

I. INTRODUCTION

Tourism is considered one of the largest and fastest growing sectors of the American economy. However, according to Mill and Morrison, 1985; Gunn, 1988; Inskip, 1991; and the World Tourism Organization, 2004, if not properly planned and developed, tourism can negatively impact a community. Essential then, is tourism planning and development that guides a community's growth, protects its valuable resources, and leads the community to economic and societal success. According to the World Tourism Organization (2004) "in this context, the design and content of tourism education systems is subject to strong pressures from the environment around it, since the human factor has become one of the key elements in achieving competitiveness in tourism enterprises and destinations" (p. 4). The dynamic nature of the tourism industry demands professional competencies.

Jafari, (2002) insists that tourism destination planning and development will continue to reach higher levels of sophistication. Yet, Gunn (1998) and The World Tourism Organization (2004) cautioned that programs of study in tourism higher education may not be meeting the needs of future tourism professionals. Decision makers in institutions of higher education, tourism industry professionals, and governmental leaders may not consider tourism planning and development important competencies, even though the strategic planning of tourism is the basis for a community's tourism success. In fact, tourism professionals staffing Tourism Destination organizations lead the public policy effort to nurture the tourism industry. To begin to understand the emergent problem of poorly planned and executed tourism development, this study sought to identify

competencies essential to tourism professionals. Further, the study investigated professional competencies that may be needed in the future, and measured industry professionals' interest regarding the functions of tourism planning and development.

A stratified random group of professionals (N=368) was selected for query from a sampling frame of 750 professionals leading Destination Organizations across the United States. The survey, intended to address research questions one and two, resulted in 104 returns, or a response rate of 28.3%. The questionnaire was based on several sources: (a) Section 3.2 – *Role of Non-government Organizations in Promoting Sustainable Tourism Development from An Action Strategy for Sustainable Tourism Development* authored by the Tourism Stream Action Committee at the Globe '90 Conference on Sustainable Development, (b) tourism educational materials, (c) discussions with United States tourism professionals, and (d) international professors of tourism, and (e) personal professional tourism planning and development experiences. The survey questionnaire (Appendix A) subsequently listed seventy competencies prompting respondents to rank these per level of importance, on a five point Likert Scale.

In addition to the 70 listed competencies, respondents had the opportunity to add and prioritize other tourism competencies of importance to them. Data on the competencies reported as important were compared to the competencies addressed in tourism higher education curricula offered across the United States per institution literature (course catalogues and course descriptions).

Three hundred twenty-one colleges and universities offering tourism or travel

in their curricula were initially identified, ultimately rendering 160 programs for analysis. The data identifying tourism programs offered were based on an analysis of college and university catalogues and course descriptions. Associate degree programs, certificate programs and doctoral programs were not part of the study. The one hundred sixty programs and doctoral programs were not part of the study. The one hundred sixty programs analyzed were Bachelor's and Master's tourism higher education programs.

Data analysis was conducted as a systematic process, was population specific, and empirically based. The Fisher's LSD Multiple Comparison test, Mean, Standard Deviation and Standard Error tests were all used. Data are presented in tables and figures and are organized by the research questions that guided this dissertation, namely: (1) What are the competencies needed in tourism planning, as identified by experts in the field? (2) How are these competencies obtained? (3) To what extent does higher education tourism curriculum across the United States address competencies indicated important by tourism professionals?

This chapter discusses the growth of the tourism industry, introduces an international perspective on tourism higher education curricula, and addresses tourism planning and development as a specialized field of study. The chapter defines the technical terms used throughout the study.

Origins of Tourism Curricula in Higher Education

While tourism can be traced well back into European history, it has only recently become a subject of study in institutions of higher education in the United States. Wolfire (1988) indicated that travel and tourism programs started

in the United States as two-year programs in the late 1930's, then developed into four-year programs by the late 1950's. Tourism programs began to expand throughout the United States in the 1970's and 1980's (p. 66).

Study Background

According to Roseland (1998) "a quiet transformation is taking place all over North America and around the world. Thousands of citizens and their governments are embracing a new way of thinking and acting about the future" (p. 2). Motivations may differ; but these citizens and governments are in agreement with a desire to improve their quality of life, to protect the environment and are concerned about the legacy left to their children. Tourism development has many positive attributes when planned correctly, however, tourism development unplanned; may have negative human and environmental impacts on the future of a community.

Additionally, The World Tourism Organization (2004) indicated that tourism is not only a leading economic sector in the world but also a leading employment producer. Riegel & Dallas (2002) indicated that, "regardless of the sources consulted, travel and tourism is the world's largest industry and rivals any other in terms of size and economic impact" (p. 6). Hall (2000) argued that tourism is significant because of its size and because of the enormous impact it has on people's lives and the places they live (p. 1).

Supported by research from the National Tour Association, Dr. Suzanne Cook of The Travel Industry Association of America, indicated that the United States tourism industry would continue to grow over the next several years (TIA, 10, 2003 and NTA, 1, 2003). Many tourism professionals consider tourism an industry

because it has multi-sectors; it is cohesive and has somewhat of a direction.

In contrast, Professor Emeritus Clare Gunn of the Texas A & M University offered a differing view. Gunn contended that tourism is not necessarily an industry but an "agglomeration of a huge array of public and private entities" (Personal communication, July 24, 2004). A common theme did emerge, however; tourism plays major societal, economic, employment and higher education roles in most of the world. Industry or not, tourism is an enormous economic driving force.

Problem Statement

Progressive tourism planning and development functions are not luxuries; they are necessities. Moo Hyung Chung (1992) stated, "An uncontrolled tourism industry may eventually destroy the very elements that primarily attracted tourists to the area" (p. 31). Tourism planning and development is the approach that can help to achieve harmonious growth along with positive benefits for a community. Tourism destinations without planning, or controlling mechanisms may undergo social, cultural and economic distortions while seeking tourism revenues to help their communities. "Indeed, a widely acknowledged problem is the extent to which ill-conceived and poorly planned tourism development can erode the very qualities of the natural and human environment that attract visitors" (Globe 90' Conference, 1990). This problem is just as an important now, as it was in 1990, insisted Dr. Tim Tyrell of the University of Rhode Island (Personal communication, July 10, 2003). Might programs of study with an emphasis on tourism planning address these concerns?

Tourism can create social impacts, both positive and negative. One positive

impact is that tourism and the hospitality industry often provide first-time jobs for young people, new immigrants, and for those returning to the workforce.

According to Riegel and Dallas (2002) "Young people between the ages of 18 and 24 have traditionally been a major source of entry-level labor for the hospitality and tourism industry" (p. 8). Very often, tourism is considered an important part of many communities' economic development strategy.

Tourism planning and development are policy-based issues that communities struggle with based on their values and philosophy. Generally, "a philosophy may be defined as a system for guiding life; as a body of principles of conduct, beliefs or traditions; or the broad general principles of a particular subject or field of activity" (Goeldner, Ritchie, & McIntosh, 2000, p. 454). Tourism planning, therefore, guides the philosophy of development activities in a community. Some communities, however, may react after change takes place, or choose a positive outcome philosophy, and develop plans for that future success.

Higher education programs in tourism planning and development may make a positive difference in communities. For example, tourism curricula in higher education may help prepare tourism professionals by teaching the disciplines aligned with community values. According to Chung (1992) "If service to society is one of the major functions of higher education, those involved in higher education have an important role to play as every change occurs in this increasingly global environment" (p. 6). If tourism is so important to a community, a question arises: Are higher education tourism institutions offering the needed education to address community needs?

Chung (1992) indicated the need for dynamic curricula: "Tourism needs a

significant initiative from higher education institutions that direct a curriculum toward a discrete body of knowledge, provide a research model and design an academically based training program for educators” (pp. 6-7).

Governments, on the federal, state, and local levels are involved in tourism. According to Mill and Morrison (1985) “The public sector often plays a coordinating function...Coordination is necessary among the many governmental bodies concerned with different aspects of tourism” (p. 242). Tourism programs may not be understood and prioritized as well as they could, to provide all the benefits possible. Hall (2000) suggested that the tourism industry, and its impacts and analysis of public policy have been a low priority of governments. Historically, government officials have been concerned more with promotion and short-term returns than with strategic investment and sustainability.

As a remedy to this limited scope, higher education tourism programs focusing on, tourism planning and development, may help students learn what they need to know to help communities address the shortcomings and short-term returns of basic promotion and marketing.

Visitor Industry Demands

Appropriately educated tourism professionals, staffing public purpose Destination Organizations, could help move a community toward sustainable long-term investments and improved quality-of-life for its residents. Potts (2003), a tourism expert at Clemson University, argued that community planners don't have enough research data to plan for tourism growth. Potts further contended that more information, skills and resources are needed to address visitor industry

growth. This need is within the scope of work of the competent tourism professional. Gunn (1998) a thirty-year tourism educator and author argued that it is clear that there is a need for expanding the scope of programs and curricula in the field of tourism to address tourism growth in communities.

Don Hawkins, Eisenhower Professor of Tourism Policy at George Washington University, indicates that not enough is being done to understand the core competencies needed by tourism planning and development professionals (Personal communication, May 5, 2003). How are core competencies established for tourism professionals? To what threshold does tourism higher education teach if there are no standards established? According to Dr. Tim Tyrell (2003), of the University of Rhode Island's, Department of Research Economics there is no known state, national or industry competency requirement for tourism professionals or for tourism planning and development professionals (Personal communication, July 10, 2003).

Palus and Horth (2002) discussed the importance of competencies. They argued that managers should be able to identify competencies and integrate them with traditional skills. This allows managers to help their organizations and communities develop competencies to create shared understandings to better resolve complex challenges. When reviewing competencies, it is important to understand how they can be used.

Tourism professionals and tourism planners and developers, may require a select combination of competencies to perform their responsibilities well. Along with the traditional promotional and marketing skills, tourism planners with an understanding of landscape design, historic preservation, environmental

protection, resources conservation, transportation planning and building design could be helpful to the tourism destinations they serve.

Stynes and O'Halloran (1987) suggested using competencies in a comprehensive approach that integrates a strategic marketing plan with more traditional public planning activities. According to McKercher and deCros (2002), to achieve a balance between tourism education, conservation and commodification, a more holistic focus is needed on the way the planning processes in communities are managed (p. 99). Since tourism is such an economic force in the world, well-educated professionals may be needed to assist communities in their tourism development and growth goals.

There is a substantial body of research advocating a sustainable form of tourism. To create sustainable tourism, it is necessary to teach tourism planning and development professionals how to implement policies consistent with the values of this growing part of the United States economy.

Status of Tourism in Higher Education

Does tourism higher education meet the needs of tomorrow's tourism professionals? Presently, it is not an easy task for potential students to identify tourism studies curriculum through a web-based or catalogue search. Tourism curricula are often embedded in hospitality oriented programs, institutional management, or parks and recreation programs. According to Gunn (1998) most tourism curricula does not include the full scope of tourism but focuses on the hospitality industry. Frequently, tourism programs are intertwined with other studies making it difficult for a student to identify competencies essential to future tourism professionals.

In an article about issues in tourism curricula, Gunn (1998) argued that curricula focus on outcome opportunities for providers of direct traveler activities and traveler support products and services. Gunn further noted that curricula for tourism “policymakers, planners and developers receive little or no attention, even though attention is needed” (pp. 75-76).

Rach (1992) studied competencies needed for a doctoral program in tourism and noted that the interrelatedness of hospitality, institutional, and tourism curricula creates problems, specifically around the issue of agreement on competencies. Gunn (1998) argued, “most curricula today do not include the full scope of tourism but rather focus on the hospitality industry” (p. 74). Gunn (1998) further explained that, “the broad field of tourism... is also recognized as encompassing more elements than the business service sector” (p. 74). “In developing curricula the question arises concerning these other elements and how they are to be taught” (p. 74). Gunn argued that, due to the projected growth of tourism, it should be incumbent on university, college and technical school administrators to determine the ever-changing needs of tourism personnel prior to curriculum development.

According to Lengfelder, Obenour, and Cuneen (1994) programs in tourism have grown and expanded. “The rapid growth of the tourism industry in the mid-1970's resulted in tourism education's embryonic foothold in higher education” (p. 22). They further contended, “The growth of tourism, combined with new technology, created a need for more formalized tourism higher education” (p. 22). Courses were then developed in several higher education departments such as economics, sociology, architecture, geography and home economics

according to Lengfelder, et al., (1994). Has tourism higher education expanded to address tourism planning and development curricula however?

The World Tourism Organization (WTO) (2004) suggested changes: "even having the most necessary tourism resources in place will be insufficient if the business of destinations do not have necessary personnel -- quantitatively and qualitatively, in the appropriate posts. Therefore, the education and training of human resources is essential to achieving competitiveness in tourism enterprises" (p. 5). The WTO further contended "attaining competitiveness also requires applying professional management in tourism education and training, breaking habits of inertia in education institutions and responding to the real needs of the market" (p. 5).

According to the World Travel and Tourism Council (2000, in Goeldner, Ritchie, & McIntosh, 2000), the tourism sector has long lamented the lack of recognition the industry receives. Rather than gaining prestige and recognition the tourism industry has suddenly found itself in the mainstream of societal concerns at a time when all aspects of society are being questioned as to their value, their continued relevance, and their sustainability over the long term (Goeldner, Ritchie, & McIntosh).

According to Lengfelder, Obenour and Cuneen (1994) there is a developing need for improved tourism higher education. "The growth of tourism, combined with new technology, created a need for more formalized tourism higher education" (p. 22). It is, however, widely understood and taught in universities and colleges across America that tourism greatly influences the economy and employment.

There are also concerns about how tourism is planned and developed and how students are trained to influence this phenomenon. For example, negative impacts of tourism include increased traffic in small older areas, where promotion and desire to visit outpace careful planning. Of course, tourism does offer various benefits. It provides opportunities for education, leisure, and pleasure, and provides millions of employment opportunities. According to Vroom (1981) tourism is considered an antidote for the stresses that result from urbanization and industrialization (p. 7). Yet, uncontrolled developments can cause environmental and economic harm. Hawkins (1993) having assessed global tourism policies argued that, "while tourism has done much to enhance economic development and encourage worldwide friendship and peace, the industry has not always been a willing nor a pro-active partner in the realization of these goals" (p. 188). Hawkins (1993) further noted, "while components of the industry have been oriented toward achieving socially desirable objectives, there is a general feeling that tourism has tended to be reactive to emerging global issues rather than providing leadership in their identification and resolution" (p. 188). Can tourism higher education, specifically in the planning and development area, help to address these concerns?

Tourism's Impact

Tourism curricula in institutions of higher education may help address the concerns of Professor Donald Hawkins regarding the power that the tourism industry has in the world. Hawkins, (1993) argues that the tourism industry's actions "may have been acceptable in an era when tourism was relatively unimportant - it is no longer judged that this is the case" (p. 188).

Brent Ritchie (1994), Chairman of the World Tourism Education and Research Centre at the University of Calgary, explained "one of the most compelling forces that has emerged in recent years is the desire of peoples all over the world to recapture control of the political process that affects their daily lives" (p. 29).

Ritchie (1994) continued, "as a result, societies in all parts of the globe have had to radically rethink and reshape the organizations and the processes that have traditionally been used to develop national policies and to implement supporting programs" (pp. 28-29). Ritchie (1994) also noted,

tourism, as an important and integral part of the global social and economic fabric, has not escaped the pressures for change created by this metamorphosis of the democratic process. Increasingly, along with all important industry sectors tourism is being critically assessed concerning its net contribution to the well-being of the community or region that it both serves and impacts. (p. 30)

Appendix B contains a listing of tourism industry sectors.

Tourism Industry Responsibilities

The question arises: Do tourism industry professionals adequately protect and show responsibility for the community on which it depends for its survival?

According to Hall (2000), when businesses such as those in tourism, rely on the same environmental space, or when they compete for scarce resources, negative impacts may occur. Hall argued that business is rarely interested in long-term, social and environmental needs but is focused on short-term revenue and profits. Weaver (1993) of the University of Missouri argued, "In many communities a carnival environment develops because community leaders have failed to plan, not because of tourism. They have failed to plan for what

they want..." (p. 33). Gunn (1998) contended, "In the United States, for example, the administrators of hundreds of tourism associations have not benefited from educational curricula directed toward their special needs in tourism" (p. 76). These associations are public purpose Tourism Destination Organizations, charged with increasing tourism in the community.

Tourism Planning and Development

Applied tourism planning and development competencies may assist a destination to receive the economic, employment and social benefits needed, while mitigating the negative impacts of unplanned tourism growth. The World Tourism Organization (1993) noted "tourism planning takes place at various levels ranging from the macro national and regional levels to the various micro local planning levels. At the local level, tourism plans are prepared for resorts, cities, towns and villages and various special forms of tourism to be developed in an area" (p. 39). Tourism planning and development generally fall under the responsibility or at least the concern of state, regional or community tourism Destination Marketing Organizations.

The WTO (1993) argued for tourism planning and development standards. According to the WTO, "at the local level, determination and adoption of tourist facility development and design standards are essential to ensure that facilities are appropriately sited and designed with respect to the local environmental conditions and desired character of the development" (p. 39). These competencies can be acquired through tourism on-the-job training, through higher education, or in combination.

Gunn (2002) categorized professional tourism planners in four sectors, and explained the responsibilities of each:

The Business Sector –

Tourism businesses at the planning stage are obliged to consider not only potential profits but also the many implications of their decisions - on the environment, on competition, the relevance to other businesses, and on the infrastructure and social values of a community. (p. 11)

The Public Sector –

Although the governing agencies may set policies and exercise practices primarily for residents, these utilities (water supply, sewerage disposal, police and fire protection) are of critical importance to travelers. Official city planning, building codes, and zoning have much to do with how tourism is developed. (p. 12)

The Professional Consultant Sector –

Professionals combine the services of architects, landscape architects, engineers, and others in order to provide the needed services for projects. Often other specialists are added - historians, archeologists, wildlife specialists, foresters, and golf designers. Not only do these teams work on specific land development projects but also provide consulting services. (p. 14)

The Non-Profit Sector -

The voluntary, informal, family sector holds great promise for tourism expansion, especially in developing countries. Rather than inviting the large multinational firm to invest outside capital and labor, local talent can be harnessed for many indigenous and small-scale tourism developments. Because the goal is less profit than ideology, many cultural benefits can accrue from nonprofit tourism development. (p. 12)

It would appear that those entering the field of tourism would need to be educated about these disciplines in order to be competent in their profession.

Francesco Frangialli, Secretary-General of the World Tourism Organization, at the World Summit on Sustainable Development (2002), expressed concern about the future of tourism. Frangialli argued, "in the absence of proper guidance and control, the inevitable growth of the number of visitors will amplify the undesirable effects produced by today's tourism, which are cited by the Global Code of Ethics for Tourism...not everything can be justified in the name of trade liberalization and the development of new destinations" (p. 4).

The call for more organization in a seemingly disorganized industry is coming from the highest levels. WTO Secretary-General Francesco Frangialli (2004) announced that 900 million international tourist arrivals are predicted by 2010. Frangialli argued that the WTO must focus its interests on the protection of resources while harnessing the phenomenal growth for international development (NTA, 2004). John Turner, United States Assistant Secretary of State for Oceans and International Environmental and Scientific Affairs (2004) stated "tourism is fundamental for creating a constituency for conservation" (NTA, 2004, p. 1).

Are institutions of higher education and the tourism industry itself ready to address these concerns about tourism and development? In an industry as large as tourism, there may be confusion as to responsibilities and professional competencies necessary for success.

Skills required of professionals working in tourism planning and development should not be confused with those required of professionals working in Hospitality Management or Travel Industry services. A major distinction is that hospitality management concentrates on hotel and restaurant management, convention

and meeting planning and event implementation. Travel Industry services concentrate on travel agency management and the transportation of people, corporate and leisure, to chosen destinations. Yet, students in either of these education concentrations may not be educated in the specialized interdisciplinary competencies needed by the tourism professionals with responsibilities in tourism planning, and development. Specifically, tourism Planning and Development professionals concentrate on the community plans needed to host visitors, transportation modes necessary to manage traffic, the protection and preservation of environmental and historical resources, and the development and promotion of these to meet the values and goals of the community in which they are working.

Clearly, hospitality education is quite different than tourism. Burgermeister (1993) explained, "Hotel and restaurant administration is described as a social art. The relations with people – guests, patrons, employees, purveyors and the community at large – are closer and often more sensitive than in most fields" (p. 41). Burgermeister (1993) described an eclectic group of courses such as nutrition, hotel management, restaurant management, real estate and data processing, not found in a tourism administration program. Riegel (1998) disagreed, noting that hospitality; tourism and travel education is "inextricably intertwined" (p. 1). While these fields are designed to serve the visiting public and may be to some extent intertwined, the industries certainly have different focuses. Higher education in each field then, appears to require a separate curriculum.

According to Smith and Cooper (2000) "As societies globalize through the

influences of international travel and the revenues it generates, the global industry [tourism] is giving increased prominence to service quality and skills standards across sectors and, more important, to the academic education and training of employees" (p. 2). Smith and Cooper (2000) continued, "In this context, identification of industry needs and requirements leads logically to the establishment of sector-specific education and training skill standards and the involvement of industry in academic curriculum design" (p. 2). The WTO (2002) noted that the increasing complexity of demand, the globalization of markets and the flexibility gained from new technologies and information systems has drastically altered the business paradigm of tourism prevailing for the last four decades (p. 4). The WTO added, "Due to the rapid growth in tourism, demand has led to human resource needs being covered by workers from other sectors, with no specific training in tourism" (p. 4). This is not the optimum situation for communities. There is competency standardization in many industries in the United States, but by default, tourism industry ranks are being filled by those with no tourism competencies, according to the WTO. Is this acceptable to communities that are concerned about growth balanced with conservation? Is the best practice to learn on the job, or should a Destination Organization hire tourism-educated professionals?

To professionalize the industry, tourism, travel services, and hospitality management higher education programs have grown in number and in specialization over the past seventy years. Tourism programs in higher education are following the growth of the industry by providing broader educational opportunities. The World Tourism Organization's Education Council (2002) stated

“Currently, education and training suffer in many cases from a lack of depth and isolation from the reality of the sector and tourism host societies”

(TedQual, pp. 36-37).

While tourism educational programs in higher education continue to grow in scope and number, there is a lack of agreement regarding outcomes. Riegel and Dallas (2002) stated, “In the United States, the number of post-secondary institutions offering hospitality programs has more than quadrupled during the past twenty-five years” (p. 9). The George Washington University, a leader in tourism education by virtue of its many international affiliations, developed its first tourism curriculum in 1972 within the Department of Tourism and Hospitality Management. Dr. Donald Hawkins originated the Master's in Tourism Administration degree in 1974 (Hilliard, 2003). By 2003, the University offered six different Master's-level higher education tourism programs (Rodriquez, 2003). A curriculum in tourism planning and development does not appear to be offered in most institutions of higher education in the United States. This study reviewed tourism programs (N=321) offered at higher educational institutions in the United States. Curricula that did not have the term “tourism” in their title, or offer at least one course in tourism, were not analyzed.

Dr. Clare Gunn (1979) noted “even among tourism practitioners, planning is neither a common idea nor practice” (p. xi). If today's tourism professionals and practitioners are not interested in tourism planning, and are not seeking education in tourism planning and development, will tourism higher education be affected and will communities ultimately be negatively affected? A community's future may be at stake. This may be a compelling argument for the

expansion of tourism planning and development curricula as opposed to current offerings of one or two courses as part of a tourism and or hospitality higher education program. If courses in tourism and planning are of increased priority in colleges and universities, will tourism professionals return to school and will the next class of college students be guided to these new programs?

Educated professionals involved in tourism planning and development could address emerging developmental growth issues in a community. Ed McMahon, Director of the Conservation Fund's American Greenways Program (1997) stated, "In recent years American tourism has had steadily less to do with America, and more to do with tourism" (p. 19). He continued, "Tourism involves much more than marketing. It also involves making destinations more appealing. This means conserving and enhancing a destination's natural tourism assets" (p. 20). McMahon further argued that local planning, zoning and urban design standards are important to communities with tourism resources. These are the aspects of a community with which tourism planning and development professionals can assist.

Boniface (2001) stated that on one hand tourism has the potential for damage to the social, cultural, and environmental fabric of a community, but on the other hand, tourism can solve problems through quality development and regeneration. Properly managed, tourism can work for all, in a dynamic relationship between the host societies, their visitors and the tourism industry. Boniface's (2001) argument was corroborated by a Florida study, which demonstrated that tourism provides benefits that far outweigh negatives, according to its residents. Florida depends on tourism as its largest industry.

McIntosh and Goeldner (1990) conducted a social impact and attitudinal study of tourism in Florida and found that Central Florida residents had consistently positive attitudes toward the presence of tourists in their communities.

However, Frechtling (2002) Chair of the Department of Tourism and Hospitality Management at The George Washington University wrote in *TedQual*, a World Tourism Organization publication, that historically tourism professionals have not been interested in tourism planning. Frechtling argued “tourism educators and industry managers don’t agree on what tourism development means. Aside from preventing the building of a body of knowledge, this sad state of affairs obscures an important point in tourism development: Who should be served” (p. 8)? Frechtling (2002) indicated that destination development is about meeting the needs of a destination’s stakeholders through satisfying visitors. Frechtling (2002) noted residents, suppliers and visitors are the primary stakeholders of a destination.

