AN EXPLORATORY STUDY OF THE EUROPEAN HOSPITALITY AND TOURISM EDUCATION

by

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An Exploratory Study of the European Hospitality and Tourism Education

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(ABSTRACT)

The increasing importance of hospitality and tourism as the leading worldwide industry in terms of overall revenues has encouraged hospitality and tourism education to expand and acquire academic significance. Although Europe leads in international tourism as measured by arrivals for years little attention has been paid to the development of formal education in this field. In fact, to date there are no empirical published studies providing the profile of hospitality and tourism education in Europe.

The purpose of this exploratory research project was to obtain information on the status of hospitality and tourism education in Europe. The study sought information from those European institutions offering higher education programs in hospitality and tourism. In particular, the study was primarily aimed at identifying respondents’ profiles concerning: educational institution, curriculum of courses, programs offered, faculty, and student body.

The research instrument consisted of a self-administered questionnaire, which was sent to 63 European educational institutions. A total of 31 European institutions offering
higher education programs in hospitality and tourism responded and participated in this research study.

The results showed that, in spite of late start, hospitality and tourism education in Europe offers a wide range of program opportunities and offer diplomas and certifications upon graduation in this field. Curricula leading to the Bachelors, Masters, and Ph.D. degrees are extensively offered and a significant number of students are actively pursuing these programs.

It was recommended by the researcher that due to the rapid expansion and demand of change and the evolutionary trend of hospitality and tourism education in Europe, additional empirical studies exploring the supply and demand side of hospitality and tourism education be repeated periodically.
DEDICATION

TO MY PARENTS
ACKNOWLEDGMENT

I would like to express my gratitude to those individuals who contributed to the successful completion of this study. A sincere thank to my mother and peers at Virginia Tech for their support and encouragement.

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CHAPTER I

INTRODUCTION

The Hospitality Industry

Over the last decade, the hospitality and tourism industry has proved to be an ever-growing industry, playing a major role in the economic growth of many countries worldwide. The hospitality and tourism developmental trends go beyond financial, political and economic crises and emergencies. The World Tourism Organization (WTO, 1994) reported that one-third of the world’s population travels. There are more than two billion arrivals, among which 500 million are international. The receipts from total international arrivals amount to $ 321 billion (Travel Industry World Yearbook, 1994). Tourism is the largest world industry, accounting for over 65 million jobs (Hudman, 1990). According to the WTO (1994), 85% of these jobs are in the hotel, and food and beverage segment, while 15% of jobs involve the tourism services, not considering the transportation industry. By the end of this century, 5 billion arrivals worldwide are expected from national and
international travelers, with $6 billion planned expenditures in hospitality and tourism activities (Puddu, 1990).

Since the advent of travel for leisure, Europe has been, and still is, the main tourism destination region and the main source market for world tourism. In 1993, Europe received 59% of the world’s international tourists accounting for 35% of the world’s international expenditure on tourism (Travel Industry World Yearbook, 1994). Within the Continental borders, more than one billion trips are made domestically and internationally by European citizens. The main concentration of tourism activities, both inbound and outbound Europe, is found in the South and West regions. The recent political changes in Eastern Europe will gradually balance the tourist flows between the Eastern and Western sides of the Old Continent (Baum, 1992). As reported by Peroni (1992), hospitality and tourism are the leading industries in Europe; they employ more than thirty-five million people, which represents 8.5% of the total European workforce. In 1990, the hospitality and tourism industries invested more than $167 billion on new facilities. This amount represents 7.6% of the total European investments.
Despite this economic significance, tourism has never played a predominant role at the governmental level within the single European countries, especially those countries not facing the Mediterranean basin. At the community level, the tourism component is still striving in order to gain awareness as a leading industry (Airey, 1983).

The economic aspect shows only one side of the hospitality and tourism influence in the international market. The impact of the hospitality and tourism phenomenon on the socio-cultural fabric of every country is also critical. In fact, the consistent growth of the hospitality and tourism industry over the last twenty-five years, is creating an emergence of values, change in lifestyles, and an increase in expectations. Accordingly, the supply side of the industry has been experiencing major changes in order to match the evolutionary needs and demands of travelers. Given this scenario, the higher education in hospitality and tourism and related fields play a predominant role in preparing the future managers and help hospitality executives benefit from research.

**Higher Hospitality and Tourism Education**

The hospitality and tourism education’s history is relatively new. Despite its recentness, the hospitality and
tourism programs have been growing rapidly in the United States, as well as in other regions of the world. The offer of the hospitality and tourism programs is mainly driven by the increasing demand for professional labor, placed by the hospitality industry. Indeed, either in the United States or in Europe, the first institutions offering an hospitality program began with the full support of the domestic hotel and restaurant associations. Therefore, the first and principal purpose of these programs was to prepare students for promising careers in the diverse areas of the hospitality and tourism industry.

For more than one hundred years, European schools have been placing a great deal of emphasis on traditional hospitality practices and knowledge. Typical European curricula tend to emphasize skills development and practice within all areas of hospitality activities. A particular emphasis is also placed on foreign languages. Particularly, in the Continental Europe the completion of hospitality and tourism educational experience leads to a diploma or a certificate.

The ties that characterize the relationship between hospitality and tourism higher education and the related industry have led, over the years, to the offer of a
variety of courses and curricula that differ widely from each other. Thanks to programs' differentiation, the institutions are able to train students in order to ensure them a thorough preparation for different industry positions, according to specific market needs of the given area. As the hospitality and tourism markets became more dynamic and complex, additional courses and requirements have been added to the higher education. The new courses and programs are supposed to meet the challenging requirements of the evolving market, through a thorough understanding and interpretation of its variables and their relationships.

During the last decade, a profound change has led to a shift from the traditional courses focusing on the acquisition and development of skills and knowledge of operations to general management programs. At the same time, two and three year Associate and four year Bachelor degrees have been proposed instead of the old diplomas and certificates. These new honor certifications are generally offered by institutions able to offer academic degrees. This recent development is expanding throughout Europe. However, this growth has not occurred uniformly across Europe. Inevitably, the different cultures of the countries
representing the European Continent cause the diversity in course length, curriculum, and administrative organization of hospitality and tourism programs offered domestically by each state. Among the Continental European countries other important differences need to be cited. Germany, Switzerland and France have been the first European countries to offer a university degree in the hospitality and tourism field. France started the first Brevet de Technicien Superieur—a two year diploma program—in hospitality and tourism more than twenty years ago, while the majority of the European countries’ universities had not entered this domain, yet. Germany, Switzerland, and to an extent, France also differentiate themselves from the other Continental European countries because they are gradually adopting the “credit-hour system,” which is very popular in the United States, but unknown until recently in the Continental European countries.

In Germany, the tourism specialization was developed within the Fachhochschulen, which confer bachelor degrees after the completion of eight semesters of classes. Within the colleges of Geography, Political Economics, and Business Administration, hospitality and tourism courses are offered as a specialization for one or two semesters.
Switzerland has been one of the first European countries to develop tourism courses within the business colleges. Bern University has a department of Tourism Economics in the college of Commerce and Economics.

The tourism specialization by French universities offers two, three and four year programs at various locations. The French hospitality and tourism programs are more and more geared toward four year bachelor degrees that tend to prepare students for managerial jobs in the industry.

Italy began offering three year associate degrees for “Tourism Professional Operators” and in “Economics of Tourism” since 1993. Two Bachelor degree programs have been offered since 1994. Within two years (1993 and 1994) the hospitality and tourism programs offered by the Italian universities grew from two to twelve. The programs are developed within the Schools of Political Sciences, Commerce and Economy, Education, and Languages.

Among the European countries of the ex-communist block, Poland has begun to offer two bachelor degrees in hotel management since 1992. In addition, the Polish government, supported by the Commission of the European Communities (CEC), has created a two-year tourism
management program called PHARE. It stands for “Programme for the Development of Tourism in Poland” and is technically maintained through the consultancy of a Spanish company (Airey, 1994). However, many weaknesses have been listed by Przeclawski (1992) regarding the Polish hospitality and tourism educational system. Solutions through the creation of international programs are proposed.

Bulgaria has been offering courses in hospitality and tourism since the middle 1960s. Differently from what was offered at that time by the majority of the European countries, Bulgaria conceived hospitality and tourism courses as part of academic programs, offering these studies at university sites. The length of the programs is normally five years and they are offered by higher institutes of economics or in Geography/Geology departments (Rakadjiyska, 1990).

Many other European countries are currently improving their offer of higher programs in hospitality and tourism through the academization of this social science. For example, Spain and Portugal are offering well known two or three year hospitality and tourism programs. However, both governments are considering the opportunity to offer
undergraduate and graduate programs and it is likely that these programs will be implemented in a few years. The government’s control over the academic recognition of hospitality and tourism programs represents the principal obstacle to their development at the university level (Lavery, 1988).

**Definition of Terms**

The following terms, words, and acronyms will be utilized to explain concepts and interpretation in this study:

1. **CONTINENTAL EUROPE**: Continental Europe is the area represented by all European countries excluding the United Kingdom.
2. **CURRICULUM**: Curriculum is a course of study in a school or educational institution.
3. **EUROPE**: For the purpose of this study, Europe will be defined by the following countries: Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Hungary, Ireland, Italy, the Netherlands, Portugal, Russia, Scotland, Spain, Sweden, Switzerland, and England.
4. **HIGHER EDUCATION**: Higher education relates to all educational programs requiring at least a high school diploma for admission.
Background to the Problem

Despite its leadership in the world’s hospitality and tourism market, Europe still lacks higher education in this field. The extensive output of vocational courses which has supplied the industry needs from the end of the last century is still playing a major role in the European educational fabric. This trend has been supported by the European “common sense” that schools can only prepare for entry levels. It is only by working in the industry that the front-line employee will eventually become a manager. The main goal of the hospitality educational institutions has been to concentrate exclusively on the operational aspects of the business (Moreo and Christianson, 1988), thus contributing to build a professional lacking in critical knowledge and personal views.

During the 1970s and 1980s, a wide array of private institutions started hospitality and tourism programs in order to meet the increasing needs for management jobs in the industry (Dalla Valle, 1990). The lack of control and regulatory norms applicable to these institutions led to lowering of the level of quality of the programs offered. Indeed, until the late 1980s the hospitality and tourism education was considered by the European political circles
as of secondary importance and no attention was given to the private higher education programs, which mushroomed until recently. Overall, the improvisation and lack of solid professional basis were present in the majority of the higher hospitality and tourism educational institutions (Puddu, 1990). In fact, these institutions were created with the principal goal of taking advantage of a growing demand for higher education in the field and did not take into consideration those that were suggested by the World Tourism Organization to be the necessary planning aspects of higher educational programs in hospitality and tourism.

Since the early 1990s, many European governments have begun to understand the importance and urgency of the issue and have provided the necessary regulatory norms in order to promote the higher tourism education development and prepare the necessary human resources able to sustain the growing trend of higher education demand.

**Statement of the Problem**

The European Continent is in the process of experiencing a radical change and fast numerical growth in the sector of higher hospitality and tourism education programs. Based on the literature review, no studies were
conducted to determine the characteristics of these programs and the overall state of the European higher hospitality and tourism education. Hence, the following problem was identified for this study: what is the current profile of the European institutions offering higher education programs in hospitality and tourism education?

**Purpose of the Study**

This is an exploratory study aimed at determining the characteristics of the European higher programs in hospitality and tourism education. The European countries that were included in this study are: Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Hungary, Ireland, Italy, the Netherlands, Portugal, Russia, Scotland, Spain, Sweden, Switzerland, England.

A survey instrument was designed to gather information on the background of the aforementioned institutions, their academic activity, the available resources, faculty and student body profile, and future plans for curricula expansion.

The study will serve to depict a thorough profile of European hospitality and tourism higher education programs. Because of the radical changes that are currently
occurring, this study will assess where the European hospitality and tourism education stands now and what are the tendencies—in terms of curriculum evolution and program differentiation—for the future years.

Particular attention was paid to determine whether the analyzed institutions are public or private and what are the sources of their funding, the types of degrees and certifications offered, and professional as well as educational background of the faculty members. The emphases placed by the various programs’ curricula were defined through the analysis of the importance placed on pertinent topics, such as lodging and foodservice management; leisure and recreation studies; human resources; and research methods.

This study will also shed light on the research activity of the various educational institutions, as well as on the services and facilities available for students’ practical training and living needs. It is hoped that the present study will benefit European, as well as out-of-Continent students in determining their choice of higher studies in hospitality and tourism. The lack of previous empirical research makes this a very unique study that is
likely to provide new information related to the European higher education programs in hospitality and tourism.

**Objectives of the Study**

After careful consideration, this exploratory study is aimed at achieving the following objectives:

1. To identify and analyze the historical development, current state, and future trends of the hospitality and tourism higher education in Europe.

2. To provide a complete profile of the institutions offering higher programs in hospitality and tourism education in Europe.

3. To determine whether or not there has been a switch on program emphasis from traditional hospitality practices and knowledge to management oriented subjects and social sciences studies.

4. To identify the topics that are most emphasized by the European hospitality and tourism education programs.

5. To determine the governmental, private, and industry’s economic contribution to the development of hospitality and tourism higher education in Europe.
RESEARCH QUESTIONS

The core research questions for this study have been identified as the following:

1) What is the present status and the future development of the European Hospitality and tourism higher education?

2) What is the profile of the European hospitality and tourism programs at present time?

3) Are the European hospitality and tourism programs emphasizing the traditional practices and knowledge or are they focusing on management skills and social sciences studies?

4) What are the topics that are most emphasized by the European hospitality and tourism education programs?

5) What are the governmental, private, and industry’s economic contributions to the European hospitality and tourism higher education?

Justification of the Study

The following points are presented as reasons to show that this study is both timely and necessary:
1. The shift that has taken place across Continental Europe during the last ten years from the vocational to the academic education in hospitality and tourism.

2. The lack of empirical studies assessing the state of the European higher education programs in hospitality and tourism.

3. The extraordinary political changes that have characterized the European region during the last decade, which may have affected the higher hospitality and tourism education in Europe.

4. The 1992 constitution of the European common market, and its effects on hospitality and tourism development.

**Chapter Summary**

This chapter has presented the objectives and the general background of the study. It has shown the trend towards the development of European hospitality and tourism higher education programs in Europe. It is assumed that the evolution of hospitality education have also been influenced by the extraordinary political changes and restructuring started in the late 1980s. The future activity of the European Community is another factor
considered critical in affecting the change in the European hospitality and tourism education. In order to better understand this phenomenon, an empirical research will be developed in order to determine the profile of the institutions offering programs in the tourism and hospitality field. A comparison between the European profile of hospitality and tourism higher education programs and the American educational typology in the same field is also offered.
CHAPTER II

REVIEW OF LITERATURE

History and Development of the European Hospitality &
Tourism Education

The European education in hospitality and tourism was officially initiated in 1893 in Lausanne, Switzerland, by the local hoteliers association. The main goal of that craft program, first offered in the Continent was to emphasize the European style of skill based operations. Traditional practices and knowledge were the necessary tools to achieve the Lausanne school’s main goals. More than a century has passed but the European hospitality educational system heavily depends upon those professional operations (Leslie, 1993) and generally, educational institutions and schools are craft oriented. Vocational schools are widespread all across the Old Continent and supply the basic operational and technical experiences that prepare students to be trained on the job, following and repeating exactly what their supervisors tell them to perform (Sessa, 1987).

Until recently, the hospitality and tourism development in Europe has been exclusively considered a capital investment issue. As a result, the education in
this domain was initiated to prepare students to supply the needs of the industry for entry level positions. The European educational structure in tourism, hospitality, and related fields has highlighted the operational aspects of the industry for more than a century.

The need for an operational labor force in the hospitality industry has strengthened the concept that working experience is the only element able to create the necessary professional capabilities for hospitality managers and tourism managing operators. Indeed, until a few decades ago, only hands-on vocational programs were offered in the hospitality and tourism field. These programs focused exclusively on the basic skills necessary to initiate a career in restaurant and hotel operations. The curricula were based on skills oriented training, and students received a narrow education (Sessa, 1987).

Mainardi (1966) divided tourism and hospitality education in four phases: (a) acknowledgment of the issue, (b) technological development, (c) practical education, and (d) on-site training. The educational goals of the different steps are, first to enrich and add value to the human personality and individual skills, followed by personal development and technological learning. Fusca (1977) noted
that in tourism schools, training should not be separated from formal education. He believed that practical experience, which has characterized the European hotel and motel education over a century, has generated a lack of general culture, which is a necessary ingredient in the professional education process. In other words Fusca (1977) recommended that a robust cultural education be undertaken before joining the workforce to allow for a better understanding of the on-site training. This concept is supported by Kaplan (1982) in his investigation of job opportunities for hospitality and tourism for former students. He emphasized that a vocational, skill based program inevitably restrains future job opportunities. Conversely, he argued, conceptual programs that confer extended knowledge increase career opportunities.

