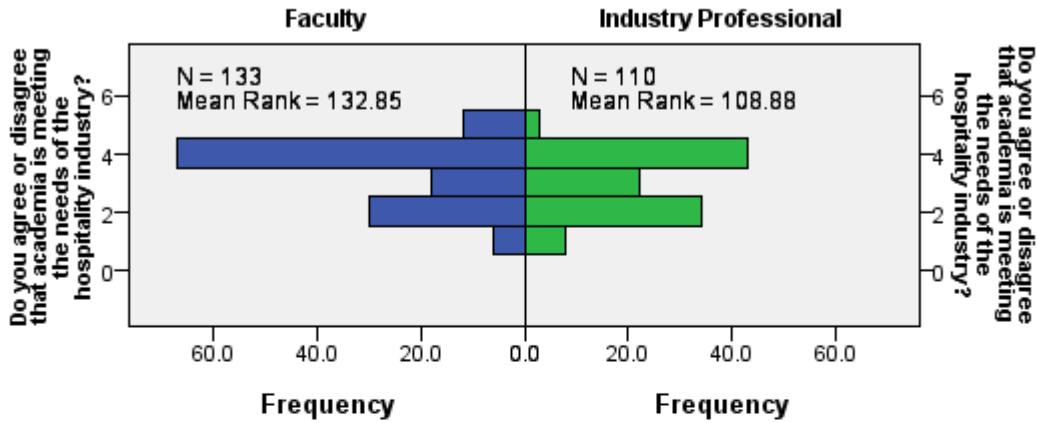
Total N	243
Mann-Whitney U	8,758.500
Wilcoxon W	17,669.500
Test Statistic	8,758.500
Standard Error	512.834
Standardized Test Statistic	2.815
Asymptotic Sig. (2-sided test)	.005

Figure 9. Distribution graph comparing means of faculty and industry perceptions of academia meeting the needs of industry.

Independent-Samples Mann-Whitney U Test

Please select your primary role in the Hospitality Industry.
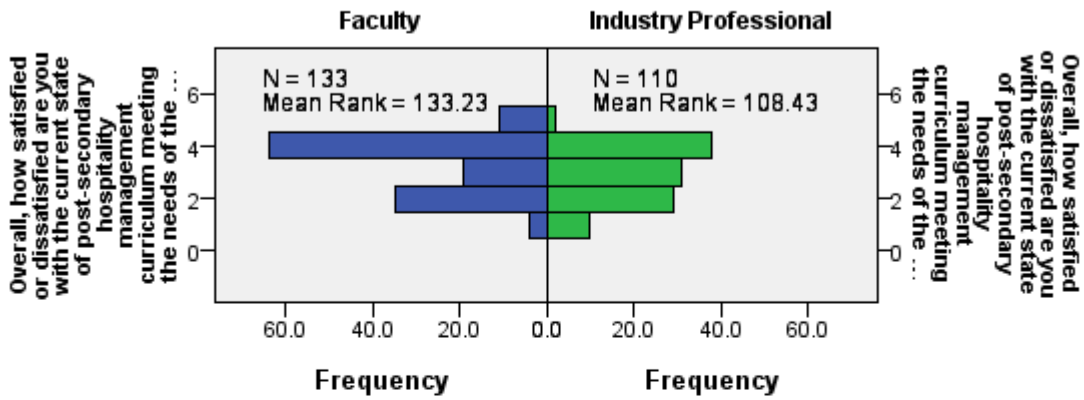
Total N	243
Mann-Whitney U	8,808.000
Wilcoxon W	17,719.000
Test Statistic	8,808.000
Standard Error	517.061
Standardized Test Statistic	2.887
Asymptotic Sig. (2-sided test)	.004

Figure 10. Distribution graph comparing means of faculty and industry perceptions of satisfaction of the current state of post-secondary hospitality management curriculum meeting the needs of industry.

Independent-Samples Mann-Whitney U Test

Please select your primary role in the Hospital...

	Faculty			Industry Professional	
Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry?	N = 133 Mean Rank = 135.24			N = 110 Mean Rank = 106.00	Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry?