Approaches to Tourism Curricula

Hall (2000) argued that tourism curricula is designed to deliver the kind of education that the industry requests. The tourism industry is generally organized under four broad approaches, according to Hall. They are “boosterism, economic, physical and the community-oriented approach” (p. 20). Hall (2000) found that tourism education pedagogy in the United States is currently geared to address these four industry approaches. However, Hall (2000) described more social and environmental community-driven aspects of tourism development and more sustainable forms of tourism. For example, he noted that the boosterism approach promotes and markets the community. How many visitors

can the community attract? The economic approach uses tourism as an economy generator. The physical approach addresses carrying capacity of ecological and cultural resources. The community-oriented approach is the search for balanced development within any community.

Can tourism higher education have a positive affect on communities? Although all four of Hall's (2000) approaches are important, and work as a system for the tourism industry, two subsets, the physical, and the community-oriented approach, focus on tourism planning and development. Therefore, does tourism curriculum in higher education meet the complete educational needs of aspiring tourism professional? Tourism higher education in the United States may evolve to meet the vulnerable needs of the community or destination, not just the needs of tourism businesses.

By definition, a tourism destination may be a geographic area, some as large as a state or multiple states, some as small as a town, but all related by several qualities where the tourism experiences take place. Hundreds of public purposes Destination Organizations are working in all jurisdictions throughout the United States to increase tourism in their respective destinations. Their missions and work plans may vary, but these are the organizations where tourism professionals work to cultivate tourism in their community.

Ritchie and Crouch (2002) stated, "Undoubtedly, the most traditional of the destination management functions is marketing. This has resulted in a feeling, for many, that the acronym DMO effectively means "Destination Marketing Organization." However, the growing acknowledgement that a DMO has many other responsibilities has led to an increasing recognition of DMO to mean

“Destination Management Organization” (TedQual, p. 15). Is higher education currently preparing students for this Ritchie and Crouch management definition of destination organizations?

Definition of Terms

Specific terms are used to describe the tourism industry and tourism higher education. These terms provide a frame of reference for the vocabulary in this study.

- Community** “The persons and public and private bodies who are potentially affected, both positively and negatively, by the impacts of tourism development within the boundaries of the destination area” (Bosselman, Peterson, & McCarthy, 1999, p. 11).
- Competency** “Normally used to identify abilities and skills necessary for licensure or certification [credentialing]; the focus of test standards is on the level of knowledge and skills necessary to assure the public that a person is competent to practice” (Gaff & Ratcliff, 1997, p. 347).
- Credentialism** “Theoretical position asserting that the primary function served by schooling is to provide school completers with credentials that set them apart from the remainder of the workforce and provide them with the credentials for entry into occupations with status” (Gaff & Ratcliff, 1997, p. 709).
- Curriculum** “A body of courses presenting the knowledge, principles, values, and skills that is the intended consequences of education” (Gaff & Ratcliff, 1997, p. 118).

Curriculum Development	“Process of planning an educational program, including the identification and selection of educational objectives, the selection of learning experiences, the organization of learning experiences, and the evaluation of program results” (Gaff & Ratcliff, 1997, p. 709).
Destination	The place to which someone or something is going or being sent (Oxford Color Dictionary, 1993, p.188).
Destination Development	The process of meeting the needs of a destination’s stakeholders through satisfying visitors (WTO, 2004, p. 10).
Epistemology	“The study of how one knows or how one acquires knowledge” (Viotti & Kauppi, 1999, p. 477).
Pedagogy	“Methods of teaching and interaction employed by an instructor; may encourage students either in passive absorption of information or in active construction of meanings for course material” (Gaff & Ratcliff, 1997, p. 713).
Policy	“A set of regulations, rules, guidelines, directives, and development/promotion objectives and strategies that provide a framework within which the collective and individual decisions directly affecting tourism development and the daily activities within a destination are taken” (Goeldner, Ritchie, & McIntosh, 2000, p. 445).
Professionalism	“A term used to identify the criteria by which an occupation or an activity may be judged to be professional. Such

criteria would include all the attributes and characteristics displayed by persons employed in the occupation which are construed as being professional in nature by peers and by those served" (Wolfire, 1988, p. 7).

Professionalization "A term which refers to the dynamic process of the movement of an occupation toward identity with the professional model - a phenomenon that may affect any occupational field to a greater or lesser degree" (Wolfire 1988, p. 7).

Quality Certification "Quality certification is the step by which a third party testifies that a product process or service meets with one or several standards or specifications" (WTO 2004, p. 16).

Standardization "An obligatory type of assessment which meets the required standards of impartiality, competence and integrity" (WTO 2004, p. 17).

Sustainable Development "A program to change the process of economic development so that it ensures a basic quality of life for all people, and protects the ecosystems and community systems that make life possible and worthwhile" (International Council for Local Environmental Initiatives, et al 1996; Roseland, 1998, p. 4).

Tourism "The study of man away from his usual habitat, of the touristic apparatus and networks, and of the ordinary and

non-ordinary worlds and their dialectic relationship" (Jafari, 1988, p. 409).

Tourism Planning "Organizing the future to achieve certain objectives. There is a strong element of predictability in planning because it attempts to envision the future, although often now only in a general manner because it is realized that many factors cannot be very precisely predicted" (Inskeep, 1991, p. 25). A coherent and ethical approach to the development of tourism in a range of environments at national, regional and sub-national levels" (ASC SCHOOL: Business and Management, 2003).

Visitor "Any person traveling to a place other than that of his/her usual environment for less than 12 months and whose main purpose of visit is other than the exercise of an activity remunerated from within the place visited" (World Tourism Organization and the United Nations, TedQual, 2002, p. 10).

Significance of the Study

Tourism educator Clare Gunn (1977) observed, "the overall planning of the total tourism system is long overdue...there is no overall policy, philosophy or coordinating force that brings the many pieces of tourism into harmony and assures their continued harmonious function" (p. 85). The tourism system in the United States may have made limited evolutionary progress since Gunn's (1977) study. Yet, Hall (2000) remarked that the need for coordination has become one of the great truisms of tourism planning and policy. He continued, "Coordination

is a political activity and it is because of this, that coordination can prove extremely difficult, especially when, as in the tourism industry, there are a large number of parties involved in the decision-making process" (p. 82). Presently, tourism professionals, working in private and public Destination Organizations, oversee tourism growth in the United States, while the need for competent planning and development professionals remains unfulfilled. For the purposes of the present study the term Destination Organization indicates public and/or private supported tourism councils, convention and visitor bureaus, tourism associations or chambers of commerce.

The present study's findings identify competencies required of tourism professionals; describe how such competencies are generally acquired; and report the extent to which higher education tourism curricula offered in the United States, address the identified competencies.

This study is intended to advance the literature in the dynamic field of tourism and perhaps foster discussion among industry professionals towards sustainable tourism, industry standards, and credentialing. Finally, it is intended that policy-makers in institutions of higher education may adopt the study's recommendations.

Availability of Higher Education Programs

Availability of higher education programs in tourism planning and development may be limited, even as the tourism industry and higher education programs in hospitality and tourism continue to grow. An interest in tourism education reform is emerging. Ritchie and Sheehan (2001) documented a developing interest in revamping tourism education. They noted that efforts to

comprehensively examine the nature of tourism education began with international tourism conferences first in England in 1988, and then in Canada in the early 1990's. A formal textbook on tourism education emerged from these conferences. Since then, according to Ritchie and Sheehan (2001), the World Tourism Organization called for "the need for standards against which to assess the quality of the growing number of (tourism education) programs" (p. 38). Ritchie and Sheehan (2001) noted however "in today's environment, there is often relatively little room for new program development" (p. 39).

Some tourism educators have called for, and predict change in tourism education. Gunn (1994) for example, argued that certain policies and principles should be implemented for effective tourism development. Gunn noted that, first, planning must enhance visitor satisfaction if economic improvement is to occur. Second, planning must integrate tourism into the social and economic life of communities and destinations. Third, tourism, if properly planned, cannot only protect, but can improve the quality of fundamental environmental resources. Gunn (1994) predicted an eventual change in tourism education that will take into consideration these policies and principles. Gunn continued,

College and university curricula will be expanded to include better educational programs directed toward planning, development, and management of tourism projects. Greater policy and financial support for tourism research, education, and training will be required from all three sectors, governments, nonprofit organizations and commercial enterprises. (p. 442)

According to the World Tourism Organization (1993), "Appropriate and thorough education and training of persons working in tourism are essential for

the successful development and management of this sector" (p. 138).

The WTO (1993) also noted, Government tourism officials need to understand tourism policy formulation, planning and marketing techniques, project identification and feasibility analysis, tourism statistics and management of tourism information systems, environmental, social and economic impact analysis [as they] establish and administer tourist facility and service standards, tourist information services, and other matters (p. 138).

According to the WTO, "If certain technical matters, such as planning and project feasibility analysis are carried out by experts, government tourism officials need to know enough about the subjects to review the work done by the experts" (p. 138). Domestic and international tourism is growing and may put pressure on United States destinations. The Quarterly Market Review, published by the Travel Industry Association of America (TIA) includes the latest outbound data from government sources, inbound data from the U.S. Department of Commerce and an analysis of economic and social events that affect travel to the United States from key markets. According to TIA (2004) tourism continues to grow around the world. In the first half of 2004, TIA noted that international arrivals to the U.S. in the second quarter of 2004 were up by more than 20% over the second quarter of 2003 (TIA, Nov 24, 2004).

In order to meet present and future tourism demands, industry professionals must understand and facilitate sustainable tourism. Presently, higher education tourism planning and development curricula addressing sustainable tourism are limited in scope and availability. Dr. Rich Harrill pointed out, "As more destinations open up globally due to free trade and advances in technology

and transportation, the need for education in tourism planning is more urgent than ever" (Personal communication, November 3, 2003). Moreover, Gunn (1998) stated, "Tourism planning and development will need a curriculum that includes courses in engineering, transportation, land use economics, environmental conservation, landscape architecture, architecture, and planning" (p. 75). Using accepted principles, tourism planners and developers seek to benefit a community and promote quality economic development using community natural and man-made resources. Dr. Tim Tyrell of the Department of Resource Economics at the University of Rhode Island noted that, special features of a place must be preserved for the residents of an emerging tourism destination to enjoy in the future. If these features are to be affected, residents need to be consulted as to the possible quality-of-life trade-offs (Personal communication, July 10, 2003).

An example of a trade-off is tourism promotion. A natural counterpart to the tourism industry, promotional programs, may come without regard to tourism planning. A professional, with planning credentials, explains a dilemma with tourism professionals. Elizabeth Watson, Executive Director of Eastern Shore Heritage Inc., Maryland, and a member of the American Institute of Certified Planners, works with regional tourism organizations concerned with reducing the negative impacts of tourism. Watson stated, "Tourism's short-term payoff comes from good marketing, you hear that over and over. Marketing and its companion - advertising and promotion - are the only ways to build visitorship. Significant investment is required for that, to the exclusion of all else." Watson continued, "Planning should be in place, for the long-term payoff, but the

incentives and the means to undertake planning aren't structured into typical tourism programs" (Personal communication, Oct 29, 2003).

Competency Development

Addressing the status of professional education in Travel and Tourism Hawkins and Hunt (1988) noted, "Competency development in tourism regardless of the level has traditionally been gained through a variety of formal and informal education delivery systems and on-the-job training" (p. 9). They add that the formal education of many professionals in tourism has been in a variety of fields, most of which are only marginally related to the tourism profession. The present research appears to support the Hawkins and Hunt 1988 findings.

Hawkins and Hunt's (1988) recognition of the complexity of tourism indicated that there is a growing concern for improving formal education in the tourism field. They questioned the various levels of formal education and their curriculum. According to Hawkins and Hunt, (1988) "To understand and deal with the visitor and industry relationships to environments (social-cultural, economic, political, and physical) requires more disciplines ranging from ecology and geography to political science and planning" (p. 10). They expressed concerns with how the teaching of tourism takes place in the United States. While they concur that the programs may be good and attempt to broaden the student's education, they observed that these programs do not provide holistic education in tourism. Hawkins and Hunt (1988) reviewed Bachelor's degree programs that were entitled "tourism." Hawkins and Hunt found that they are "generally options or minors attached to an older, more

traditional core curriculum in some other, yet related, curriculum and thus maintain a strong bias or 'flavor' of the root curriculum" (p. 10). Hawkins and Hunt (1988) also found that most tourism programs were offered in hotel and restaurant management programs such as those at the University of Massachusetts, University of Nevada-Las Vegas, Michigan State University or parks and recreation programs at Clemson University, Michigan State University, Colorado State University, Texas A&M University and the University of Utah.

The situation appears similar today. Tourism programs at Texas Tech University are offered through the Department of Education, Nutrition, and Hotel Management, and at the University of Wisconsin, Madison, offered through the Department of Urban and Regional Planning. The latter is useful for students interested in tourism planning and development. At Western Illinois University and the University of Florida, tourism departments are embedded in the departments of recreation, parks and tourism. In fact, college recreation, parks and tourism departments may be more appropriate hosts than hospitality departments for tourism programs. Yet, current research for tourism curricula at United States universities and colleges appeared to be no easier than it was for Hawkins and Hunt sixteen years earlier. As was the case historically, tourism curricula are not readily apparent, or easy to find, because that tourism curriculum is embedded in an institution's offerings. One needs to know where to seek elusive tourism curriculum information.

In terms of improving tourism curriculum, the Conference Board's Business Enterprises for Sustainable Travel (2001) is seeking, "to produce a model curriculum on sustainable travel, which would be distributed to hospitality and

tourism education programs throughout the world" (p. 6). To achieve sustainable benefits for a community, tourism will need to be guided by professionals who obtain education in tourism planning and development as suggested by the Conference Board. Morrish and Brown (1994) identified the key responsibilities a tourism planning professional would perform on the job. Specifically in the area of planning; tourism professionals formulate a vision and a mission statement for their community, note projects necessary to implement plans, prepare an outline of policies and programs to implement plans; and create a framework to help evaluate projects and programs.

Finally, tourism destination development may change in the future.

The World Tourism Organization's Business Council, (2004) contended, "the current trend in almost all regions of the world, is toward semi-public but autonomous tourism organizations involving a partnership with both private sector and regional and/or local authorities" (p. 1). Will higher education in tourism help aspiring professionals meet these challenges of the changing trends in the tourism industry?

Summary

The present study was conducted against the backdrop of the growing worldwide tourism industry, the need for tourism professional competencies, and the status of tourism higher education curricula offerings.

Tourism is one of the world's fastest growing industries and shows no decline according to The World Tourism Organization. Consequently tourism educators continue to call for more programs in tourism planning and development, as has been the case for more than twenty years. Curriculum reform has occurred but

what further reform is necessary? Do potential students understand the value of and necessity for education in this field of study? Presently, it appears that a credentialing system is not in place for tourism planning and development professionals who manage tourism in the United States. Research may heighten interest in improving tourism higher education and engender further progress in establishing a comprehensive credentialing protocol for tourism professionals. This chapter identifies that Tourism Planning and Development curriculum is not widely offered at colleges and universities in the United States. However, some tourism courses are available through various Hospitality Administration and Management curricula and Parks and Recreation curricula.

Dissertation Outline

Chapter II reviews literature relevant to tourism higher education. It features long-standing calls for improvements in tourism curricula, and investigates competencies and credentialing for United States tourism professionals, and the industry training available. Chapter III describes the present study's research design, instrumentation, sampling protocol, and data collection and analysis. Chapter IV presents the research findings from the tourism professionals, featuring the ten competencies identified as most important. These competencies are cross referenced with current college and university programs that include tourism, hospitality, recreation, or travel services as noted in course catalogues and course descriptions. Chapter V summarizes findings, draws conclusions, makes recommendations for tourism certification, calls for professional credentialing, improved tourism curricula, and identifies recommendations for future practice.

II. REVIEW OF RELATED LITERATURE

Introduction

This chapter summarizes a historical perspective of tourism education; research on tourism competencies, how competencies are obtained; tourism as a profession; the need for higher education degrees; and the values of hands-on-learning. The chapter further identifies changes in tourism curricula; the potential for common curricula; an international view on tourism; credentials for tourism professionals; and accreditation for tourism education programs.

Background

Wolfire (1988) indicated that travel and tourism programs began in the United States as two-year programs in the late 1930's, then developed into four-year programs by the late 1950's. Tourism programs began to expand throughout the United States in the 1970's and 1980's. At the time of Wolfire's (1988) study, five schools offering tourism and travel curricula had tourism planning courses available to students, and eight schools indicated a need to offer courses in the area of tourism planning and development. Lengfelder, Obenour, and Cuneen (1994) noted that there were thirty-three, four-year Bachelor's degree programs, three Master's level programs, and no Doctoral programs in tourism in the United States in 1989.

According to Wolfire (1988) tourism and/or travel programs have evolved over the years in American universities and those programs have often shifted departments, within the institution. Wolfire's (1988) research determined that tourism programs have been shifted from one department to another and from one area of the university to another, in order to find an appropriate location for

the curriculum. Wolfire stated the decision of where to place a tourism program in higher education, is often related to faculty perception.

Rach (1992) found corroborating evidence of program departmental shift in his research. Rach (1992) noted that tourism programs exist in schools and departments of liberal arts, home economics, business, education, recreation, anthropology, business, economics geography, history, leisure studies, marketing, political science, psychology, recreation, sociology, urban planning and hotel management.

Differing Perspectives

According to Smith & Cooper (2000) "Globalization is having a major impact on the tourism sector but has not yet affected the design of tourism and hospitality curricula" (p. 1). Riegel and Dallas (2002) offered differing views on tourism education. They explained that most tourism curricula today resemble one of five approaches to education. They are the "Craft/Skill Approach," which helps students acquire technical skills; the "Tourism Approach," which emphasizes the content of tourism concepts, trends and the main social sciences that contribute to the tourism field; the "Food Systems/Home Economics Approach," where hospitality programs are housed; the "Business Administration Approach," which tends to pay more attention to administration management, finance, marketing and accounting; and the "Combined Approach," which combines business administration with food systems and home economics (pp. 11-12). Riegel and Dallas (2002) did not include tourism planning and development as part of any of the approaches.

Jafari and Aaser (1988) discussed the growing interest in tourism and its

increasing recognition in the academic community. "Tourism as a scientific field of study has only a recent beginning" (p. 407). They maintained, "It now represents the work of a small but growing community of researchers, trained mostly in social sciences, which apply concepts and methods from different disciplines and hence contribute to the formation of a touristic body of knowledge" (p. 407). Smith & Cooper (2000) argued that tourism education has remained lost because demands of globalization moved ahead of tourism education's ability to deliver. Smith & Cooper (2000) explained "tourism is youthful and has had to concern itself with many fundamental issues, long since resolved in more mature subject academic fields" (p. 2).

Education in tourism planning and development appears to be limited in availability. According to Riegel and Dallas (2002) hospitality and tourism programs differ in curricula specialization. They noted that some college and university programs argue that specialization beyond an undergraduate degree is unnecessary and offer hospitality and tourism programs which all students, regardless of their career goals, must complete. Riegel and Dallas (2002) noted some colleges and universities offer specializations in hotel management, restaurant management, sales and marketing, attractions management, destination management, or convention and meeting management. Other institutions offer elective courses related to the major, which permit students to specialize or pursue their specific interests.

In a study to develop a model course of study for travel-tourism, Vroom (1981) made several recommendations including calling for new programs. According to Vroom (1981) "Additional studies, similar in scope and content, should be

made in other regions of the United States and Europe; a model travel-tourism program should be developed for a Bachelor's degree as well as for a graduate degree" (p. 94). McIntosh (1983) then Professor of Tourism at Michigan State University, worked to develop a model university tourism curriculum. McIntosh (1983) noted that, when schools design a curriculum, they start with the needs of the likely employer or the graduate four years hence this places a business employer orientation to the curriculum. United States higher education curricula analyzed for the present study indicates much of tourism education is imbedded in Hospitality and Restaurant Administration or Parks and Recreation departments.

Lonam (1999) using a modified Delphi Study, identified competencies required of graduates in Bachelor's hospitality and tourism programs in the year 2010. Lonam (1999) found the global importance of the tourism industry requires a new hospitality education paradigm, based on the reality that tourism is a mainstream business rather than a niche or departmental consideration in higher education (Abstract, April 16, 2004). Clearly, the nature of tourism as a field of study is still developing.

Competency Based Tourism Education and Industry Input

Buergermeister (1983) in a study to assess the skills and competencies needed by hospitality managers stated, "To meet the challenge of maintaining currency in the professional area, education should seek all the industry responses possible to its existing programs" (p. 39). Buergermeister (1983) added, "The more objective this feedback is, the more value it will hold.

It has to determine the perceptions of selected post-secondary hospitality management educators with respect to the ideal Hotel and Restaurant curriculum" (p. 39).

In assessing the tourism higher education curricula for tourism planners and developers, other hospitality studies should be considered. Buergermeister (1983) conducted a competencies assessment at the University of Wisconsin-Stout, which studied the competencies needed by hospitality managers (p. 36). Therein, hospitality operators, educators and recent graduates were questioned. The study provided base-line information for evaluating hospitality curricula through the use of a survey method for both educators and industry responses.

Buergermeister (1983) recommended that there should be substantial input from both industry and educators regarding the evaluation of hospitality curricula. Results of such an evaluation should be shared with not only industry and educators but also with students. According to Buergermeister, (1983) the leading competencies and skills to be developed are: human relations, motivational skills, supervision and effective communications. Buergermeister (1983) argue that faculty should include in their course objectives: courtesy, service, organization, sensitivity and motivation and should evaluate their personal perceptions of the importance of certain hospitality skills and competencies. Applebaum (1998) agreed with Buergermeister (1983) contending academia and industry, professionals need more interaction to benefit all interested parties.

Walk (1987) studied the validation and development of competencies for professional meeting planners. The Walk study included a survey questionnaire

mailed to members of the St Louis Association of Meeting Planners International (N=204), rendering (N=86) usable responses. Walk (1987) attempted to determine the skill and knowledge requirements for a meeting planner in the St. Louis area. Walk (1987) determined that, "while the results are specific for one community, other communities may find the results have implications for them" (p. 324). Walk's (1987) study also revealed that all of the categories researched are somewhat important and will vary in quality depending on the individual. While an individual can't be strong in all categories, what should be taught when all subject areas are important?

The Tourism Industry and Marketing

Pearce and Butler (1993) noted that tourism is considered very beneficial at the local level, but government regulations may not be in place to control or plan tourism, and any regulation in place, is easily circumvented. Governments often play a policy-making role, but may not emphasize the importance of tourism planning for a community. Pearce and Butler added that it is assumed that the industry is self-governing and protects the interest of the community. They asserted, "The industry would like to agree with this, but there is no method of self-regulation for an industry like tourism, made up of the complete range and size of operations from one person enterprises to multi-national corporations, most of whom are in competition with each other" (p. 144).

Pearce and Butler (1993) further argued that virtually all government tourism departments at every level have mandates to market their area and increase tourism. "A few may have established development plans or strategies, but in many cases these are ignored if potential developers' wishes are contrary to the

stated objectives of the plans, or even in some cases ignored when they do match objectives" (p. 144). Does tourism just come about, and when it does, is it consistent with the values of a community? "Many governments believe that tourism just happens and there are really no problems associated with the industry. With attitudes such as this being prevalent, it is not likely that much responsibility will be assigned to restrict tourism," according to Pearce and Butler (p. 144). Gunn (2004) emphasized that tourism is multidisciplinary in nature (Personal communication, July 24, 2004). By studying tourism in travel and tourism programs, hospitality administration programs, and parks, recreation and tourism programs, are present day tourism students being prepared to address Pearce and Butler's concerns, and Gunn's emphasis about the multidisciplinary nature of tourism?

Understanding Future Needs

Kelly (1988) pointed out "designing successful tourism development strategies is an aspect of planning practice in which most professional planners have little first-hand knowledge or experience" (p. 1). Other research also points to tourism planners' need for expertise and several competencies. For example, Long and Nuckolls (1992) noted this fact in their tourism planning workshops where they argued that organizing tourism development requires an understanding of the principles of planning. They further contended that all levels of government must have a plan (not simply a marketing plan) to guide their tourism growth effort. They suggested that core planning therefore include actions to garner human, physical, financial resources and expertise needed to assist in determining capability to develop tourism as a viable industry.

McIntosh and Goeldner (1990) corroborated by noting "the decision to develop tourism, or expand present tourism development in a community, a region, or a country must be studied carefully" (p. 304). McIntosh and Goeldner (1990) indicated that, "tourism development must be guided by a carefully planned policy, a policy not built on balance sheets and profit and loss statements alone, but on the ideals and principles of human welfare and happiness" (p. 305). Moreover, Frechtling (2002a) stressed the value of tourism planning and development as it relates to sustainable tourism. Frechtling (2002b) credited sustainable tourism with "meeting the needs of the present without compromising the ability of future generations to meet their own needs, understood as having economic, social/cultural and environmental dimensions" (p. 41).

The World Commission on Environment and Development addressed the sustainability of tourism at the 1987 World Commission on Environment and Development conference that addressed growing threats to the environment. Bosselman, Peterson and McCarthy (1999) agreed with the emphasis of appropriate sustainable tourism planning and development. They stated, "If development destroys the resources that attract tourists to a destination, tourism cannot be sustained there" (p. 114).

Sustainable tourism requires a unique amalgam of contributions from various fields of study. As Gunn (1994) noted, "Tourism is a complex phenomenon and therefore, the research of tourism must utilize all the disciplinary approaches that will be most useful in solving problems and in providing new information" (p. 9). Gunn argued that due to the multidisciplinary nature of tourism, cooperation

and collaboration by researchers in several areas, such as land use, history, anthropology, sociology, market analysis, geography, engineering, wildlife, forestry, water resources and consumer behavior, are needed. Gunn (1994) further argued "these and many other combinations of disciplines will need to be created in order to address and provide solutions to needed tourism planning, development, and management issues in the future" (p. 9). Similarly, Riegel and Dallas (2002) contended that, "An emerging view of hospitality and tourism education is that of a field of multidisciplinary study which brings the perspectives of many disciplines especially those found in the social sciences, to bear on particular areas of application and practice in the hospitality and tourism industry" (p. 10).