The rapid growth and development of the new destinations have increasingly eroded the market share of the Old Continent, thus bringing concern among tourism operators. Since the 1970s, tourism and hospitality firms have been facing a global challenge due to the evolution of many socio-economical and technological factors. Among these factors there is an increased number of competitive tourism destinations and hospitality and tourism
international companies, a higher demand for diversified services, and an extraordinary improvement in technology and transportation (Cooper, Shepherd, and Westlake, 1992; Robinson, 1993). These factors have forced hoteliers and travel agents to have a better understanding of the environmental forces that are shaping the tourism and travel domain and have turned the hospitality market in a highly competitive one. Managers with a solid background in hospitality management education have become a critical necessity in order to succeed in a complex and fierce market such as that of hospitality and tourism.

The standard managerial European model in the hospitality and tourism industry is based on a solid traditional background. However, this model was found to be obsolete and not effectively responding to current market needs. Among the leading causes of their inconsistency stands managerial inadequacy. Management education was the key answer to a growing demand for high performance hospitality and tourism managers. The primary objective of educational institutions in this specific domain is to challenge the current market uncertainties through a comprehensive understanding of the forces that are driving it. This is possible through the preparation of a multi-
functional qualified manager able to identify, define, master, and orchestrate the six basic functional areas of management: administration, human resources, marketing, finance, operations, and research & development. In the European case, the demand for a multi-functional qualified manager is enhanced by the fact that in hotels it is rare to find middle management assisting the general manager in his/her duties.

The fundamental environmental changes of the 1970s called for a sudden change in managerial mentality and, in particular, for a different way of managing hospitality and tourism facilities. As Sessa (1987) specified, the problem that the hospitality and tourism operators need to currently address is not that of “know how” but that of “know what.” The human obsolescence of managerial knowledge is much faster now than in previous decades, and education is a necessary requirement in order to pursue an effective management career in hospitality and tourism operating companies. Aeschlimann (1978) found that a brilliant hospitality manager needs to demonstrate three specific personal abilities: technical, human, and conceptual. The first implies the technical knowledge necessary to reach defined goals. The second is the ability to critically
evaluate and appraise management through an effective leadership. The third is related to the awareness of the complex environmental forces driving a business organization. Evans (1990) supported the Aeschlimann argument, stating that a well educated individual has a superior ability to explore and investigate the different aspects of a business problem, thus delivering concrete solutions.

During the last twenty years, a number of private tourism educational institutions have begun to offer a variety of specialized courses. This flourishing phenomenon was mainly driven by an increasing market demand for professionals and experts in the field. Since the European universities were unable to supply hospitality and tourism management programs, a variety of new institutions have initiated higher level courses in this domain.

Bonneau (1990) claimed that higher education in hospitality and tourism in Europe was only considered by those new institutions as a fruitful business. They exploited the fact that numerous employment opportunities were offered by the hospitality and tourism market and students were attending the expensive programs offered hoping to find a good position in the industry. As
generally happens when dealing with rapidly growing events, those institutions’ programs were, and still are, very heterogeneous and often lack consistency in their curriculum. Accordingly, the contents and objectives of the different curricula are by no means uniform, and are often difficult to interpret, define, and compare. Many companies searched for international investors to give the title “international” to the new program and achieve a competitive advantage.

Many of the European countries’ governments have demonstrated to be unprepared to regulate such a phenomenon. Confusion led the state formal recognition of diplomas and certificates awarded to students after the completion of those hospitality and tourism programs. The lack of control on courses’ effectiveness and overall quality, combined with the lack of educational teaching background of the instructors (Cooper, Latham, & Westlake, 1990), are critical issues yet to be solved.

Fragola (1987) listed three reasons why a Bachelors Degree in Tourism Sciences is necessary in Europe. First, tourism is a well recognized discipline because of its socio-cultural and economic importance. Second, the peculiar characteristics of the tourism phenomenon per se
justifies a specific program, separated from the schools of Commerce and Economy, Sociology, and Political Sciences. Third, the growing demand of high school graduates who want to apply to a modern university program which is new-fashioned and dynamic.

The European universities have gradually become more sensitive to the issue and have begun to offer Associate and Bachelor degrees since the 1980s (Cooper and Westlake, 1989). However, the creation and rapid evolution of the hospitality and tourism programs offered by European universities have brought several problems. European programs are too tied to the college that accommodates them. For example, as the titles of the programs suggest--economy of tourism, geography of tourism, tourism jurisprudence--they often fail to explore and analyze the tourism discipline through its different economic, sociocultural, political, and geographical aspects (Bonneau, 1990).

Because there are few exceptions, if any, of hospitality and tourism independent university schools in Europe, the majority of those programs are offered by the colleges of Business or Commerce and Economy (Sessa, 1987).
The hospitality and tourism programs’ curricula are then expanded to include sociology, geography, architecture, and other disciplines but the core courses are still in the economic domain.

In Europe, hospitality and tourism programs are offered by institutes of higher education, colleges and polytechnics and are generally concentrated within a short period of time: from one to three years (Cooper et al., 1992; Leslie, 1993). The one and two year curricula mainly focus on specific specializations, such as tourism guide, hotel planning, and culinary arts. The purpose of these courses is to provide the necessary technical background to access the hospitality and tourism industry through entry level positions. On the other hand, the three year curricula are very similar to the theoretical four year bachelors programs and provide for an overview of the tourism system. The growth of the academic hospitality and tourism education is not developing at the same speed among the different European countries. Indeed, the different cultures and traditions emphasized by each of the European countries, together with their diversified socio-political and economical systems, have caused a wide array of approaches to higher education in hospitality and tourism
within the European borders. Thus, two major approaches to higher hospitality and tourism education can be clearly defined and explained: the Anglo-Saxon approach, which characterizes the United Kingdom’s schools; and the Continental approach, used in the Continental European countries. Contrary to the universities in the United Kingdom, which have generally built programs tailored to supply the industry management needs, the universities located in the Continental European countries have had, and still have, a more conceptual approach to the hospitality and tourism sector. Indeed, research studies developed in Continental Europe have theoretical grounds and are generally abstract in nature.

Lawson (1974) emphasized the differences among the two systems stating that, as far as the university system is concerned, the Anglo-Saxon approach focuses its attention on personal professional development. In the specific domain of hospitality and tourism, the Anglo-Saxon system is geared toward the improvement of personal knowledge through the use of proper skills and knowledge in order to manage a lodging or restaurant business firm. Particular
attention is also granted by the Anglo-Saxon system to managerial problem solving.

The European approach is more culturally driven. The university system in Europe is directed to an unapplied study of the economic and social aspects of tourism. In other words, the European university tradition is heavily inspired by the generalist philosophy. A generic cultural base is the necessary assumption in Europe that the “big picture” will be thoroughly explored, thus ensuring a long term analysis of the explored domain. The conceptual approach of the European system has inevitably created a profound gap between the new academic discipline and the well established trade schools. The market needs have been fulfilled through craft education, which focuses on the acquisition and development of basic skills and practical knowledge of operations.

The postulation that has driven the European development of hospitality management for over a century has been the consideration of the hotel manager as the individual able to perform all the duties within the lodging and restaurant facilities. The goal of the traditional educational system was that of preparing the students with these operational functions. Unfortunately,
these vocational schools have created employees with strong technical capabilities, but totally lacking in critical reasoning. The courses offered were based on the assumption that the hotel operates in a vacuum and should be administered through a set of specific operational techniques. The European hospitality education mirrors its industry. Yet, the European hotellerie was started as, and still is, a “mom and pop” industry, where doers are necessary and thinkers are not.

Interestingly, the different titles of the European university programs normally specify the word “Tourism.” Contrary to the United States, where tourism sciences are embedded in hospitality, the tourism concept in Europe represents the umbrella under which hospitality is located. This is because university studies focusing on tourism are perceived to better provide a theoretical knowledge of the different components of the travel, tourism, leisure, and the hospitality industry. Tourism programs have developed in opposition to the division among field disciplines created earlier by vocational courses. As specified by Fragola (1987:148):

“Tourism is the big tree: the leaves are the tourists, the branches are the facilities,
hoteliers, travel agents, transportation companies, and leisure organizations."

Inevitably, the different cultures of the countries representing the European Continent cause the diversity in course length, curriculum, and administrative organization of hospitality and tourism programs offered domestically by each country. For example, in Europe there are two main systems that determine the students’ admission to university courses (Sessa, 1993). The first is called "total liberalization unit system," which is mainly adopted by the southern European countries, such as Italy and Spain. It allows all the students who have successfully completed the high school coursework to be automatically admitted to a university program. The second is called "rigid selection binary system," and is used by Belgium, Denmark, France, Ireland, The Netherlands, Germany and the United Kingdom. It operates an access selection to the various university programs. The negative outcomes of the first are represented by a potentially low quality of educational standards from the student body, whereas the second lacks equality, thus creating an exclusive university system.
Overall, the European university programs in hospitality and tourism have developed in three different organizational structures: State, Private, and International. The State programs are the ones that are mostly accredited in countries like Italy and Spain, where they acquire "legal value," which means that they are officially recognized by the governmental authorities. Instead, private institutions offering hospitality and tourism higher programs are considered of high quality and prestige in France. The only example of pure internationalization of hospitality and tourism education among the European countries is offered by the EITS--European Institute for Tourist Studies. More than an Institute, the EITS is a program offered by four European schools located in different countries. It offers a postgraduate degree and a Masters degree. The students are required to take classes in at least two different universities located in two distinct European countries among France, United Kingdom, Germany, and the Netherlands.

The study of hospitality and tourism is by no means a static one. The fast evolution of the environmental, socio-cultural and economic forces that are shaping the tourism development need to be analyzed and brought to class every
day. Unfortunately, the fact that the European university system is so deeply rooted in its traditional principles delays considerably the changing process of its programs. Instead, the fast growth and rapid change of the hospitality and tourism sector requires programs that are consistently keeping track of those changes and apply the new concepts in class.

Concerns expressed by Markovic (1987) are predominantly based on a necessary change in the European university’s teaching style. The author’s core point is that faculty members should first teach how to foresee future changes and how to effectively deal with such a dynamic environment. In order to achieve the expected results, the ordinary lecture, which is generally provided by reporting a pre-existing analysis or study, should be abandoned and substituted with open discussions and interactive class tools.

The traditional European teaching methods are not encouraging students to develop critical thinking and personal creativity. Hospitality and tourism faculty members should not concentrate on the contemporary tactics adopted by industry. Instead effective educators should anticipate future trends in order to prepare today’s
student for tomorrow's industry (Williams, 1990). Therefore, faculty members have to conduct research, keep themselves updated, actively communicate and compare their knowledge and expertise with their peers.

The Continental European situation on research suffers from the lack of background in this domain at the university level. The only journal published in Continental Europe is "The Tourism Review." It represents one of the first academic publications in the field first published in the mid-1960s and focuses on theoretical and exploratory research. The Tourism Review is supported by the "Association Internationale d'Experts Scientifiques du Turisme" (AIEST), which is the only European association of hospitality and tourism academicians. The lack of applied research in this domain, as well as the absence of associations gathering researchers and industry executives together contribute to the separation between the two.

Unlike the United States, where academic journals often represent the first instrument to measure an academic discipline, in order to uphold and justify the growing offer of university programs in this field an increasing number of books has been recently edited. As noted by Cooper et al. (1990), "there are no professional bodies or
publishers taking a European view of tourism education and research." It is hoped that the recent creation of EUROCHRIE, which is the European chapter of the United States based Council on Hotel, Restaurant, and Institutional Education, will narrow the industry-education gap, thus encouraging the development of applied research in the European hospitality and tourism domain.

In the United Kingdom the approach to hospitality and tourism research can be defined as intermediate, in between the European and the American systems. The presence of two international tourism journals--Tourism Management and Leisure Studies--and two international hospitality journals--The International Journal of Hospitality Management and The International Journal of Contemporary Hospitality Management--have contributed to widen the cultural distance between hospitality and tourism research in the British Isles and Continental Europe. In addition, the United Kingdom based Hotel, Catering, and Institutional Management Association (HCIMA) has developed a set of quality evaluation standards to create an accreditation procedure that will select and qualify the most prestigious hospitality and tourism programs existing all across Europe (Cooper et al., 1992).
The last critical issue to be addressed about the development of higher tourism education in Europe is represented by the shortfall of faculty members having a hospitality background. The rapid growth and recency of the hospitality and tourism programs is inevitably leading to a deficiency of professors and instructors having either industry experience or doctorates in the hospitality and tourism field. As a consequence, the faculty members are “borrowed” from other disciplines, thus teaching different classes in disparate colleges. According to Caselli (1993), this circumstance raises several problems, among which are: (1) professors have no academic stability; (2) the tourism class often represents the second or third major to be lectured by the professor. This aspect is likely to lead to a lack of interest toward the field, or if the interest does exist, there is no time to explore and study it; and (3) the lack of professors’ industry experience tends to widen the gap between the industry’s trends and the educational institute’s courses.

In order to overcome these problems, some European countries have regulated that universities be allowed to hire field experts for a limited period of time—generally one academic year or two semesters. These field experts can
be assigned to teach, often benefiting from the same contractual advantages granted to professors. They may also act as members of the examination commissions.

Despite the deep roots characterizing the European craft traditions in hospitality and tourism education, the European higher education in this field has recently emerged and undertaken a fast evolutionary change since a decade ago. The most relevant transformation is represented by an increasing interest demonstrated by academic institutions towards this field of study. As a natural consequence, the majority of European countries’ governments have finally recognized hospitality and tourism as an academic interdisciplinary major. However, this rapid development is also causing a number of problems, among which an abundance of different programs and qualifications, and lack of qualified faculty members. The next sub-chapter will explore the contribution of the European community for the hospitality and tourism industry particularly for the hospitality and tourism education.
Hospitality and Tourism Higher Education

and the European Community

Creation and Activities of the European Community in the Hospitality and Tourism Domain

The European Community venture began in 1957 when the representatives of six European countries—Belgium, France, Italy, Luxembourg, the Netherlands, and West Germany—met in Italy and signed the Treaty of Rome. The main objective of that Treaty was to create a common market among the member states. During the 1970s, Norway, United Kingdom, Ireland and Denmark joined the group of founders. Later, during the 1980s, Greece, Spain and Portugal were accepted among the member states.

Since 1970, Europe has constantly lost market share in the international arena (Baum, 1993). Its decline went from 71% of international travelers and 63% of world’s tourism receipts to 62% and 50% in 1987 (Savignac, 1990), and 59% and 35% respectively in 1993 (Travel Industry World Yearbook, 1994). Robinson (1993) listed a number of causes to explain this trend. On one hand, the race in international competition due to the creation of many new, appealing world tourism destinations spread throughout the globe. On the other hand, the rise of per-capita income has
encouraged many European tourists to travel overseas. Overall, the greater concern related to the poor tourism performance of European countries in the international market is represented by the lack of equilibrium between price and quality offered by the hospitality industry (Lazzeretti, 1993; Robinson, 1993) in relation to the international competition. The obsolescence of the hospitality facilities blended with their high prices, detract competitiveness to the European tourism destinations. Cooper et al. (1992) added another reason to explain the declining performance of the European hospitality and tourism industry. They claimed that there has been a shortage in the industry of skilled, well educated workers due to the decrease of birth rates in the European population, together with the high turnover rate that is influencing the hospitality and tourism industry.

However, the economic role of the hospitality and tourism industry all across Europe is still extremely valuable. This industry alone was able to generate in 1990 13% of total spending, which represented 6% of Europe’s GDP (Cooper et al., 1992). Nevertheless, it is important to bear in mind that the economic benefits of this industry are not distributed homogeneously all across the Continent.
In fact, in 1988, the differences in GNP among some European countries were highly significant: while Spain and France were in the 9% range, Belgium’s share of GNP was represented by a modest 3%, and in the Netherlands tourism generating share accounted for only 1.3% of its GNP (Cooper et al. 1992).

Among the positive effects generated by the impact of tourism in Europe is its capacity to redistribute income which is worth mentioning. In fact, the Northern European countries— in particular United Kingdom, Germany, and the Netherlands— representing the richest and major tourism generating territories, generally spend their vacation time in the poorest, Southern European countries. In 1989 for example, Germany’s tourism balance of payments marked a surplus on expenditures of 14.5 billion ECU whereas Spain and France generated respectively a surplus of 12 and 5.6 billion ECU (Robinson, 1993).

Unfortunately, along with the economic benefits of massive tourism flows, the southern part of the Continent has been facing major environmental problems over the last decade. The governments of those receiving tourism countries have demonstrated to be unprepared to regulate such a massive flow of travelers, thus failing to protect
their regions from environmental, social and cultural degradation. Among the most damaging environmental events, the flourishing of algae along the Italian Adriatic coast, which occurred in 1989 caused a drop of 50% in overall summer tourism business (EIU, 1990). Robinson (1993) also expressed concern about the environmental impact on the Alps as reported by the fact that over 50 million people spend their winter vacation there every year.

Another issue that has contributed to worsen the already critical environmental problems is seasonality. In 1987 approximately 65% of European tourists were going on vacation in July and August (Tourism Policy and International Tourism in OECD Countries, 1987). Seasonality also brings significant social implications. Major cultural-historical destinations are registering a decrease in tourism flows, whereas minor cultural centers are gaining fame and appreciation (National Tourism Reports, 1987). The main reasons for this phenomenon are the degradation of the leading destination areas and overcongestion of these areas during the peak season. Many Southern European tourism destinations are assaulted by waves of travelers within limited periods of time thereby the carrying capacity is usually exceeded. In fact, all the
public services are overloaded, which seriously affects the hosts, the visitors, and the attractiveness of the area.