60.0 50.0 40.0 30.0 20.0 10.0 0.0 10.0 20.0 30.0 40.0 50.0 60.0

Frequency   Frequency
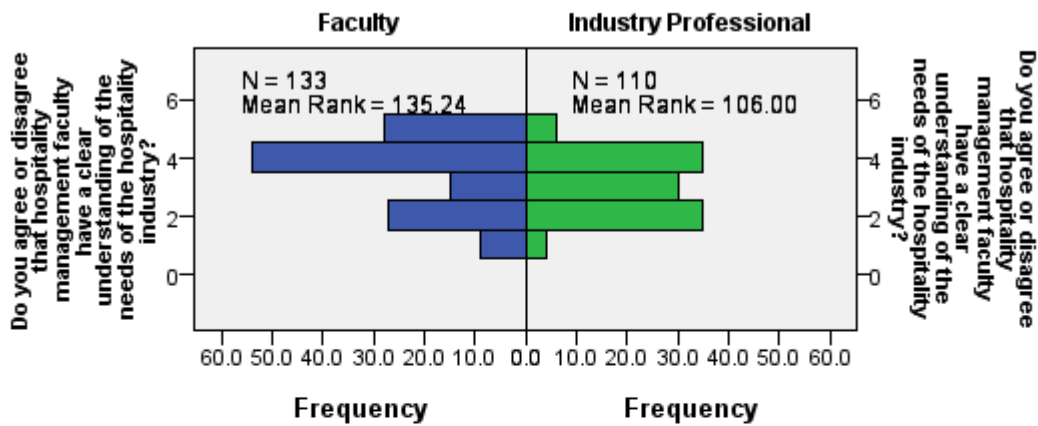
Total N	243
Mann-Whitney U	9,075.500
Wilcoxon W	17,986.500
Test Statistic	9,075.500
Standard Error	524.572
Standardized Test Statistic	3.356
Asymptotic Sig. (2-sided test)	.001

Figure 11. Distribution graph comparing means of faculty and industry perceptions if hospitality management faculty have a clear of the needs of the hospitality industry.

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Independent-Samples Mann-Whitney U Test

Please select your primary role in the Hospitality ...
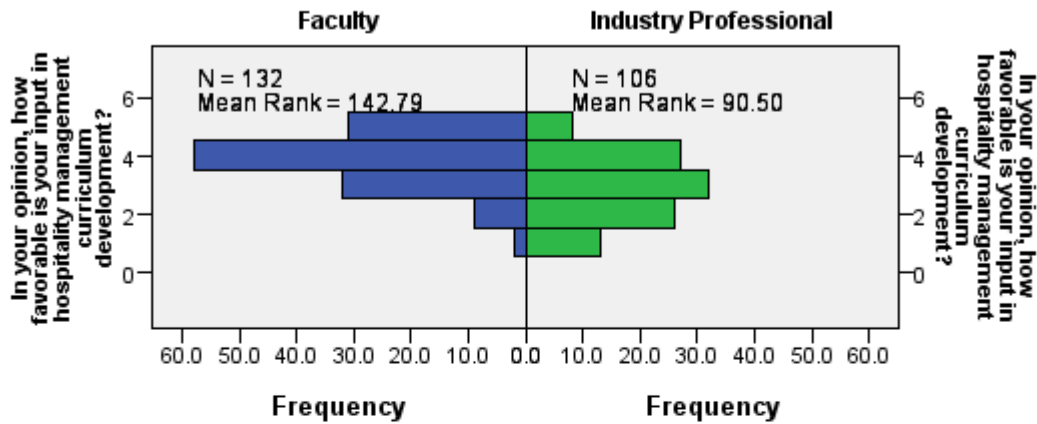
Total N	238
Mann-Whitney U	10,070.000
Wilcoxon W	18,848.000
Test Statistic	10,070.000
Standard Error	508.314
Standardized Test Statistic	6.047
Asymptotic Sig. (2-sided test)	.000

Figure 12. Distribution graph comparing means of faculty and industry perceptions of their input in hospitality management curriculum development.