Such collaborative, interdisciplinary research may shape base competencies needed by future tourism professionals and subsequently shape future curricula. Tourism professionals with needed competencies may provide a community with the talent it needs to predict how it may change in the future if there is growth and development in tourism.

Differing Views on Competencies and Higher Education

Riegel and Dallas, (1998) research indicated that there are approximately fifty United States professional certifications and designations in the hospitality industry. They noted however, that there may be only one certification or designation for tourism professionals, and it is for group tourism professionals (p. 181). The American Bus Association and the Cross Sphere Global Association for Packaged Travel offer professional certifications specifically for the Group Tourism Professional.

A comprehensive list of Professional Tourism Organizations is found in Appendix C.

Lengfelder et al. (1994) compared (N=49) international tourism professionals' perceptions regarding Bachelor's and graduate education. While the instrumentation differed from that of the present study, the conclusions were useful. Lengfelder (1994) shed light on the ways in which United States tourism professionals obtain knowledge and what professionals considered important in tourism education. The researchers stated that, "comparing the relevancy and importance of international course topics provides a tool for academicians who plan curricula for both the Bachelor's and graduate levels" (p. 23). They continued, "United States educated tourism professionals must compete, cooperate, understand and lead in a global atmosphere where tourism plays a significant role with ramifications of social, cultural, political, economic, environmental and global importance" (p. 23).

In the Lengfelder et al. (1994) study, international professionals identified Planning Management in Tourism, and System Analysis of Services, as more significant at the Bachelor's level than did United States professionals. Some of the importance of these tourism topics to international professionals at the Bachelor's level could indicate the nature of the respondents' host countries. Visitor-receiving countries consider carefully the needs of their host country, which relates to the emphasis for competencies in tourism planning and development.

Lengfelder et al. (1994) further indicated that tourism professionals in the United States placed a higher importance on Personnel Management and

Principles of Public Relations courses than did their international counterparts. Tourism professionals who had studied at the graduate level however, were more management-oriented than tourism planning-oriented (p. 23). Tourism planning and development curricula, at least on the Bachelor's level, appeared to be considered more important in countries other than the United States.

According to Lengfelder et al. (1994), the course topic of "Planning Management of Tourism" was perceived as significantly lower in importance at the Bachelor's level by tourism professionals in the United States than by international tourism professionals. In the United States, marketing and hospitality curricula in higher education appeared more important and overshadowed programs in the tourism planning and development area. Fifteen years prior to the Lengfelder (1994) study, Gunn (1979) noted that tourism planning is an uncommon idea and unfortunately not a common discipline with tourism professionals.

With marked specificity, The World Tourism Organization (2004) argued "tourism education and training should offer (i) *quality*, responding to the needs of the tourism industry, and (ii) *efficiency*, studying and evaluating the costs and benefits of the wide range of education process and methods available." Additionally, "the first step to establish a competitive tourism education system is to identify the needs and expectations of those involved in such a system, i.e. tourism employees, students and educators, to guarantee that the education given and the processes adopted are valid" (The World Trade Organization, 2004, p. 5).

According to (Jafari, 2002) "Efforts in tourism education and training are

being assumed by at least three main stakeholders: government agencies, private and public universities, and industry sectors" (p. 29). These stakeholders use a combination of human resource development models in order to respond effectively to destination management needs. As explained by (Jafari, 2002) the terms "training" and "education" are often used interchangeably in the tourism industry, but there is a difference. Training is offered to those who want to occupy "hands-on" positions, and "education" is offered to those with "minds-on" or leadership positions (p. 30).

Jafari (2002) furthered contended that there is a diverse range of programs – local, state, national, regional and international – that can assist in the education of tourism professionals. There are affiliation options such as traditional college or university programs and industry support/based programs. In addition, there are different levels of education available depending on the need of the professional, such as traditional vocational/hands on programs, undergraduate programs, Master's programs and doctoral programs. Jafari (2002) concluded, "In years to come, systematic tourism destination planning and management will continue to reach higher levels of sophistication and integration with Human Resource Development models/options firmly and strategically lodged in the core" (p. 34). Distance learning may be one of those sophistications appropriate to deliver the principles of destination planning and management, supplemented with practical hands-on experiences.

Wikoff (1995) noted another concern about the future of tourism and hospitality higher education. Wikoff (1995) argued that the gap between supply and demand of qualified tourism faculty has been widening, while terminal

degrees are required to teach in many universities and there are fewer candidates to fill these vacancies.

The International Council on Hotel, Restaurant and Institutional Education (ICHRIE) (2002) explained the differences and attributes of Hospitality and Tourism educational programs. Certificate or diploma programs are directed towards with specific skills for specific jobs; Associate degree programs provide students with the training and education necessary for hospitality and tourism management careers; Bachelor's degree programs, which often integrate tourism with hospitality, provide career education in broad general studies; and Graduate degree programs provide advanced education for specialized positions.

The International CHRIE's delineations are in keeping with Riegel and Dallas' (2002) recommendations for a multidisciplinary education model in hospitality and tourism higher education. Moreover, Rach (1992) cautioned that, "Tourism education has been dominated by curriculum developed to provide the operational skills needed by entry-level managers" (p. 5). Rach (1992) further argued, "With the increasing demand for better educated employees, the tourism educational system has to produce individuals with advanced skills and knowledge. In response, graduate programs developed to provide the professional skills required for a career" (p. 5).

Tourism as an Emerging Profession

According to Rach (1992) tourism experts recognize that the tourism field is an emerging profession. Rach (1992) supports the argument by noting that tourism is limited and is somewhat repetitive. Rach (1992) argued that, "A profession's

stage of development can be determined by the profundity of its body of knowledge. An emerging profession will not possess an extensive body of knowledge nor an extreme degree of specialization" (p. 25).

Houle (1980) considered factors contributing to the professionalization of an occupation. Houle (1980) suggested that the characteristics associated with the process of improving an occupation include: (a) Definition of the occupation's function, (b) Mastery of theoretical knowledge, (c) Capacity to solve problems, (d) Use of practical knowledge, (e) Self-enhancement, (f) Formal training, (g) Credentialing, (h) Legal reinforcement, and (i) Ethical practices. According to Riegel and Dallas (2002) these characteristics of professionalization are corroborated by tourism professionals who noted that: (a) Professional education consists of knowledge, skills and values, (b) Knowledge is necessary for the practice of the profession, (c) Skills are abilities necessary to apply professional knowledge to the field, and (d) Values foster key career attributes necessary for success in the field.

Hiring Practices in the Tourism Industry

Members of The World Tourism Organization (2004) commented on the professional status of the tourism industry. "Tourism's lack of prestige as a professional career, leads students with the greatest intellectual potential to choose other fields of study, discarding tourism as an option, with the evident loss of valuable human resources in the sector" (p. 9). This is exacerbated by:

The lack of consistency in the curricular design is confusing to both the potential students and the tourism employers. The employers end up selecting their

employees on an ad-hoc criterion thus hindering the chances for students with competitive skills to find their first job. (World Trade Organization, 2004, p. 3)

According to Hawkins and Hunt (1988) competency development in tourism, has traditionally been gained through a variety of education delivery systems and on-the-job training. They argue many professionals gain their skills in a vast variety of fields, many not related to tourism. Certifying higher education tourism educational programs will assist with the quest for full professional status among tourism professionals, according to the World Tourism Organization (2004).

Wolfire (1988) spoke to the commitment required of professionalization noting that acceptance into a profession is normally attained after compliance with rigorous requirements concerning education and training followed by examinations, degrees and sometimes licenses. Wolfire (1988) posited "Professional education, in part, should be concerned with an occupation that has powers of self-regulation granted by statute, provides a service to the community that is in the wide-spread demand and requires lengthy education" (p. 18). It appears important to work toward improving the professionalism of the tourism industry. Similarly, Rach found that (1992) "With the increasing importance of tourism as an economic sector, it logically follows that the workforce should be educated by individuals who are academically prepared in the field" (p. 8). If tourism is indeed an emerging profession, the timing may be right to review and reform higher education tourism curricula.

Higher Education and Employment

Employment opportunities over the next several years appear to be greater for individuals with a college degree as opposed to those without. Employment

Outlook (1999) reported that employment needs for those with a Bachelor's degree will grow 24.3%, employment needs for those with a doctoral degree will grow 23.3%, and employment needs for those with an associate degree will grow 31.2% between 1998 and 2008. Predictions also indicated that employment for those with long-term on-the-job training would grow 8.7%, employment for moderate-term on-the-job training will grow 7%, and employment for short-term on-the-job training will grow 13.7%. It is obvious then that higher education makes the greater difference in earnings. According to Employment Outlook (1999) on-the-job training is less effective than a college education.

According to Gaff and Ratcliff (1997), curriculum leaders must analyze and reevaluate what it is that students need to know. They argue that prior to any curriculum change, college officials should examine "demographic, social, political, economic, and technological forces that will influence undergraduate education" (p. 119). Tourism professionals need quality education to prepare them for this century's challenges, to separate them from the general public, and to increase their control over this vocation. Does tourism higher education in the United States adequately prepare students for the future?

Hands-on Training in Tourism Education

It is clear that professionals in the tourism industry need some length and form of on-the-job, hands-on training and/or competency development. Hands-on training, also known as experiential learning, occurs on several levels. On-the-job training can be short-term to long-term. Employment Outlook (1999) reported that on-the-job training is considered 30 days or less, moderate-term on-the-job

training is considered 30 days to 365 days, and long-term on-the-job training is considered 12 months to 4 years.

Many institutions of higher education that offer a tourism curriculum, offer internships, externships, and learning practicum sites to serve as on-the-job experiential learning for their students. This type of learning supports academic education.

Multidisciplinary Tourism Curricula

A tourism curriculum that has the support of academicians will assist in the professionalization of the tourism industry. Riegel (1987) explained that professional education consists of three elements: "knowledge, skills, and values" (p. 31). The present sought to identify the level of interest in these elements as reported by tourism professionals working in Destination Organizations. Riegel (1987) noted, "skills both contribute to the knowledge base and permit practice from that base...the values taught in professional education are those important to the field of study" (p. 31). Rach (1992) argued that one obstacle to agreement over curriculum has been the relationship of tourism to other fields of study. Tourism curriculum overlaps into hospitality and recreation fields and is strongly influenced by and dependent upon economics, business, sociology and political science practices. Rach (1992) noted that, "the interrelatedness creates problems, specifically around the issue of agreement on competencies" (p. 8). Riegel (1987) trivialized Travel and Tourism as simply a specialized curriculum area in a Hotel, Restaurant and Institutional Management indicating this specialization does not warrant its own degree. In contrast, McIntosh (1997) supported tourism planning and development education for all tourism professionals. McIntosh

(1997) noted that all tourism professionals are involved in some aspect of planning and development and advocated that a special course in tourism planning and development principles should be required in tourism curricula in higher education. Yet, it has not been determined if one tourism planning and development course is suffice to satisfy the future needs of the tourism professional.

Recommended Tourism Courses

According to the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) (2002) there are four types of higher education hospitality and tourism programs: Certificate, Associate, Bachelor's and Graduate. Only the latter three are discussed in the present study. The Associate degree is offered most often at community colleges, but is also at several four-year universities and colleges. This degree provides training and education necessary for hospitality and travel management careers, and candidates generally complete it completed in two years. The Bachelor's degree is offered at four-year colleges and universities and this degree provides career education in combination with broad general studies and advanced learning skills. Degrees are generally completed in 4 years. The Graduate degree is offered at universities. Degrees provide advanced education for specialized industry positions, and emphasis is placed on creating an interdisciplinary base for applied research, policy analysis, planning, and theoretical education. Degrees are generally completed in one to five years.

It is clear that aspiring tourism professionals need a broad set of competencies. For example, Dr. Rich Harrill of Georgia Tech's Economic

Development Institute notes needed criteria of a tourism planner: A tourism professional must have a basic understanding of the planning process, from framing problem statements to implementation. Tourism professionals may also be conversant in architecture, urban design, economic development, historic preservation, environmental studies and sustainable development (Personal communication, November 3, 2003). Moreover, the University of Minnesota Extension Service (1993) reported that tourism planning uses the disciplines of public policy, land use, transportation planning and promotion (pp. 1-16). These courses are not often found in higher education programs in Hospitality Administration, Recreation or Hospitality Management.

In 1994, Professor Emeritus Clare Gunn of Texas A. & M. University encouraged research in several areas to help build curricula, due to the multidisciplinary nature of tourism. Gunn (1994) noted that research into some facets of tourism is much slower to develop than others. For example, he warned, "A preoccupation with promotion has tended to favor large funding for promotion and little for research" (p. 3). Gunn lamented that there may be a general lack of understanding of how "sweeping and complicated the field of tourism really is. It is not just a business; nor is it really an 'industry.' It involves much more. And each part sees tourism from its own perspective, not as a whole" (p. 3). Gunn's comments regarding a preoccupation with promotion over research is investigated in the present study.

There is some agreement among professional educators for tourism curricula reform towards addressing both the needs of the industry and the community. There is limited agreement, however on the logistics of such reform. According

to Beni (1990) existing tourism education plans and programs do not adequately meet the tourism industry's needs. Beni (1990) argued for the immediate and future charge of higher education: to prepare for perspective professionals and to provide education for the greatest benefit of society as a whole. Lengfelder, et al. (1994) asserted that the higher education system is the foundation upon which United States tourism professionals obtain knowledge to plan and understand the ramifications of growth in the tourism industry. They suggested a strong base of tourism theory as an essential element in developing tourism curricula in the United States.

Lengfelder, et al. (1994) "A body of knowledge for a tourism accreditation plan is an essential element in the continued development of tourism as a profession." They argued "The growth of tourism combined with new technology, created a need for more formalized tourism higher education" (p. 28).

Beni (1990) found that reviewing a bibliography of courses in tourism revealed certain flaws in courses and programs of study. They found this was because curricula are content specific to certain subjects (for example, the economics of humanities) but neglect professional training. Beni (1990) however, suggested avoiding specialization at the undergraduate level and observed that tourism curriculum structure should consider two priorities: planning in tourism and tourism business management. Planning in tourism aims to introduce students to the development of communities, while tourism business management exposes students to tourism management activities.

According to Moilliet, (1995) hospitality industry higher education must also be

improved. Moilliet (1995) contended "It seems that the greatest constant faced by hospitality and tourism managers in the near future will be change" (p. 15). Moilliet's (1995) research suggested that, in nearly all cases studied, courses in tourism have been developed as a result of academic enterprise than by industry demand. This is a disparate view as compared with other research.

For example, Hawkins and Hunt (1988) suggested a set of principles and guidelines for establishing a higher education curriculum in tourism. They suggested that, if a university is to develop an educated graduate, tourism curriculum should be founded on these principles:

- 1 A holistic understanding of the complicated field is required, including the totality of touristic activities, i.e., economic, social, cultural, environmental, political, technological and physical aspects.
- 2 The graduate of the tourism program must be a broadly educated person with knowledge, skills and awareness required by all educated people with a professional specialization in tourism.
- 3 The program should be designed so the graduate can secure an entry-level position heading toward leadership and managerial roles in the tourism industry.
- 4 The tourism program should be based on theoretical models of tourism, which are dynamic, comprehensive, easily understood and unifying. As student learning progresses, the model(s) must provide a foundation around which the student can organize and synthesize knowledge and skills in this complex field (Hospitality & Tourism Educator, 1988, p. 10).

Suggesting a need for curriculum reform, Smith and Cooper (2000) found that

in the tourism and hospitality field there is often confusion between developing skills and delivering concepts. Smith and Cooper note (2000) that it is important to be clear about the difference between what a student will be able to do as a result of learning and how the student arrives at a level of knowledge (p. 4). Similarly, Viotti and Kauppi (1999) explained that “epistemology” (p. 18), is about how one acquires knowledge. In addition to identifying competencies important to tourism professionals, the present study describes epistemology, i.e. – the nature of such acquisition.

Further prescribing curriculum reform, Hawkins and Hunt (1988) noted that students should be made privy to the vast opportunities in travel and tourism both at entry level and beyond. They contended, “While the nature of opportunities and problems in tourism are highly varied, any university education program which does not consider all functions in tourism will be simplistic and ineffective in providing well educated and skilled professionals” (p. 12).

Appendix D identifies the positions available in field of travel and tourism. In the present study “Destination Development Specialist is the closest in definition to the tourism and planning professional.

While a common tourism curriculum is not in place in the U.S., Moilliet (1995), found in the United Kingdom, a national common tourism education curriculum that includes “the significance and characteristics of tourism; the social and economic impact of tourism; international tourism trends; planning and development of tourism and the impacts of tourism development on the Third World” (p. 22). Moilliet continued, “In those countries where the state recognizes tourism as an important source of income, some attempt has been made to

encourage systematic training in a variety of job skills and government educational authorities have supported local initiatives in course development" (p. 22).

Yet, Moilliet (1995) noted that in North America, individual colleges with or without support have more often driven the impetus for new educational programs from other sources.

Lengfelder, et al. (1994) argued that while future tourism professionals obtain knowledge to plan and understand the ramifications of growth and development in the tourism industry through their studies in institutions of higher education, the curriculum itself is in need of reform. They discussed the need for a sound theoretical base for a global tourism higher education curriculum integrated with tourism curriculum offered in the United States. Little evidence exists, according to Lengfelder et al. (1994) that "United States universities have defined the cognitive content of tourism and built educational programs that respond to context" (p. 23). There appears to be a program that helps tourism educational institutions meet educational standards. The World Tourism Organization offers a certification system for tourism education programs. The goal of the WTO certification TedQual is "to adapt the contents of the education process to the real expectations of employers, gaining loyalty and a positive reputation" (TedQual, 2002, p. 58).

Underscoring the longevity of the call for curriculum reform McIntosh (1983) identified "eleven broad groupings of courses to create a comprehensive and academically rigorous curriculum in travel and tourism management" (p. 137). These courses included: (a) Land Economics, (b) Water Resources Development,

(c) Principal Issues in Promoting Economic Development, and (d) Location Analysis. McIntosh (1983) further argued that his model university curriculum was important to “produce a graduate who is adequately educated and quickly able to become a valued member of any travel business organization” (p. 137). McIntosh addressed learning competencies on the job, arguing that learning, resulting from employment in a tourism business during college, is one of the most valuable learning experiences for a student. Moilliet (1995) agreed with real life situation training. According to Moilliet (1995), “while it is realized that academe cannot begin to prepare its graduates for every eventuality...it can help to ease the transitional process by providing workshops within its curricula that would treat ‘real life’ business situations” (p. 42).

A review of the literature did suggest some degree of success in higher education tourism planning and development programs offered in the United States. For example, a fourth-year student at the University of New Hampshire (UNH) described the tourism planning and development program. The program is offered through the College of Life Sciences and Agriculture which offers courses in: (a) Small Business Management, (b) Environmental Resource Economics & Perspectives, (c) Economics of Travel & Tourism, (d) Community Planning, (e) Tourism Planning & Development, (f) Tourism & Global Understanding, (g) Natural Resource Product Marketing, (h) Marketing Places, and (i) Social Impact Assessment. According to the student, the program encouraged further interest in community planning and the student is now considering earning a graduate degree in Planning and Architecture (A, Lash, personal communication, October, 20, 2004). The student's interest in these

subjects appears to be in alignment with competencies needed in a professional tourism planner.

The preponderance of the literature, however, revealed that curriculum was at issue, although the content and delivery were much in debate. For example, a long-time tourism educator and tourism author observed that diversity in curriculum and courses might best serve students. Professor Clare Gunn (1983) stated, "we can conclude that out of this vast array of education and training objectives and goals, our national needs are best served not by training objectives and goals, our national needs are best served not by just one standard program, but a great diversity of curricula and courses" (p. 23).

Moreover, Dr. Caroline Cooper, Professor of Hospitality and Tourism, at Johnson & Wales University, does not predict a common curriculum for tourism higher education in the United States. According to Dr. Cooper "Other nations have a country-wide curriculum because there is centralized education and the state centralization of standards, whereas in the United States there is decentralized education. In the U.S., each higher educational institution's mission is different." Cooper explained, "In Europe, Chambers of Commerce, determine what will be taught. They meet to insure no overlap of educational programs occurs." "In the United States, higher education students seeking the best college or university for their interests need to understand the purpose of a particular university, then the purpose of a particular department, then understand the purpose of the degree" (Personal communication, Aug, 5, 2004).

A recent accreditation document issued by the New England Association of Schools and Colleges (NEAS&C) corroborated Cooper's comments. NEAS&C is

one of six regional higher education accrediting bodies in the United States. NEAS&C is a voluntary, self-governing organization, having as its purpose the accreditation of educational institutions. The Draft Standards for Accreditation June 2004 outlined the review of academic programs: "The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The Institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded" (New England Association of Schools and Colleges, 2004, p. 7). "The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program" (New England Association of Schools and Colleges, 2004, p. 7).

As much as a common curriculum for tourism may be an intriguing idea, according to Gaff and Ratcliff (1997), it is not easy to accomplish. Gaff and Ratcliff (1997) noted that, "Higher education institutions have evolved into complex, decentralized organizations. These organizations have a mission that guides all campus activities and an endemic culture that further defines the relationships among faculty, administrators and students" (p. 647). "Navigating the political realm of curricular change is particularly treacherous because it involves attention to both the texts and the subtexts of the institution" (p. 647).

According to Shirley Eber of the University of London (2002) teaching sustainability is gaining interest. Eber (2002) argued, "Since sustainability is gaining in importance in the modern business environment, it is surely incumbent

upon the academic community to ensure that students about to enter this world can contribute usefully to its development” (p. 3).

Eber noted, “The teaching of sustainability in tourism focuses not on something called ‘sustainable tourism’ but rather on ‘sustainability and tourism business” (p. 4).

International Perspective of Tourism Planning

Reported by (Jafari, 2002) many countries are engaged in tourism education from the secondary level to the Doctoral degree. Yet the education models are not consistent. That is, curricula vary, course contents are different, goals are very diverse and delivery methods lack standards.

While the present study does not examine the breadth and depth of international higher education tourism planning and development programs, it is important to note that international higher education programs appear to focus on tourism planning and development more than United States higher education tourism programs. For example, according to the Department of Tourism Development at the College of Economics & Commerce at Cheju National University in Korea (2003), students study subjects such as resource management and development, public policies, design and planning techniques, environmental issues, transportation planning, tourism landscape architecture, site planning, public administration and theory of cultural assets. These undergraduate students also study tourism marketing, public law and economics. At the University of the Philippines Asian Institute of Tourism (2003), the Bachelor's of Science tourism degree offers tourism courses such as Tourism Development, Control and Resort Area Development (pp. 1-2).

Some countries are also arguing for change in their tourism education. Ratz (1997), of the Budapest University of Economic Sciences, suggested the transformation of Hungarian tourism education due to the lack of an established core curriculum. Ratz noted (1997) "there is no established core curriculum in higher tourism education and there has not been any attempt to develop one. Though there are similar courses in all the important tourism programmes like geography of tourism, tourism marketing, (and) economics of tourism..." (p. 2). Holloway (1996) in Ratz (1997) discussed seven areas of knowledge, originally identified in *Tourism in Central and Eastern Europe: Educating for Quality*. The seven areas of knowledge were: (a) The meaning and the nature of tourism, (b) The structure of the tourism industry, (c) The dimensions of tourism and issues of measurement, (d) The significance and impact of tourism, (e) The marketing of tourism, (f) Tourism planning and development, (g) Policy and management in tourism (p. 4). The work of Holloway (1996) in Ratz (1997) may be considered important not only in Central and Eastern Europe, but in the United States tourism higher education system as well.

A final example of an international perspective of tourism planning is found at Israel's Galilee College (2002), which offers a degree in Tourism Planning Management and Development that focuses on strategies for national tourism development and the importance of tourism planning.

Tourism Professional Credentialing

Lengfelder et al. (1994) called for a tourism accreditation plan for continued development in tourism as a profession. Additionally, Rach (1992) identified four problematic areas that impact the overall development of tourism as an

academic field and as a profession: (a) The lack of agreement on the theoretical basis for the field of study, (b) The lack of agreement on basic terminology, (c) The absence of faculty educated in tourism, and (d) The absence of faculty with doctoral degrees (p. 40).

The credentialing of tourism professionals is also being considered on the worldwide level. The World Tourism Organization (2002) reported there is an initiative underway for the certification of professionals working in sensitive areas of tourism development and operations. The initiative will concern the following: (a) Certifying professionals working in sensitive areas of tourism development, (b) Development of a professional register, (c) Education and training of present and future professionals, (d) Research, (e) Publications and dissemination of matters pertaining to education, (f) Training and knowledge in sustainable tourism and certification, (g) Dissemination of information, (h) Awards, (i) Education, and (j) Training in tourism policy (p. 98). This initiative may be the certification or credentialing protocol that tourism industry policy-makers in the United States may want to strongly consider. The WTO currently offers a certification program for tourism professionals in Tourism Policy and Strategy, Rural Tourism Development, Strategic Positioning and Communication in Tourism, and Re-engineering of Tourism Processes.

The WTO (2003) suggested that criteria:

- 1 Be based on existing legal standards and instruments and set well above legal compliance.
- 2 Include the precondition of compliance by the applicant with these legislations.