In 1983 Airey noted that, despite the chief influence of the hospitality and tourism industry on the economic, social, and cultural European life, the European Community has constantly undervalued its real importance. However, some actions have been undertaken by the European Community in the past. They are listed as following:
- In 1968, the first requirements affecting hotels, restaurants and bars’ workers were passed.
- In 1975 the European Regional Development Fund was created. Hospitality and tourism development programs have often relied on and developed through this fund’s availability.
- In 1979, the European parliament passed a resolution related to the protection of Europe’s cultural heritage.
- It was not until 1982 that the European Community developed and passed a comprehensive measure related to the tourism industry. The document, called “Initial guidelines on a community policy on tourism,” aimed at defining the major parameters for the elaboration and accomplishment of tourism issues. This piece of legislation was mainly focused on: (a) the right of workers engaged in this field
to have vocational training and complete recognition of the professional qualifications achieved all across the Continent; (b) the influence of regional policies, transportation, environmental, social and cultural preservation on tourism; and (c) protection of tourists' interests and safety.

The initial guidelines on a community policy on tourism only represented a blueprint that the member states were encouraged to follow. In fact, there was an increased necessity to harmonize the various rules already in effect within the single European countries. Unfortunately, the diversity among the specific governmental regulations belonging to each state member severely limited an extensive application of this European document.

- In 1983, a European Community resolution called for equal working qualifications in this field. It also defined stricter standards concerning travelers' safety and hygiene.
- In 1986 a European Community recommendation was passed with the goal of coordinating the hotel classification and information symbols used in the hospitality facilities. The European Advisory Committee on Tourism was also instituted
in the same year to promote the necessary interaction among state members.

- 1988 marked the first formal meeting involving the Tourism Ministries of all European Community countries.

- In 1990 the European Community proclaimed the European Tourism Year. Despite its mild effects on attracting more travelers to the Old Continent, it contributed to increased public awareness about this developing industry. In addition, it was during this year that Europe was promoted for the first time as one tourism destination. Specific tours and travel packages were created with the offering of the European culture as the core product.

The cooperation among European countries’ governments concerning common tourism initiatives as well as joint actions among transnational hospitality and tourism firms leading to an overall industry’s development marked the 1990 tourism year.

- The most comprehensive and complete document approved by the Commission of the European Communities was the Community Action Plan in 1991. This document, developed from the Initial Guidelines on a Community Policy on Tourism which was passed nine years earlier, was aimed at covering and regulating all key issues and problems in the
hospitality and tourism sector. The highlights of the Plan are more geared toward a revitalization planning action for a European long term success in the international tourism arena. The main goal of this document is that of investing in high quality cultural tourism (specifically, a more environmental sensitive form, such as rural tourism) in order to recuperate the international tourism market share lost over the last twenty years. In addition, the European firms were encouraged to invest in developing countries in order to achieve greater internal stability and gain competitive advantage in the global hospitality and tourism market.

In conclusion, the actions undertaken by the European Community before the Maastricht Treaty—during which the 1993 common market agreement was sealed—were not as effective and concise as they were expected to be. One of the reasons why Brussels’ bureaucratic machine has been slow and relatively ineffective is because it had to deal with a wealth of conflicting domestic, international, private, and governmental interests (Robinson, 1993). Nonetheless, this first European legislative phase has created the basis for a robust long term tourism policy.
The deadline of December 31, 1992 set the stage for the European Common market. Among the impacts that this change was expected to bring, are the following (Mihalik, 1992):

1. Airline Deregulation. The influence of airline deregulation is accounted for a cut in airfares accounting to approximately 15-20%. The effects of airline deregulation will not have such a firm impact as seen in the United States. Indeed, many European countries’ governments are not willing to open their airline market to the international competition. Besides, cost of labor in Europe is much higher and less flexible than that in the United States. However, the trend towards deregulation appears inevitable. This is the reason why mergers and acquisitions are predominant in the 1990s. For example, the Dutch airline company KLM acquired Northwest while Swiss Air has purchased a minority share of Delta.

2. The Hospitality Industry. The increase in airline passengers due to deregulation is expected to raise the hotel occupancy rate. Free competition of financial services is likely to reduce the cost of capital and encourage new investments in the lodging sector (Real Estate Journal, 1991). Since the late 1980s, the European
Investment Bank has been offering to hospitality investors loans at discounted interest rates. Shaw and Lewis (1991), reported a 1988 article from Hotels & Restaurants International in which was stated that the freedom of capital circulation within Europe will encourage European corporations to expand outside the borders of their countries and easily repatriate profits. New corporate headquarters, trade associations, and lobbying organizations will increase business travels, thus demanding new hotels with meeting and convention facilities (Shaw and Lewis, 1991). Overall, the lack of controls at the borders of the European Community state members encourages the traveling activity among European countries.

Besides, restaurants and other food and beverage related businesses should enjoy less import restrictions and a fair decrease in prices of agriculture products (Lerner, 1990).

All those expected changes are going to heavily impact human resources development. Many authors (Baum, 1993; Leslie, 1993; and Mihalik, 1992) are concerned about the workforce shortage that is about to occur in Europe. Two main factors seem to shape this trend. The first is represented by the demographical data, which shows a
decreasing number of births within the Continent. The second relates to the increasing need for a professionally qualified and better educated hospitality and tourism staff.

The increase in international tourism, coupled with a growing demand for quality service and a widespread presence of international hotel chains, calls for multi-skilled hospitality and tourism personnel. The free movement of European workers and the recognition of their qualifications within the European borders allows people living in underemployed countries to find work opportunities in other member states. Still, those workers need to be properly trained to match the increasing demands of international travelers for quality service.

In 1993 Baum supplied a complete list of major issues faced by the hospitality and tourism industry’s human resources in the Western European countries. Among those issues, the most relevant to this study include:
- labor mobility, within and outside the organizations and the states' borders;
- high turnover and lack of qualified workers;
- consequent flexibility in human resources management;
- high value of differentiated cultural traditions and diversity among employees;
- education and training uniformity of qualifications among countries;
- links between industry and education.

Since the beginning of 1994, Austria, Finland, Iceland, Norway, and Sweden have joined the other European Community member countries and have created the European Economic Area (EEA). This new organization currently represent the largest free trade economy, accounting for an overall GDP of seven trillion dollars.

The complete lack of published literature, during the last three years, addressing the free trade European Market impact issues and reporting the first actual influences of the Maastricht Agreement on the hospitality and tourism industry, creates uncertainty about the achievement of the aforementioned expected results. In addition, the fact that Europe is still loosing international market shares in this field suggests that the expected positive effects of the European Common Market have not been able to balance the hospitality and tourism problems affecting the Continent.

Another key interpretation that helps to shed light about the potential inability of the 1992 European market
agreement to determine rapidly changing of the hospitality and tourism industry is suggested by the White Paper prepared in 1990 by the Confederation of the National Hotel & Restaurant Associations of the European Community (HOTREC, 1990). In this document it is reported that no other place on earth is capable to offer such a concentration of countries with many different cultures and ancient traditions.

The European Community and Hospitality and Tourism Education

The major issue targeted by the Commission of the European Communities when dealing with tourism and hospitality organizations concerns with the process of harmonization. Due to the diversity in traditions and working skills’ requirements among the European state members, the hospitality and tourism educational programs offered within the community offer a broad variety of options. These programs have different course lengths, offer different qualifications, and are run by different administrative structures. This is mainly caused by the fact that each European country follows a specific educational system (Cooper et al., 1990).
The European Community was aware of the extensive variety of educational institutions operating, their programs and diplomas offered in this domain since 1974. During that year, a resolution was passed to assess this phenomenon and verify the compatibility of the diverse vocational qualifications. More than a decade later, a new European institute was created—CEDEFOP—and assigned the hard task to harmonize the single educational and training initiatives offered in each member state. Lately, CEDEFOP developed an instrument of comparison that allowed the member states to evaluate and compare the programs and courses listed on a comprehensive table and offered in different European countries. However, the competence of CEDEFOP ranges within the vocational education and is at lower than the undergraduate level.

In 1991 the European Community passed the two most important documents directly affecting the hospitality and tourism education. They are: the European Community Memorandum on Higher Education and the Memorandum on Vocational Training in the European Community in the 1990s.

The first Memorandum underlines the need for highly qualified and educated hospitality and tourism workers and suggests a choice of critical conditions in order to
achieve these needs. Among these conditions, the following appear to be the most significant:
(a) Europe as a single entity should be emphasized in the curriculum of studies;
(b) the importance of technology and communication;
(c) shrink the gap between education and vocational training;
(d) institutions’ cooperation for mutually recognized qualifications and courses all across the member states;
(e) develop language skills;
(f) additional training for educators; and
(g) encourage student’s mobility across member states.

As identified by Leslie (1993), there is a list of programs that are already being successfully offered to support the achievement of the aforementioned points. In relation to the last three listed points, the European Community has developed these programs:
* Lingua, which focuses on foreign languages training;
* Tempus, which aims to promote university students’ mobility; and
* Erasmus, which encourages students at every level to learn abroad.
The importance granted to technology by the European Community is evidenced by the offering of four programs in this discipline. They are Comett, Delta, Uept, and Eurotecnet. Despite the fact that these programs are offered for application in many economic segments, they are highly applicable in the hospitality and tourism domain.

In the Memorandum on Vocational Training in the European Community in the 1990s the objectives are geared toward matching the employers’ expectations with an efficient educational development. Surprisingly, this document emphasizes communication skills, personal development, and technology information. Therefore, vocational training does not exclusively mirror the operational aspects of the hospitality and tourism business—as dictated for more than a century by the European tradition—but is switching its direction to fulfill the new needs determined by this ever changing industry.
The current Status of Hospitality and Tourism Education in Some of the Most Representative European Countries

Due to major differences among the tradition, culture, and social status of the various countries composing the European Continent, the hospitality and tourism higher education programs offered vary broadly from country to country. Likewise, there are notable differences among hospitality and tourism programs offered domestically within each of the European countries. The disparate governmental and administrative systems of the European states have contributed to the increase of this complex scenario.

In many of the European countries, hospitality and tourism higher education programs are currently offered by public and private institutions, universities, and polytechnics. These programs generally last two or three years and grant a diploma or an associate degree. They aim to prepare students for entry level positions in the industry and confer to students a basic knowledge of the hospitality and tourism market and foreign languages.

The extraordinary changes that have occurred over the last decade have caused an accelerated obsolescence of the few academic papers that have attempted to explore and
analyze the status of the hospitality and tourism education in Europe. For example, Cooper et al. (1992) stated that Portugal was about to offer bachelor’s degrees and postgraduate programs in the field whereas Italy, together with Ireland and Greece, lacked high level hospitality and tourism degrees. In 1995, only three years later, while Portugal was still not offering university degrees in the field, Italy had implemented two bachelors programs and twelve associate degree programs.

The purpose of this section is to offer a brief overview of the current status of higher hospitality and tourism education in some European countries and depict the curricular content of a hospitality and tourism program in each one of the selected countries. Spain, Switzerland, England, Italy, and the Netherlands will be represented.

SPAIN
Spain holds third place as the world’s leading tourism destination and leader in hotel capacity (El Pais, 1995). Despite the extraordinary increase of travelers that visited Spain in the last decades--from 30 million visitors in 1976 to 63 million in 1995--the hospitality and tourism higher education domain has developed at a reduced speed.
The first diploma offered in this field and officially recognized by the Spanish government was the “Diploma Tecnico en Empresas Turisticas” (TET), in 1963. In 1980 the TET was substituted with the title “Technician in Tourism Enterprises and Activities” (TEAT), which was recognized as a technical degree at the university level. The diploma is jointly offered by both Ministries of Tourism and Education. Until 1993 this diploma was a mandatory requirement for all general managers running a hospitality facility within the domestic borders.

Public and private legally recognized institutions are currently offering the TEAT diploma, which is regarded as the necessary educational tool for managing hospitality firms, for tour operators, as well as for other governmental or private tourism activities. Overall, there are four public and sixty private institutions offering the TEAT program to approximately 20,000 students (Fayos-Sola, 1991). Despite its university technical degree level, the TEAT diploma and its courses are not recognized by other university programs granting an associate or bachelors degree.

A significant number of programs in hospitality and tourism management have been created during the last
decade. The Master in Tourism Administration offered by the Balearic Islands, the Postgraduate diploma in tourism run by the Polytechnic University of Valencia, and the "Master in quality in Tourism" by the Escuela Oficial de Turismo represent only a few examples. As in many other European countries, the terminal degree offered by those programs is not recognized by other institutions and, in particular, by the state where the program is offered.

Escuela Oficial de Turismo (EOT) in Madrid

This school offers:
(a) ad-hoc programs for graduates, tourism professionals, and hospitality and tourism teachers;
(b) conferences, seminars, and round-tables in hospitality and tourism;
(c) research activities; and
(d) consulting, technical assistance, and planning activities.

In addition to the three year TEAT program, the EOT offers a fourth academic year, the so called "Curso de Postgrado," which is geared toward the student's specialization in travel agency management, hotel and restaurant management, and governmental tourism
organizations. The EOT participates in several international cooperation projects among which the most important is the European Master in Tourism Studies. This program can be attended in five institutions located in various European countries. The other four institutions are: Bournemouth Polytechnic, in England; Savoie University, in France; Tourism and Transportation School, in the Netherlands; and Heilbronn Fachhochschule, in Germany. This Masters program has been developed with the contribution of the European Community funds and it is offered within the Erasmus project.

Those who have passed a comprehensive examination to enter university (COU) or are already graduate students are automatically admitted to the TEAT program. The other prospective students must meet the following requirements in order to qualify for admission: (a) pass the attitudinal mathematics and foreign language tests and (b) obtain the COU or have the second degree’s title “Technical specialist for professional training.” The TEAT curriculum is composed of four major study areas: technical, business, finance and administration, and foreign languages. Five and a half hours per week are allotted to the technical area, one weekly hour to the business area, eight weekly hours to the
administration/finance area, and seven and a half hours are allotted to the study of foreign languages. Table 2.1 shows in detail a three-year TEAT curriculum of courses.

To obtain the TEAT diploma, the students are required to pass all the courses listed in the curriculum and a final exam called the “Revalida.” As reported by Erstad and Montane (1996) only 10-15% of those taking the Revalida exam each year successfully pass it.

Only 35 students are admitted each year to the (optional) fourth year of specialization. The admission criteria are more rigid than those developed for the first three-year program, because they are not only based on school grades but are also based on work experience in the hospitality and tourism sector. Table 2.2 illustrates three diversified curricula offered, based upon different specializations.

In order to promote the links with the industry, the school has developed a specific service that collects the job offerings and operates as a liaison between the tourism public and private organizations and the students that graduate or are about to conclude the program. Due to the fact that the Esquela Official De Tourisme in Madrid is the only one in Spain to offer the fourth year of
### Table 2.1 Technician in Tourism Enterprises and Activities curriculum of courses.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I</td>
<td>Accounting II</td>
<td>Financial Analysis</td>
</tr>
<tr>
<td>Economics I</td>
<td>Labor Law</td>
<td>Marketing</td>
</tr>
<tr>
<td>Intro to Law</td>
<td>Administrative Law</td>
<td>Hotel Management</td>
</tr>
<tr>
<td>Geography of Tourism</td>
<td>Economics II</td>
<td>Travel Agency Management</td>
</tr>
<tr>
<td>Tourist Markets' Structure</td>
<td>History of Art &amp; Culture</td>
<td>Fiscal Law</td>
</tr>
<tr>
<td>Computer Science Training</td>
<td>Statistics</td>
<td>Computer Science Training</td>
</tr>
<tr>
<td>English I</td>
<td>Personnel Management</td>
<td>English III</td>
</tr>
<tr>
<td>French I or German I</td>
<td>English II</td>
<td>French III or German II</td>
</tr>
<tr>
<td></td>
<td>French II or German III</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2.2 The three course tracks in the fourth year of the TEAT program.

<table>
<thead>
<tr>
<th>HOTEL &amp; REST. MANAGEMENT</th>
<th>TRAVEL AGENCY MANAGEMENT</th>
<th>TOURISM INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel &amp; Restaurant Planning</td>
<td>Tourism Itiner. &amp; Packages</td>
<td>Spain Tourist Geography</td>
</tr>
<tr>
<td>Sales</td>
<td>Production Management</td>
<td>History &amp; Culture of Spain</td>
</tr>
<tr>
<td>Hotel Operations</td>
<td>Sales</td>
<td>Internat. Tourist Geography</td>
</tr>
<tr>
<td>Restaurant Operations</td>
<td>Human Resources Management</td>
<td>Groups Entertainment</td>
</tr>
<tr>
<td>Financial Management</td>
<td>Financial Management</td>
<td>Psychology &amp; Human Relations</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>Two Foreign Languages</td>
<td>Ethnology</td>
</tr>
<tr>
<td>One Foreign Language</td>
<td></td>
<td>Two Foreign Languages</td>
</tr>
</tbody>
</table>
specialization the number of students graduated from there is not sufficient to fulfill the number of job openings.