Independent-Samples Mann-Whitney U Test

Please select your primary role in the Hospitality Industry.
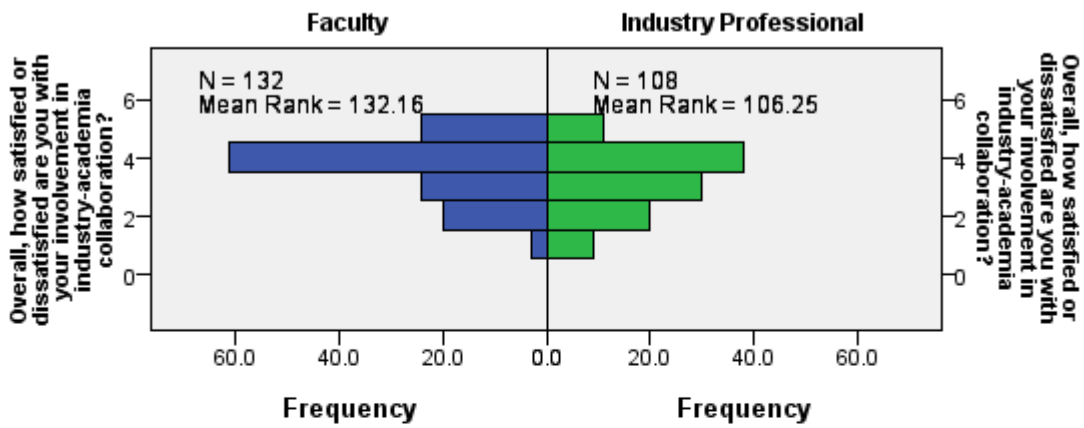
|	
Total N	240
Mann-Whitney U	8,667.500
Wilcoxon W	17,445.500
Test Statistic	8,667.500
Standard Error	510.594
Standardized Test Statistic	3.015
Asymptotic Sig. (2-sided test)	.003

Figure 13. Distribution graph comparing means of faculty and industry perceptions of their involvement in industry-academia collaboration.

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Independent-Samples Mann-Whitney U Test

Please select your primary role in the Hospitality Industry.

	Faculty	Industry Professional
	N = 133	N = 110
	Mean Rank = 126.92	Mean Rank = 116.05
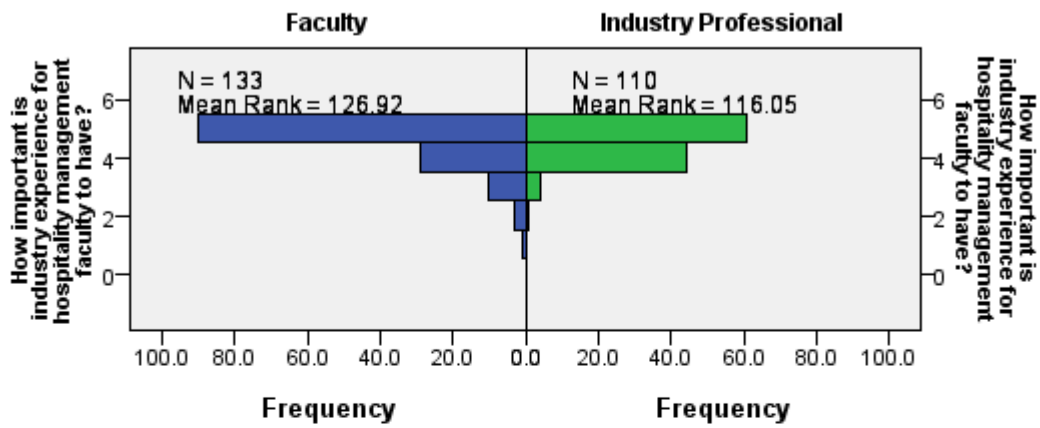
Total N	243
Mann-Whitney U	7,969.500
Wilcoxon W	16,880.500
Test Statistic	7,969.500
Standard Error	466.882
Standardized Test Statistic	1.402
Asymptotic Sig. (2-sided test)	.161

*Figure 14.* Distribution graph comparing means of faculty and industry perceptions of how important industry experience is for faculty to have prior to teaching.