- 3 Address the three dimension of sustainability: environmental, socio-cultural and economic issues.
- 4 Define core criteria and supplementary criteria specific for different tourism product and service groups (e.g. hotels and other accommodations, transportation services, restaurants, tour operators and travel agents, attractions, etc.).
- 5 Be adjusted to specific regional and local environmental and socio economic conditions.
- 6 Be defined through indicators that are measurable and easy to understand by the different type of stakeholders involved in the certification process.
- 7 And indicators, be based on scientific research that evaluates the key environmental and socio-economic impacts of the sector.
- 8 Should refer to attainable and realistic goals for private sector participants.
- 9 Be set in different levels of requirements: from more easily achievable to very demanding criteria. Thus, the certification system sets a framework for continuous improvement whereby applicants can achieve higher performance levels step by step.
- 10 Be measured for compliance through a process and performance-based assessments (July 25, 2004). See Appendix E. Permission to quote this document is in Appendix F.

Additionally, the International Association of Convention & Visitor Bureaus

(IACVB) offers the Certified Destination Management Executive (CDME) program in conjunction with the University of Calgary, Purdue University and the World Tourism Management Council. The CDME program is offered to veteran executives in the field. According to the IACVB, the CDME program focuses on vision, leadership, productivity and implementing business strategies. This certified program includes destination strategic planning, visioning and product development, which are in the tourism planning and development interests. The frequency of the offering of these courses is varied. Courses are not available to professionals who are not Chief Executive Officers of a Convention and Visitors Bureau or Destination Marketing/Management Organization, unless nominated by that organization. Tourism professionals who achieve credentials in their field establish their expertise and in essence, separate themselves from amateurs, and establish some control over the profession.

Moilling (1995) stated, "It has been said many times over that industry wants great graduates and that graduates want great jobs. In this dilemma educators are caught somewhere in the middle" (p. 24). Moilling (1995) further noted "the successful hospitality and tourism professionals of the future will be better prepared, more broadly educated and more market sensitive" (p. 241). Will institutions of higher education be caught in the middle as Moilling (1995) suggested?

Higher Education Accreditation

The International Council on Hotel, Restaurant and Institutional Education (ICHRIE) an association of educators for the hospitality and tourism industry, recommended accreditation. According to ICHRIE (2002) "Accreditation is a

status granted to an educational institution or program that has been found to meet or exceed stated standards of educational quality" (p. 33). Accreditation has two purposes, according to ICHRIE documentation: "to assure the quality of the program and to assist in the improvement of the institution or program" (p. 33). ICHRIE (2002) literature suggested that, "accreditation – which is applicable to institutions or programs – should be distinguished from certification and licensure, which apply to individuals" (p. 33).

The accreditation programs ICHRIE recommends are developed and implemented by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) and the Commission for Accreditation of Hospitality Management Programs, (CAHM) formed in 1994.

According to ICHRIE (2002) "Standards for both the ACPHA and the CAHM focus on core curriculum requirements, faculty credentials, and other measures of program quality, yet still allow for diversity in terms of program goals and philosophy" (p. 11). This appears to comply with academic freedom within United States Universities. Both accrediting organizations, ACPHA and CAHM, focus on hospitality program certification and not tourism curriculum. Programs that are accredited by these organizations are noted in Appendix G.

Weber (1988) also addressed the question of accreditation standards for Commercial Recreation Curriculum. Weber (1988) noted that national accreditation organizations maintain that program accreditation can have the following advantages: (a) Program identity by having met established standards, (b) Service to the public, (c) Raising standards of a profession, (d) Assisting

students in the selection of quality programs, and (e) Improvement of educational standards (pp. 10-11).

The World Tourism Organization (2004) cautioned that "The scarcity of human resources prepared to meet the challenge of the dynamic and demanding current tourism market has led to the proliferation of specialized courses in different areas of tourism, at various academic levels and given by a diversity of entities and organizations" (p. 6). The WTO (2002) offers a certification program to teaching institutions, business schools and training centers wishing to certify specific tourism education programs (TedQual, p. 58). Appendix G lists those United States universities that have the WTO certification.

The WTO (2002) suggests that there is "a great demand for tourism professionals, but there are numerous standards which cause fragmentation and lack of transparency in training" (TedQual, p. 58). The World Tourism Organization developed a certification program to improve the quality and efficiency of tourism education. The WTO's certification program may be the most comprehensive certification for universities interested in tourism education. Appendix E contains the: Recommendations to Governments for Supporting and/or Establishing National Certification Systems for Sustainable Tourism as suggested by the World Tourism Organization.

The World Tourism Organization's certification program is Tourism Education Qualification, or TedQual. According to the WTO (2002) the benefits of their TedQual certification program are: (a) To adapt the contents of the education process to the real expectations of employers, gaining loyalty and a positive reputation, (b) To establish continuous improvement of the education and

training process and minimize the cost of low quality, (c) To improve internal communication among the different actors of the institution, thus fostering staff motivation and productivity, (d) To obtain a uniform and assured level of quality, (e) To foster the credibility of the academic degrees of the institution, enhancing its reputation among potential students, (f) To offer the possibility of continuous collaboration with WTO, (g) To open the way to membership in the WTO Education Council (TedQual, p. 58).

According to the WTO (2004) there are 58 university programs worldwide that are certified by the World Tourism Organization. Three universities in the United States have WTO certified programs. The Masters in Business Administration in Hospitality Management at Johnson & Wales University, the Events Management, Destination Management, the Master's program in Tourism, at The George Washington University, and the Bachelor's of Science program at the University of Hawaii at Manoa are all TedQual WTO certified.

A Case for Standardized Tourism Curriculum

Is it time to seek a standardized curriculum for tourism higher education in the United States? Lawyers, accountants, travel agents, nurses, architects, engineers, and most trades are certified by industry and/or government standards of competency. Students of these careers study a common curriculum that leads them to a specific goal – their license or certification. Should tourism professionals, especially those involved in tourism planning and development, be offered a standardized higher education curriculum that may lead them to earn a universal accepted certification for their knowledge?

Gaff and Ratcliff (1997) explained that, "When champions of effective

undergraduate education have challenged traditional educational philosophies, or introduced alternative structures to realize their goals they have emphasized: 'interdisciplinary studies to bridge the disciplines and the creation of programs and centers to promote integrative study,' and they have emphasized 'experiential, hands-on, and service learning'" (p. 687). Experiential hands-on and service learning are important parts of tourism learning and are already integrated into many college and university tourism curricula.

Summary

Research shows there may be disagreement regarding important competencies for tourism professionals. Historically, universities and colleges offering tourism programs create the curriculum that best serves the perceived needs of their students. A review of the literature did not reveal standardized curricula for tourism or tourism planning and development curriculum in the United States. However, there is evidence that tourism programs in other countries other than the U.S. appear to have standardization in their curricula. Despite calls by some tourism educators to include tourism planning and development in higher education curriculum, it is still not widely available in United States higher education.

Preliminary research indicates that there are no credentials required of United States tourism professionals as with travel agents, lawyers, plumbers and other professional careers. Because tourism is such a large and growing industry, there are concerns as to the need for standards, credentials and professionalizing of the industry. Such action would authenticate expertise, separate novice from expert, and facilitate professional control over the vocation.

It appears that most communities are focused on promotion of tourism rather than planning for tourism, thereby reinforcing the lack of interest in tourism planning. There is a certification for tourism organizations worldwide offered by the World Tourism Organization (WTO, 2002, in TedQual, 2002).

Emerging Questions

Questions begin to emerge through this review of literature:

- 1 What are the competencies needed in tourism planning, as identified by experts in the field?
- 2 How are these competencies obtained?
- 3 To what extent does higher education tourism curriculum across the United States address competencies indicated important by tourism professionals?

The present study sought to advance the literature in the dynamic field of tourism and perhaps foster discussion among industry professionals towards sustainable tourism, industry standards, and credentialing. Finally, it is intended that policy-makers in institutions of higher education may adopt the study's recommendations.

III. METHODOLOGY

Introduction

This chapter describes the research design used to conduct the present study. The chapter presents descriptions of sampling, instrumentation, data collection and data analysis techniques.

The questions that guided this research were:

- 1 What are the competencies needed in tourism planning, as identified by experts in the field?
- 2 How are these competencies obtained?
- 3 To what extent does higher education tourism curriculum across the United States address competencies indicated important by tourism professionals?

The Research Design

Psychologist John Dewey (1938) noted that research design is an event, a process, with phases connected to different forms of problematic experiences. With Dewey's definition in mind a multi-question, survey instrument was designed and implemented to seek the opinions of tourism professionals (N=368) working in Tourism Destination Organizations throughout the United States. These tourism professionals were queried about competencies they consider important to their industry positions. The survey questionnaire also posed questions about epistemology, i.e. how these competencies are obtained. Finally, the study compared higher education tourism curricula offered in the United States to the competencies tourism professionals consider important.

Primary and secondary research types were used in this study. Research

questions one and two were answered through a survey questionnaire.

Research question three was answered through an archival review, particularly, course catalogues and course descriptions.

With reference to the survey questionnaire, according to Gall, Borg & Gall (1996) both closed and open-ended questions render useful information. Gall et al. (1996) indicated that the qualitative nature of the desired information makes it necessary to use open-ended questions.

The quantitative approach was the core of this study. A questionnaire was used to gather information for this study and is presented in Appendix A. This study used close-ended questions selected to provide a uniformity of response that would be easily processed and analyzed. There were also six open-ended options focusing on educational background, number of years in the industry, and experience level.

Chacko and Nebel (1991) noted the goal of quantitative research include hypothesis testing, statistical description, and the specification of relationship between variables. A quantitative researcher, according to Chacko and Nebel allows the chips to fall where they may, while the qualitative researcher searches for the chips.

Appelbaum (1998) assessed the needs and competencies of convention meeting planners and noted there are basically two methods to conduct a needs assessment: formal and informal. The informal can be simply looking at information that is readily available, such as periodicals, economic and demographic information, social indicators, and discussions with industry and community members. The formal method employs what may be the most

commonly used instrument, the survey. The formal method was chosen as the appropriate method to assess the competencies of United States tourism professionals leading Destination Organizations. Applebaum (1998) additionally noted that hospitality educators and researchers have traditionally relied on quantitative methods to explain this complex and multi-dimensional industry.

Data were gathered through a survey questionnaire that was administered to (N=368) tourism professionals. The survey questionnaire was designed to serve two purposes. The first purpose was to identify competencies required of tourism professionals. The second purpose was to determine how such competencies are generally acquired. The research design is population specific, systematically focused and empirically based.

Next, all known United States tourism Destination Organizations were identified. These are the organizations that are created to market, manage and affect tourism development in each state. Next, a list was generated including all known names of staff members at these Destination Organizations. A stratified random group was selected from the list, with the intention that these industry professionals were to be questioned in order to address research questions one and two.

In order to address research question three, thereby determining the extent to which higher education tourism curricula offered in the United States, addresses the identified competencies, a program analysis was conducted as follows. Nationally published sources, web searches, and college and university tourism course catalogues and course descriptions were analyzed and then ranked against the tourism professionals' competencies identification.

Instrumentation

A survey questionnaire was used to collect the data to address the first two objectives. The questionnaire package was mailed using 1st class postage via the U.S. Postal Service and included: (a) An Introductory Letter (Appendix H) explaining the purpose of the survey and who was implementing it, (b) An Informed Consent Letter (Appendix I) and Response Form, (c) The Questionnaire (Appendix A), (d) A postage-paid return (Appendix J) Anonymity Post Card to protect the identity of the respondents, (e) A postage-paid Return Envelope for the survey questionnaire and the Informed Consent Form, and (f) A \$1 state of Rhode Island lottery ticket was included to acknowledge the time and effort of participants in the study.

The present study's survey questionnaire was based on several sources: (a) Section 3.2 - Role of Non-government Organizations in Promoting Sustainable Tourism Development from *An Action Strategy for Sustainable Tourism Development* authored by the Tourism Stream Action Committee of the Globe '90 Conference on Sustainable Development, (b) Tourism educational materials, (c) Discussions with United States tourism professionals, and (d) International professors of tourism. The survey questionnaire subsequently listed seventy competencies, prompting respondents to rank these per level of importance, on a five point Likert Scale. See Appendix A.

Content Validation

A Preliminary Questionnaire was used to validate the instrumentation. A letter (Appendix K) and the Preliminary Questionnaire was mailed on February 5, 2004 to several tourism industry content experts: (a) A professor of Resource

Economics at the University of Rhode Island, (b) A professor of Tourism Planning at Johnson & Wales University, (c) The Community Development Director in the City of Pawtucket, Rhode Island, (d) The Executive Director of the Blackstone River Valley National Heritage Corridor Commission, Woonsocket, Rhode Island, (e) The Tourism Director for the City of Warwick, Rhode Island, and (f) The President of the Newport County Convention and Visitors Bureau of Newport, Rhode Island.

On February 15, 2004, ten days after mailing the Preliminary Questionnaire, a reminder post card was mailed. Refinement edits were made to the questionnaire based on the comments received from the panel of Content Validity Experts.

The edited Preliminary Questionnaire was then titled the Pilot Questionnaire. It was then mailed to further examine the Questionnaire's validity and to improve its format in terms of clarity and facility for analysis. According to Gall et al. (1996) before using a questionnaire in a study, it should be pilot tested. Similarly, Fowler (1990) stated that, "every questionnaire should be pre-tested, no matter how skilled the researcher. Virtually every questionnaire could be changed in some way to make it easier for respondents and interviewers to meet the researcher's objectives" (p. 103).

Twenty-five southern New England tourism professionals were asked to complete the Pilot Questionnaire. The Pilot Questionnaire was mailed on February 25, 2004. A reminder post card was mailed ten days after the original Pilot Questionnaire mailing, to those who did not respond promptly.

Respondents to this mailing offered very minor recommendations that helped in clarification of the final Questionnaire. The suggested changes were made to the Questionnaire.

In its final form, the Questionnaire was then mailed to (N=368) tourism professionals beginning with (N=36) on March 9, 2004. Each week following the first mailing, 36 to 48 additional Questionnaires were mailed until all tourism professionals were mailed a Questionnaire. Ten days following the mailing of each group mailing of the Questionnaire, a Reminder Post Card (Appendix L) was mailed, if the Questionnaire had not been returned within 9 days.

Sample Selection

According to Khazanie (1979) the goal of a statistical investigation is "to explore the characteristics of a large group of items on the basis of a few" (p. 2). A representative sample of tourism professionals across the United States was established. This sample is the Destination Management Organizations representing most cities, regions or states in the United States. According to Ritchie and Crouch (2002), Destination Marketing Organizations, which are the normal agencies that perform the work of tourism advertising, coordination, promotion, planning and development, are acknowledging that their responsibilities have expanded. *Destination Management Organizations* is a more appropriate title for their expanded responsibilities. Due to this updated definition, the terms Destination Marketing Organization, Destination Management Organization and Destination Organization are used interchangeably throughout this study. Ritchie and Crouch (2002) indicated that Quality of Service and Experience, Information Research, Human Resource

Development, Finance and Venture Capital, Visitor Management, Resource Stewardship, Crisis Management and Organizational Management are all functions of the Destination Management Organization. The tourism leaders at these Destination Organizations were considered the appropriate population of tourism professionals to survey. Ritchie and Crouch's 2002 research served as the basis and support for identifying these tourism professionals as the population who should be surveyed.

According to Weisberg, Krosnick and Bowen (1996) "the ideal sampling frame would be identical to the population of interest" (p. 39). The actual size of the population of tourism professionals working at Destination Organizations is unknown. According to Khazanie (1979) when a sample is drawn, the interest goes well beyond the sample to extrapolate the nature of the population from which the sample is drawn. Khazanie (1979) continued, "It is on the basis of the findings from the sample, if the sample is properly chosen to be representative of the population, that we acquire a better understanding of the population" (p. 3).

In determining which industry professionals to survey, the study focused on the national tourism professional membership organizations to determine who the Destination Management Organization tourism professionals were, where they were employed, and other demographic information. Membership databases were obtained from these organizations. The membership organizations were the International Association of Convention and Visitor Bureaus, the Travel Industry Association of America, the National Tour Association, the American Bus Association and the National Alliance of Heritage

Areas. Duplicate names of professionals and their organizational memberships were excluded.

This statistical investigation began with listing the names of approximately 900 tourism professionals and their respective Destination Management Organizations. It became apparent that a Destination Management Organization did not represent certain regions in some states, yet, a reason for this was not apparent. A review of membership rosters was undertaken to seek out any possible overlooked communities. Following that, an Internet search was implemented to fill geographic gaps where possible. After review, the list was reduced to 750 names and their respective organizations through duplicative membership identification.

Cooper and Emory (1995) noted that costs often dictate sample size (p. 207). They contended, "How large a sample should be is a function of the variation in the population parameters under study and the estimating precision needed by the researcher" (p. 206). A stratified random group of 368 professionals was finally selected. To build a significant sample size that was stratified across each state and across the United States, it was decided that at least seven professionals from each of the fifty states would be chosen to receive the questionnaire. The present study selected small, medium, and large population communities to provide results from a broad spectrum. It was assumed that different professional backgrounds, from different regions should allow for less bias and greater differences of ideas about competencies needed by tourism professionals. The respondents, although a small group, did offer wide geographical representation.

Ultimately, the survey questionnaire produced 104 sets of data.

Babbie (1990) argued that research “should test for (and hope for) the possibility that the respondents are essentially a random sample of the initial sample and thus a somewhat smaller random sample of the total population” (p. 182). According to Cooper and Emory (1995) “The ultimate test of a sample design is how well it represents the characteristics of the population it purports to represent” (p. 201). Cooper and Emory further stated that a sample must be *valid*, meaning the sample must be accurate and precise. Accuracy is the degree to which bias is absent from the sample. They explained that the under-estimators and the over-estimators are balanced among the members of the sample. In the present study, balance was attempted because the sample included small and large agencies; tourism organizations from all fifty states were included in the study. Precision of estimate is the second criterion of a good sample according to Cooper and Emory (1995), who indicated that precision, is measured by the standard error of estimate, the smaller the standard error of estimate, the higher the precision of the sample. Standard Error is measured in this present study.

According to Salkind (2000) the comparison between the characteristics of the sample and the characteristics of the test distribution set at such a small error insure a “true” relationship between variables (p. 184-185).

Survey Administration

The tourism professionals who were mailed survey questionnaires were geographically stratified by region of the country, by state, then by region within the state where tourism organizations were located. Moving from the East coast

to the West coast, the number of tourism organizations identified in each state drops. No explanation for this is offered in this study, other than that the geographic size of each state increases from the East coast to the West coast.

A group of two to three dozen professionals and their Destination Management/Marketing Organization were chosen to receive the questionnaire each week following the Pilot Testing. This process was repeated until the complete sample of 368 was mailed. Ten days after each mailing, if a response was not received, a reminder post card was mailed to encourage the return of the completed questionnaire. Sekaran (1992) indicated that there are effective techniques to improve rates of response to mail questionnaires. Sending follow-up letters, "enclosing some small monetary incentives with questionnaire, providing the respondent with self-addressed, stamped return envelopes, and keeping the questionnaire as short as possible with all help to increase return rates of mail questionnaires" (p. 201). Stamped addressed return envelopes were included to increase response rate as well as a small monetary gift of a Rhode Island Lottery scratch ticket valued at \$1.

The city and state of each professional's organization were plotted on a 38" by 50" United States map. This plotting allowed for easy visual inspection of the geographical spread of Target respondents and actual respondents. As responses from the sample were received, a circle was drawn over the responding Destination Management Organization to indicate that a questionnaire was returned by its tourism professional.

Data Collection

Data collection was facilitated through a survey questionnaire. This type of

educational research is often used to collect information that is not directly observable. According to Gall et al. (1996) "these types of data collection methods typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals" (p. 288). Fowler (1990) indicated the purpose of a survey is to produce statistics of a study population. Fowler (1990) also noted that a key way of collecting information is by asking a fraction of the study population questions and analyzing that data. To achieve the research objectives, a survey questionnaire was developed, tested and reviewed by tourism professionals and academicians.

The items on the present study's survey questionnaire were guided by research by Weisberg et al. (1996) who suggested a method of questioning that using a rating scale. Weisberg et al. (1996) further suggested, "open-ended questions have the advantage of allowing respondents to express their thoughts and feelings in their own words instead of in words chosen by the researcher" (p. 78). There were six open-ended questions included in the questionnaire.

Questions for the final survey questionnaire were developed from several sources: (a) Section 3.2 – Role of Non-government Organizations in Promoting Sustainable Tourism Development from *An Action Strategy for Sustainable Tourism Development* authored by the Tourism Stream Action Committee of the Globe '90 Conference on Sustainable Development, (b) Tourism educational materials, (c) Discussions with tourism professionals, and (d) Personal professional tourism planning and development experiences.

In the preliminary pilot study of the questionnaire, the entire instrument and its administrative procedures were tested. The questionnaire instructions offered an

academic definition of tourism planning and development, and verified that the survey was being administered nationally to (N=368) tourism professionals.

A Likert Scale was utilized to rank responses. Choices were: 1 = Unimportant, 2 = Slightly Important, 3 = Undecided, 4 = Important, 5 = Very Important. Gall et al. (1996) suggested using the Likert Scale because it is an effective measurement tool that asks individuals to check their level of agreement with various statements about attitude. Survey questionnaire items focused on six topics: (a) Business Knowledge, (b) General knowledge, (c) Languages, (d) Information Technology, (e) Tourism-specific, and (f) Related Areas.

The survey Questionnaire subsequently listed seventy competencies, prompting respondents to rank these per level of importance, on a five point Likert Scale. See Appendix A. There were also six open-ended questions focusing on educational background, number of years in the industry, and experience level. In addition to the 70 listed competencies, respondents had the opportunity to add and prioritize other tourism competencies of importance to them.

Data Processing and Analysis

The following methods of data analysis were conducted:

- 1 Calculation of the response rate of completed surveys,
- 2 Analysis of frequencies,
- 3 Ranking of competencies,
- 4 Two sample *t*-test to establish significant differences in Mean scores across Bachelor's and Master's Degree respondents.
- 5 Analysis of Variance for each of the seventy competencies,

- 6 Analysis of the competencies suggested by the respondents,
- 7 Analysis of the open-ended questions,
- 8 A quantitative analysis of respondent's educational backgrounds,
- 9 Post hoc Fisher's LSD tests for multiple comparisons, to indicate regional differences of competency responses.

Only competencies with a significant ANOVA *F*-test ($p < 0.05$) are shown in the analysis.

The response rate was calculated by dividing the number of completed surveys by the number of possible respondents. Frequency analysis was conducted for all quantitative data gathered. The analysis reports the frequency and percentile for each response. The Mean, Standard Deviation, and Standard Error were computed for each competency and numeric demographic question. The frequencies of each group were compared to determine any similarities and differences of importance. Responses from the five regions of the United States were compared to the competency questions to determine if differences or similarities existed. Responses from each education level achieved were compared to the competency questions to determine if differences or similarities existed. All identified higher education programs offered in the United States, except for certificate and distance learning programs, were analyzed. Each of the programs (Appendix G) was analyzed to determine their tourism course content and if tourism planning and development courses were offered. College and university curricula were analyzed to

determine if they maintain industry certifications in addition to their state and regional accreditations.

Open ended questions were compared and evaluated to identify common themes or trends. Question 6 on the questionnaire (Appendix A) asked respondents to add any additional comments. Comments are reported in Chapters IV and V.

College and university undergraduate and graduate programs were analyzed to determine if the competencies rank highest by the tourism professionals, were part of the analyzed curriculum. The level of significance was set at .05 for Fisher's non-conservative LSD test.

Research Question One

What are the competencies needed in tourism planning, as identified by experts in the field?

The objective of this question was to understand first hand, from practitioners employed at United States Destination Marketing Organizations, the competencies necessary in their industry.

Each competency response underwent a frequency-count recording. This count allowed the groups to be compared to determine if the respondents' views on the competencies rank the same in level of importance. Most of the competency questions were answered by all of the 104 respondents. Most questions received more than 90 responses. The ranking of the tourism professionals' view of the important competencies permits a comparison of these competencies to the educational course offerings provided in higher education today.

Sampling results should show that some competencies are considered more important than others. The full list of Competency Rankings, according to their Means, is reported in Table 1, Appendix M.

Table 2, Appendix M compares Means of the competencies tourism professionals identified as important, to curricula offerings at United States Bachelor's and Master's programs (N=160) that host tourism programs.

The response rate was calculated by dividing the number of completed surveys by the number of possible respondents. Frequency analysis was conducted for all quantitative data. The analysis reports the Frequency and Percentile for each response. The Mean, Standard Deviation, and Standard Error were computed for each competency and pertinent demographic questions. Means are identified and ranked in Table 3, Appendix M. Means are compared to the nearest ranking that is significantly different from each competency.

Some demographics are categorical. The Frequencies of each group were compared to determine differences of importance. According to Gall et al. (1996) a Frequency-count recording is most useful in recording behaviors of short duration.

Average responses from the five regions of the United States were compared for each of the competency questions to determine if differences existed. Average responses from each educational level achieved by respondents were compared to the competency questions to determine if differences existed, (Figures 4, 5, 6 and 7, Appendix N).

The questionnaire included space where respondents could list and prioritize additional competencies that were not included in the survey. Also, there was

space where the tourism professionals could include any comments they preferred. Responses that were similar were noted to identify emerging themes.

Research Question Two

How are the stated competencies obtained?

The objective of this question was to determine the manner in which tourism professionals obtain their competencies. On the job, continuing education, tourism higher education, other higher education programs, or any other means were all considered methods of epistemology.