In September 1995, the Council of University Rectors passed a decree which allows tourism studies to be fully considered at the academic level (Erstad and Montane, 1996). This event may lead to the offer of tourism studies granting bachelors degrees in the near future.

THE NETHERLANDS

Dutch people have, together with the English and Germans, the stronger “holiday oriented” European culture. This is why, immediately after World War II, the Netherlands have been systematically developing research studies concerning Dutch travelers. By 1988, the Dutch population of 15 million has produced 25 million trips or 600 million trip-days (Kosters, 1990).

Higher education in hospitality and tourism has solid roots in the Netherlands. In fact the Dutch Institute for Tourism and Leisure studies begun its activity more than thirty years ago, back in 1964. Vocational programs were first offered during the late 1960s by private institutions. During the 1970s these programs were directly run by governmental institutions. Now a total of sixty
schools, institutes, and other educational organizations offer approximately forty different courses in the hospitality, tourism, and leisure domain to over 12,000 students.

Many programs are offered by a wide range of private schools preparing for professional jobs in the field, such as tour leaders, information clerks, hospitality hostesses, and assistant managers in tourism companies. Those educational institutions generally award the 8,000 yearly students with a diploma called SEPR. Unlike the majority of the European countries, hospitality and tourism certificates' recognition within the Netherlands is not considered a problem. Indeed, the SEPR diploma, as well as the others that will be mentioned later, are recognized by the Ministry of Economic Affairs--the Ministry in charge of the hospitality and tourism sector.

The Dutch Institute of Tourism and Transport Studies in Breda

This school is formed by five diversified educational departments. The first is composed of the "Directive Committee and Studies' Financing Service," which represents the administrative organization. The second acts as a
liaison between the school and the industry. It takes care of the consulting and research activities offered by the faculty members. The training programs offered within and outside the school—non academic courses—are developed by this department. The last three departments—tourism, leisure and recreation; territory planning, logistics, and transportation; and two year “intensive” programs in tourism, leisure, and recreation—are in charge of the core academic university education. Among the activities offered by the school, the most important are:

(a) a bachelor’s program in Tourism and Leisure Activities,
(b) two year program for professional training management in the travel and tourism domain,
(c) one program directed to educators’ training,
(d) short training program for hospitality and tourism managers who are currently working in the industry
(e) ad-hoc courses requested by private companies and/or governmental institutions, and
(f) research and consultancy activities.

Overall, the programs are attended by 2,000 students, 1,600 of those are enrolled full time.

The selection criteria to the bachelor’s program are based on a psychological test and previous grades. The
school receives 8,000 Dutch Guilders from the government for each enrolled student. However, if the student takes more time than expected to pursue his/her studies, the public funding decreases accordingly. If a student decides to suspend his/her studies, the contribution to the institution will only be 2,000 Dutch Guilders.

For the purpose of this thesis, only bachelors and postgraduate programs will be explored. The curriculum of the four year program develops through eight disciplines:
- research and automation;
- communication (communication techniques, public relations, tourism information services, advertising);
- geography (landscape planning and leisure geography);
- tourism, leisure and recreation (psychology and sociology of leisure, economy and management of recreation);
- foreign languages;
- business (business economics, marketing, management, accounting, finance);
- social and cultural sciences (sociology, history, art history, civic education);
- management, political economics, and law (organizational issues, legislation, public and social administration).
Interestingly, there is a wealth of interaction between students and faculty members and often class discussion is geared toward information brought in by students. This approach is not typical within the European academic institutions which usually offer a full time lecture in class.

First year students have no curriculum choice and are required to attend all core courses. Table 2.3 illustrates the courses offered and the hours of classroom spent for each topic during Bachelors degree program for the first year.

At the beginning of the second year the students have to choose one of the following six specializations:
1. Management of outgoing tourism and travel organizations,
2. Management of incoming and domestic tourism and recreation,
3. Management of leisure activities,
4. Public relations and advertising,
5. Policy-making, research and planning, or

Since 1992, two of the aforementioned specializations—listed as points 4 and 5—have been canceled.

In order to complete the program and graduate,
Table 2.3 Bachelors degree program in "Tourism and Leisure Activities." Courses offered during first year and time spent in class for each course.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>HOURS IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure Sciences</td>
<td>175</td>
</tr>
<tr>
<td>Tourism-Recreation</td>
<td>140</td>
</tr>
<tr>
<td>Basics of Economics</td>
<td>70</td>
</tr>
<tr>
<td>Business Economics</td>
<td>70</td>
</tr>
<tr>
<td>Geography</td>
<td>70</td>
</tr>
<tr>
<td>Psychology</td>
<td>70</td>
</tr>
<tr>
<td>Statistics</td>
<td>70</td>
</tr>
<tr>
<td>Sociology</td>
<td>70</td>
</tr>
<tr>
<td>Dutch</td>
<td>70</td>
</tr>
<tr>
<td>Marketing</td>
<td>70</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>70</td>
</tr>
<tr>
<td>Techniques</td>
<td></td>
</tr>
<tr>
<td>Automation</td>
<td>140</td>
</tr>
<tr>
<td>Case Study</td>
<td>175</td>
</tr>
<tr>
<td>Tot. Hours in Class</td>
<td>1,260</td>
</tr>
<tr>
<td>Professional Orientation</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>1,300</td>
</tr>
</tbody>
</table>
students have to spend in class an average of 1,450 hours for each specialization year. The total amount of hours to be spent in class to gain the terminal degree is 4,350. Of these hours, 1,690 will be spent outside the classroom: 240 working for a case study, 648 in stage, 648 developing the thesis study, and 154 in field excursions. Table 2.4 shows the disciplines that are common to all four program specializations and the amount of time spent for each course, whereas Table 2.5 shows the core course requirements to be taken by the students enrolled for “Management of outgoing tourism and travel organizations” and “Management of incoming and domestic tourism and recreation.” Table 2.6 lists the core course requirements to be taken by the students enrolled for “Management of leisure activities” and “International tourism management & consultancy.”

The thesis work consists of a theoretical and practical analyses concerning a specific tourism related issue. The student is generally encouraged to present a solution in relation to the issue highlighted by his/her study. The thesis committee is composed of three internal faculty members and one external member, which represents the “expert” from the industry.
Table 2.4 Disciplines common to all four program specializations and time spent for each course.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>HOURS IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure Sciences II</td>
<td>140</td>
</tr>
<tr>
<td>Management and Organization</td>
<td>140</td>
</tr>
<tr>
<td>Marketing</td>
<td>140</td>
</tr>
<tr>
<td>Research</td>
<td>140</td>
</tr>
<tr>
<td>Business Economics</td>
<td>140</td>
</tr>
<tr>
<td>Public Relations</td>
<td>140</td>
</tr>
<tr>
<td>Discussion and Presentation</td>
<td>70</td>
</tr>
<tr>
<td>Techniques</td>
<td></td>
</tr>
<tr>
<td>Dutch</td>
<td>70</td>
</tr>
<tr>
<td>Basic Economics</td>
<td>70</td>
</tr>
<tr>
<td>Sociology</td>
<td>70</td>
</tr>
<tr>
<td>Informatics-Automation</td>
<td>70</td>
</tr>
<tr>
<td>Law</td>
<td>70</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>490</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,750</strong></td>
</tr>
</tbody>
</table>
Table 2.5 Core course requirements to be taken by the students enrolled for “Management of outgoing tourism and travel organizations” and “Management of incoming and domestic tourism and recreation.”

<table>
<thead>
<tr>
<th>Management of Outgoing Tourism and Travel Organizations</th>
<th>Management of Incoming and Domestic Tourism and Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCIPLINE</td>
<td>DISCIPLINE</td>
</tr>
<tr>
<td>Tourism organization</td>
<td>Domestic Tourism Industry</td>
</tr>
<tr>
<td>Travel Agency techniques I</td>
<td>Tourism and Landscape Planning</td>
</tr>
<tr>
<td>Travel Agency Techniques II</td>
<td>Excursion Activities</td>
</tr>
<tr>
<td>Tour operating I</td>
<td>The Town as a Tourism Destination</td>
</tr>
<tr>
<td>Tour operating II</td>
<td>Theme Park Management</td>
</tr>
<tr>
<td>Incoming Activities</td>
<td>Tourism Incoming Activities</td>
</tr>
<tr>
<td>Transportation</td>
<td>Tour Operating Incoming</td>
</tr>
</tbody>
</table>
Table 2.6 Core course requirements to be taken by the students enrolled for "Management of leisure activities" and "International tourism management & consultancy."

<table>
<thead>
<tr>
<th>Management of Leisure Activities</th>
<th>International Tourism Management &amp; Consultancy (ITMC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCIPLINE</td>
<td>DISCIPLINE</td>
</tr>
<tr>
<td>Leisure Activities</td>
<td>Tourism &amp; Planning</td>
</tr>
<tr>
<td>Introduction</td>
<td>Development I</td>
</tr>
<tr>
<td>Events Organization</td>
<td>Tourism &amp; Planning</td>
</tr>
<tr>
<td></td>
<td>Development II</td>
</tr>
<tr>
<td>Sport Management</td>
<td>Tourism Demand</td>
</tr>
<tr>
<td>Culture Management</td>
<td>Tourism Supply</td>
</tr>
<tr>
<td>Sport Science</td>
<td>Tourism Economics</td>
</tr>
<tr>
<td>Art Sociology</td>
<td>Cross Cultural Research I</td>
</tr>
<tr>
<td>Urban Leisure Activities</td>
<td>Cross Cultural Research II</td>
</tr>
</tbody>
</table>
The Dutch Institute of Tourism and Transport Studies in Breda has developed a joint post graduate--two semesters program--and masters degree program in European Tourism Management with Bournemouth Polytechnic in England; Savoie University in France; Tourism and Transportation School in the Netherlands; and Heilbronn Fachhochschule in Germany. The first semester is only offered in Breda or Dorset and exclusively taught in English. The second semester can be completed in Heilbronn (in German language) or Chambery (in French language). After the completion of two semesters, the students obtain the postgraduate diploma.

For those students interested in achieving the Masters degree in European Tourism Management the program is extended for an additional six/twelve months. This amount of time is necessary to develop a research study that will terminate with a thesis defense. Although this Masters degree has gained recognition from France as DESS (Diploma of Higher Specialized School) it is not an academic terminal degree. The average number of admitted students in the postgraduate program is forty.
UNITED KINGDOM

United Kingdom began offering courses in hospitality and tourism in the early 1950s. Those courses were strictly linked with training efforts toward restaurant positions, such as waiters and chefs. In the 1970s, hospitality education offered programs in the hotel and catering sectors. During the 1990s the average number of students enrolled for each year was approximately 29,000. Table 2.7 shows in detail the number of courses offered in hospitality and tourism in United Kingdom and students enrolled for the first year.

The hospitality and tourism courses are offered by a wealth of public and private educational institutions that award diplomas and certification for craft, supervisory, and management qualifications.

Despite the fact that some courses have been running from the early 1970s, it was not until the late 1980s that terminal degree courses have been offered. This is particularly true for the travel and tourism sector. A typical characteristic of the United Kingdom hospitality and tourism curriculum is represented by the strong ties existing between the academic institutions and the industry. As a consequence, the transfer of students from
Table 2.7 Number of courses offered in hospitality and tourism in United Kingdom and students enrolled for the first year.

<table>
<thead>
<tr>
<th>COURSES IN HOSPITALITY &amp; TOURISM</th>
<th>NUMBER OF COURSES</th>
<th>FIRST YEAR ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality</td>
<td>900</td>
<td>15,000</td>
</tr>
<tr>
<td>Travel &amp; Tourism</td>
<td>400</td>
<td>5,000</td>
</tr>
<tr>
<td>Leisure &amp; Recreation</td>
<td>650</td>
<td>9,000</td>
</tr>
</tbody>
</table>
the educational to the market environment is highly facilitated (Airey, 1990). Higher education programs in the United Kingdom have particular freedom to structure the course curriculum and therefore it is possible to create a significant interaction with the industry. For example, many programs have among their faculty members experts from the industry appointed as visiting professors.

Because of the broad differences existing among the hospitality and tourism programs within the United Kingdom (Airey, 1985; Gunn, 1984), the National Council for Vocational Qualifications (NCVQ) has adopted a system to achieve harmonization. The NCVQ has established a set of objective standards—National Vocational Qualifications—determining the applicant’s capabilities to execute specific operations in the hospitality and tourism industry.

The Scottish Hotel School, Department of Management Studies for Tourism and Hotel Industry, University of Strathclyde, Glasgow

The School was founded in 1944 by the British Hotel, Restaurants and Caterers Association and was part of the Scottish College of Commerce. In 1963, the Strathclyde
University was founded and the school became part of the university and currently represents one of its ten departments.

The curriculum of courses is highly flexible because the school uses the educational opportunities offered by the other nine departments that are located within the same business college. The Scottish School offers a three year Pass Degree—which is equivalent to the U.S. Associate Degree—and with an additional year of courses the students can be awarded an Honors Degree—the equivalent to the U.S. Bachelors Degree—in Hotel and Catering Management or in Tourism Management. The school also offers a Masters in Hotel Administration and a broad choice of short courses to hospitality and tourism operators. The school, together with its college, uses the credit hour system. This allows the students who have completed the first three academic years and have a Pass Degree to take courses in another department within the Business College and obtain a Joint Honors Degree with other specializations. Specializations available include Business Organizations, Law, Economics, Industrial Relations, and Marketing options. Following the same criterion, students belonging to other departments can
be granted a Joint Honors Degree in Tourism or Hotel and Catering Management.

In order to apply for admission at the undergraduate level, the prospective students must meet the “General Entrance Requirements”; the “Faculty and Course Requirements,” represented by previous school grades; and the “Competitive Entry Standards,” which are based upon one or more selection tests. The work in class is very industry-related and the students are required to analyze several operational case studies.

The curriculum of courses in the first three years is composed of core, elective, and general disciplines. The students are mandated to pass all the core courses, have from nine to twelve credit hours from the electives, and two credit hours from general disciplines. Each course in the core and elective disciplines accounts for 1.5 credit hours, whereas the courses listed in the general disciplines have a value of only one credit hour. A list of the three groups of disciplines is listed below.

Core: Kitchen, Hotel Accounting, Hotel Operations Management, Food & Beverage Management, Personnel Organization in the Lodging and Food & Beverage Industry,
and Planning and Objectives of Hotel and Restaurant Companies.


Table 2.8 illustrates the typical curriculum of studies for Pass and Honors Degrees in Hotel and Catering Management.

After achieving 33 credit hours the students obtain the Pass Degree. For those who want to obtain the Honors Degree, there are these additional courses to pass: Tourism Planning and Development, Leisure Management, Strategic Management in the Hospitality Industry, Hotel Chain Strategic Planning, Small/Medium Tourism Companies
Table 2.8 Curriculum of studies for Pass Degree in Hotel and Catering Management.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen I</td>
<td>Hotel Management I</td>
<td>Hotel Management II</td>
</tr>
<tr>
<td>Hotel Accounting</td>
<td>Catering &amp; Rest.</td>
<td>Tourism Marketing</td>
</tr>
<tr>
<td></td>
<td>Mgmt</td>
<td></td>
</tr>
<tr>
<td>Tourism I</td>
<td>Tourism II</td>
<td>Hotel Staff Organiz.</td>
</tr>
<tr>
<td>Law</td>
<td>Kitchen II</td>
<td>Hospit. Planning</td>
</tr>
<tr>
<td>Marketing &amp;</td>
<td>Hotel Planning &amp;</td>
<td>Operational Mgmt of</td>
</tr>
<tr>
<td>Society</td>
<td>Development</td>
<td>Tourism facilities</td>
</tr>
<tr>
<td>Informatics</td>
<td>Social Theories of</td>
<td>Intro to Marketing</td>
</tr>
<tr>
<td></td>
<td>the hotel industry</td>
<td>Mgmt</td>
</tr>
<tr>
<td>Company Mgmt</td>
<td>Managerial Sciences</td>
<td>Industrial Relations</td>
</tr>
<tr>
<td>Intro to Great</td>
<td>Basics of personnel</td>
<td></td>
</tr>
<tr>
<td>Britain tourism</td>
<td>Relations</td>
<td></td>
</tr>
<tr>
<td>Intro to</td>
<td>Stage</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Management, and Human Resources Management. The final thesis concludes the curriculum of studies.

A typical curriculum of studies for a Pass and Honors Degree in Tourism Studies is illustrated in Table 2.9.

Courses offered for the completion of the fourth and last year, which allows the student to obtain the Honors Degree are: Tourism Research and Planning, Tourism in Scotland, Tourism in Developing Countries, Issues and Problems in the Hospitality and Tourism Industry, Small and Medium Hospitality Organizations Management, Cultural Attractions and Tourism, and Historical and Current Tourism. A written thesis is discussed after the completion of class requirements.