Appendix J: Mann-Whitney *U* Test Tables of Competencies and Content Areas

Table 22

Independent-Samples Mann-Whitney U Test on Hospitality Industry Professionals and Faculty Who Participated in a Collaborative Activity on Perceptions of Hospitality Management Competencies (n = 192)

Content Area	Industry Professional (*n* = 73)	Faculty (*n* = 119)				
	M Rank	*M* Rank	*U*	*z*	*p*	
Business Law	91.55	102.12	5,012.5	1.342	.179	
Computer/Information Technology	94.31	102.01	4,981.0	0.996	.319	
Convention and Meeting Planning	95.22	101.42	4,911.0	0.789	.430	
Entrepreneurship	93.20	101.86	4,963.0	1.086	.277	
Ethics	100.97	97.73	4,468.0	-0.462	.646	
Finance	107.81	93.35	3,942.0	-1.882	.060	
Food and Beverage Management	99.51	98.67	4,580.5	-0.108	.914	
Food Safety and Sanitation	100.86	94.80	4,476.5	-0.404	.687	
Foodservice Operations and Controls	96.94	100.32	4,778.5	0.435	.664	
Foreign Language	99.75	997.69	4,485.5	-0.264	.792	
Hospitality Management and Organization	99.88	96.00	4,284.0	-0.510	.610	
Hospitality Marketing Strategy	104.31	95.60	4,211.5	-1.118	.264	
Hospitality Operations Analysis	101.49	96.61	4,333.0	-0.630	.529	
Human Resource Management	94.72	101.75	4,949.5	0.896	.370	
Innovation and Product Development	100.40	97.30	4,415.5	-0.390	.696	
International Tourism	88.90	104.71	5,320.5	2.007	.045	*
Internships/industry experience	86.82	105.90	5,448.0	2.636	.008	*
Introduction to Management Theory	96.90	100.35	4,481.5	0.438	.661	
Leadership	102.68	96.64	4,336.5	-0.797	.425	
Lodging Operations	96.29	100.74	4,825.5	0.565	.572	
Meeting Planning/Convention Management	92.52	101.58	4,965.0	1.166	.244	
Overview of the Hospitality Industry	98.23	99.50	4,679.5	0.125	.871	
Preparation for Industry Employment	95.68	101.13	4,875.5	0.717	.473	
Principles of Marketing	100.47	98.06	4,507.0	-0.311	.756	
Public Relations	104.57	95.42	4,191.0	-1.154	.248	
Real Estate/Property Development	98.49	99.33	4,659.0	0.105	.916	
Revenue/Asset Management	102.50	94.35	4,087.5	-1.032	.302	
Sales/Sales Management	98.26	96.18	4,350.5	-0.268	.789	
Service Management	89.40	100.85	4,861.5	1.490	.136	
Statistics for Management Decision Making	100.57	95.57	4,232.5	-0.632	.528	
Strategic Management	98.56	96.82	4,403.5	-0.221	.825	

Table 24 (continued)

Independent-Samples Mann-Whitney U Test on Hospitality Industry Professionals and Faculty Who Participated in a Collaborative Activity on Perceptions of Hospitality Management Competencies (n = 192)

Content Area	Industry Professional (*n* = 73)	Faculty (*n* = 119)			
	M Rank	*M* Rank	*U*	*z*	*p*
Study Abroad	86.40	106.33	5,513.0	2.478	.013 *
Wine and Specialty Beverage Service / Production	91.56	102.99	5,115.5	1.442	.149

Likert-scale with 1 = Not important to 5 = extremely important.

*significant as *p* < .05.