In order to gather the data needed to address this question, both open ended and forced choice closed ended questions were included on the survey questionnaire. Open-ended questions allow for unanticipated responses and depth of response. The respondents were able to describe their views using their own words. In addition questions about educational level, name of higher education institution attended, how competencies were learned, and the size of community served were asked. The purpose of these questions was to discover, through a variety of backgrounds, the reliability of the responses. One set of questions inquired about the type and level of education or professional credentials needed for the respondent's position. It was assumed that an understanding of educational and credentialing needs could facilitate curriculum design appropriate to those needs. Demographic questions were used to determine regional differences and differences between large and small populations served. (Figure 16, 17, 18, 19, 20 and 21, Appendix N).

The following methods of analysis were conducted:

A Calculation of the response rate overall and by question,

- B Analysis of Frequencies,
- C Analysis of the how competencies were learned,
- D Analysis of the open-ended questions,
- E Analysis of respondents' educational backgrounds,
- F Fisher's LSD post-hoc tests on all significant findings,
- G Analysis of Bachelor's and graduate degrees,
- H Analysis of Variance to establish significant differences in Mean scores across the regions of the United States.

To ascertain regional differences in the United States, a determination was needed to identify what states were in what region of the country. The Oracle Thinkquest Education Foundation of California's (2004) definition was selected for this study. Oracle (2004) divided the United States into five regions. The regions are the "Northeast, Southeast, Midwest, Southwest and the West," and according to Oracle, "the regions of the United States are grouped by history, traditions, economy, climate and geography" (Oracle Thinkquest.org, p. 1).

Oracle noted that the Northeast region includes the states of Connecticut, Maine, Massachusetts, Rhode Island, New Hampshire, Vermont, Delaware, Maryland, New Jersey, New York and Pennsylvania. The Southeast region includes the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia. The Midwest region includes the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Wisconsin, Ohio and South Dakota. The Southwest region includes the states of: Arizona, New Mexico, Oklahoma and Texas. The West region includes the states of Colorado, Idaho, Montana,

Nevada, Utah, Wyoming, Alaska, California, Hawaii, Oregon and Washington. The Oracle (2004) determination best fit the needs of the present study and the map used to plot the sample that was mailed the questionnaire, was delineated to define the regions per Oracle (2004).

Open-ended questions were compared to seek common themes or a trend. The questionnaire asked respondents to identify their college or university attended. Names of colleges and universities were compared. If more than three respondents indicated they attended the same institution, it was noted.

Research Question Three

To what extent do higher education tourism curricula across the United States address these competencies indicated important by tourism professionals?

The objective of this research question was to analyze United States higher education tourism curriculum. Comparisons were made between the competencies reported important by tourism professional respondents, and current curriculum in higher education. In order to gather the data needed to answer the research question, nationally published sources, web searches, and an analysis of colleges and universities course catalogues and course descriptions were used.

The study sought to compare differences between the competencies identified by tourism professionals and current curriculum in higher education. The data included curriculum from all identified United States colleges and universities that offered any form of tourism program, even those embedded in Hospitality Administration, Hospitality Management and Parks and Recreation.

The study further analyzed these curricula on the Associate, Bachelor's, and Graduate levels.

Course catalogues and online course descriptions from more than 400 college and university programs offered in the United States were initially identified and reviewed. Many schools offered several programs, yet some offered only one. The George Washington University in Washington D.C. offered over a dozen programs. After analysis, it became was evident that many Associate level tourism programs were travel agent management programs and Doctorate level programs were few. Therefore, all Doctorate curricula were eliminated from the final analysis. Schools that offered programs with no tourism curriculum, just offering travel programs preparing students for travel agency management, were also eliminated from the study. Certificate and distance learning program curricula were analyzed to determine their tourism course content and to ascertain if tourism planning and development courses were part of the curriculum.

Course catalogs and online course descriptions were reviewed as to how many times they appeared in the Bachelor's and Master's college and university curricula. Not intending to perform a course audit, tourism curriculum was matched as closely as possible to the competencies identified by the tourism professionals.

Next the average number of tourism courses available at the universities and colleges was determined. College and university documents were also analyzed to determine industry certifications and/or regional accreditations.

Table 2, Appendix M, compares competencies tourism professionals

identified as important to the course offerings in United States Bachelor's and Master's tourism programs. Each competency questioned was assigned a corresponding Bachelor's and Master's tourism course. For example, leadership was identified by respondents as important. Leadership was analyzed in terms of the number of leadership courses that were offered in higher education. Table 4 Appendix M compares competencies identified as important to the course offerings in Master's tourism programs. Table 5, Appendix M compares competencies identified as important to the course offerings in Bachelor's tourism programs. Table 3 Appendix M illustrates the Mean and the nearest ranked competency that tourism professionals reported as important, that is significantly different from each competency.

Limitations of the Study

Results of this study are limited as follows: (a) Only degree-granting United States higher education institution were included, (b) Only United States tourism professionals employed at city, state and regional tourism offices were queried. Distance education and certificate programs are not included in this study.

Delimitations of the Study

The study is delimited by: (a) Tourism leaders chosen from a number of national organizations who are considered representative of the industry; (b) The number of tourism professionals who could be identified; (c) The United States higher education institutions that offer tourism curricula.

The interpretation of the word *Economics* by some respondents may have been limited by *Economics* being understood as merely the raising of revenue.

Summary

This study includes an analysis of United States tourism professionals' rankings of identified competencies and a description of the relationship between these competencies and higher education curricula offered in the United States. The analysis was conducted in a systematic process attempting to provide useful and usable information. The analysis is population specific and empirically based. It was conducted according to the research criteria established to ensure reliable information.

Several statistical tests were used, including the Fisher's LSD multiple comparison test, Mean, Standard Deviation and Standard Error. The design sought to provide cross-confirmation of the competencies required by tourism professionals.

A primary objective of the research is to understand what United States tourism professionals, employed at Destination Management Organizations, identify as needed competencies in their industry. Competency responses underwent a frequency-count recording. The competencies were then ranked. Sampling results show that some competencies are more important than others.

Another primary objective was to understand the level of education of the professionals and the professional credentials needed. Understanding educational and credentialing needs could help higher education target programs to specific needs. Demographic questions were used to determine regional differences. Several questions provided tourism professionals the opportunity to add their own words about what competencies they consider needed to be successful and write about anything they chose.

Lastly, United States higher education tourism programs were analyzed to verify tourism curricula in general and to determine if tourism planning and development courses are part of that curricula (Appendix G).

NCSS 2004 Statistical Software was used for the analysis.

This study is intended to advance the literature in the dynamic field of tourism and perhaps foster discussion among industry professionals towards sustainable tourism, industry standards, and credentialing. Finally, it is intended that the study's recommendations may be adopted by policy-makers in institutions of higher education.

IV. FINDINGS, RESULTS AND ANALYSIS

Introduction

This chapter summarizes the research findings, discusses the results of the study and presents an analysis of the data obtained. The purpose of the analysis is to identify the knowledge, abilities, and attitudes of a particular group of United States tourism professionals, with regard to the competencies they reported important in their positions, and to describe how the respondents acquired the identified competencies. Further, this chapter analyzes curricula offered in United States institutions of higher education with the purpose of determining the extent to which the curricula addressed the identified competencies.

Several statistical analyses were performed, including the Fisher's LSD multiple comparison test, Mean, Standard Deviation and Standard Error. The analyses sought to provide cross-confirmation of the competencies identified by respondents as necessary for tourism professionals.

This statistical investigation began by listing the names of United States tourism professionals leading Destination Organizations (N=750). These agencies, public and private, affect tourism growth in the United States. Ultimately, a stratified random sample was selected for query (N=368), to address research questions one and two, rendering 104 usable survey questionnaires.

A lottery ticket was enclosed with each survey packet as a small token of appreciation. Two of the 104 respondents returned a winning lottery ticket with a note that the money could be used to help with the cost of postage.

One respondent returned the lottery ticket, indicating that state regulations would not allow a gift to be accepted.

Next, a total of 321 tourism and travel programs offered by institutions of higher education in the United States were identified. Of these, 160 were selected for curricular review, having eliminated programs at the associate, certificate, and doctoral levels, and having eliminated distance-learning programs as well. Ultimately, curricula from 160 Bachelor's and Master's degree programs were analyzed.

Research Questions

The research questions guiding the present study were: (1) What are the competencies needed in tourism planning, as identified by experts in the field? (2) How are these competencies obtained? (3) To what extent does higher education tourism curriculum across the United States address competencies indicated important by tourism professionals?

Research questions one and two were addressed by gathering data from a survey questionnaire. The survey questionnaire offered 70 forced-choice competency categories and six open-ended options. Additionally, the survey questionnaire called for data regarding respondents' educational background, number of years in the industry, and experience level.

Principal Findings

Data were gathered from survey questionnaires distributed to the stratified sample of tourism professionals in each state (N=368), rendering 104 returns. The response rate was 28.3%. The respondents were asked how many years they have worked in the workforce, how many years they have worked in the tourism

industry, and how they learned their competencies. Corresponding data are presented in Appendix N, Figures 2, 14 and 15. Data are also presented in tables and figures and organized by the research objectives of this study.

Analysis Of Variance (ANOVA) tests were performed for each of the 70 competencies listed on the survey to determine significant differences in Mean scores across the five regions of the United States. Post hoc Fisher's LSD multiple comparisons give indication of specific regional differences of competency responses. Only the competencies with a significant *F*-test ($p < 0.05$) are shown in the analysis. Error bar charts show the sample Mean, plus or minus, one standard error.

ANOVA, according to Gall et al. (1996), is a statistical procedure that compares the amount of between-groups variance in individuals' scores with the amount of within-groups variance (p. 392). However, according to Gall et al. (1996), ANOVA does not illustrate which individual Means are distinct from one another; therefore, Fisher's LSD post-hoc tests were conducted on all significant findings. The interval scale was assumed. Gall et al. (1996) indicated that, with an interval scale, the distance between any two adjacent points is the same.

Seventy seven respondents reported that they have tourism planning and development responsibilities; however, when the competencies data were analyzed, the Means of their competency responses were not high per the five point Likert Scale. Specifically, the Tourism Planning Mean was 3.77. The Architectural Design Mean was 2.7. The Landscape Design Mean was 2.27. The Engineering Mean was 2.15.

The Understanding Design Plans Mean was 2.8. The Building Design Principles Mean was 2.5. Moreover, Eco-tourism reflected a Mean of 3.9. Cultural Resource Protection was lower, at 3.39. River and Coastal Management rendered another low Mean of 3.34.

Study Findings per Research Questions

Research Question One

What are the competencies needed in tourism planning, as identified by experts in the field?

Tourism professionals responding to the questionnaire (N=104) ranked these ten competencies as the most essential for their positions. The Means of these top ten competencies do not fall below 4.47. They are listed from the highest to the lowest Mean ranking and are further defined by their Standard Deviation values. Table 1, Appendix M reports the Mean and Standard Error and the questionnaire category on all questions.

1	Economic Impact of Tourism	SD .55
2	Leadership	SD .50
3	Public Relations	SD .51
4	Product Knowledge	SD .67
5	Basic Computer	SD .66
6	Decision Making	SD .66
7	Financial Management	SD .70
8	Cultural & Heritage Tourism	SD .74
9	General Business Knowledge	SD .57
10	Sustainable Tourism	SD .77

The competency "Philosophy and Ethics" ranked significantly below the number one competency, rendering Philosophy and Ethics fourteenth out of the seventy competencies listed. The top ten competencies cannot be distinguished statistically from many of the lower-ranking competencies.

Table 3, Appendix M, reports the Mean and Competency Rankings and the Nearest Rank that is significantly different from each competency.

The Economic Impact of Tourism ranked as the number one competency reported as important by, and for, tourism professionals. Its Mean is significantly different from all competencies ranked at or below Philosophy and Ethics (the 14th ranking).

A number of respondents added comments about economic development. Their remarks reinforce the finding that the tourism professionals considered Economic Development most important. The respondents reported:

(a) "It is extremely important to better define and characterize tourism as a sector of the economy; especially when talking with local/state elected officials."

(b) "The business of tourism has been treated superficially by the profession."

(c) "Tourism is economic development."

(d) "I look forward to the day when we are considered economic development."

(e) "We have been much too focused on economic impact and not really enough focused on entrepreneurial development."

(f) "I would like to see more tourism professionals look at the whole picture from economic impact to conservation preservation."

(g) “Need to better define tourism as an industry and promote the discipline as such.” “It is especially important to define tourism as an important sector of the economy and promote it as such to local officials.”

The Mean for Leadership ranked as the second competency thought important to tourism professionals. Its Mean is significantly different from all competencies ranked at or below Tourism Economics, which ranked 19th. See Appendix M, Table 1.

In addition to the ten competencies most identified, supplementary competencies were reported important. In highest to lowest Mean rank order with their respective Standard Deviation values they were:

11 Tourism Development	SD .76
12 Inter-governmental Relations	SD .73
13 Community Involvement	SD .85
14 Philosophy and Ethics	SD .66
15 Community Outreach	SD .80

Differences among competencies one through fifteen are not distinguishable statistically. They are all considered approximately the same value.

An Analysis of Variance to determine differences among regions was performed for each of the seventy competencies considered in the survey questionnaire. Post hoc Fisher's LSD multiple comparisons were used to provide indications of regional differences of competency responses. Based on the data, tourism professionals did not indicate Tourism Planning competencies as vitally important. Tourism Planning includes several individual competencies such as Landscape Design, Transportation Planning and Ecological Principles. The

Means for Transportation Planning, Ecological Principles, and Landscape Design are all below 3.77.

A number of respondents commented about the importance of community involvement on all levels of tourism planning:

(a) "Tourism planners need to first and foremost, have knowledge of the community's wants and needs and have the ability to bring it all together."

(b) "Community input before decision making is critical."

(c) "Understanding of the total impact tourism has on a community – not just attractions & motels – but main street businesses."

(d) "Tourism is more than advertising and marketing. It is developing a product that can be sustained by the community."

(e) "Tourism professionals need to have a broad understanding of planning principles, economics, business and community engagement practices.

There seems to be a need for many of the topic areas of the questionnaire to achieve hierarchical competencies in the tourism field."

(f) "Tourism planning cannot be achieved in a vacuum. Specific skills such as those listed under Specialized Areas should be part of a planning organization committee, or contracted services. Planners need to first and foremost have knowledge of the communities' wants & needs and have the ability to bring it all together."

(g) "It is critical that tourism professionals be aware of the uniqueness of what they are selling and advocate for development that is mindful of avoiding the 'anyplace USA' syndrome as discussed by Ed Mc Mahon."

(h) "Tourism is more than advertising and marketing. It is developing product that can be sustained by the community.

The survey questionnaire prompted respondents to suggest other competencies that should be evident with tourism professionals. Appendix O presents those additional suggested competencies.

Research Question Two

How are professional tourism competencies obtained?

Tourism professionals were asked how they obtained their competencies. Of the (N=104) tourism professionals questioned, almost 98% reported to have learned their competencies on the job. The data are reported in Figure 2, Appendix N. A Confidence Interval formula indicates the research is 95% confident; that the true percentage of all tourism professionals learning on the job is between 91.4% and 99.8%. Regarding learning competencies on the job, one respondent noted: "one year of learning on the job is worth two years of college education."

The survey questionnaire included prompts regarding respondents' background in higher education. The research showed that 33.7% of the respondents indicated their education did not prepare them for their position in the tourism industry.

Several respondents reported the name of the college or university they attended. See Appendix P.

Within the confines of the present study only the University of Colorado had more than one graduate from its school. In addition, several of the respondents indicated they are either working toward or hold a Certified Destination

Management Executive certification offered by the International Association of Convention and Visitor Bureaus. Appendix Q reports the selection of certifications held by the respondents and/or available ongoing education.

In addition to the questions about competencies, demographic information was requested through the survey questionnaire. Responses were received from all regions of the United States. Of these responses, 16.8% were received from the Midwest; 37.9% from the Northeast; 26.3% from the Southeast; 5.3% from the Southwest and 13.7% were from the West. Regional differences in average importance of competencies across the five regions of the United States were identified. Differences in average importance of competencies across five regions of the country appear in Figure 4, Appendix N.

Figures 22 through 92 in Appendix R, graphically report the competency summaries. Analysis of Variance tests were performed for each of the 70 competencies listed on the questionnaire to establish significant differences in Mean scores across groups. Post hoc Fisher's LSD multiple comparisons give indication of regional differences of competency responses. Only the competencies with a significant F-test ($p < 0.05$) are shown in the analysis. Error bar charts show the Sample Mean, plus or minus one Standard Error. Fisher's LSD post-hoc tests were conducted on all significant findings.

The interval scale was assumed.

The Response Count, Response Percentage, Competency Ranking, Standard Deviation, Standard Error and the Mean of the competency items are indicated in Figures 22 through 92 in Appendix R.

The purpose of asking respondents to rank the importance of Social

Responsibilities was to determine perceived responsibility to the social well being of the community. Most of the respondents, or (N=63) out of (N=103), ranked social responsibilities as important, while (N=25) ranked Social Responsibilities as very important.

The research also shows differences in the importance of competencies across education levels. A comparison of the Means renders higher scores for tourism professionals holding a Master's degree as compared with the Bachelor's degree. Data from respondents whose highest level of education is a Bachelor's degree (N=49) were compared to data from those whose highest level of education is a Master's degree (N=19) using the standard two-sided *t*-test. Respondents (N=35) who were identified as having a high school diploma, who had completed some college courses or held Doctoral degrees were not included in these 6 tests but are included in all other analysis. Respondents with Master's and Bachelor degree were compared. Figures 8, 9,10,11,12 and 13, in Appendix N, report the differences in Means between the two-degree holders. The sample size for Figure 8, Media Database, was (N=65). The sample size for Figure 9, Development Policies, was (N=67). The sample size for Figure 10, Sustainable Tourism, was (N=67). The sample size for Figure 11, Visitor Safety, was (N=68).

The sample size for Figure 12, Eco Tourism, was (N=64). The sample size for Figure 13, Architectural Design, was (N=67). Each test rendered significance at the 0.05 levels.

Could the reason for the higher Mean be that increased education, and/or increased experience in the competencies analyzed, result in a higher Mean?

One respondent was particularly interested in the difference between tourism education and hospitality education.

It seems like there is a need to define competencies as it relates to professional growth. As students come out of tourism planning and development programs they tend to be more focused on hospitality business. Being such a diversified industry, tourism professionals need to have a broad understanding of planning principles, economics, business, community engagement practices, and management. Depending on one's career path, private industry or public sector, there seems to be a need for many of the topic areas on pages 2-4 to achieve hierarchical competencies within the tourism field.

One respondent commented on industry professionals: "Tourism professionals vary in education, background and cultures. My encounters with my peers have always been both enjoyable and professional."

Research Question Three

To what extent does higher education tourism curriculum across the United States address competencies indicated important by tourism professionals?

Documents from 321 colleges and universities offering tourism in their curriculum were initially analyzed. The data identifying tourism programs offered were based on an analysis of college and university catalogues and course descriptions.

The average number of tourism courses available at those 321 universities and colleges was 3.61.

The average number of tourism planning courses available was 0.60. Associate, certificate, distance learning and doctoral programs were not analyzed, thereby rendering a total of 160 Bachelor's and Master's tourism

higher education programs for review. In the 51 Master's programs (Table 4, Appendix M) there were 81 tourism planning courses available. In the 109 Bachelor's programs (Table 5, Appendix M) there were 55 tourism planning courses available. Appendix G reports the list of higher education institutions reviewed.

Data were analyzed by aligning each competency identified on the survey questionnaire with a corresponding course from the higher education curricula offerings. Course listings then reviewed to determine how many times they appeared in the college and university curricula via course catalogues.

The following information was charted: (a) Institution name, (b) Name of the program, (c) URL address, (d) City and state of the institution, (e) Number of tourism courses in the curriculum, (f) Number of tourism planning and development courses, (g) Regional, national and international academic and industry certifications and accreditations on record.

Table 1 Appendix M, depicts the competencies industry professionals indicated as important in the performance of their jobs. For instance, Leadership ranked second in importance as a competency, however, Leadership studies were only available at 26 colleges and universities out of the 160 higher education institutions analyzed. Principles of Planning and Design was taught at 47 universities and colleges, however, competencies in this area were identified important by the tourism professionals, as they ranked this competency 37 out of 70 competencies tested. The percentage of tourism planning courses offered by institutions of higher learning, among all tourism courses offered, is 16.6%.

At eighty-one of the 160 Bachelor's and Master's degree-granting institutions

analyzed, at least one course in tourism planning and development was offered. However, advertising/sales and marketing courses ranked highest with 94 courses available to students interested in studying in a tourism curriculum.

Courses in the Principles of Tourism Planning and Design were available at approximately 25% of the 160 colleges and universities. Some tourism planning and development courses had low course frequency, meaning there were not many available for students to choose. The research revealed ten courses in Historic Preservation, six courses in Landscape Design, three courses in Understanding Design Plans, three courses in Land-use Regulations, and two courses in Architectural Design.

Engineering, Indigenous Languages, Crisis Management, and Grant Writing, all ranked as the least important competencies for tourism professionals to attain. Their competency interest rendered Means no higher than 3.8, indicating modest importance to tourism professionals however, no similar courses were offered in the 160 college and university programs.

Competency data were also analyzed by comparing responses across education levels. Data reported by respondents whose highest level of education is an undergraduate degree, (49 respondents or 47.6%) were compared to data from respondents whose highest level of education is a Master's degree (19 respondents or 18.4%) based on the standard two-sided *t*-test. Data from respondents who identified their highest level of education as high school, some college, or Doctoral degrees (35 respondents or 34%), were not included in this particular data comparison. The data analysis therefore represents responses from 84 respondents.

The Means of the Master's degree respondents rank higher than those with a Bachelor's degree. An argument could possibly be made the higher Means among Master's degree recipients may be attributed to additional education, or experience in Architectural Design, Eco-tourism, Sustainable Tourism, Visitor Safety, Development Policies or Media and Databases. Perhaps familiarity with these competencies leads to an appreciation of their importance to tourism planning and development. Figures 8, 9,10,11,12 and 13, Appendix N, report differences in Means with these particular tests. Only those tests with significance at the 0.05 levels are shown. No correction is made for multiple tests. Error bar charts illustrate the sample Mean, plus or minus one standard error.

Table 3, Appendix M, illustrates the Mean and the nearest rank that is significantly different from each competency. The Economic Impact of Tourism ranked as the number one competency thought important by tourism professionals. Its Mean is significantly different from all competencies ranked at or below Philosophy and Ethics, which ranked (N=14). The Mean for Leadership ranked as the second competency reported important by tourism professionals. However, its Mean is significantly different from all competencies ranked at or below Tourism Economics, which ranked (N=19).

In general, this research shows a difference between Mean scores comparing data from respondents holding a Bachelor's degree as compared to those holding a Master's degree. Mean scores for the Master's degree were higher.

Broad-Spectrum Comments from the Respondents

- (a) "We are the only state in the Union that does not have a funded tourism office. It is all membership funded."
- (b) "I really don't know what the focus of the survey is. I answered questions based on what we do in our office."
- (c) "We need education of the public. People need to be more aware of what the tourism industry is."
- (d) "Measurement should not always be by quantity."
- (e) "A small bureau has to do everything a larger bureau does with smaller staff."
- (f) "I would like to see someone create tourism infrastructure development grants. This could be for projects such as taking an old mill and renovating it into a museum featuring exhibits related to the original reason the mill was built."
- (g) "As we consider sustainability, we need to focus on other measurements for success such as longer length of stay (and) incentives for off season visitation."
- (h) "The business of tourism has been treated superficially by the profession."
- (i) "Not sure where you are going with this. I suspect most answers from tourism professionals will be the same."
- (j) "More lodging and dining establishments should have a better understanding of what local and state tourism offices can do for them to increase business. They should also do more co-ops together."

(k) "Grass roots organizations are very important to our industry. We all love what we do. Keeping people involved is key."

(l) "People need to be made more aware of what the tourism industry is. We don't only bring people to a destination; we help support what is already here."

(m) "Skill sets may depend on (the) sophistication of the problem and the destination."

(n) "Authenticity, redevelopment of heritage tourism programs etc."

(o) "Tourism planning cannot be achieved in a vacuum."

(p) "We are the Tourism Planning Division."

(q) "Government regulations, land assessments etc, should all be analyzed in order to develop tourism."

(r) "You can plan all you want but when the political realities come into play all the research & planning can be ignored."

(s) "State offices should include sustainable tourism planning and assist the private sector with development of a comprehensive tourism plan for the state."

Discussion

Responses to the survey questionnaire submitted by 104 tourism professionals in the five regions of the United States were analyzed. The analysis sought to highlight possible regional differences of opinion about competencies essential to tourism professionals (Figures 4, 5, 6, and 7, Appendix N).

An Analysis of Variance (ANOVA) was performed for each of the competencies (N=70) of the survey. Post hoc Fisher's LSD multiple comparisons

give an indication of regional differences of competency responses. Only the competencies with a significant *F*-test ($p < 0.05$) are shown.

Based on the tourism professionals' responses there are discernable regional differences of opinion. There are discernable differences between the North East and South West tourism professionals as compared with tourism professionals from the West, in terms of how they view Media Database competencies. (Figure 5, Appendix N). Further, there are differences in opinion regarding the Estimation and Forecasting competency, in the North East and West as compared with tourism professionals in the South East. (Figure 6, Appendix N). Tourism professionals from the South East considered Estimation and Forecasting more critical than did their colleagues from the rest of the United States. Data from the respondents relating to competency in Ecological Principles reflected discernable differences as displayed in Figure 7, Appendix N. Professionals from the West, South West, North East and South East, considered Ecological Principles more critical than did their counterparts from the Mid West.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the research conclusions and presents recommendations for future practice and research. Conclusions drawn from the analyses are presented in accordance with the research objectives stated. The final section of this chapter includes recommendations regarding the competencies identified by tourism professionals, the potential for enhanced professionalism in the industry, and the opportunity for improvements in tourism higher education.