The Scottish School also offers a one-year postgraduate “Master in Hotel Administration.” This program aims at strengthening the student’s skills on operational analysis of diversified hotel companies’ problems. The only admission requirement is the Honors Degree or other Bachelors Degrees. Sometimes the School admits candidates that do not have an academic degree but have managerial experience in the hospitality field for at least three years. Not more than twenty students are allowed to attend the Masters program each year. The program develops in two
Table 2.9 A typical curriculum of studies for a Pass Degree in Tourism Studies.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Tourism</td>
<td>Tourism Marketing</td>
<td>Development of Tourism Areas</td>
</tr>
<tr>
<td>(Comp.)</td>
<td>(Comp.)</td>
<td></td>
</tr>
<tr>
<td>Tourism Industry</td>
<td>Tourism Economics</td>
<td>Tourism Marketing</td>
</tr>
<tr>
<td>(Comp.)</td>
<td>(Comp.)</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>Tourism II</td>
<td>Hotel Personnel Organization</td>
</tr>
<tr>
<td>Marketing &amp; Society</td>
<td>Tourism &amp; Environment</td>
<td>Tourist Behavior</td>
</tr>
<tr>
<td>Company Management</td>
<td>Managerial Sciences</td>
<td>Intro to Mktg Mgmt</td>
</tr>
<tr>
<td>Stage</td>
<td>Public Tourism</td>
<td>Industrial Relations</td>
</tr>
<tr>
<td>Stage</td>
<td>Organization (Comp.)</td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td></td>
<td>Intro to International Tourism</td>
</tr>
</tbody>
</table>
terms of ten weeks each. The curriculum is composed of four required core courses and one elective. Operational Hotel Management, Hotel Management, Finance and Quality Control, and Hotel Kitchen are the required core courses. One elective course needs to be chosen from: International Tourism, Tourism Estates and Facilities Appraisal, Tourism Organization, and Marketing. A research thesis discussed in front of an internal committee together with an external member represents the final step in achieving the Masters diploma.

ITALY

Italy, like Spain, is one of the world’s leading tourism destinations. In addition, Italy is a world leader in hotel rooms, second only to the United States (El País, 1995). Unlike its primary role in the international hospitality and tourism arena, higher education in this field was missing until recently. Actually the University of Florence began offering post graduation courses in “Tourism Economics” in the early 1960s. This course, as well as the few others that followed in Rome and Bologna in the 1970s were generic in nature and had no legal value, since they were not recognized by the Italian government.
Professional education and training in this sector have always been carried on by the numerous high school educational institutions. Indeed, those institutions accomplished the task of fulfilling the immediate needs of the industry: supply entry level job positions. Therefore, until the 1980s, the Italian hospitality and tourism educational fabric highlighted the operational aspects of the industry, taking apart the academic approach of this domain.

The increasing demand for field professionals, experts, and managers that has characterized the last decade has called for a new approach to training and education in the hospitality and tourism sector. As a consequence, a variety of private and public institutions have created new courses for hospitality and tourism managers (Dalla Valle, 1990). Table 2.10 illustrates the status of hospitality education and its complexity in 1990. The listed schools and institutions only represent a small part of the country's hospitality and tourism education.

In 1990 a state law was passed which allowed for the implementation of Associate Degrees. That law required that the Associate Degree programs have a maximum length of three years and fifteen courses were the minimum
Table 2.10 A list of some educational institutions offering hospitality and tourism courses in Italy in 1990.

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>PROGRAMS</th>
<th>DIPLOMA</th>
<th>ADMISSION REQUIREMENT</th>
<th>LENGTH</th>
<th>FOUNDERS CONTRIBUTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Tourism, Economics, U.</td>
<td>Economic Operators of Tourism Services</td>
<td>Economics of Tourism Services</td>
<td>High School Diploma</td>
<td>2 years, 1,600 hrs</td>
<td>University of Venice</td>
</tr>
<tr>
<td>Academy in Trento</td>
<td>Specialization Course in Tourism Management</td>
<td>Attendance Certificate</td>
<td>High School Diploma/</td>
<td>1 year, 1,800 hrs</td>
<td>Chamber of Commerce, Province, Tour. Board, Hotel Assoc.</td>
</tr>
<tr>
<td>Center for Higher Tourism</td>
<td>*Master in Tourism Economics *training tourism courses *tourism managers training course</td>
<td>Master in tourism economics</td>
<td>High School Diploma</td>
<td>3 years, 1800 hrs</td>
<td>University, Univ. for Foreigners, Umbria Region, Province, Nat. Tourism Board, Ital. Company for Tourism, Italian Hotel Assoc., Assoc. of Campgrounds Owners, Commerce Federat., Local Banks, Municipality of Assisi,</td>
</tr>
<tr>
<td>Higher School for Commerce, Tourism and Services in Milan</td>
<td>*Master in Tourism Disciplines *Course for Travel Agency Director</td>
<td>Certificate of Attendance *Baccalaureate</td>
<td>1 year, 1230 hrs</td>
<td>Province, Commerce Federation, Chamber of Commerce, Municipality of Milan</td>
<td></td>
</tr>
<tr>
<td>Business University Bocconi in Milan</td>
<td>Refinement course in Tourism Economics</td>
<td>Certificate of Attendance Baccalaureate</td>
<td>4 year, 360 hours</td>
<td>University</td>
<td></td>
</tr>
</tbody>
</table>

82
Table 2.10 A list of some educational institutions offering hospitality and tourism courses in Italy in 1990 (cont.).

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>PROGRAMS</th>
<th>DIPLOMA</th>
<th>ADMISSION REQUIREM.</th>
<th>LENGTH</th>
<th>FOUNDERS CONTRIBUTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher School of Tourism in Verona</td>
<td>Economic operators of tourism services</td>
<td>tourism employee diploma</td>
<td>High school diploma</td>
<td>2 years</td>
<td>Privates, Veneto Region</td>
</tr>
<tr>
<td>Free University of Tourism Sciences in Milan</td>
<td>Tourism Operators</td>
<td>Certificate of Attendance</td>
<td>High School Diploma</td>
<td>3 years</td>
<td>Privates, Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>900 hours</td>
<td>Ministry, Lombardy Region</td>
</tr>
<tr>
<td>Novum Mediterraneum in Rome, Milan, and Salerno</td>
<td>Master in Hospitality Management</td>
<td>Certificate of Attendance</td>
<td>High School Diploma</td>
<td>6 months</td>
<td>Managers and Tourism Professionals, Telos-Tourism Consultants</td>
</tr>
</tbody>
</table>

Adapted from: Politica Del Turismo, 1990.
requirement for graduation. A thesis should be presented and discussed in front of, at least, five faculty members and the director of the program.

Due to bureaucratic governmental delays, the first course offering an Associate Degree in "Economy and Management in Tourism Services" occurred in 1993. Only two years later, in 1995, twelve Associate Degree programs were operating and many others are going to be implemented. The available qualifications are either in "Tourism Operations" or "Economics of Tourism" and only a few colleges are empowered by law to offer those programs. Those Colleges are Education, Political Sciences, Languages, Business, and Economics.

The major breakthrough in the Italian hospitality and tourism educational system occurred in 1995 with the initiation of two Bachelors Degree programs offered by the University of Perugia and the University of Bologna. This circumstance represents a milestone in the domestic evolution of tourism education.
Italian Center for Advanced Studies in Tourism and Tourism Promotion in Assisi

This school began its activity as a research center in 1982. Three years later, in 1985, it began developing its educational programs through the offering of the following programs:

- Master in Economics of Tourism,
- “trainers training” courses,
- short updating courses for tourism entrepreneurs and managers
- preparatory courses for the licensing examinations for Travel Agency Directors and Hotel General Managers,
- intensive courses for meeting planners and other tourism professional segments.

In addition, in 1994, the school pioneered the first European course for “Franchising experts in small and medium size hospitality businesses.”

Together with the University of Perugia, the Italian Center for Advanced studies in Tourism and Tourism Promotion offers a three year Associate degree in “Economics & Tourism Management” and a Bachelors Degree in “Economics of Tourism.” Of the 400 applications received, the school admits 100 students. The selection process
consists of a multiple choice test on general culture subjects. The prospective students are also required to be interviewed by a faculty commission that will verify the motivational interests of the candidates.

The program develops on a year round basis and at the end of each course attended the students are required to pass a comprehensive examination. The fundamental disciplines that are compulsory for all students are:

- Microeconomics
- Macroeconomics
- History of Tourism
- Economics of Business Groups
- General and Applied Accounting
- Elements of Private Law
- Public Laws in Economics
- Statistics
- Mathematics
- Financial Mathematics

The following is the list of the elective courses:

- The Economics of Tourism
- Economics of Transportation
- Tourism Geography
- Cost Analysis and Accounting
- Economics and Management of Hotel & Restaurant Organizations
- Economics and Management of Travel & Tourism Organizations
- Financial and Monetary Management
- Tourism Marketing I
- Tourism Marketing II
- Tourism Companies Organization
- Commercial Law
- Transportation Law
- Tourism Legislation
- Labor Law
- Tourism Statistics
- Managing Information Business Systems
- Cost-Benefit Analysis
- Tourism Development
- Finance
- Food Product Business
- Quantitative Methods for Decision Making
- Publicity Economics and Strategies

The four year Bachelors program offers two majors, one in Hospitality/Restaurant and the other in Travel/Tourism. Table 2.11 shows the courses required for the Hospitality/Restaurant major and Table 2.12 shows the courses required for the Travel/Tourism major.

The curriculum also requires students to attend and pass a number of activities and practice sessions which are administered as Workshops and Laboratories on the following topics:
* Automated Ticketing for Air Sea and Ground Transportation
* Leadership
* Tourism Human Resources Management
* Meetings and Conventions Promotion & Organization
* Front Desk Customer Management
* Sales and Promotions
* Hotel and Restaurant Information Systems Laboratory
* Travel Agency Information Systems Laboratory
* Enhanced Tourism Business Through Information Systems
* Computerized Reservation Systems
* Costing Techniques
Table 2.11 Courses required for the Bachelors Degree in Economics of Tourism, Hospitality/Restaurant major.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
<th>FOURTH YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microeconomics</td>
<td>Public Laws in Economics</td>
<td>Hospitality Firms</td>
<td>Business Groups</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics and Management</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Statistics</td>
<td>Economics &amp; Advertising</td>
<td>History of Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td>Private Law</td>
<td>Economics of Tourism</td>
<td>Cost Analysis and Accounting</td>
<td>Tourism Statistics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Tourism</td>
<td>Labor Law</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
<td>Marketing II</td>
</tr>
<tr>
<td>Tourism Marketing I</td>
<td>Inf. System Management</td>
<td>Quantitative Methods</td>
<td>Tourism Development</td>
</tr>
<tr>
<td>Financial Mathematics</td>
<td>Hospitality Firms Organization</td>
<td>Finance</td>
<td>Cost-Benefit Analysis</td>
</tr>
<tr>
<td>English</td>
<td>Tourism Legislation</td>
<td>Food Products</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Elective Foreign Language</td>
<td>Macroeconomics</td>
<td>Commercial Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Foreign Language II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.12 The study plan for Travel/Tourism major.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
<th>THIRD YEAR</th>
<th>FOURTH YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microeconomics</td>
<td>Public Laws in</td>
<td>Travel &amp; Tourism</td>
<td>Business Groups</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Firms Economics and Management</td>
<td>Economics</td>
</tr>
<tr>
<td>Accounting</td>
<td>Statistics</td>
<td>Economics &amp; Advertising</td>
<td>History of Tourism</td>
</tr>
<tr>
<td>Private Law</td>
<td>Economics of</td>
<td>Commercial Law</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Tourism</td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Macroeconomics</td>
<td>Labor Law</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marketing II</td>
</tr>
<tr>
<td>Tourism Marketing I</td>
<td>Inf. System Management</td>
<td>Quantitative Methods</td>
<td>Transportation Law</td>
</tr>
<tr>
<td>Financial Mathematics</td>
<td>Hospitality Firms Organization</td>
<td>Finance</td>
<td>Cost-Benefit Analysis</td>
</tr>
<tr>
<td>English</td>
<td>Tourism Legislation</td>
<td>Cost Analysis &amp; Accounting</td>
<td>Financial &amp; Monetary Management</td>
</tr>
<tr>
<td>Elective Foreign Language</td>
<td>Tourism Geography</td>
<td>Economics of Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English II</td>
<td>Elective Foreign Language II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* Pricing Techniques
* Communications and Advertising Techniques

The students are required to pass a total of 23 courses and to discuss a written thesis in order to obtain the Bachelors Degree. Due to the fact that this school, together with the University of Bologna, has first begun offering a Bachelors program in Italy at the end of 1994, it will not be until 1999 that the first students will be awarded such a Diploma.

**Chapter Summary**

The extraordinary growth of the international hospitality and tourism industry over the last two decades has resulted in a shortfall of qualified managers. The European hospitality and tourism schools, concerned with exploring the operational aspects of this business have not been able to differentiate their courses and offer sound management programs. Many private institutions saw this industry shortage of professional personnel as an opportunity to offer management courses. Due to the lack of flexibility that characterizes the traditional European academic system, it was not until a decade ago that universities began to respond to the increasing
market needs with the offer of qualified hospitality and tourism administration programs.

Despite the fact that higher education in hospitality and tourism represents a relatively young reality in Europe, it is currently evolving rapidly. The wide diversity among the academic systems in each European country make it difficult to depict a uniform Continental educational fabric. In addition, the general lack of published literature addressing this topic increases the uncertainty in exploring it. These final considerations suggest that this exploratory study is both necessary and important.
CHAPTER III

METHODOLOGY

Introduction

The Purpose of this research was to shed light on the characteristics of the European higher educational programs in hospitality and tourism education. This chapter will present a description and justification of the methodologies that were selected to conduct this study.

The Methodology chapter is framed into seven sections. They are: objectives, sample population, development of the survey instrument, pilot study, data collection process, data analysis, and chapter summary.

Objectives

The following were outlined as objectives of the study:

1) To identify and analyze the historical development, current state, and future trends of the hospitality and tourism higher education in Europe.

2) To provide a thorough profile of the institutions offering higher programs in hospitality and tourism education in Europe.
3) To determine whether or not there has been a switch on program emphasis from traditional hospitality practices and knowledge to management oriented subjects and social sciences studies.

4) To identify the emphasis placed by the different hospitality and tourism curricula on the various European programs.

5) To determine the governmental, private, and industry’s economic contribution to the development of hospitality and tourism higher education in Europe.

Sample Population

The population for this study consisted of European institutions offering higher education programs in hospitality and tourism or related fields. Unfortunately, there is no complete list of such institutions in Europe. Consequently the sample selection was based on different sources during a three month period of time. Among the sources used the “A guide to college programs in hospitality and tourism” (CHRIE, 1993) provided about 30 addresses with relative names of the program directors and/or department heads.
Other sources were professional and trade magazines published within the individual European countries, academic journals, and proceedings of international congresses and symposiums involving higher education in Europe. The participant list for the 1992 International Conference “Tourism Education in Europe: the Development of Quality,” held in Valencia, Spain, and the “Italian Center for Advanced Studies in Tourism and Tourism Promotion” in Assisi, Italy, were particularly helpful in acquiring names and addresses of European institutions offering programs in hospitality and tourism education. Spain, United Kingdom, and Switzerland are the only three European countries that have domestic associations of hospitality and tourism schools, and could supply a list. However the majority of the schools and institutions in the Spanish list do not offer higher educational courses. In order to acquire the most complete collection of higher European educational hospitality and tourism institutions, the national tourist boards and/or Tourism Ministries of six among the most representative European countries--France, Germany, Italy, the Netherlands, Spain, and the United Kingdom--have been contacted and asked to send a list of the hospitality and tourism educational institutions operating in the
respective territories, offering at least an Associate Degree in the field. The sampling approach used to collect the units (educational institutions) is defined as a convenience sampling. This research method adopts a process by which the most convenient units are targeted. Although convenience sampling is widely used in exploratory research, it is not pertinent to project the results obtained through this sampling approach to the entire population. A total number of 71 institutions operating in 17 European countries made up the study population. Among the 71 selected institutions, eight participated in the pilot study and 63 were included in the research study. The number of schools and institutions that received the research instrument in each European country were: Austria (1), Belgium (1), Czech Republic (1), Denmark (3), Finland (1), France (8), Germany (4), Hungary (1), Ireland (3), Italy (8), the Netherlands (6), Portugal (1), Russia (1), Scotland (3), Spain (6), Sweden (1), Switzerland (6), England (8).

The Development of the Survey Instrument

The survey research instrument consisted of a self-administered questionnaire which was sent through the mail
to the sample population. The four-page questionnaire (Appendix B) was accompanied with a cover letter explaining the purpose of the study. The cover letter emphasized the importance of this exploratory study in consideration of the fact that no other research of this genre was conducted in the past. It was also highlighted that due to the extraordinary evolution of the higher education in this field during the last decade, this study will supply information that will help the European institutions to implement marketing as well as academic and educational plans for the future.

Due to the exploratory nature of the study, the questions that were asked through the research instrument were designed to determine the characteristics of the various educational institutions and their history; the curriculum of courses, along with their emphasis and structure; the faculty members and their background; and a profile of the students.

The questionnaire was developed from previous studies dealing with hospitality and tourism higher education in the United States. In particular Cook and Yale's study (1994) helped to define the "type of institution" questions along with the questions dealing with the faculty's
educational and professional background. The questions concerning the school and/or institution’s administrative structure, students’ enrollment, programs’ length and size, and programs’ future planning were developed from the 1992 study by Zabel. Questions pertaining to the highest degree earned by faculty members was based on the 1990 study by Partlow. The curriculum section of the survey instrument was developed from the curriculum section of the Accreditation Commission for Programs in Hospitality Administration manual for evaluation (ACPHA, 1992).