Table 23

Independent-Samples Mann-Whitney U Test on Hospitality Industry Professionals and Faculty Who Participated in a Collaborative Activity on Perceptions of Hospitality Management Content Areas as Defined by ACPHA (n = 193)

Content Area	Industry Professional (*n* = 74)	Faculty (*n* = 119)			
	M Rank	*M* Rank	*U*	*z*	*p*
Accounting Procedures/Practices	96.55	97.28	4,436.5	0.095	.924
Ethical Considerations and Socio-Political Influences Affecting Organizations	92.10	99.26	4,691.5	0.917	.359
Exposure to Critical Thinking Skills	92.53	99.78	4,734.0	1.003	.316
Facility Operations Maintenance and Management	97.66	96.59	4,354.0	-0.137	.891
Financial Management	103.10	93.21	3,951.5	-1.284	.199
Human Resources	91.34	100.52	4,821.5	1.176	.240
Leadership Theory	97.05	96.97	4,399.5	-0.010	.992
Management Information Systems	103.19	92.31	3,871.0	-1.413	.158
Organizational Theory and Foundations of Management	96.82	97.11	4,416.0	0.036	.971
Overview of the Hospitality Industry and the Profession	98.80	95.88	4,270.0	-0.380	.704
Provision for an Evaluative Culminating Experience	85.97	102.96	5,112.5	2.153	.031 *
Provisions for Allowing Students to Develop A Depth of Knowledge or a Broad Exposure to the Diverse Segments of the Industry	90.51	100.17	4,780.5	1.231	.218
Strategic Management	98.32	93.74	4,065.0	-0.589	.556
The Economic Environment	96.22	95.04	4,238.5	-0.154	.878
The Legal Environment	92.25	99.95	4,754.5	0.979	.328
The Marketing of Goods and Services	99.20	95.63	4,240.5	-0.459	.646
The Operations Relative to Food Service Management	101.61	94.13	4,601.5	-0.985	.324

Table 25 (continued)

Independent-Samples Mann-Whitney U Test on Hospitality Industry Professionals and Faculty Who Participated in a Collaborative Activity on Perceptions of Hospitality Management Content Areas as Defined by ACPHA (n = 193).

Content Area	Industry Professional ($n = 74$)	Faculty ($n = 119$)			
	M Rank	M Rank	U	z	p
The Operations Relative to Lodging Management	96.88	97.08	4,412.0	0.025	.980

Likert-scale with 1 = Not important to 5 = extremely important.

*significant as $p < .05$.

Appendix K: Mann-Whitney *U* Test Tables of Perception Questions

Table 24

Independent-Samples Mann-Whitney U Test on Hospitality Industry Professionals' and Faculty's Perception of Hospitality Management Curriculum That Participate in Collaboration, Their Involvement in Curriculum Development, Barriers to Collaboration, and the Importance of Faculty to Have Industry Experience

Perception Question	Industry Professional (*n* =81) Mean Rank	Faculty (*n* = 125) Mean Rank	*U*	*z*	*p*	
Overall, do you agree or disagree that there are barriers to industry-academia collaboration? [a]	102.55	104.12	5,139.5	0.195	.846	
In your opinion, how favorable is your input in hospitality management curriculum development? [b]	77.56	112.75	6,270.5	4.420	.000	*
Overall, how satisfied or dissatisfied are you with your involvement in industry-academia collaboration? [c]	92.47	104.04	5,228.0	1.486	.137	
How important is industry experience for hospitality management faculty to have? [d]	95.23	102.28	5,013.0	1.014	.310	
Do you agree or disagree that academia is meeting the needs of the hospitality industry? [a]	90.55	105.32	5,378.0	1.910	.056	
Overall, how satisfied or dissatisfied are you with the current state of post-secondary hospitality management curriculum meeting the needs of the hospitality industry? [c]	88.34	106.75	5,550.5	2.353	.019	*
Do you agree or disagree that hospitality management faculty have a clear understanding of the needs of the hospitality industry? [a]	84.81	109.05	5,826.0	3.030	.002	*

[a] Likert-scale with 1 = strongly disagree to 5 = strongly agree
[b] Likert-scale with 1 = not well at all to 5 = extremely well
[c] Likert-scale with 1 = extremely dissatisfied to 5 = extremely satisfied
[d] Likert-scale with 1 = slightly important to 5 = extremely important
*significant as *p* < .05.

Appendix L: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*

Digital Signature

Walter Clarke Griffin

Name (Typed)

3/13/2019

Date