Purpose of the Study

The purposes of this study were (1) To identify competencies needed in tourism planning as identified by tourism experts in the field; (2) To determine the methods tourism officials use to obtain these competencies, and (3) To determine the extent to which higher education tourism planning curricula, offered across the United States, address the identified competencies.

This study is intended to advance the literature in the dynamic field of tourism, to contribute to the field of tourism planning, to extend the theory of professional education in the tourism industry, and perhaps to foster discussion among industry professionals towards sustainable tourism, improved industry standards, and professional credentialing. Finally, it is intended that the study's recommendations may inspire further discussion regarding the future of the tourism industry in the United States and possibly be adopted by policy-makers in institutions of higher education, government, and the tourism industry.

Summary

A stratified random group of professionals (N=368) was selected for query from a sampling frame of 750 professionals leading Destination Organizations across the United States. The survey, intended to address research questions one and two, resulted in 104 returns, or a response rate of 28.3%.

The questionnaire was based on several sources: (a) Section 3.2 - Role of Non-government Organizations in Promoting Sustainable Tourism Development from *An Action Strategy for Sustainable Tourism Development* authored by the Tourism Stream Action Committee of the Globe 90 Conference on Sustainable Development, (b) Tourism educational materials, (c) Discussions with United States tourism professionals, (d) International professors of tourism, and (e) Personal professional tourism planning and development experiences. The survey questionnaire subsequently listed seventy competencies, prompting respondents to rank these per level of importance, on a five point Likert Scale. See Appendix A.

In addition to the 70 listed competencies, respondents had the opportunity to add and prioritize other tourism competencies of importance to them. Data on the competencies reported as important were compared to the competencies addressed in tourism higher education curricula offered across the United States, per institution literature (course catalogues and course descriptions).

Three hundred twenty-one colleges and universities offering tourism or travel in their curriculum were initially identified, ultimately rendering 160 programs for analysis. The data identifying tourism programs offered were based on an analysis of college and university catalogues and course descriptions. Associate

degree programs, certificate programs, and doctoral programs were not part of the study. The one hundred sixty programs analyzed were Bachelor's and Master's tourism higher education programs.

The analysis in this study was conducted as a systematic process, was population specific, and empirically based. The Fisher's LSD Multiple Comparison test, Mean, Standard Deviation and Standard Error tests were all used. Data are presented in tables and figures, and are organized by the research questions that guided this dissertation, namely: (1) What are the competencies needed in tourism planning, as identified by experts in the field? (2) How are these competencies obtained? (3) To what extent does higher education tourism curriculum across the United States address competencies indicated important by tourism professionals?

Conclusions

Based on the findings of this study, the following conclusions were reached.

Limited Number and Scope of Tourism and Tourism Planning Programs

It appears that education for the hospitality industry drives education for the tourism industry. According to the World Travel and Tourism Council (2001), tourism is one of the world's fastest growing industries. Tourism Planning and Development, when properly implemented, is the essence of quality tourism growth. Moreover, according to Dr. Richard Harrill (2003), Destination Management tourism professionals should have a grasp of sustainable tourism and tourism planning growth issues as they originate in their own offices or in city halls.

However, programs of study in tourism and tourism planning and development are not widely offered at colleges and universities in the United States. Rather, it is common that Hospitality Administration or Parks and Recreation higher education curricula include tourism courses. Moreover, while tourism educators have long called for more in-depth and robust programs in tourism, many current programs focus on marketing and public relations as opposed to the foundations of the industry: tourism planning. While marketing and public relations are important competencies, for destination organization professional's they fall short on competencies needed for a sustainable, tourism industry. In the present study, one respondent noted: "Tourism is more than advertising and marketing. It is developing products that can be sustained by the community." Roget Merchant, Extension Educator of the University of Maine Cooperative Extension (2005) corroborated the statement that tourism is more than promotion. "Raising the tourism flag and setting the community sails with no agreed to plan and direction, is like sailing out of harbor without a map and compass...unplanned tourism is an invitation to go in circles, at worse running aground...on the reef of unwanted changes for a community" (p. 3).

Based on the data, tourism professionals did not indicate Tourism Planning competencies as vitally important. Tourism Planning includes several individual competencies such as Landscape Design, Transportation Planning and Ecological Principles. The Means for Transportation Planning, Ecological Principles, and Landscape Design are all below 3.77.

For example, Hawkins and Hunt (1988) suggested a set of principles and guidelines for establishing a higher education curriculum in tourism. They

suggested: (a) A holistic understanding of economic, social, cultural, environmental, political, technological and physical aspects, and (b) a program based on theoretical models of tourism, which are dynamic, comprehensive, easily understood and unifying.

Beni (1990) observed that tourism curriculum structure should consider two priorities: planning in tourism and tourism business management. Dr. Donald Hawkins, professor at George Washington University (2005), noted that visitor destinations operating in a sustainable manner could protect their environment, which is more than likely the basis for the appeal of their destination. Hawkins argued that sustainable destination management development should be: (a) Comprehensive, (b), Iterative and Dynamic, (c) Integrative, (d) Community Oriented, (e) Renewable, and (f) Goal Oriented. (Personal communication, March 3, 2005).

Essential Competencies for Tourism Planning Professionals

The present study found the following ten competencies of highest importance to respondents (n=104): (1) Economic Impact of Tourism, (2) Leadership, (3) Public Relations, (4) Product Knowledge, (5) Basic Computer, (6) Decision Making, (7) Financial Management, (8) Cultural & Heritage Tourism, (9) General Business Knowledge, and (10) Sustainable Tourism. While these are important competencies, they may not be sufficient for the work of future tourism professionals.

The survey questionnaire data, coupled with a review of the literature, and a review of course catalogues and course descriptions, suggested that there is a general lack of consensus as to the important courses and competencies

necessary for tourism professionals. Dr. Caroline Cooper, of Johnson & Wales University does not predict common curricula for tourism higher education in the United States. According to Dr. Cooper the United States offers decentralized education. Each institution's mission is different. Cooper explained, in the United States, higher education students seeking the best college or university for their interests need to understand the purpose of a university, the purpose of a department, and then understand the purpose of the degree (Personal communication, Aug, 5, 2004). The World Tourism Organization (2004) argued “tourism education and training should offer (i) Quality, responding to the needs of the tourism industry, and (ii) Efficiency, studying and evaluating the costs and benefits of the wide range of education process and methods available” (The World Tourism Organization, 2004, p. 5). A lack of consensus could cause the industry to stagnate at a time when the industry is poised for exponential growth.

Moreover, in the present study, a comparison of the top ten essential competencies identified by industry professionals, and the ten courses most frequently listed in tourism education program literature (course catalogues) yielded little similarity. Appendix O reports additional competencies suggested as important by respondents.

The ten courses most often listed in higher education tourism program literature compared with the top ten competencies reported very important by respondents were:

College/University Courses

- 1 Advertising/Marketing/Sales
- 2 Tourism Planning

Competencies per Professionals

- Economic Impact of Tourism
- Leadership

3 Research	Public Relations
4 Financial Management	Product Knowledge
5 Business Management	Basic Computer
6 Principles of Planning and Design	Decision Making
7 Tourism Law	Financial Management
8 International Relations	Cultural & Heritage Tourism
9 Economic Impact of Tourism	General Business
10 Strategic Management	Sustainable Tourism

There is obvious incongruity among course offerings and competencies identified as important to industry professionals (See Table 2, Appendix M). However, Financial Management ranked in the top ten competencies important to the respondents and ranked in the top ten courses most available to Bachelor's and Master's students of tourism. Economic Impact of Tourism is number one in the top ten competencies, as ranked by the respondents. When this competency was compared to the courses offered at college and university tourism programs, the course ranked as the 11th most available of the 160 courses analyzed. Tourism Development ranked as the 11th most important competency according to the respondents. It was offered at one half of the 160 tourism programs analyzed.

Moreover, respondents ranked Intergovernmental Relations as 12th in importance as a competency. However, it ranked 47th in availability at the colleges and universities analyzed. Tourism professionals responding ranked Community Involvement as a competency, 13th in importance. Community Involvement appeared 46th in course availability out of the 160 course analyzed.

Being competent in Strategic Management ranked 16th with the respondents and 10th in availability with colleges and universities analyzed. In addition, Advertising/Sales/Marketing was the number one course in availability at tourism programs in Higher Education, however it ranked 18th in level of importance to the tourism professionals responding. Cultural & Heritage Tourism ranked 8th in importance to the tourism professionals responding, and ranked 22nd in availability the 160 Bachelor's and Master's tourism programs analyzed.

The percentage of tourism planning courses offered by institutions of higher learning, among all tourism courses offered was 16.6%. It is not clear how often these planning and development courses are offered, how popular they are with students, and if enrollment in tourism planning courses is being encouraged. Ninety-four Advertising, Sales and/or Marketing courses were available to tourism students. Engineering, Indigenous Languages, Crisis Management, and Grant Writing, all ranked as the least important competencies by the tourism professionals. Their competency interest rendered Means no higher than 3.8, indicating modest importance to tourism professionals.

No courses that address these competencies were offered in the 160 Bachelor's and Master's programs analyzed (See Table 2, Appendix M).

Standardized Credentialing

The present study did not reveal common practices for hiring tourism professionals at government and tourism destination organizations. Moreover, the study did not reveal standard credentials required of United States tourism destination management professionals as is the case with other professions including: travel agents, lawyers, accountants and plumbers. This finding

corroborates Dr. Timothy Tyrell's (2003) contention that there is no known state, national or industry competency requirement for tourism professionals or for tourism planning and development professionals who manage tourism destinations in the United States (Personal communication, July 10, 2003). Tyrell, of the University of Rhode Island's, Department of Research Economics, indicated that according to the Travel Industry Association of America (2002), "travel and tourism is the first, second, or third largest employer in 29 states" (p.1). It is reasonable to suggest, therefore, that the absence of standards is reason for concern. Since tourism is such a large and growing industry, there is a need for standards, credentials, and professionalization within the tourism field.

The WTO (2003) suggested that credentialing criteria:

- 1 Be based on existing legal standards and instruments and set well above legal compliance.
- 2 Include the precondition of compliance by the applicant with these legislations.
- 3 Address the three dimensions of sustainability: environmental, socio-cultural and economic issues.
- 4 Define core criteria and supplementary criteria specific for different tourism product and service groups (e.g. hotels and other accommodations, transportation services, restaurants, tour operators and travel agents, attractions, etc.).
- 5 Be adjusted to specific regional and local environmental and socio-economic conditions.
- 6 Be defined through indicators that are measurable and easy to

understand by the different type of stakeholders involved in the certification process.

7 And indicators, be based on scientific research that evaluates the key environmental and socio-economic impacts of the sector.

8 Should refer to attainable and realistic goals for private sector participants.

9 Be set in different levels of requirements: from more easily achievable to very demanding criteria. Thus, the certification system sets a framework for continuous improvement whereby applicants can achieve higher performance levels step by step.

10 Be measured for compliance through process and performance-based assessments (July 25, 2004). See Appendix E.

Communities Reinforce Lack of Interest in Tourism Planning

Based on the survey questionnaire data, tourism professionals did not indicate Tourism Planning competencies as vitally important. Tourism Planning includes several individual competencies such as Landscape Design, Transportation Planning and Ecological Principles. The Means for Transportation Planning, Ecological Principles, and Landscape Design are all below 3.77.

In addition, to the moderate level of importance of Tourism Planning as reported by respondents, research shows that most communities are focused on the promotion of tourism rather than planning for tourism, thereby reinforcing the lack of interest in tourism planning from a policy viewpoint. Gunn (1994) argued, "A preoccupation with promotion has tended to favor large funding for promotion and little for research" (p. 3). Moreover, while 77% of the respondents indicated they are responsible for tourism planning, 82% indicated they have no separate division to assist in tourism planning

issues. Due to the high number of professionals who reported to learning on the job, it follows that communities could be in jeopardy if new hires are not qualified in tourism planning and development skills. If we look to higher education to provide professional development in this area or to provide education in planning and development as part of the curriculum, the present study's findings indicated that only 16.6% of the tourism courses offered are tourism planning courses. Further it is not clear how often these planning and development courses are offered, how popular they are with students, and if enrollment is being encouraged.

Field-Based Experience Proves Pragmatic

The present study's findings suggest that much of tourism education takes place on the job. Ninety-eight percent of the (N=87) respondents to this question [(95% Confidence interval: (91.4%, 99.8%)] reported to have learned their competencies on-the-job, and not through a higher education institution tourism curriculum. In fact one respondent commented that one year on the job is equal to two years of academic education.

While the survey data revealed that 33.7% of the respondents indicated their education did not prepare them for their tourism position, many United States universities and colleges include field-based learning in their curriculum to facilitate competency acquisition, as noted by Cantor (2002) in *Experiential Learning in Higher Education: Linking Classroom and Community*, and by Ratz (1997) in *Transformation of Hungarian Tourism Education*. Cantor (2002) noted that "Experiential learning as a formal part of college and university curricula extends across the range of subject areas and disciplines" (p. 2). Ratz (1997) argued that internship, or practical learning, "give[s] students an opportunity to

gain experience and a realistic appreciation of the working environment of the industry" (p. 5).

No Standardized Tourism Curricula in the United States

There does not appear to be a uniform standard for tourism curricula or for tourism planning and development curricula within institutions in the United States. Unlike practices in other countries, in the United States, tourism curricula at universities and colleges vary. The preponderance of research suggests that the dynamic field of tourism will continue to thrive. Yet, in order to professionally staff the industry, and to mitigate the negative impacts of unplanned tourism growth, it is necessary to offer higher education curricula focusing on tourism and tourism planning and development. The need for tourism planning is documented throughout the literature.

For example, the WTO (2002) suggested that there is "a great demand for tourism professionals, but there are numerous standards which cause fragmentation and lack of transparency in training" (TedQual, p. 58). Gunn (1998) contended that, because of the complex nature of tourism and pre-occupation with promotion within communities and institutions of higher learning, tourism education has lacked the administrative support it deserves. In addition, with the projections of the phenomenal growth within the industry, a focused tourism curriculum, and tourism planning and development curriculum, is critical. In the absence of such curriculum reform, the tourism industry will not realize its potential, and eventually, communities' natural and historic resources will be adversely affected.

McIntosh (1983) proposed a higher education curriculum for tourism

managers, high-ranking staff, or owners. He identified eleven education divisions for tourism. Courses would be in the: Humanities, Communication, Natural Science, Social Science, Business, Planning and Design, Marketing, Management, Law, Foreign Language, and specialized tourism courses which would include several concepts such as the tourism system, planning principles, and the study of public and private tourism organizations. McIntosh's suggested curricula appear valid today.

In addition, curriculum reform in tourism education must be fluid, as noted by the World Tourism Organization. For example WTO (2004), cautioned that the responsibilities of governments related to tourism planning and development are changing due to public-private sector partnerships.

Decentralization indicates a need for flexible and multi-disciplinary approaches to destination management and tourism education.

Tourism Planning to Fulfill Community Needs

In the present study respondents in the present study noted the importance of community involvement as related to tourism planning: (a) "Tourism planners need to first and foremost, have knowledge of the community's want and needs and have the ability to bring it all together." ; (b) "Community input before decision making is critical." ; (c) "Understanding of the total impact tourism has on a community-not just attractions & motels-but main street businesses." ; and (d) "Tourism is more than advertising and marketing. It is developing a product that can be sustained by the community." If industry professionals are to develop tourism planning skills at institutions of higher education, aforementioned curricula reform is essential.

Regardless of where and how such competencies are developed, well-planned tourism can fulfill community needs. Dr. Clare Gunn addressed tourism development over several decades and the importance of breaking away from the repetition of the past. Gunn (1994) argued "Ingenuity and originality must be directed toward all major goals of tourism planning, economic improvement, better visitor satisfaction, resource protection, and integration into the local economic and social setting" (p. 443). Gunn added "This new philosophy places heavier professional demands upon all education and the practice of planners and designers" (p. 443). According to Marcoullier, Kim and Deller (2004) contemporary politics has emphasized market-based solutions to tourism development. They report that public policy encourages "boosterism" planning, overlooking the attributes required for collaborative community planning.

Necessity for Consultants

Data derived through open-ended questions within the present study's questionnaire confirmed the literature reviewed. In particular, some tourism bureaus contract consultants to help with professional competency gaps.

Several respondents noted their use of consultants for issues related to tourism planning. The following notations were offered by the respondents:

- (a) "Often we attract needed competencies through the retention of consultants as we cannot support full time staff for all needed disciplines."
- (b) "Some planners could be both employee and outside consultant."
- (c) "Skills mentioned could be part of a planning organization or contracted."
- (d) "One needs to know enough to avoid being snowed."

While professional collaboration is highly valued, the use of consultants in

these cases could prove costly, both financially and practically, as consultants are likely to be less familiar with the visitor destination in which they are asked to work. Further, consultants may not be available to Destination Organization staff on a daily basis, which could delay decisions, or worse, the organization may not have the immediate ability to comment on community changing projects.

Community Input is Important

Responses repeatedly addressed the need for broad community input before a decision is made. The respondents offered the following notations:

- (a) "Tourism planners need to first and foremost, have knowledge of the community's wants and needs and have the ability to bring it all together."
- (b) "Community input before decision making is critical."
- (c) "Understanding of the total impact tourism has on a community – not just attractions & motels – but main street businesses."
- (d) "Tourism is more than advertising and marketing. It is developing a product that can be sustained by the community."

Tourism professionals working for a Destination Organization, who possess planning and development skills, would be better able to gather and utilize community input for new tourism plans and projects. Residents of a community either benefit from tourism developments or they do not. Destination Organization tourism staff, with tourism planning competencies, works to guide the private tourism developer to achieve not just the developer's goals but the sustainable tourism goals of the community.

These professionals represent the public policy and protect and improve the public welfare in their work to develop their community for tourism.

Respondents Suggest Additional Competencies

The questionnaire asked tourism professionals to indicate additional competencies needed in the positions. Appendix O reports several additional competencies that were suggested by the respondents. Only community oriented competencies were mentioned more than once.

Implications

Tourism planning and development skills are essential in the vast and dynamic field of tourism, particularly as they support sustainable tourism. In the present study, tourism professionals staffing Destination Organizations reported that sustainable tourism is important, ranking the competency with a Mean of 4.47 on a five-point scale. Moreover, a review of tourism program literature revealed that Tourism Planning was the second most often listed course in higher education tourism programs of the (N=321) programs reviewed. However, it is important to note that a single course in tourism planning is insufficient preparation for real-world application of tourism planning and development. Finally, the tourism planning courses available through institutions of higher education in the United States are often surreptitiously offered within disciplines such as Hospitality Administration or Parks and Recreation. This diminishes their perceived importance and clearly diminishes their identity.

It is unsettling to note that 97.7% of the respondents (N=87) reported to have acquired their competencies on-the-job, and not through a higher education institution tourism curriculum. This causes concern for current and future tourism

students for obvious reasons, but additionally, we must wonder if there are professional development opportunities readily available to present tourism professionals so that they might develop (or refine) skills in tourism planning and development. It appears, then, that there are clear and present opportunities in higher education for curricula revision. This includes development and offering workshops, seminars, courses, and ideally; programs of study in tourism planning.

The argument could be made that tourism higher education should continue to include business, management, and communications courses. However, it is critical to respond to the need for focus on the principles and practice of tourism planning and development.

In addition, it is likely that professionalism in the tourism industry will remain stagnant if the World Tourism Organization's (2003) certification system for sustainable tourism, or some other like program, is not considered adoptable, at the national, state, regional or community levels. If there is no impetus to improve the tourism system, market forces will build the communities of the future with little regard for design, land use, environmental and historical protection. Appendix E reports recommendations to governments for supporting and/or establishing national certification systems for sustainable tourism as suggested by the World Tourism Organization. In addition to tourism destination certification, it is extremely important to have well educated, credentialed professionals staffing these organizations. A professional credential, earned through rigorous higher education study and practical experience, is important to this vibrant industry.

Recommendations for Future Research

Consideration of Various Learning Methodologies

The results of this research were limited by the questions asked of the tourism professionals. Were the study to be replicated a number of issues should be considered. For example, it would be useful to consider the efficiency of on-the-job learning as compared with academic learning through coursework.

Other types of tourism learning could be examined, such as experiential learning, service learning, and guided experiential learning combined with academic learning.

Next, it is likely that envisioning tourism planning and development as a discipline, rather than skill sets, may mystify present day tourism professionals. A lengthy definition of "tourism planning and development" was included at the beginning of the present study's survey questionnaire to assist in the clarification of the study's objectives. This definition was possibly overlooked, or misunderstood, or possibly mitigated by respondents who did not place importance on tourism planning and development, even though they indicated it was one of their responsibilities. The definition of tourism planning and development should therefore be abbreviated, and featured more prominently on the survey instrument.

Moreover, it is not clear how the respondents interpreted the term "sustainable tourism" and the response rate for that competency may have therefore been affected. For example some respondents considered sustainable tourism the act of attracting visitors to their district to stay longer.

Therefore, a clear, a succinct definition as designated by the WTO should be prominently featured on the survey instrument.

Sustainable Tourism Skills and Resources

Further and extensive study is suggested to determine if tourism professionals are prepared to address sustainable tourism development as a process of economic development so that it ensures quality of life and protects the ecological and community systems in which tourism operates.

It would also be interesting to discover if industry professionals have sought professional development in this area, but have found it lacking or unavailable.

Feasibility of Tourism Certification

Research is needed to determine the feasibility of national, state, and tourism certification. Possibly the adoption of the World Tourism Organization's (2003) certification system for sustainable tourism which addresses: (a) Environmental performance of organizations, operations and visitor destinations, (b) Product quality, and (c) Corporate and Social Responsibility of their operations may satisfy this need. WTO Certification targets accommodations, restaurants, sport and leisure facilities, visitor attractions, destinations, tour operators, transportation companies and tourism associations (p. 1).

Tourism Educators' Priorities

Further study is warranted to determine if tourism educators recommend curricula reform and/or standardized competencies, and to identify emerging common themes in these areas.

Recommendations for Future Practice

- 1 Establish a new paradigm in tourism curricula with an agreed upon set of common competencies for Tourism and Tourism Planning and Development studies. A formal undergraduate program offering a degree in Tourism with a follow-on Graduate degree in Tourism Planning could be established. Adjunct to the curriculum and perhaps as piloting opportunities, create and deliver workshops, to serve as professional development opportunities.
- 2 Results of this study should be shared with tourism industry stakeholders to propose that tourism officials and their industry organizations will encourage a universally accepted national credential for tourism planning and development professionals. Similarly, aspiring lawyers pass a bar exam, nurses are registered, accountants are certified, and plumbers are licensed. While segments of the tourism industry have their own membership credentials, seemingly none address the critical aspects of tourism planning and development to the degree necessary for the future. If the WTO General Tourism Achievement Test or a similar credentialing system is implemented, credentials could be planned for, taught, and tested in institutions of higher education. The World Tourism Organization certification addresses several of the subject areas necessary for tourism planners, and should be carefully studied for its utility and content.
- 3 Results of this study should be shared with community leaders recommending that credentialing should be required for all professionals.

- 4 Results of this study could be presented to organizations such as ICHRIE, state governments, recreation, tourism associations, tourism membership organizations such as the Tourism Industry Association of America, the International Association of Convention and Visitor Bureaus, the National Tour Association, the National Heritage Areas and the American Bus Association for their review, comment, support and possible publication.
- 5 Academic information about tourism careers should be made clear to potential students. It is difficult for students to understand what they are “purchasing” when they make their tourism higher education decisions. A separate identity must be established for tourism education through defined programs of study in tourism planning, as this field is not merely a subset of other disciplines such as hospitality or recreation.
- 6 Certified continuing tourism education programs should be widely available for today's tourism professionals to earn certification.
- 7 The present study's research shows minimal interest by students, industry professionals, and academia in competencies relating to the field of tourism planning. Professional education should be made available to career tourism professionals. This would afford them the opportunity to build upon their tourism planning knowledge and better contribute to the community they serve. Tourism planning classes can be offered through various delivery systems in higher education such as field-based learning distance learning seminars etc.
- 8 The present study's participants ranked leadership as the second most important competency for industry professionals. While this is a

multifaceted skill, it may be useful for tourism program curriculum planners to include courses that focus on the complexities and opportunities of leadership.

Summary

This research established the perceptions of a representative sample of professionals who staff Destination Organizations within the United States, regarding competencies important to their respective positions within the industry. Although disquieting, the majority, 97.7%, of the respondents reported that they attained their essential skills on-the-job rather than through higher education.

The study also identified significant incongruity among course offerings at institutions of higher education across the United States and competencies identified as important to industry professionals. This research makes clear, obligations and opportunities regarding tourism curricula revision in higher education. Great collaboration among industry professionals, private membership organizations, and tourism educators will be necessary if tourism in the United States is to grow in a sensitive, sustainable manner.

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APPENDIX A

Competencies Questionnaire

Your opinion as a tourism industry professional is needed.

Knowledge, skills and competencies are important in the tourism planning and development profession. Just what these competencies are, and should be in the future, are not set out formally.

With input from today's United States tourism professionals, we may have the opportunity to affect what is being taught in universities tomorrow, and affect positively, the future of tourism professionals.