The survey instrument was divided into five sections. The first section is concerned with the history of the institutions sampled, the year they started offering educational courses, and the process of development and implementation of their programs.

Part II depicts the institution from different prospectives: its physical plant, its administrative structure and its economic nature, program focus, available services, costs, and future expansion plans. Overall, it gives a picture of the opportunities offered by the institution in order to enhance the quality of life of those--students, faculty members, staff--who live
there. This section also highlights the institution’s educational future plans.

In part III the questions developed attempted to gain a thorough view of the programs offered and determine particular interests placed on selected topics. The third section had as its major objective to delineate the curricular structure of the school and the emphasis granted to the most common disciplines offered in the hospitality and tourism field. As mentioned earlier, the list of the topics was developed following the ACPHA--Accreditation Commission for Programs in Hospitality Administration--handbook of accreditation.

The faculty profile was solicited in the fourth section, which identifies the faculty members, their educational level and academic majors together with their working experience. The fifth and last section depicts the institution’s students portfolio, the percentage of international students attending the programs, and the admission requirements.

**Pilot Study**

Once developed, the survey instrument was sent, during the last week of May 1995, to eight different institutions
located in four European countries. This sampling approach is best defined as “stratified sampling.” It offers the possibility to use a random sample for each stratum, which in this study is represented by each European country. The reason for choosing this research approach was to obtain feedback from divergent European countries thus taking into account each country in terms of number of institutions represented. As stated by Zikmund (1991) the pilot study is a small scale exploratory research technique that uses analysis but does not apply rigorous standards to the analysis.

The purpose of this pilot study was: to test the accuracy of the survey instrument, to determine the time span that would be needed to receive the filled questionnaires back and, most importantly, to receive feedback from the administrative offices about clarity problems in completing the survey instrument. The researcher believed that the translation of the questionnaires into the different languages spoken in each country may have led to language bias, thus invalidating the results of the entire research. Since the questionnaire was to be sent to the entire population in English language, it would be possible that some misunderstandings or incomprehensions
may have arisen. However, it was assumed that heads of department or chief administrative personnel dealing with hospitality and tourism higher educational institutions had the necessary language skills to complete the questionnaires.

Upon completion of the pilot study, the needed corrections were made by mid-July 1995 to improve the survey instrument. From the only two questionnaires returned, a few corrections were made. Among those, "downtown" was substituted with "city center" in relating with the institution location (question five of section two). In "fundamental requirements for students admission" (question four of last section), "knowledge of two or more foreign languages" was added.

Data Analysis

Data were analyzed with the assistance of the Statistics Program for Social Sciences (SPSS, 1990).

The research question No 1:

What is the present status and the future development of the European Hospitality and tourism higher education?
found an answer all over the questionnaire. The level of the courses offered (question 1 section 2 and question 2 and 3 section 3), together with the services and facilities available (from questions 6 to 12 of section 2) supplied a complete view of the European hospitality and tourism higher education. Questions 13 and 14 of the second section helped to define the major future trends of the European hospitality and tourism education. In particular, they supplied insights about the level of the future programs and the development of new disciplines/areas.

The last three sections of the questionnaire—curriculum of courses, faculty and students' profile—provided answers to the research question No 2:

*What is the profile of the European hospitality and tourism programs at present time?*

which looked for the profile of the hospitality and tourism programs at present time.

The emphasis on operational aspects versus management and social sciences studies in hospitality and tourism was also solicited. Research question No 3:

*Are the European hospitality and tourism programs emphasizing traditional practice and knowledge or*
focusing on management skills and social sciences studies?

This question was answered with simple frequencies of the programs’ emphasis question (No 4) in section 2. In addition, the operational topics rated in section 3 question 5—lodging, foodservice, and operations—were compared with the ratings given to the other functional curricular topics.

The means obtained from each of the main hospitality and tourism related disciplines listed in question 5 section 3 were used to answer to the research question 4:

What are the topics that are most emphasized by the European hospitality and tourism education programs?

This question was concerned with the emphasis allotted by the European hospitality and tourism education curricula to the listed topics.

The contributions to the European hospitality and tourism higher education programs (research question No 5):

What are the governmental, private, and industry’s economic contributions to the European hospitality and tourism higher education?
were available, through the answers to question 2 section 2, in percentages divided in public funding, industry funding, private funding, and other financial aids. Table 3.1 indicates the questionnaire sections and question numbers that were used to answer to the five research questions.

**Chapter Summary**

This chapter discussed the methodology used in this study. It included a detailed description of the development of the research instrument to explore the characteristics of the European higher education programs in hospitality and tourism.

This chapter also discussed the sample population used for this study, which consisted of the institutions and schools that offer higher educational programs in hospitality and tourism in Europe. The data collection method that was used was a self-administered mail questionnaire. The SPSS was used in analyzing the returned data.
Table 3.1 Guide to answers to research questions used in questionnaire (Appendix B).

<table>
<thead>
<tr>
<th>RESEARCH QUESTIONS</th>
<th>QUESTIONNAIRE SECTIONS</th>
<th>QUESTIONS NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the present status and the future development of the European Hospitality</td>
<td>2</td>
<td>1, 6 TO 14</td>
</tr>
<tr>
<td>and tourism higher education?</td>
<td>3</td>
<td>2, 3</td>
</tr>
<tr>
<td>What is the profile of the European hospitality and tourism programs at present</td>
<td>3, 4, 5</td>
<td>ALL</td>
</tr>
<tr>
<td>time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the European hospitality and tourism programs only emphasizing the</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>operational aspects of the field or are they also focusing on management</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>skills and social sciences studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the topics that are most emphasized by the European hospitality and</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>tourism education curricula?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the governmental, private, and industry's economic contributions to the</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>European hospitality and tourism higher education?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESULTS AND ANALYSIS

Introduction

The preceding chapters presented the research questions and proposed data collection methodology of the mail survey. An overview of the research tool (self-administered questionnaire) and its different sections was supplied.

The purpose of this chapter is to present the relevant data collected using the survey instrument. It contains the results of the data analysis as described in the methodology chapter. The results are presented as descriptive analysis due to this study’s exploratory nature. Finally, descriptive statistics for each research questions are provided.

Throughout this chapter, tables with frequencies of schools and institutions’ responses will be presented. The results reported in this chapter will form the basis for explanation of the data and for deriving conclusions in the final chapter. The results are grouped in sections based on the stated objectives and research questions.
Response Rate

As stated earlier in the previous chapter, in July 1995, 63 questionnaires were mailed out to European schools and institutions offering higher education programs in the hospitality and tourism sector. The first set of data was collected between the months of July and August. By the end of August, 22 questionnaires were returned, accounting for 34.9% response rate. A follow-up letter with questionnaire was mailed out in September 1995 which resulted, by the end of October 1995, in nine additional usable questionnaires. Overall, 31 completed questionnaires were returned, yielding a response rate of 49.2%.

Research Question No 1

What is the present status and the future development of the European hospitality and tourism higher education?

The hospitality and tourism schools and institutions that responded were mostly represented by public educational organizations (61.3%) that offer certificates, associate, bachelors and post graduation degrees. Among the private schools and institutions, one is offering a certificate, whereas seven offer bachelors degrees, six
masters and two doctorates. Table 4.1 shows the type of institutions that participated in this study and their highest programs in hospitality and tourism education.

When asked to list the facilities available to students for practical training 12 schools listed kitchen facilities, 13 dining, 10 lodging, while only two schools referred to travel agencies (see Table 4.2). Among the “other” category, the majority of respondents have emphasized languages and computer laboratories while other schools referred to health clubs and tourism agencies.

As shown in Table 4.3, 54.8% of the schools offer dorms, dining facilities, sports facilities, and health insurance programs to their students. Among those services, dorms are the most common (64.5%), followed by sports facilities (61.3%), dining facilities (58.1%), and health insurance programs (54.8%). Other services listed by the educational institutions are resource rooms, student unions, and cultural centers.

Fifty-two percent of the sample can count on a library with between 150 and 2,000 hospitality and tourism related books. However, the mean indicates that 4,044 texts and books are available on average in the libraries. Indeed, the standard deviation, which is higher than the mean
Table 4.1 Type of institutions that responded to the survey and the highest programs offered by them.

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTE</th>
<th>HIGHEST DIPLOMA AND CERTIFICATE AWARDED</th>
<th>NUMBER OF PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE</td>
<td>CERTIFICATE</td>
<td>1</td>
</tr>
<tr>
<td>PUBLIC</td>
<td>ASSOCIATE</td>
<td>3</td>
</tr>
<tr>
<td>PRIVATE</td>
<td>BACHELORS</td>
<td>7</td>
</tr>
<tr>
<td>PUBLIC</td>
<td>BACHELORS</td>
<td>4</td>
</tr>
<tr>
<td>PUBLIC</td>
<td>MASTERS</td>
<td>3</td>
</tr>
<tr>
<td>PRIVATE</td>
<td>MASTERS</td>
<td>5</td>
</tr>
<tr>
<td>PUBLIC</td>
<td>DOCTORATE</td>
<td>6</td>
</tr>
<tr>
<td>PRIVATE</td>
<td>DOCTORATE</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4.2 Facilities available for students' practical training.

<table>
<thead>
<tr>
<th>TRAINING FACILITIES</th>
<th>PERCENTAGE</th>
<th>NUMBER OF INSTITUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DINING</td>
<td>41.9</td>
<td>13</td>
</tr>
<tr>
<td>LODGING</td>
<td>32.0</td>
<td>10</td>
</tr>
<tr>
<td>TRAVEL AGENCY</td>
<td>6.5</td>
<td>2</td>
</tr>
<tr>
<td>OTHER</td>
<td>35.5</td>
<td>11</td>
</tr>
</tbody>
</table>
Table 4.3 Services available for students.

<table>
<thead>
<tr>
<th>SERVICES AVAILABLE FOR STUDENTS</th>
<th>PERCENTAGES</th>
<th>NUMBER OF INSTITUTIONS OFFERING SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DORMITORIES</td>
<td>64.5</td>
<td>20</td>
</tr>
<tr>
<td>DINING</td>
<td>58.1</td>
<td>18</td>
</tr>
<tr>
<td>SPORTS</td>
<td>61.3</td>
<td>19</td>
</tr>
<tr>
<td>HEALTH</td>
<td>54.8</td>
<td>17</td>
</tr>
<tr>
<td>OTHER SERVICES</td>
<td>25.8</td>
<td>8</td>
</tr>
</tbody>
</table>
(4,463) is indicative of wide differences among schools that responded. The range between the school with the highest and the lowest number of books varies from 150 to 20,000 volumes.

Journals available in these European schools also varied extensively from 4 to 120. Thus, more than half of the respondents subscribe to 4 to 22 journals.

Respondents were also asked to specify the amount of publications that the institution’s faculty and student members were able to publish during the last twelve months. Results on the last year publications are more significant than the data that just preceded. The 43.7% of faculty members and students belonging to the schools and institutions composing the sample did not publish books. The rest 56.3% faculty members and students have published from one to six books.

The lack of publications is even greater when exploring the results obtained from publications in professional journals. Approximately 47% of the participating institutions did not publish in professional journals. Almost 88% of the respondents published less than eight articles a year in academic journals. It is worth mentioning that two schools’ faculty and student members
have authored respectively 40 and 45 publications in academic journals.

Results related to publications in professional magazines showed that 65.6% of schools' professors, instructors, and students do not write articles for those magazines. Another 25% of the sample reported having published between two to six articles over the last year, whereas one school responded that 60 publications were produced by faculty members and students.

Due to the growing importance of on-line services for students' research, update, and professional development, the question was asked about students' free access to Internet. About 39% of the respondents indicated that students can freely use Internet for school and personal purposes. It is likely that, in future, the percentage of net services to students will significantly grow. Seven schools, accounting for 22.6% of the sample use other on-line programs for their academic and educational activity, such as Trinet and Heritage.

The majority of the sampled schools offer professional courses (see Table 4.4). This means that they are not only involved with students' education, but
they also develop training programs for those professionals who are already working in the industry, such as hoteliers, travel agents or consultants. In addition, other courses are offered to prepare for specific certifications, such as hotel manager, tour guide, meeting planner, and animation specialist. Specialization courses and programs for trainers and educators are also included in the answer options to this question. Among the 58.1% of the schools that confirmed to be active in professional training, 77.8% are involved with management training, 44.4% offer updating courses for other professional positions in the industry, and 27.8% offer training courses directed at improving trainers' knowledge and communication skills. In the "others" section, respondents indicated administering: (a) summer courses in different management subjects, (b) a number of short seminars, and (c) courses for the achievement of a variety of professional body diplomas and others.

Data from all respondents were used to investigate the question related to the academic degrees offered. Twenty-six of the educational institutions that participated in the survey (83.9%) confirmed that they
Table 4.4 Type of professional courses offered.

<table>
<thead>
<tr>
<th>TYPE OF PROFESSIONAL COURSES</th>
<th>PERCENTAGE OF RESPONDENTS</th>
<th>NUMBER OF INSTITUTES OFFERING PROFESSIONAL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGEMENT TRAINING</td>
<td>77.8</td>
<td>14</td>
</tr>
<tr>
<td>PROFESSIONAL TRAINING</td>
<td>44.4</td>
<td>8</td>
</tr>
<tr>
<td>TRAINERS TRAINING</td>
<td>27.8</td>
<td>5</td>
</tr>
<tr>
<td>OTHER COURSES</td>
<td>27.8</td>
<td>5</td>
</tr>
</tbody>
</table>
offer academic degrees. Among those, 40.7% offer an Associate degree, 65.4% offer a Baccalaureate degree, 50% offer a Masters degree, and 30.8% offer a doctoral degree.

The second part of the research question related to the future trends of the European hospitality and tourism higher education programs. In order to delineate the future academic goals of these educational institutions and depict the development of new programs, respondents were asked two questions. The first dealt with their future goals in terms of new programs that they were planning to offer. The second was associated with new courses that they intend to add to their current programs. Approximately 42% of the respondents plan to offer a new program. The program that most attracts the European institutions dealing with higher education in hospitality and tourism is the Masters since it is planned to be developed by 61.5% of them. Only one school intends to offer a new doctorate program. Almost one-third of the schools aiming at offering new programs specified that new bachelors degrees will be available in the near future.
Other than just exploring the educational institutions' interest on developing new academic programs, it was also believed to be important to investigate whether the current programs were going to be expanded with the offering of additional courses in areas and disciplines somehow related to hospitality and tourism (see Table 4.5). Almost half of the sample (48.4%) responded positively. Two schools have considered offering courses in planning facilities, three in natural preservation, six in leisure and recreation, and seven in cultural activities and historical sites. In the "other" answer, courses in farm tourism, gastronomy, public tourism administration, and health have been added by some of the respondents.

Research Question No 2

What is the profile of the European hospitality and tourism programs at present time?

Generally, the departmental name supplies the first indication about the profile of an educational institution. Fifty-one percent of the respondents have chosen "hospitality and tourism" as the department's name, while 19.4% of hospitality and tourism programs are
Table 4.5 *List of courses in areas linked to hospitality and tourism.*

<table>
<thead>
<tr>
<th>COURSES IN AREAS RELATED TO HOSPITALITY AND TOURISM</th>
<th>NUMBER OF INSTITUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANNING FACILITIES</td>
<td>2</td>
</tr>
<tr>
<td>NATURAL PRESERVATION</td>
<td>3</td>
</tr>
<tr>
<td>LEISURE AND RECREATION</td>
<td>6</td>
</tr>
<tr>
<td>CULTURAL ACTIVITIES &amp; HISTORICAL SITES</td>
<td>7</td>
</tr>
<tr>
<td>OTHER RELATED COURSES</td>
<td>5</td>
</tr>
</tbody>
</table>
offered under the department of business administration. It is interesting to note that for the "other" response section, 29% of the sample have specified that the school uses "tourism" as exclusive or principal nomenclature.

The typical academic schedule for majority of the respondents (65.5%) is by semesters, followed by trimesters (17.2%), and full academic year (13.8%).

Thirty-nine percent of the respondents indicated that they do not employ part time professors, while those respondents that had part-time professors reported numbers ranging from 1 to 40.

Full time professors are more widely used than their part-time colleagues because only 22.6% of the schools indicated that they have no full time professors. The number of full-time professor among respondents ranged from one to one thousand. The mean resulted of 13 full time professors while the median was 9.

Part-time instructors are teaching and researching in only 38.7% of the schools that have responded. The mean of those schools employing part-time instructors is 10, while the median is 7.5. Fifty-eight percent of respondents use full-time instructors. Two respondents have indicated having 100 and 450 full time instructors.
and this was not considered in the calculation of the mean (11 units). The median reported was 10. Overall, faculty members working in the European hospitality and tourism education institutions that have participated in this research study mainly have full-time professors.