Over 350 tourism professionals are being asked to take part in this study. Please take a few minutes to respond today.

Read the definition of tourism planning and development:

Tourism is one of the most important social and economic activities of today's world. There is a justifiable concern about the possible negative effects of tourism, and a growing desire to develop in a planned and controlled manner that optimizes benefits while preventing serious problems.

In addition to newly developing tourism areas, those places that already have substantial tourism development now desire to make improvements to meet contemporary standards and environmental objectives.

Recognition is being given to the urgency of developing tourism in an integrated manner that sustains its resources for perpetual use, and helps conserve and not deteriorate, an area's natural and cultural heritage resources. (Inskip, Tourism Planning, an integrated and sustainable development approach)

If your agency is not involved in tourism planning or development, please forward this questionnaire to the responsible agency for your area.

Directions for completion of the questionnaire

- 1. Indicate the importance of each of the below subjects to the success of your tourism program, by circling the number that best represents your thoughts.*
- 2. You may also identify additional subject areas that you or your agency, feel are important in fulfilling responsibilities.*

General Information	Not Important	Slightly Important	Undecided	Important	Very Important
a. Social responsibilities	1	2	3	4	5
b. Leadership	1	2	3	4	5
c. Philosophy and ethics	1	2	3	4	5
d. Research skills	1	2	3	4	5
e. International relations	1	2	3	4	5
f. Grant writing	1	2	3	4	5
g. Community outreach	1	2	3	4	5
h. Tourism law	1	2	3	4	5
i. Decision making	1	2	3	4	5
j. Other suggestions or additions	1	2	3	4	5
Knowledge of Languages					
a. Foreign languages	1	2	3	4	5
b. Indigenous languages	1	2	3	4	5
c. Other suggestions or additions	1	2	3	4	5
Knowledge of Information Technology					
a. Basic computer competencies	1	2	3	4	5
b. Computer mapping	1	2	3	4	5
c. Web research skills	1	2	3	4	5
d. Media database	1	2	3	4	5
e. Community database	1	2	3	4	5
f. Other suggestions or additions	1	2	3	4	5
Knowledge of Business					
a. General business knowledge	1	2	3	4	5
b. Business management	1	2	3	4	5
c. Estimation and forecasting	1	2	3	4	5

d. Inter-governmental relations	1	2	3	4	5
e. Financial management	1	2	3	4	5
f. Entrepreneurship	1	2	3	4	5
g. Strategic management	1	2	3	4	5
h. Non-profit management	1	2	3	4	5
k. Economics	1	2	3	4	5
L. Risk management	1	2	3	4	5
m. Public relations	1	2	3	4	5
n. Advertising	1	2	3	4	5
o. Labor relations					
p. Other suggestions or additions					
	1	2	3	4	5
Knowledge of Tourism Specific Education					
a. Tourism development	1	2	3	4	5
b. Structure of the Industry	1	2	3	4	5
c. Environmental impacts	1	2	3	4	5
d. Product knowledge	1	2	3	4	5
e. Development policies	1	2	3	4	5
f. Sustainable tourism	1	2	3	4	5
g. Principles of planning and design	1	2	3	4	5
h. Tourism facility planning	1	2	3	4	5
I. Tourism economics	1	2	3	4	5
j. Visitor safety issues	1	2	3	4	5
k. Cultural & heritage tourism	1	2	3	4	5
L. Transportation planning	1	2	3	4	5
m. Community involvement	1	2	3	4	5
n. Eco-tourism	1	2	3	4	5
o. River/coastal management	1	2	3	4	5
p. Economic impact of tourism	1	2	3	4	5
q. Property development	1	2	3	4	5
r. Resource management	1	2	3	4	5
s. General tourism operations	1	2	3	4	5
t. Crisis management	1	2	3	4	5
u. Education	1	2	3	4	5

v. Other suggestions or additions					
	1	2	3	4	5
Knowledge of related specialized areas					
a. Landscape design	1	2	3	4	5
b. Engineering	1	2	3	4	5
c. Community planning	1	2	3	4	5
d. Interpretive skills	1	2	3	4	5
e. Historic preservation	1	2	3	4	5
f. Architectural design	1	2	3	4	5
g. Fund development	1	2	3	4	5
h. Understanding design plans	1	2	3	4	5
i. Building design principles	1	2	3	4	5
j. Recreation area management	1	2	3	4	5
k. Attraction management	1	2	3	4	5
l. Interpretation of resources	1	2	3	4	5
m. Cultural resource protection	1	2	3	4	5
n. Land use regulations	1	2	3	4	5
o. Ecological principles	1	2	3	4	5
m. Community engagement	1	2	3	4	5
n. Countryside management	1	2	3	4	5
p. Environmental integration	1	2	3	4	5
q. Inter-agency regulations	1	2	3	4	5
r. Understanding community needs and wants	1	2	3	4	5
s. Other additions or suggestions					
	1	2	3	4	5

2. Please provide background information about you and/or your organization.

(Check appropriate box)

a. Highest level of education?

High School Some College BA/BS MA/MS Doctorate

Other technical training _____

b. Name of college/university/technical school(s) attended?

c. I have learned my tourism competencies/skills on the job. Yes No

d. My higher educational training did ___ did not___ prepare me for my position.

e. Number of years in the tourism industry? [_____]

f. Number of years in the workforce? [_____]

g. Does your office have a separate Tourism Planning Division?

Yes No

h. Are the tourism planning and development functions part of your tourism office's responsibilities?

Yes No

i. Does your community, region or state require that a person have a required degree or certification to hold a position in tourism planning?

Yes No If so, list.

j. What is the approximate population of the area you represent?

Is it considered an urban, sub-urban or rural area?

Urban Sub-urban Rural .

3. Are there continuing tourism planning and development education programs in your area? Yes [] No []
4. If yes to the above, name them _____
5. Are there other competencies that you feel should be more evident? with tourism professionals? _____
6. Comments you would like to add?

Would you be willing to be interviewed further about your work? Yes [] No []

Questions developed from *The Tourism System* (Mill and Morrison, pp. 201-220), practical experience, and through discussions with Dr. Rich Harrill (Personal communication, November 2, 2003).

Date of completion of Questionnaire: _____

Your name (optional): _____

Title: _____

Organization name (optional): _____

City (optional): _____ State: _____

Please return within 5 days to: Robert Billington, President
Blackstone Valley Tourism
Council Inc

1571 Mendon Rd
Cumberland, RI 02864
Fax: 401 724 1342

Questions: 1 800 454 2882

Email: BVRI@aol.com

APPENDIX B

Tourism Industry Segments

Accommodations

Apartments
 Bed & Breakfast
 Convention Centers
 Country Inns
 Guest Homes
 Hotels
 Meeting Halls
 Motels
 Resorts & Lodges
 Special Venues

Events & Attractions

Arboretums
 Aquariums
 Art Galleries
 Battlefields
 Cemeteries
 Churches
 Dams
 Fairs & Festivals
 Historical Exhibitions
 Marine Attractions
 Missions
 Monuments
 Natural Phenomena
 Observatories
 Parks
 Planetariums
 Racetracks
 Railroads
 Restored Settlements
 Schools/Colleges/Universities
 Sporting Events
 Waterfalls
 Zoos

Food & Beverage

Dining Rooms
 Private Clubs
 Quick Services
 Restaurants

Suppliers & Services

Barber Shops
 Beauty Salons
 Beverage Equipment
 Catering Services
 General Supplies
 Gift Shops
 Health Clubs
 Retail Outlets
 Souvenirs
 Meetings Services
 Professional Services
 Emergency Services

Tourism Organizations

Federal
 State/Provincial/Territorial
 Regional
 Municipal

Travel Trade

Transportation
 Travel Agents
 Sales Reps & Brokers
 Corporate Travel
 Credit Card Companies
 Tour Operators
 Travel Clubs
 Franchises

(Wolfire 1988, p. 287)

APPENDIX C

Professional Tourism Organizations

AAA	American Automobile Association
ABA	American Bus Association
ABC	American Booking Charter
ACTO	Association of Caribbean Tour Operators
AHMA	American Hotel Motel Association
AIENT	International Association of Scientific Experts in Tourism
AIT	Academic Internationale du Tourisme
ATME	Association of Travel Marketing Executives
Amtrak	National Railroad Passenger Corporation
AP	American Plan
APEX	Advanced Purchase Excursion Fare
ARC	Airlines Reporting Corporation
ARDA	American Resort and Development Association
ARTA	Association of Retail Travel Agents
ASTA	American Society of Travel Agents
ATA	Air Transport Association of America
ATC	Air Transport Committee (Canada)
BIT	Bulk Inclusive Tour
BTA	British Tourist Authority
CHRIE	Council on Hotel, Restaurant and Institutional Education
CITC	Canadian Institute of Travel Counselors
CLIA	Cruise Lines International Association
COTAL	Conference of Tourist Organizations of Latin America
CRS	Computerized Reservations System
CTA	Caribbean Travel Association
CTC*	Canadian Tourism Council
CTC	Certified Travel Counselor
CTO	Caribbean Tourism Organization
DIT	Domestic Independent Tours
DMO	Destination Management Organization
DOT	U.S. Government Department of Transportation
ECOSOC	Economic and Social Council of the United Nations
EP	European Plan
ETC	European Travel Commission
FAA (U.S.)	Federal Aviation Administration
FHA	Federal Highway Administration
FIT	Foreign Independent Tour
GIT	Group Inclusive Tour
HSMAI	Hotel Sales Management
IAAPA	International Association of Amusement Parks and Attractions
IACVB	International Association of CVBs
IAF	International Automobile Federation
IAST	International Academy for the Study of Tourism
IATA	International Air Transport Association
IATAN	International Airlines Travel Agent Network
ICAO	International Civil Aviation Organization

ICC	Interstate Commerce Commission
ICCL	International Council of Cruise Lines
ICSC	International Council of Shopping Centers
IFWTO	International Federation of Women's Travel
IHA	International Hotel Association
IIPT	International Institute for Peace Through Tourism
IIT	Inclusive Independent Tour
ILO	International Labor Organization
ISMP	International Society of Meeting Planners
ISTTE	International Society of Travel and Tourism Educators
IT	Inclusive Tour
ITC	Inclusive Tour Charter
IYHF	International Youth Hostel Federation
MAP	Modified American Plan
MCO	Miscellaneous Charges Order
MPI	Meeting Professionals International
NACOA	National Association of Cruise Only Agents
NAPVO	National Association of Passenger Vessel Owners
NARVPC	National Association of RV Parks and Campgrounds
NCTA	National Council of Travel Attractions
NCUTO	National Council of Urban Tourism Organizations
NRA	National Restaurant Association
NRPA	National Recreation Parks Association
NTA	National Tour Association
OAG	Official Airline Guide
OAS	Organization of American States
OECD	Organization for Economic Cooperation and Development
PAII	Professional Association of Innkeepers International
PATA	Pacific Asia Travel Association
RAA	Regional Airline Association
RPM	Revenue Passenger Miles
RTF	Rural Tourism Foundation
RVIA	Recreational Vehicle Industry Association
SATW	Society of American Travel Writers
SITE	Society of Incentive Travel Executives
S&R	Sell & Report
TI	Tourism Industries (U.S.)
TIA	Travel Industry Association of America
TIAC	Tourism Industry Association of Canada
TTRA	Travel and Tourism Research Association
UFTAA	Universal Federation of Travel Agents Association
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USTDC	United States Travel Data Center
USTOA	United States Tour Operators Association
WATA	World Association of Travel Agents
WHO	World Health Organization
WTAO	World Tourism and Automobile Organization
WTO	World Tourism Organization
WTTC	World Travel and Tourism Council

WWW World Wide Web
XO Exchange Order

(Goeldner, Ritchie & McIntosh, 2000, pp. 725-727)

APPENDIX D

Positions Available in the Field of Travel and Tourism

Tourist Bureau Manager	Tour Wholesaler
Travel Journalist/Writer	Reservations Agents
Promotion/Public Relations Specialist	Interpretive Specialist
Marketing Representative	Destination Information Specialist
Promoter	
Sales Representative	Curriculum Specialist
Travel Agency Manager	Business Travel Specialist
Recreation Specialist	Financial Analyst
Recreation Specialist	Teacher/Instructor
Tour Escort	Transfer Officer
Retail Store Manager	Market Researcher
Incentive Travel Specialist	Group Sales Manager
Consultant	Association Manager
Translator	Tour Broker
Sales Manager	Public Relations Officer
Policy Analyst	Tour Operator
Campground Manger	Receptionist
Research/Statistical Analyst	Tour Leader
Marina Manager	Meeting/Conference Travel Manager
Economist	Guide
In-Transit Attendant	Ski Instructor

Resident Camp Director

Recreation Facility/Park
Manager

Concession Operator

Auto-Recreation Vehicle Rental Agency
Manager

Destination Development Specialist

Information Officer

Travel Agent

Counselor/Sales Manager

Advertising Agency Account
Executive

Convention Center/Fair
Manager

Sales Representative

Guest House/Hostel
Manager

Entertainer

Program Specialist

Motor Coach Operator

(Hawkins & Hunt, 1988, pp. 8-14).

APPENDIX E

World Tourism Organization Recommendations to Governments for Supporting and/or Establishing National Certification Systems for Sustainable Tourism

Introduction

Certification systems for sustainable tourism play an increasing role in regulating tourism operations as voluntary instruments above legal frameworks. They usually address three main aspects, namely: 1) environmental performance of companies, operations and destinations; 2) product quality; and 3) corporate social responsibility of operations. They normally target tourism suppliers, such as accommodation, restaurants, sport and leisure facilities, tourist attractions, destinations, tour operators, (tourist) transport companies, tourist associations, etc.

Considering the growing number and importance of certification systems and other voluntary initiatives in tourism, and based on a recommendation made by the UN Commission on Sustainable Development, WTO undertook a comprehensive worldwide study on this topic. The results of this study were published in 2002, under the title "Voluntary Initiatives for Sustainable Tourism: Worldwide Inventory and Comparative Analysis of 104 Eco-labels, Awards and Self-commitments".

The WTO Committee on Sustainable Development of Tourism, at its 3rd Session held in Costa Rica, 25-26 September 2002 recommended the preparation of a set of guidelines for Governments on certification systems for sustainable tourism. Acting on this decision of the Committee, the present document aims at enhancing awareness among governments about the opportunities certification systems may provide as part of their sustainable development policy goals, and provides basic recommendations for supporting and/or establishing such systems at the national level. It is primarily based on the WTO study mentioned above. It also draws on the survey conducted among WTO Member States in November 2001 – January 2002, considering the feasibility of a Sustainable Tourism Stewardship Council, on the experience gained in the area of certification through the International Year of Ecotourism 2002, on comments received from the Committee members, and on other relevant documents.

The role of governments in present certification systems

The WTO study on voluntary initiatives for sustainable tourism revealed that governments have an important role in many of the certification systems presently operating. Twenty of the 59-certification schemes investigated are lead by government agencies. A further 18 have government involvement, either through direct financial support, marketing support, and expert know-how in criteria setting, verification procedures, or surveillance of procedures followed by

the certification body. Government financial support is crucial to half the schemes for which data is available. Government agencies involved generally include either environment ministries, national tourism authorities and tourist boards, and in fewer cases, standards institutes.

Certification systems can bring benefits to society, the environment, governments, private companies and consumers as well.

Potential benefits for society:

- Generally speaking, societies will benefit from certification systems that cover the three aspects of sustainability: social, environmental and economic. Certified companies are supposed to generate benefits in these three areas, while reducing their negative impacts. Therefore, the contribution of tourism activities to the sustainable development of host societies will be more evident, more measurable and more accountable.
- Furthermore, the level of awareness on sustainability issues will be stronger in the host society if the large majority of tourism companies and/or destinations are certified.

Potential benefits for the environment:

- It is evident that certification systems and eco-labels that include strict environmental criteria result in benefits for the local environment and, to the extent that some mass tourism activities can impact biodiversity and climate change, also the global environment.
- Furthermore, the widespread use of eco-labels and certification systems in the tourism industry helps to generate increased environmental awareness among both, tourists and host societies and should result in more caring attitudes with respect to the natural and built environments.

Potential benefits for governments:

- Providing an effective alternative to direct regulation, which could prove more difficult and time-consuming to implement;
- Enabling governments to adopt a flexible approach to monitoring the tourism Industry, permitting organizations to proceed at the pace they feel most comfortable with, while encouraging them to develop innovative approaches to environmental and socio-cultural improvements;
- Giving tourism companies greater scope for making environmental and social improvements by exploiting opportunities specific to their individual circumstances, rather than governments having to control and inspect companies in order to check that they comply with general, industry-wide regulations;
- Allowing part of the costs of implementing and monitoring environmental protection measures to be transferred to the industry itself, thereby reducing the financial burden of regulation on the taxpayer;

- National programs of tourism certification can enhance tourism's recognition in the country, national competitiveness and image in international markets.

Potential benefits for companies:

- Adherence to voluntary environmental initiatives can enable the company to market its products more effectively, and to improve their public image among consumers, business partners and with the host communities;
- Engaging in voluntary certification can help companies to signal their specific commitment to environmental, social and even economic improvements, which may in turn help to defer the need for further direct regulation by governments;
- Pursuing sound environmental management strategies can generate substantial cost savings for the company;
- Participation in a certification programme can provide better access to modern techniques, technology and know-how;
- Applying effective environmental management can help to protect the environmental and cultural assets upon which the tourism industry depends for its continued prosperity.

Finally, certification and eco-labels can of course benefit consumers by providing them with more information and guidance for their decisions on travel choices, as well as assurances for product and service quality.

RECOMMENDATIONS

Certification systems for sustainable tourism need to be developed and operated to fit geographical, political, socio-economic and sectoral characteristics of each country. For this reason, the following recommendations serve as general orientation and they need to be adapted to the economic, institutional, social and environmental conditions prevailing in each country.

1. Development of the certification system

Governments can play a key role in the initiation and development of certification systems for sustainable tourism by creating the supportive legal and institutional structures. The following general recommendations can be made:

1. Consider a national certification system as an integral part of sustainable tourism development policies, strategies and objectives, and an effective tool to implement them.
2. Identify key stakeholders and potential target groups relevant to and interested in certification programmes.
3. Develop the certification system through multi-stakeholder consultation processes, involving all relevant interest groups, such as different government authorities (tourism, environment, transportation, finance, education, etc); tourism trade associations and other private groups; academic, education and research institutions; NGOs; consumer associations; etc. The development and the operation of a successful certification program in many cases lays in the

multi-stakeholder representation of the team awarding certificates and supporting the program.

4. Coordinate an in-depth research on the conditions and feasibility of a certification system, including aspects such as:

- Existing legal and voluntary instruments affecting the tourism sector (e.g. laws, regulations, taxes, subsidies, local certification systems, codes of conduct, environmental awards, etc.);
- Experience of certification systems applied in other sectors in the country, like agriculture, forestry, and draw lessons from them for the tourism sector
- Certification criteria (*see section 2 below*);
- Operational mechanisms: application, verification, awarding, revision and inspection procedures; consulting and technical assistance for participants, marketing and communication; funding (*see section 3 below*).

5. Provide finance and/or seek partners for co-financing and providing technical contributions for the research, development and operational costs of certification programmes (e.g. different government departments, NGOs, academic institutions, international finance and development agencies, private foundations, etc).

6. Ensure transparency throughout all the stages of the development and operation of the certification system and establish an appeals process.

7. Make clear to the private sector the benefits, costs and other implications of certification systems.

8. Develop incentives to motivate and encourage tourism companies to become certified, e.g. marketing incentives by giving priority in trade shows and nationally sponsored publicity, or ensuring access to environmental technologies, etc.

9. Consider issues affecting the sustainability of destinations as a whole, involving all tourism product and service providers.

10. Pay special attention to equitable access to certification, especially by small and medium size firms, as they can have more difficulties in meeting the costs and technical requirements than bigger companies.

11. Conduct pilot projects for testing and demonstration of the certification system.

12. Prepare the market for certification, in order to reach a good demand level from tourism companies, and a critical mass at the initial phase to get the system running.

2. Certification criteria

Developing certification criteria is a critical part of the certification system development process. The following general recommendations need to be considered:

1. Base criteria on existing legal standards and instruments and set them well above legal compliance.

2. Include the precondition of compliance by the applicant with these legislations.

3. Address the three dimensions of sustainability: environmental, socio-cultural and economic issues.
4. Define core criteria and supplementary criteria specific for different tourism product and service groups (e.g. hotels and other accommodations, transportation services, restaurants, tour operators and travel agents, attractions, etc.). By this way consider the implications to destinations as a whole, and not just certain tourism product and service groups.
5. In bigger countries, criteria can be adjusted to specific regional and local environmental and socio-economic conditions.
6. For each criterion, define indicators that are measurable and easy to understand by the different type of stakeholders involved in the certification process.
7. Base criteria and indicators on scientific research that evaluates the key environmental and socio-economic impacts of the sector.
8. Criteria should refer to attainable and realistic goals for private sector participants.
9. Criteria can be set in different levels of requirements: from more easily achievable to very demanding criteria. Thus, the certification system sets a framework for continuous improvement whereby applicants can achieve higher performance levels step by step.
10. Compliance with criteria can be measured through process and performance-based assessments. Indicators are essential tools for measuring environmental, social and economic impacts of tourism operations:

Environmental indicators can relate to the following factors, among others:

 - Environmental impact assessment conducted for setting up the operation or construction of establishments;
 - Environmental management practices, company policies and technical measures (e.g. energy, water saving and waste treatment devices, environmental friendly transportation, etc.) in place;
 - Land use and property issues in destinations;
 - Health and safety;
 - Use of natural resources: Energy (consumption, reduction, efficiency)
Water (consumption, reduction, quality) Solid and liquid waste (reduction, reuse, recycling, treatment, disposal) Appropriate building materials
Hazardous substances (reduction, handling, use of nature friendly cleaning products) Noise (reduction) Air quality (quality, improvement)
Habitat/eco-system/wildlife maintenance and enhancement;
 - Environmental information/interpretation/education for customers;
 - Transportation services (public transport, environmental friendly alternatives);
 - Indicators and standards on the impacts at specific tourist use areas (e.g. beaches) and on the impacts caused by specific tourism activities and facilities (e.g. diving, golf, marinas etc.);
 - Visual impacts of establishments and infrastructure; etc.

Social indicators can relate to the following factors, among others:

 - Social impact assessment conducted for setting up the operation and the establishments;
 - Staff policies and management (information, education, training, incentives, health, safety, etc.);

- Relationships with local communities (local employees, outreach and education programmes);
 - Emphasis on, and conservation of local/regional culture, heritage and authenticity;
 - Maintaining aesthetics of physical development/architecture;
 - Community feedback systems, satisfaction of local population;
 - Contribution to community development purposes (infrastructure improvement; social services, etc.);
 - Information provided to guests on sustainability aspects;
 - Guest feedback systems in place, customer satisfaction, etc.
- Economic indicators can relate to the following factors, among others:
- Creation of local employment (number of employees from local communities and their level of skills);
 - Supply chain management through green and sustainable purchasing policies;
 - Creation of networks of environmentally friendly businesses within a given destination;
 - Responsible marketing;
 - Use of locally sourced and produced materials and food, etc.
- In addition, certification criteria for eco-tourism should specifically address the elements below, besides the general sustainability criteria:
- Financial and in-kind contributions to conservation of eco-tourism sites by companies;
 - Level of involvement of local communities and benefits accruing to them;
 - Use of specialized guides and other interpretation techniques, information provided to tourists through eco-tourism operations;
 - Environmental education activities provided for tourists and local populations;
 - Locally appropriate scale and design for lodging, infrastructure and tours;
 - Minimal impact on and the appropriate presentation of local and indigenous culture.
11. Indicators to measure the success of certification systems can address:
- The number of applications and certified companies (i.e. increase over time of the number of companies registered in a certain certification system);
 - The percentage of certified companies in the different tourism product and service groups;
 - Improvement in environmental and social performance in certified companies (e.g. changes in water and energy consumption, resource savings, etc.);
 - Environmental and social performance of certified companies as compared to non-certified ones (e.g. a current estimate is that environmental performance per certified accommodation enterprises can be taken as about 20 % better than the average performance at accommodation facilities in Europe).
12. Consider the whole product life cycle when setting product environmental criteria (from the manufacturing, transporting, through purchasing, consumption, to recycling, disposal, etc.).
13. Undertake periodic revision and update of criteria (e.g. every 2-3 years).

3. Operation of certification systems

The procedure is normally composed of the application, verification and certification processes. The funding mechanism for the above services and procedures is a crucial and critical element for the success of certification systems. Normally there is a funding, verification and certification body interacting in these processes. In many cases the funding and certification bodies coincide. Fundamental components of any certification system are the facilitation of consulting, advisory and technical assistance and marketing services. The following general recommendations can be made in relation to the operational processes:

3.1 Application:

1. The system should be open to all potential applicants.
2. Provide clear and easily accessible information on the criteria, costs and benefits and other conditions of certification (e.g. through Internet, email, telephone, information kit).
3. Offer immediate sources for consultation services.
4. Show tangible benefits for applicants (e.g. costs savings, marketing advantage, access to technical assistance and modern technology and financial possibilities, etc.) and explain clearly the commitments and costs.
5. Application documents should be clear, easy to understand and fill in.
6. Conduct a pre-evaluation/assessment of the applicant in order to identify technical and technological aspects that need to be improved to meet the criteria. Provide assistance and financial incentives for these improvements.