Respondents were asked to specify the education level of the faculty members belonging to their institutions. Only five institutions have less than eleven instructors teaching with an associate degree or less. Forty-one percent of respondents have eight professors or less with bachelors degrees while 59% reported having between 18 and 80 faculty members working in their educational organizations. A similar situation was evidenced at the masters level, were up to 9 faculty members have masters degrees in 52.9% of the institutions, whereas 47.4% of the respondents reported having from 10 to 50 faculty members with a masters diploma. The majority of respondents reported having up to 12 faculty members with a doctoral degree (72%), while the rest (28%) ranged widely from 19 to 80 faculty members having such a degree. Only three educational institutions reported having faculty members with other degrees and diplomas. However, these institutions make a wide use of faculty members with these
titles because they reported having 8, 38, and 40 faculty members with different educational specializations respectively.

Respondents were also asked to indicate their educational background. Despite the fact that 54.8% of the respondents did not report their data, the rest 45.2% of the sample reported valuable information concerning this issue. In particular, 71.4% of the respondents indicated that they have 10 or less faculty members with an MBA (Masters of Business Administration). Only 28.6% of respondents have from 20 to 35 faculty members with an MBA degree. It is interesting to note that, despite the strategic role played by tourism in the European educational institutions dealing with hospitality and tourism, the 85.7% of respondents indicated having less than seven professors with a travel and tourism educational background. Only two schools reported having 10 and 20 faculty members with such an educational base.

Seventy-nine percent of respondents indicated that five or less faculty members with backgrounds in education are collaborating with them while only three schools reported that 10, 18, and 40 professors working there have an education background. Four schools have three or less
faculty members with leisure and recreation educational backgrounds, while only three schools have one faculty member with history education background. Five schools reported having four or less professors and lecturers with geography education background.

The largest faculty group consisted of faculty members having a hotel administration educational background. Indeed, 80% of the institutions that responded have 15 or less professors and instructors with hotel administration education background.

Respondents were asked to indicate the industry experience of their faculty members. Unfortunately, a modest percentage of respondents (20%) completed this section. Therefore, caution must be emphasized before drawing any conclusions from these data. The most common experience reported was that the faculty members previously worked for public organizations, followed by hotel owners and those working for foodservice companies. A relatively smaller number of professors and instructors come from the intermediary sector (travel agencies and tour operators), airline, sales and meeting plannners sectors.

The number of undergraduate students enrolled vary widely from program to program. Despite the fact that 90.5%
of schools have an undergraduate enrollment of less than 521 students, the mean was 535. This may be due to the fact that two institutions reported 1,040 and 4,500 undergraduates respectively.

From the graduate program prospective the number of students enrolled was more limited. However, the variety in size is evident in graduate programs also. Enrollment in programs ranged from five students to 200 students. Seventy-nine percent of the programs have less than 50 graduate students while the last three, more extensive programs, have 105, 120, and 200 graduate enrollments respectively.

As noted earlier, many institutions offer professional courses in addition to academic programs. These professional courses have been reported by five schools with enrollments that vary from 20 to 1,000 participants.

The presence of international students is very significant in European hospitality and tourism higher education institutions. Only one school reported not having any international student. Fifty percent of schools have up to 40 students and the other 50% have from 48 to 980 international students. Evidently, the relative modest distance among countries in Europe has encouraged the
exchange of students among neighboring countries. The maximum number of countries represented by students is 62, with 50.5% of schools having students from up to 9 countries.

Respondents indicated that the evaluation procedure for students' admission is based upon the following criteria: previous hospitality and tourism education (19.4%), previous hospitality and tourism working experience (19.4%), the quality of grades obtained from previous studies (77.4%), admission interview (45.2%), exam in one foreign language (29%), exam in two or more foreign languages (29%), and other requirements (19.4%). Among the “other” requirements, respondents reported written exams, GMAT, psychological entry exams, and exams testing the skills of candidates concerning the language spoken in the school where the program is offered. This language required may not necessarily be the official language of the country that is hosting the program. In fact, in many programs administered in Switzerland, Austria, and France the language spoken in class is English. The number of applications that the European hospitality and tourism schools receive each year vary widely from school to school from 18 to 3,000. However, 53.6% of schools receive up to
500 yearly applications while only 21.4% of the respondents receive from 1,000 to 3,000 applications from prospective students.

The European schools in hospitality and tourism that have responded to this study’s survey are quite selective in admitting students. Indeed, 53.8% of these schools admitted only 20% of the students who applied. Only three schools indicate that they admit 100% of applicants.

Almost 41% of the respondents keep tuition fees within U.S.$800. The second group of educational institutions ask for fees between U.S.$2,000 and 9,000, reported by 40% of the respondents. The three most expensive schools ask for U.S.$10,000, 12,000, and 16,000 annual fees.

Although the costs for books varies widely, 50% of the respondents indicated that students do not spend more than U.S.$350.00 for books. Only two schools reported a yearly book cost of U.S.$1,000 or more. The cost of living is distributed homogeneously and ranges from U.S.$800 to $10,000 a year. The mean is about U.S.$4,670 and the median and mode are U.S.$4,300 and U.S.$4,000 respectively.
Research Question No 3

Are the European hospitality and tourism programs emphasizing traditional practices and knowledge or they are focusing on management skills and social sciences studies?

Respondents were asked to indicate the general emphasis placed by their programs. Four choices were offered to respondents: social sciences, traditional practices, management, and technical skills. Surprisingly no institutions chose “technical skills.” The majority of respondents (60%) reported that their programs emphasize “management skills.” “Traditional practice” programs’ emphasis was chosen by 36.7% of the institutions participating in the study. The emphasis placed by programs on “social sciences” accounted for a modest percentage of 13.3.

These results are supported by the figures obtained by Question 5 in Section 3 of the questionnaire, which asked the participants to rate the emphasis placed by their programs on 13 educational topics. In answering this question, respondents indicated that the operational topics, which are represented by lodging and foodservice management and operations of hospitality goods and
services, are not highly emphasized in their programs. Indeed, the respondents’ ratings about the aforementioned topics positioned them, in terms of overall ranking, between the eighth and tenth place. Conversely, the management topics, such as marketing, finance, accounting, human resources, and economic sciences, ranked among the top six.

Research Question No 4

What are the topics that are most emphasized by the European hospitality and tourism education programs?

Respondents were asked to rate the emphasis placed by their programs among thirteen most common topics. The rating system was represented by a Likert type scale where "1" portrayed the poorest emphasis and "5" the highest emphasis. The results, reported in Table 4.6, showed that Marketing, with a mean of 4.067, was the most emphasized topic in these institutions’ curricula. Marketing was ranked below average emphasis ("2") by only one school, while 6 respondents placed average emphasis and 76.6% of the schools rated Marketing between "4" and "5". Finance, with a mean of 4, followed Marketing. Seventy percent of
the schools that responded rated Finance with high or very high emphasis (“4” and “5”). Accounting received a mean score of 3.9 with the majority of schools (56.7%) rating it at “4.” Human Resources resulted very close to Accounting and obtained a mean score of 3.897. Despite its fifth position (after Marketing, Finance, Accounting, and Human Resources), the emphasis on tourism studies is still high with a mean of 3.667. Sixty percent of the respondent schools rated Tourism Studies with “4” or “5” on the likert scale. Economic Sciences and Research Methods received means of respectively 3.467 and 3.233.

The operational issues are grouped together and are slightly above average (see Table 4.6). Operations of Hospitality Goods and Services obtained a mean of 3.138, while Food Management and Lodging Management obtained means of 3.074 and 3.037 respectively.

The curriculum topics that received the lowest emphasis were: Legal Tourism & Hospitality Issues (mean=2.966), Ethics (mean=2.607), and Leisure & Recreation Studies (mean=2.31).
Table 4.6 *Emphasis placed by the European educational institutions on the following major topics.*

<table>
<thead>
<tr>
<th>CURRICULUM EMPHASIS</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSPITALITY &amp; TOURISM</td>
<td>4.067</td>
<td>0.828</td>
</tr>
<tr>
<td>MARKETING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINANCIAL MANAGEMENT</td>
<td>4.000</td>
<td>0.983</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>3.900</td>
<td>0.845</td>
</tr>
<tr>
<td>HUMAN RESOURCES</td>
<td>3.897</td>
<td>0.939</td>
</tr>
<tr>
<td>TOURISM STUDIES</td>
<td>3.667</td>
<td>1.124</td>
</tr>
<tr>
<td>ECONOMIC SCIENCES</td>
<td>3.467</td>
<td>1.008</td>
</tr>
<tr>
<td>RESEARCH METHODS</td>
<td>3.233</td>
<td>0.935</td>
</tr>
<tr>
<td>OPERATIONS OF HOSPITALITY GOODS AND SERVICES</td>
<td>3.138</td>
<td>1.187</td>
</tr>
<tr>
<td>FOOD MANAGEMENT</td>
<td>3.074</td>
<td>1.328</td>
</tr>
<tr>
<td>LODGING MANAGEMENT</td>
<td>3.037</td>
<td>1.091</td>
</tr>
<tr>
<td>LEGAL TOURISM &amp; HOSPITALITY ISSUES</td>
<td>2.966</td>
<td>1.149</td>
</tr>
<tr>
<td>ETHICAL &amp; SOCIO-POLITICAL CONSIDERATIONS</td>
<td>2.607</td>
<td>1.197</td>
</tr>
<tr>
<td>LEISURE &amp; RECREATION STUDIES</td>
<td>2.310</td>
<td>1.228</td>
</tr>
</tbody>
</table>

Note: Respondents utilized a 5-point Likert type scale to rate the emphasis placed on the listed topics where 1=very low emphasis and 2=very high emphasis.
Research Question No 5

What are the governmental, private, and industry’s economic contributions to the European hospitality and tourism higher education?

Respondents were asked to specify in percentages the sources of their funding. The options offered were: public, private, industry, and other funding. Data from all respondents were used to investigate this question. Only four institutions (12.9% of respondents) did not use any percentages of public funding, whereas 13 institutions (41.9% of respondents) indicated that public funding as totally supporting the educational institutions. The overall mean of percentages of public funding is 68.5.

It was interesting to note from this survey that the industry’s economic contribution to the European hospitality and tourism higher education institutions is minimal. In fact, 77.4% of schools do not receive any financial help from the industry and the rest 22.6% received contribution amounting to an average of 4.4%. Private funding is not available for 61.3% of respondents, while it constituted a 100% financial source for two
schools (6.5% of the respondents). The mean of private funding percentages is 20.4.

Three respondents indicated that “other funding” are used to support their educational activities. In particular, two schools are completely supported by students’ tuition and fees, whereas the third explained that 10% of its funding are received through studies, research, training, and educational services. The “other funds” response obtained a mean of 6.8%.

Chapter Summary

This chapter presented the results of data analyses. The characteristics of the sample population was discussed in terms of educational institution profiles, curriculum of courses, and faculty and students profiles. Results relating to the five research questions have been thoroughly examined based on respondents indications. It is believed that the conclusion and summary of these valuable results build the foundation for further research on the subject of hospitality and tourism education in Europe.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The preceding chapters presented the research questions, research methodology used, an overview of the research instrument, and the survey results of this study. This chapter presents a summary of the empirical research and its findings. In particular, the purpose of this chapter is to present an overview and discussion of the study’s results, discussion, limitations, and recommendations for future study.

Summary of the Study

The purpose of the present research project was to obtain information about the current state of the hospitality and tourism education in Europe. The results obtained with this study’s questionnaire are very valuable. In fact, despite the increasing importance of hospitality and tourism education in terms of its fast development worldwide and its critical contribution to both the academic enrichment and the industry’s progress, no published empirical research was found on this topic.
As discussed in the review of literature (chapter three) a number of studies have offered an extensive prospective of the hospitality and tourism European education in terms of theoretical conceptualization. Many of these studies were outdated (Fusca, 1977; Lawson, 1974; Mainardi, 1966) and did not offer sufficient information for the analysis of the educational hospitality and tourism situation. Even the most recent studies dealing with European hospitality and tourism education (Bonneau, 1990; Leslie, 1993; Moreo & Christianson, 1988) lack empirical analyses and do not mirror the current status of hospitality and tourism education in Europe.

**Overall Findings**

The composite picture of the European higher hospitality and tourism education may be described as highly assorted and fragmented. The frequencies showed a wide range for every educational aspect that was examined. The data obtained in this study revealed some interesting and valuable findings.

1. A wide variety of diplomas are offered by public and private educational institutions. Bachelors and Masters are the most common terminal degrees offered, followed
by Associate degrees, Doctorates, and Certificates. These findings suggest that Europe has a robust fabric of educational institutions offering higher programs at all levels and granting all kinds of academic degrees. It is not unusual to find training facilities, such as restaurants and hotels, in these institutions. Despite the fact that only in the United Kingdom it was customary to build universities on a campus format, other Continental European universities are following this example. Majority of the institutions participating in this research study offer dorms, dining, and sport facilities within the university area.

2. The European institutions offering higher education programs in hospitality and tourism that have participated in this research study have generally a good supply of books and journals in their libraries but their faculty members do not seem to be interested in publishing.

3. Together with academic courses, respondents offer a number of courses to field professionals, managers, and trainers. These courses vary extensively in terms of length and number of participants.
4. The future plans of those educational institutions that responded are mainly geared toward implementing new masters programs. However, one third of respondents are still interested in offering more bachelors degrees, while only one doctorate is planned for the future. It appears that the trend is more towards strengthening the ties with the industry, rather than enforcing the academic and research skills of graduate students. In addition, respondents indicated a significant interest in expanding their programs with the offer of classes somehow related to hospitality and tourism. The wide development of courses associated to cultural activities and historical sites clearly show the interest of the European respondents towards the enhancement of heritage tourism. In other words, these educational institutions were enhancing the potential tourism value of the historical sites and cultural treasuries that characterize the old Continent. The addition of six leisure and recreation courses demonstrated a strong interest towards this topic. Interestingly, leisure and recreation studies have been ranked by the same respondents as the last emphasized topics in the European hospitality and tourism programs.
5. The majority of the programs offered by the respondents have the title “hospitality and tourism,” while more than one-quarter of respondents emphasized “tourism.” Few programs are offered under the business department.

6. The use of professors and instructors varies widely from school to school. However, there are more professors than instructors and there are more full time than part time positions. Faculty members have a strong educational background in hotel administration, which is followed by backgrounds in tourism, education, and business administration. Their work experience constituted service in public organizations, hotels, and foodservice organizations.

7. Undergraduate programs are quite extensive in terms of students enrolled, while graduate programs normally have enrollments of less than 50 students. Both graduate and undergraduate programs have a high number of international students, representing up to 62 countries. Due to the lack of uniform admission selection, a broad range of selection criteria are used. The most popular are previous school grades, interviews, foreign language skills, working and educational experience in the field.
8. The general emphasis placed by respondents’ programs is on management studies, while more than one-third emphasize the traditional practices of the hospitality industry. Minor importance is placed to hospitality and tourism as a social science.

9. Marketing is considered the most important issue in the respondents’ programs, while Finance, Accounting, and Human Resources immediately follow Marketing in leading the programs’ emphasis. Tourism Studies, Economic Sciences, and Research Methods were also ranked above average in terms of curriculum emphasis. Legal and Ethics issues, together with Leisure and Recreation Studies have received the poorest scores.

10. The European educational institutions that participated in the research study clearly indicated that the various governments of the European countries are economically contributing the most to hospitality and tourism higher education. Governmental funding constitute more than two-thirds of the overall financial resources to the institutes under study. It is interesting to note that there are some cases where private schools are totally financed by government funds. The industry does not seem to be very sensitive in economically supporting these
programs, while private sources play a more active role in contributing to these institutions’ financial resources. It is worth mentioning that two schools are economically self-supporting, primarily through tuition and fees.

Conclusions

The composite picture that can be drawn from the findings of this study is very different from that presented in the review of literature, in chapter three. In particular:

1. Despite the concerns of Sessa (1987), who stated that generally European programs in hospitality and tourism were housed in business colleges, only a minor percentage of European institutions offer hospitality and tourism programs under the “umbrella” of business studies (which in some European countries are designated as “economy and commerce”). This clearly implies that the European institutions that participated have their own characteristics and are not biased in terms of disciplines offered in their programs. In fact, as illustrated earlier in the previous chapter, the emphasis of the programs offered by the respondents is
placed almost equally on different topics, such as Marketing, Finance, Accounting, and Human Resources. Economic sciences was only rated sixth among thirteen topics and this provides support to the fact that the programs offered by the institutes under study do not show any bias in favor of economic sciences.

2. The majority of faculty members have full time positions. This is in contrast with the outcomes of the only empirical study that has explored staffing issues of tourism education in seven European countries. The study, conducted by Cooper et al. (1990), claimed a deficiency of professors and instructors totally involved in this field. The results of this research study clearly depict a hospitality and tourism education in Europe that has a solid base of full time faculty members. In addition, the majority of professors and instructors have a hospitality educational background, while many other faculty members have diplomas from departments of tourism, education, and business. This blend of educational backgrounds appears to be appropriate and well balanced.

3. Contrary to the literature that depicts the European hospitality and tourism educational fabric as mostly
composed of one to three year programs (Cooper et al., 1992; Leslie, 1993), Associate degrees represent only a minority degree if compared to the output of Bachelors and Masters degrees. In addition, no respondents have indicated Associate degrees when asked about the implementation of new programs. Instead, the results of the survey indicated that new Masters and Bachelors degrees will be offered in the future. Therefore, it can be assumed that, in a few years, the share of Associate degrees will shrink accordingly.

4. The European hospitality and tourism educational institutions that participated in this study are definitely geared toward a management emphasis. This finding does not concur with other studies (Leslie, 1993; Moreo & Christianson, 1988; Sessa, 1987) who stated that the emphasis in the European hospitality and tourism schools is still based on technical skills, whereas in this study not a single respondent confirmed this statement. The fact that “traditional hospitality practices and knowledge” was checked by about one-quarter of the respondents means that the European emphasis on traditional service practices has not been completely abandoned and it is still actively pursued by
many educational institutions. However, the trend towards management emphasis suggests that the share made up of schools emphasizing traditional practices and skills will be progressively eroded by new programs focusing on managerial aspects of the field.

Two major reasons may have contributed to the differences between the literature and this study’s results. First, the past literature is completely lacking of empirical studies in the field of higher hospitality and tourism education in Europe. Only Cooper et al. conducted a research study, published in 1990, on the staffing of tourism education in seven European countries. As a consequence, little adequate information was available and many statements about hospitality and tourism education in Europe were based on limited personal observation, rather than objective, empirical facts. Second, there is little doubt about the extraordinary rate of change in the evolution of hospitality and tourism education in Europe. Schools are very actively pursuing the creation of new programs and seem to constantly add new courses to attract an increasing number of students. Students seem to be attracted by this field of study. This is demonstrated by the high number of students attending the programs offered
and the numerous applications received each year by the institutions that responded.

**Future Trends and Inter-relations with the United States’ Hospitality and Tourism Educational System**

In this conclusive part some thoughts about the European and the United States’ future trends in the development of hospitality and tourism education are reported. The author aims to underline that this section is not based on the present research. Therefore, the indications included in this session are not validated on this study. However, based upon prior author’s research, the inferences that will follow may be found appropriate and pertinent to the final part of this study.

Present trends in the development of hospitality and tourism education suggest a future need for a great deal of interaction between the European and American systems. It has been suggested (Moreo & Christianson, 1988) that Europe is developing a growing interest in the American approach to academic and managerial aspects of education. Meanwhile, American educational institutions are increasingly attracted by the European hospitality traditional practices that have been successfully exported across the five
Continents. The European trend to move far from its traditional vocational approach and to evolve in an educational system, such as that of the United States, offering honors degrees, should be interpreted as a process of maturation and recognition of hospitality and tourism as an academic discipline. Ironically, Goodman and Sprague (1991) forecasted that the traditional four year bachelors degree in hospitality and tourism would have been reduced to a two year craft oriented course, like those courses that used to be widely offered in Europe.

More importantly, the United States’ universities that until recently were offering programs only focused on hospitality curricula have changed their denomination, adopting—following the European philosophy—the word tourism to name their departments (Koh, 1995). For example, the Department of Hotel and Restaurant Administration at the University of Massachusetts and the Department of Hotel, Restaurant and Institutional Management at Virginia Tech, have changed their name to Department of Hotel Restaurant and Tourism Administration, and Department of Hospitality and Tourism Management respectively. Universities offering leisure studies appear interested to add tourism to their curricula, too. The
University of Texas A&M, changed from Department of Recreation and Parks to Department of Recreation, Park and Tourism Sciences. This trend was also seen by evolving academic journals. Evans (1990) affirmed that the Council on Hotel, Restaurant and Institutional Education (CHRIE) decided to use the statement “Tourism and Hospitality Educators” in every publication.

On the other hand, the European university programs are increasingly adopting the United States’ semester and credit hour systems. Both administrative approaches are easy to apply and allow for more flexibility—e.g., the case of exchange students. In addition, more and more European schools’ hospitality and tourism programs are using the word “management” to emphasize the United States managerial approach of the program, as opposed to the typical theoretical approach of European university studies.

**Implications**

This exploratory research study in hospitality and tourism education in Europe has relevance to students, academics, researchers, and to the hospitality and tourism European industry as a whole.
This study first increases the awareness among students about the characteristics of the hospitality and tourism programs offered in Europe. In particular, students will benefit by the fact that over forty percent of these institutions ask for an affordable tuition of less than U.S.$800, with relatively less expensive book costs and modest living expenses. The significant number of international students enrolled will encourage students to attend programs abroad bringing more cultural interaction in classroom. On one hand, the low percentage of admitted students may encourage them to apply only when truly motivated. The selection criteria illustrated through a questionnaire will indicate students what is expected from them. On the other hand, the fact that only 20% of students pass the selection criteria in 53.8% of the cases and a mean of 771 applications sent to the participating educational institutions every year suggests that industry’s investors and governments should increase the number of hospitality and tourism programs.

The results of this study also suggest that the European hospitality and tourism industry should be more involved in actively participating in these programs, in terms of economic contribution and labor supply. Labor
shortage in this industry will greatly increase the demand for skilled workers, and effective linkages between the marketplace and the educational institutes will become an imperative. It is hoped that, since most of the professors and instructors have background in the hospitality and tourism industry, the involvement of hotel companies, tour operators and the like will occur in the near future.

The high number of international students participating in hospitality and tourism higher education programs should encourage the European Community to create and develop international programs in this sector. This will lead to the offer of terminal degrees that will be formally accepted and endorsed by all member countries.

Another implication of this study points out that faculty members and graduate students should be more involved in academic research. A significant improvement of this aspect will also contribute to strengthen the ties with management teams in the industry. Indeed, the practical use of applied research will help practitioners to sharpen their managerial tools and manage their companies more effectively.
Recommendations

As noted earlier in this chapter, the rapidity of change and the evolutionary trend of hospitality and tourism education in Europe have made past literature in this field obsolete and irrelevant. This study is currently a pioneer in its genre, but it may lose its validity within a few years. Therefore, it is suggested to repeat this research study every two years.

1. Further studies should be conducted to explore and compare the different programs based upon the degrees offered. The investigation of all the bachelors degrees programs in Europe, for example, may lead to a different curriculum emphasis when compared to the investigation of all the European graduate programs.

2. It is highly recommended that further studies focus on faculty members’ educational profile. The low percentage of responses on professors and instructors’ work experience suggests that additional attempts should be made to investigate this issue. In addition, it will be useful to explore the emphasis placed by the faculty members on teaching, research, and public service. From the results of the present research study it may be assumed that little emphasis is placed on research due
to the lack of academic publications that were reported. Besides, little if anything is known about faculty members’ teaching and public service activities.

3. The significant number of international students attending the hospitality and tourism programs offered by the European respondents and the globalization of this sector suggest the need to explore the international nature of these studies in terms of cultural diversity implications and new academic paradigms for global education.

4. Additional studies should be conducted to verify if hospitality and tourism education in Europe is currently meeting the industry’s needs and what European recruiters consider to be the most important skills to be transferred to students attending hospitality and tourism programs. Career opportunities in the industry should be somehow tied to the programs developed by the educational institutions and vice-versa.

5. Teaching methodologies and strategies have not been addressed by this study. Thus, it is critical to address these issues in order to understand the effectiveness of communication in the classrooms and the critical thinking process that should be taught to students.
6. Future studies should also highlight what are perceived as being core areas of knowledge in this field. These studies will greatly contribute to delineate a group of core disciplines that are considered critical to the hospitality and tourism studies. This information will also represent the first step towards the establishment of standards for the accreditation of hospitality and tourism education programs in Europe.

**Limitations**

This study was hindered by two major limitations.

**Sample Frame**

The biggest limitation of this study was the difficulty to develop a comprehensive list of European institutions offering higher education programs in hospitality and tourism. Due to the fact that there is still uncertainty about the number of these educational institutions a convenience sample was adopted. As stated earlier in the methodology section, results from convenience samples cannot be projected to the entire population. Therefore, caution must be emphasized before drawing conclusions from each one of the reported data. In addition, the small
sample size of this study necessitates the exercise of caution in interpreting the results.

**Response Rate**

The second limitation is the modest number of respondents. The survey was sent to 63 European institutions offering higher education courses in hospitality and tourism and only 31 responded. Despite the response rate being close to half of the selected sample, a larger response rate would have offered a better prospective on hospitality and tourism education in Europe. In addition, some questions asked in the research instrument were left unanswered, in particular those related to the faculty members industry background.

Furthermore, from the analysis of the data collected, some misinterpretation of the questions formulated in the questionnaire may have occurred. Specifically, the word “institution” may have been interpreted as the entire college or even the university where the hospitality and tourism program is offered. This postulation is based upon a few responses reporting that professors and instructors working for the institute offering the hospitality and tourism program are several hundreds.
This study was exploratory in nature and is meant to provide insight and raise questions for further development and investigation of the subject. It is believed that such investigation may provide ways for more detailed empirical research.
Bibliography:


APPENDICES

APPENDIX A

A COPY OF THE FIRST LETTER SENT TO RESPONDENTS

July 5, 1995

Dear Director:

My name is Sandro Formica and I am a Master's of Science candidate at Virginia Tech, Department of Hospitality and Tourism Management. This questionnaire represents the cardinal part of a survey that aims to delineate, as extensively as possible, the state, qualification and development of Hospitality and Tourism Education in Europe.

Although the European Educational Institutions are growing so quickly, little is known about their nature, purposes and goals. This study will provide very valuable insights, necessary to determine an overall appraisal of the quantity and quality of those schools, which create the Hospitality and Tourism Education fabric in Europe.

I would like you to take a few minutes and answer the questions on the following pages. All responses will be held in complete confidentiality and results will be presented in aggregate form.

Your participation is extremely valuable to the success of the project.

The completed questionnaire may be returned to:

Sandro Formica, Via Oberdan 56, 06100 Perugia, Italy.
or faxed to the following number: 0039 75 5724088

I would like to thank you in advance for your support.

Sincerely,

Sandro Formica
September 1st, 1995

Dear Director:

In July I sent you a questionnaire dealing with the European Education in Hospitality and Tourism.

This questionnaire represents the main part of my Master's thesis, and if I do not receive it back from the majority of the European Educational Institutions, I will not be able to conclude my studies.

Besides, when the study will be completed, it will represent the first work able to extensively delineate the state, qualification and development of Hospitality and Tourism Education in Europe.

I would like to inform you that all responses will be held in complete confidentiality and the results will be presented in aggregate form.

Your participation is vital to the success of this project. Thank you very much in advance.

Sincerely,

Sandro Formica
Master's Candidate at Virginia Tech University
Dept. of Hospitality and Tourism Management
362 Wallace Hall
Blacksburg, VA 24061-0429
U.S.A.
APPENDIX B

EUROPEAN HOSPITALITY & TOURISM SCHOOLS QUESTIONNAIRE

EDUCATIONAL INSTITUTION HISTORY

1. When did you first offer a course in Hospitality and/or Tourism?
   19 __

2. Did you conduct empirical research to assess the need for Hospitality & Tourism education in your country?
   Yes ___  No ___

3. How long did it take from the project approval to actually offering the program?
   Under 1 year ___  1 to 3 years ___  4-5 years ___
   6-10 years ___  over 10 years ___

4. Have you encountered major problems that slowed the process of implementation of the program(s) you offered?
   Yes ___  No ___
   If YES, please list them:

5. Did you receive external assistance (from other institutions and/or consultants) to develop your program?
   Yes ___  No ___
   If YES, what kind of assistance?
   teaching__, research__, consultancy__,
   curriculum development__, Other ____________________

EDUCATIONAL INSTITUTION PROFILE

1. What type of institution is your school? (please check one)
   Private inst. granting a certificate in Hospitality/tourism___
   Private inst. granting a two year associate degree___
   Private inst. granting a baccalaureate degree___
   Public inst. granting a two year associate degree___
   Public inst. granting a baccalaureate degree___
   Other (specify) ________________________________

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2. In percentages (%), what are the sources of your funding?
   Public funding _______ Industry funding _______
   Private funding ____________________________
   Other (specify) ____________________________

3. What is your administrative structure?
   ___ School (independent) ___ Department (within a College in a University campus)
   ________________________________ Other (specify)
   If you answered "Department", under which College does it belong?
   ________________________________

4. Your program places a particular emphasis on: (check one)
   _____ social science _____ traditional hospitality practices and knowledge
   _____ management oriented subjects _____ technical skills

5. Where is your institution located? (check one)
   ___ City Center ___ Country ___ Peripheral Area

6. What type of facility(ies) does your institution offer to students for practical training? (check all that apply)
   kitchen _____ dining hall _____ lodging facility _____
   travel agency _____ Other (please specify) ____________
   ________________________________

7. What services do you offer to students? (check all that apply)
   ___ Lodging ___ Dining ___ Sport facilities ___ Medical care
   ________________________________ Other (specify)

8. How many Hospitality & Tourism related books and texts are available in the library of your Institution? ______________

9. How many Hospitality & Tourism related Journals does your institution subscribe to? __________

10. How many publications have your institution's faculty members and/or students published in the last twelve months?
    Books_______ Academic Journals_______ Professional  Magazine_______

11. Do the students in your institution have free access to the Internet?
    Yes_______ No_______
12. Does your institution subscribe to other on-line program?
   Yes____ No____
   If YES, please specify
   ____________________________

13. Are you planning to offer a new academic program in hospitality and/or tourism?
   Yes____ No____
   If YES, please specify: ___Masters ___Doctorate ___Other

14. Have you considered/offering courses in other hospitality and/or tourism related areas?
   Yes____ No____
   If YES, which areas?
   Forest Recreation_____ Planning Facilities____
   Preservation & Development of natural attractions____
   Cultural activities & historical sites____
   Leisure & Recreation____ Other________________

15. What is the approximate cost a student has to pay for one academic year, in US dollars? (check all that apply)
   $______Tuition $______Books and Education Material
   $_______Living expenses (housing & food)

CURRICULUM OF COURSES

1. Under which department name are your courses offered? (please check one)
   Hospitality & Tourism____ Business Administration____
   Other ______________________________

2. Are you offering professional courses?
   Yes____ No____
   If YES, please specify all that apply and the length of each one:
   Management Training ________ Professional
   Training____ Trainers Training______ Other______
   ______________________________

3. Are you offering academic degrees?
   Yes____ No____
If YES, please specify all that apply and the total required credit hours for completion:

Associate _____  Baccalaureate _____
Masters _____  Doctoral _____

4. What is your typical academic year schedule? (check one)

_____ Semesters  _____ Trimesters  _____ Full Year Basis
_____________________________  Other (specify)

5. In general, how much emphasis is placed on the following topics in your programs? (1=very low, 5=very high)

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FACULTY PROFILE

1. How many professors and instructors are currently working in your institution? (Please, write the number of faculty members in each space that applies)

   Professors:  _____ Part Time  _____ Full Time
   Instructors: _____ Part Time  _____ Full Time

2. How many of your faculty members have the following educational level? (Please, write the number of faculty members in each space that applies)

   _____ High School  _____ Associate  _____ Bachelors
   _____ Masters  _____ Doctorate  _____ Other
3. What is the educational and experiential background of faculty members? (please write the number of faculty members in each space that applies)

Educational:  Business Administration____  Travel and/or Recreation and Leisure____
                     Tourism____  Education____  Recreation and Leisure____
                     History____  Geography____  Hotel Administration____
                     Other______________________________

Professional:  Travel Agent____  Airline Representative____
                     Hotel Owner/Manager ______  Sales & MKTG____
                     Foodservice____  Meeting Planner____  Public Tourism
                     Organization____  Other______________________________

STUDENTS PROFILE

1. How many students are enrolled in your program? (Please give numbers in each category that applies)
   _____Undergraduate _____Grad. _____Prof. Training _____Other

2. How many international students are enrolled in your program? _____

3. How many countries do they represent? _____

4. What are the fundamental requirements needed by a student in order to be admitted? (check all that apply)
   _____Previous hospitality & tourism educational experience
   _____Previous fieldwork experience _____School grades
   _____Interview ____________________________  Other (please specify)
   Knowledge of one foreign language_____Knowledge of two or more foreign languages____

6. How many applications do you receive every year? _____

7. What is the percentage of admitted students? _____%

*When you have completed the questionnaire, please return it to:
Sandro Formica, Hospitality & Tourism Department, Virginia Tech University, 362 Wallace Hall, Blacksburg VA 24061-0429, U.S.A.

Or you can fax it to the following number: 001 703 2318313
VITA

Sandro Formica was born on April 22, 1963 in Poligno, Perugia, Italy. In July 1993, he graduated from “Universita’ degli Studi di Perugia.” There, he received a Bachelor of Science degree in Jurisprudence and his thesis “Norms and Regulations Between Travel Agents and Hotel Keepers” was published in a book format.

He has been employed as Director of the Hotel & Motel Association of the Umbria Region, in Italy, from 1987 to 1991. Since then, he has worked as general manager and/or consultant for four Italian hotel companies. He has also taught in two hospitality and tourism programs organized by the European Community.

He joined the Masters of Science program offered by the Department of Hospitality and Tourism Management at Virginia Polytechnic Institute & State University in Fall 1994. During this two-year course of study, he was a graduate assistant in the Hospitality and Tourism Management Department. At the time of the completion of this thesis, he had two manuscripts accepted for publication in refereed journals and had presented three
refereed papers at national and international conferences.

Sandro Formica