3.2 Verification

7. Verification of compliance with criteria should be done by an independent or third party organization. In other words by a body which is independent from the parties being certified and of technical assessment or funding.
8. Verification is normally done through a combination of different activities: review of application documents and references, self-assessment by the operation through questionnaire, on-site visit, and fees to be paid by the applicant.
9. Verification audits should be conducted by suitably trained auditors.
10. The verification process can be also used to give recommendations to the applicants on how to improve their performance and achieve further progress.

3.3 Certification (awarding of certification)

The certification is basically the awarding of the certification to the applicant, granting a permit for using the logo, marketing and other services of the system.

11. Certification bodies can be composed of representatives of the mayor stakeholder groups participating in the development and operation of the

system. Governments have a key role in certification bodies, by giving credibility and recognition of the system.

12. As it was also mentioned among the recommendations for criteria development, awarding of certification can be done at single-level or at multi-level. The latter one occurs if criteria are set on different scales with a view to ensure a framework of continuous improvement.

13. The certification, the use of a logo and related benefits should be granted for a predetermined period, after which re-assessment and verification should be conducted to ensure continuous compliance with the same or higher criteria.

14. Follow up control can be conducted after certification. For example, the WTO study on voluntary initiatives demonstrated that more than 50% of the certification systems currently operating undertake some control visits after certification: 38% are announced, and 17% are surprise visits. Some eco-labels either do phone checks, stimulating guests' feedback or sending "mystery guests" to the certified tourism service.

15. Procedures have to be in place for the cancellation and withdrawal of certification and the use of the corresponding logo in case of non-compliance.

16. The certification system can also include consumer and local community feedback mechanisms.

3.4 Consulting, advisory and technical assistance services

The facilitation of the following services represents important added value for tourism companies and can be decisive factors for joining the certification system.

17. Provide technical consultancy options from the initial expression of interest and through the application phases onward, and give guidance to the applicant at every stage of the process.

18. Facilitate technical assistance for applicants so that they can introduce advanced management techniques and technology to meet the certification criteria. Provide access to environmental technologies, equipments and techniques by creating alliances with other organizations that can provide assistance for this purpose.

19. Develop training and capacity building programmes in form of courses, workshops, distance learning, etc.

20. Organize regular meetings for certified companies to promote the exchange of experiences and the sense of group.

21. Constant assistance and advisory is especially important in certification systems where the criteria and awarding are set on different scales.

3.5 Marketing and communication

Marketing is another fundamental element of certification programmes, representing perhaps the biggest attraction and the most tangible benefits for private companies. The following general recommendations can be made:

22. Develop a precise marketing strategy for the certification system targeting three groups in principle:

22.1 Potential candidates: aiming at attracting companies to join the programme

22.2 Applicants and certified companies: providing marketing and promotional support and market advantages for them

22.3 Consumers: reaching recognition of the certification programmes, fostering responsible travel choices, and make effective the marketing advantage for certified companies.

23. Develop a well-distinguished and unequivocal logo design for the system. The logo can be accompanied by a motto, or slogan. Ensure legal protection of the logo.

24. The presentation of the system in media and communication should reflect a well recognized corporate image in the market for businesses and consumers as well. The system can represent a sort of brand.

25. Use all available forms and channels to publicize and provide information on the certification programme for companies and consumers (e.g. brochures, flyers, guide books, printed and electronic media, Internet, conferences, seminars, tourism and trade fairs, etc.)

26. Give good media coverage to the awarding ceremonies.

27. Provide marketing support and promotion for certified companies through national tourist boards or national tourism marketing organizations, e.g. presentation of these companies in national brochures, catalogues, listings, websites, support for presence at national stands at tourism fairs and exhibition, etc.

28. Give recommendations and examples to applicants and certified companies on how to include the certificate in their own marketing activities.

29. Demonstrate the distinction on environmental performance, economic and socio-cultural effects between certified and non-certified products/companies.

30. Communicate on a regular basis with certified members (e.g. through periodic meetings and events, newsletters, emails, exclusive access to information on Internet, etc.)

31. Provide clear and easily understandable information to consumers on the characteristics and added value that certification represents.

32. Develop consumer awareness raising and education campaigns on the certification system and certified products.

33. Involve consumer associations in these efforts

3.6 Fees and funding

Governments have a key role in providing funding themselves, and/or in conceiving and developing alternative funding mechanisms with other partners for the operation of the certification system.

34. Establish the right balance between financial contributions of the public and private sectors.

35. Ensure that the sources of funding do not create a conflict of interest, since undue influence by funding organizations should be avoided in the certification procedure.
36. Establish fees for participants to cover (at least part of) application and verification costs. Fees should be kept as low as possible in order to encourage participation.
37. Fees should be calculated proportionally to size of businesses (e.g. by number of beds or visitors, turnover, etc.).
38. Provide incentive measures and support the application of companies, especially of small and medium size enterprises that would otherwise be left out (e.g. by soft loans and subsidies to make the necessary improvements to meet the criteria).
39. Consider in-kind contributions by governments for the operation, e.g. providing facilities, office space and equipment.

FINAL NOTE: Governments are encouraged to convey to the World Tourism Organization their experience in connection with certification systems related to sustainability in tourism. This will allow WTO to periodically revise these guidelines, introduce any additional guidelines or modify those recommended above.

Madrid, March 2003

APPENDIX F

Permission to Quote World Tourism Organization

Dear Mr. Billington,

Thank you for your communication of 28 February 2005.

This is to give you permission to use the WTO document *Recommendations to Governments for Supporting and / or Establishing National Certification Systems for Sustainable Tourism* in your Dissertation.

We inform you that it is required to quote the source.

Kind regards,

M^a Teresa Ortiz de Zárate
Sustainable Development of Tourism Department
=====

World Tourism Organization
Capitan Haya, 42
28020 Madrid
Spain
Tel. (34) 915 678 100
Fax (34) 915 713 733
=====

-----Mensaje original-----

De: BVRI@aol.com [mailto:BVRI@aol.com]
Enviado el: lunes, 28 de febrero de 2005 4:05
Para: omt@world-tourism.org
Asunto: Requesting permission to quote
Dear WTO:

I am requesting permission to use the World Tourism Organization's *Recommendations to Governments for Supporting and / or Establishing National Certification Systems for Sustainable Tourism* in my Doctoral Dissertation about tourism educational curriculum.

Could you please inform me about how I may receive permission to use the document in my Dissertation?

Sincerely,

Robert Billington

APPENDIX G

Higher Education Institutions Offering Tourism Curricula

Question 3 analyzes higher education tourism curricula in the United States. Three hundred twenty-one Associate, Bachelor's, Master's, and Doctorate programs were analyzed. This appendix reports the higher education institutions reviewed. Each program analyzed the following: institution name, name of the program, URL address, city and state of the institution, number of tourism courses offered in the curriculum and the number of tourism planning and development courses offered. Curricula was also analyzed to determine their national, international and industry certifications other than normal regional accreditations.

College or University Name	City	St	Program Title	Web Address	Number of Tourism Courses	Tourism Planning Courses	WTO Cert	ACPHA Cert	CAHM Cert	Type of Program with Total Count
Adirondack Community College	Queensbury	NY	Hospitality and Tourism Management – AAS	http://www.sunyacc.edu/page210	3	0				Master – 65
Andover College	Lewiston	ME	Travel and Tourism - Travel and Tourism Concentration - AS	http://www.andovercollege.com/travel.asp	2	0				Associate – 81
Andover College	Lewiston	ME	Travel & Tourism - Hospitality Operations Concentration - AS	http://andovercollege.com/travel.asp	1	0				Bachelor's-154
Arizona State University	West Phoenix	AZ	Recreation Tourism Concentration - Tourism Management Emphasis - BS	www.asu.edu	8	2				Doctorate – 16
Arizona State University	West Phoenix	AZ	Recreation Management and Tourism – BS	http://www.asu.edu/provost/articulation/chksheets/04-05/04ckp-tm.htm	4	1				Certificate – 3

AIB College of Business	Des Moines	IA	Travel and Tourism – BS	http://www.aib.edu/academics/majors/business_majors.htm	2	0	Distance Learning – 2
Bay State College	Boston	MA	Travel and Hospitality Management - AS	www.baystate.edu	0	0	Total – 321
Beal College	Bangor	ME	Travel and Tourism – AS	http://www.bealcollege.com/hospitality.htm	1	0	
Berkshire Community College	Pittsfield	MA	Hospitality Administration - Travel and Tourism Concentration - AS	http://www.berkshirecc.edu/wm/programs/index.jsp?program=asha	1	0	
Bethune-Cookman College	Daytona Beach	FL	Hospitality Management - BS	www.bethune.co.ukman.edu	1	0	
Black Hills State University	Spearfish	SD	Business Administration - Tourism and Hospitality Management - BS	http://www.bhsu.edu/businestechology	3	1	
Black Hills State University	Spearfish	SD	Tourism and Hospitality Management - AS	http://www.bhsu.edu/businestechology/	1	0	
Black Hills State University	Spearfish	SD	Tourism and Hospitality Management - BS	http://www.bhsu.edu	3	1	
Bowling Green State University	Bowling Green	OH	Tourism Studies - BS	http://www.bgsu.edu/catalog/EDHD/EDHD63.html	10	4	
Bowling Green State University	Bowling Green	OH	Tourism Admin - BS	http://www.bgsu.edu/catalog/EDHD/EDHD63.html	10	4	
Bowling Green State University	Bowling Green	OH	Recreation and Tourism Curriculum - Commercial Tourism Recreation Focus – BS	www.bgsu.edu/departments/hmsls/smrt/rtd/rtd_curr	5	1	
Bowling Green State University	Bowling Green	OH	Recreation and Tourism Curriculum - Public Voluntary Services Focus - BS	www.bgsu.edu/departments/hmsls/smrt/rtd/rtd_curr	4	2	

Bowling Green State University	Bowling Green	O H	Recreation and Tourism Curriculum - Leisure and Aging – BS	www.bgsu.edu/departments/hmsls/smrt/rtd/rtd_curr	2	1	
Bowling Green State University	Bowling Green	O H	Recreation and Tourism Curriculum - Creative and Performing Arts - BS	www.bgsu.edu/departments/hmsls/smrt/rtd/rtd_curr	3	2	
Bowling Green State University	Bowling Green	O H	Recreation and Tourism Curriculum – Recreation Minor - BS	www.bgsu.edu/departments/hmsls/smrt/rtd/rtd_curr	4	2	
Briarwood College	Southington	CT	Travel and Tourism Management - AS	www.briarwood.edu/programs/catalog/associate/details	1	0	CAHM
Brigham Young University-Hawaii Campus	Laie	HI	Hospitality and Tourism – BS	www.byuh.edu	8	1	
Broward Community College	Fort Lauderdale	FL	Hospitality and Tourism Management – AAS	www.broward.edu	1	0	
Broward Community College	Fort Lauderdale	FL	Travel and Tourism Industry Management – AAS	www.broward.edu	2	0	
Broward Community College	Fort Lauderdale	FL	Travel and Tourism Industry Management – AS	www.broward.edu	2	0	
Bunker Hill Community College	Boston	M A	Hotel/Restaurant/Travel Program - Travel and Tourism Management Option – AS	http://www.bhcc.mass.edu/AR/Programsofstudy/programs2003.php?programID=57	2	1	

Butte College			Tourism & Travel - AS	http://www.butte.cc.ca.us/information/catalog/course_descriptions/catalog_tour.html	2	0
California State Polytechnic University	Pomona	CA	Agriculture - Specialization in Recreation, Parks, and Tourism Management - MS	http://www.calpoly.edu/~acadprog/2003depts/cagr/cagr/ag_ms_s12.html	0	1
California State Polytechnic University	Pomona	CA	Commercial Recreation/Tourism Management Concentration - BS	www.calpoly.edu/~acadprog/2003depts/cagr/nrm_dept/rec_admin.html	9	1
California State Polytechnic University	Pomona	CA	Natural Resources Recreation Concentration - BS	http://www.calpoly.edu/~acadprog/2003depts/cagr/nrm_dept/rec_admin.html	9	1
California State Polytechnic University	Pomona	CA	Recreation, Parks, and Tourism Administration - BS	http://www.calpoly.edu/~acadprog/2003depts/cagr/nrm_dept/rec_admin.html	7	0
California State University of Long Beach	Long Beach	CA	Recreation - BS Minor	http://www.csulb.edu/~rls/Academics%20program.htm	1	0
California State University Long Beach	Long Beach	CA	Recreation – BA	http://www.csulb.edu/~rls/Academics%20program.htm	2	1
California State University, Long Beach	Long Beach	CA	Recreation Administration - MS	http://www.csulb.edu/~rls/Academics%20program.htm	2	1
Central Missouri State University	Warrensburg	MO	Tourism – BS	http://www.cmsu.edu/x7137.xml	7	2
Central Missouri State University	Warrensburg	MO	Tourism Management -Minor – BS	http://www.cmsu.edu/x6519.xml	7	1

Central Pennsylvania College	Summerdale	PA	Travel & Tourism Operations - AS	http://www.centrapenn.edu/academics/programs/courses.asp	4	0
Central Piedmont Community College			Hotel and Restaurant Management - AAS	http://www.cpcc.edu/degrees/a25240.htm	1	0
Central Oregon Community College	Bend	OR	Hospitality, Tourism & Recreation Management - AAS	http://business.co.cc.edu/Programs_Classes?Hospitality/default.aspx	1	0
Champlain College	Burlington	VT	Tourism & Event Management - BS	www.champlain.edu	2	0
Chemeketa Community College	Salem	OR	Hospitality & Tourism Management - AAS	www.hsm.org	1	0
Chippewa Valley Technical College	Eau Claire	WI	Hotel and Restaurant Management - AS	http://www.cvtc.edu/dbapps/catalog/query/courses.idc?program=10-109-2	1	0
City University of New York: Kingsborough Community College	Brooklyn	NY	Tourism and Hospitality - AAS	http://www.kbcc.cuny.edu/apdegree/KCCTAT.HTM	5	0
City University of New York: Kingsborough Community College	Brooklyn	NY	Travel & Tourism - AS	http://www.citytech.cuny.edu/catalog/programs/hospitality/tourism-btech.pdf	2	0
Clemson University	Clemson	SC	Parks, Recreation and Tourism Management - Travel and Tourism Concentration - BS	www.clemson.edu/PRT	3	1
Clemson University	Clemson	SC	Parks, Recreation and Tourism Management - MS	www.clemson.edu/PRTM/MPRTM	7	2
Clemson University	Clemson	SC	Parks, Recreation and Tourism Management - MS		7	2

Clemson University	Clemson	SC	Parks, Recreation and Tourism Management – PhD	www.clemson.edu	6	2	
Cloud County Community College			Tourism - AS	http://www.cloud.edu/courses/tourism.htm	4	0	
Coastal Carolina University	Conway	SC	Resort Tourism Management - BS	http://www.coastal.edu/admissions/pages/resortmanagement.htm	4	1	
Coastal Carolina University	Conway	SC	International Tourism Management - BS	http://www.coastal.edu/admissions/pages/inttourismman.htm	2	0	
College of DuPage	DuPage		Travel and Tourism - Geography Specialist - AS	http://www.cod.edu/academic/acadprog/occ_voc/Travel/	1	0	
Columbus State Community College	Columbus	O H	Hospitality Management - Travel/Tourism/Hotel Management - BS	www.csc.edu/hospitality/hotelmanagementmajor.html	2	0	ACPHA
Columbus State Community College	Columbus	O H	Travel/tourism/hotel Management Major – AS	www.csc.edu	2	0	CAHM
Columbus State Community College	Columbus	O H	Travel/tourism/hotel Chef Apprenticeship Major – AS	http://www.csc.edu/DOCS/hospcurr.htm	1	0	CAHM
Columbus State Community College	Columbus	O H	Travel/tourism/hotel Foodservice/Restaurant Management Major – AS	http://www.csc.edu/DOCS/hospcurr.htm	1	0	CAHM
Community College of Rhode Island	Lincoln	RI	General Studies - Travel and Tourism – AS	www.ccri.edu	1	0	
Community College of Allegheny County			Tourism Management – AS	http://www.ccac.edu/course_list.aspx?&term=ANY&subject+Tourism+Management	5	0	
Concord College	Athens	W V	Recreation and Tourism Management - Tourism Planning and Promotion emphasis - BS	www.concord.edu	8	1	

Concord College	Athens	W V	Recreation and Tourism Management – BS	www.concord.edu u	16	1	
Concord College	Athens	W V	Park & Recreation Management - BS	www.concord.edu u	2	0	
Conrad Hilton College - University of Houston	Houston	TX	Hotel and Restaurant Management - BS	http://www.hrm.uh.edu/?PageID=585	1	0	
Cornell University	Ithaca	NY	Hotel Administration – BS	www.hotelschool.cornell.edu/prospective/undergraduate/curriculum/course.html	1	0	
Corning Community College	Corning	NY	Travel & Tourism – AAS	www.corning-cc.edu	1	0	
CUNY - New York City College of Technology	NY	NY	Hospitality Management - Travel and Tourism - AAS	www.citytech.cuny.edu	2	1	
CUNY - New York City College of Technology	NY	NY	Hospitality Management - Option in Tourism - BS	www.citytech.cuny.edu	1	0	
Dakota County Technical College			Travel and Tourism - AAS	http://www.dctc.edu/pogrms/travel_tourism.htm	1	0	
Daytona Beach Community College	Daytona Beach	FL	Hospitality Management - Tourism and Tourism Industry - AAS	http://www.dbcc.cfl.us/html/catalog/catalog0203/program_guides_3/Program_Guides_ht	5	0	
Davis & Elkins College		W V	Recreation Management & Tourism - Tourism Development - AS	http://euclid.dne.wvfiber.net/~rmt/program.htm	3	2	
Delaware State University	Dover	DE	Hospitality & Tourism Management - BS	http://www.desu.edu/som/hospitalityandtourism.php	2	0	ACPHA
SUNY Delhi State University of New York		NY	Hospitality Management with a Concentration in Travel and Tourism Management - BBA	http://hospitality.delhi.edu/academic_programs/travel_tourism/default.htm	2	0	

SUNY Delhi State University of New York		NY	Travel and Tourism Management - AAS	http://hospitalitydelhi.edu/academic_programs/travel_tourism/default.htm	3	0
Eastern Michigan University	Ypsilanti	MI	HPERD Recreation and Park Management (RPMG) – BS	www.emich.edu/oe	4	0
Eastern Michigan University	Ypsilanti	MI	Travel and Tourism Program - BA	http://www.emich.edu/public/geo/tourism.html	11	7
Eastern Michigan University	Ypsilanti	MI	Heritage Interpretation Concentration - MS	http://www.emich.edu/public/geo/HP?coursestudymaster.htm	4	0
Eastern Michigan University	Ypsilanti	MI	Historic Administration - MS	http://www.emich.edu/public/geo/HP/CoursestudyMaster.htm	3	0
Eastern Kentucky University	Richmond	KY	Travel and Tourism - AAS	http://www.geography.eku.edu/travel_tourism.htm	2	1
Endicott College - Hospitality Division	Beverly	MA	Hospitality and Tourism Administration - AS	www.endicott.edu	3	1
Finger Lakes Community College	Canandaigua	NY	Tourism Management Tourism Focus - AS	http://www.fingerlakes.edu/academics/sportstourism/curriculum.html	3	1
Florida International University	North Miami	FL	Travel and Tourism Management - BS	http://Hospitality.fiu.edu/bachelors_program_tourism.htm	8	0
Florida International University	North Miami	FL	Hospitality Management - MS	http://hospitality.fiu.edu	3	0
Florida International University	North Miami	FL	Tourism Studies - MS	http://hospitality.fiu.edu/masters_program_tourism.htm	9	1

Florida International University	North Miami	FL	Hospitality Management - Executive Masters Track Hospitality Management - MS	http://hospitality.fiu.edu/masters_program.htm	3	0
Florida National College	Hialeah	FL	Travel and Tourism - AS	http://fnc.edu	1	0
Florida State University	Tallahassee	FL	Hospitality Administration - BS	http://www.cob.fsu.edu/undergrad/majors/hanew02.html	1	0
Foothill College	Los Altos Hills	CA	Travel Careers - Business Travel Specialist Major - AA	http://www.foothill.edu/programs/travelcareers.html	2	1
Fort Lewis College	Durango	CO	Tourism and Resort Management - BA	http://sova.fortlewis.edu/soba/programs/tourism/tout.htm	2	0
Georgia State University - J. Mack Robinson College of Business	Atlanta	GA	Hospitality Administration - BBA	www.robinson.gs.edu/hospitality/programs/undergrad/index.html	2	0
Georgia State University J. Mack Robinson College of Business	Atlanta	GA	Hospitality Administration - MBA	www.robinson.gs.edu/hospitality/programs/grad/index.html	2	0
George Washington University	Washington	DC	Event and Meeting Management - MTA	www.gwutourism.org	4	1 WTO
George Washington University	Washington	DC	Sustainable Destination Management - MTA	www.gwutourism.org/destination_management.htm	9	3 WTO
George Washington University	Washington	DC	Travel Industry Management - MS	http://www.tim.hawaii.edu/tim2/graduate.shtml	1	0
George Washington University	Washington	DC	Tourism and Hospitality Management - MBA	www.gwu.edu/~bulletin/grad/tstd.html	8	2

George Washington University	Washington	DC	Tourism and Hospitality Management - BA	http://www.gwu.edu/~bulletin/ugrad/tstd.html	2	0
George Washington University	Washington	Dc	Sport and Event Management BBA/MTA Five year program - BBA	http://www.gwu.edu/~sbpm/ugrad/academics/fiveyr_mta_courses.html	4	0
George Washington University	Washington	DC	Tourism and Hospitality Management - PhD	www.gwutourism.org	6	2
George Washington University	Washington	DC	Master of Tourism Administration - BBA	www.gwutourism.org	9	2 WTO
George Washington University	Washington	DC	Business Administration/Master of Tourism Admin Joint Degree - BS	http://www.gwu.edu/~sbpm/ugrad/academics/fiveyr_mta_courses.html	5	0
George Washington University	Washington	DC	Tourism Destination Management and Marketing - Certificate Program	www.gwutourism.org/dmcourses.htm	10	2
George Washington University School of Business & Public Management - International Institute of Tourism Studies	Washington	DC	Sustainable Destination Management - TDM & M - Certificate Program	http://gwutourism.org/destination_management.htm	4	2
George Washington University	Washington	DC	Sustainable Destination Management - Certificate Program	http://gwutourism.org/destination_management.htm	5	2
George Washington University	Washington	DC	Hospitality Management - MTA Five year program – BBA	http://www.gwu.edu/~sbpm/ugrad/academics/fiveyr_mta_courses.html	2	0 WTO
George Washington University	Washington	DC	Destination Management AMTA - Distance Learning Program	http://www.gwu.edu/~mastergw/programs/amta/	7	2

George Washington University	Washington	DC	Event Management - AMTA - Distance Learning Program	http://www.gwu.edu/~mastergw/programs/amta/	4	0
Grand Valley State University	Allendale	MI	Hospitality & Tourism Management - BS/BA	http://www.gvsu.edu/htm/program.cfm	3	0
Hawaii Pacific University	Honolulu	HI	Travel Industry Management - BS/BA	http://web1.hpu.edu/index.cfm?section=undergrad36	1	0
Heald College	Honolulu	HI	Business Administration: Hospitality and Tourism - AAS	http://www.heald.edu	2	0
Indiana University	Bloomington	IN	Tourism Management - AS	http://www.indiana.edu/~recpark/tourism.html	1	1
Indiana University	Bloomington	IN	Hospitality and Tourism Management - BS	http://www.indiana.edu	9	0
Indiana University Ft Wayne In	Bloomington	IN	Hospitality Tourism Management - AS	http://www.ipfw.edu/	3	0
James Madison University			Hospitality and Tourism Management - Tourism & Entertainment Concentration - AS	http://www.jmu.edu/hospitality/courses.htm	5	0
James Madison University			Hospitality and Tourism Management - Special Events and Meeting Planning Concentration - AS	http://www.jmu.edu/hospitality/courses.htm	5	0
SUNY Jefferson Community College	Watertown	NY	Hospitality & Tourism - AAS	http://www.sunyjefferson.edu/academicprograms/programs/hat.htm	1	0
Johnson & Wales University	Providence Etc	RI	Global Business Leadership - Hospitality & Tourism - Concentration in Tourism Planning - MBA	http://jwu.edu/grad/deg_hospall.htm	9	2 WTO
Johnson & Wales University	Providence Etc	RI	CITT - Tour Management Concentration - BS	http://www.jwu.edu/hosp/CITT_cur.htm	3	0

Johnson & Wales University	Providence Etc	RI	CITT - Tourism Planning and Development Concentration - BS	http://www.jwu.edu/hosp/citt_cur.htm	3	1
Johnson & Wales University	Providence Etc	RI	Hospitality Management - BS	www.jwu.edu	1	0
Johnson & Wales University	Providence Etc	RI	International Hotel and Tourism Management - BS	www.jwu.edu	2	0
Johnson & Wales University	Providence Etc	RI	Travel-Tourism Management - BS	http://www.jwu.edu/hosp/deg_intl_b_s.htm	4	0
Johnson & Wales University	Providence Etc	RI	Travel-Tourism Management - Undeclared Major – BS	http://www.jwu.edu/hosp/deg_intl_b_s.htm	4	0
Johnson & Wales University	Providence Etc	RI	Travel-Tourism Management -AS	www.jwu.edu/hosp/citt	1	0
Johnson State College	Johnson	VT	Hospitality & Tourism Management - BA	www.jsc.vsc.edu/htm	8	0
Kapiolani Community College		HI	Hospitality Education Specialty in Travel and Tourism - AS	http://programs.kcc.hawaii.edu/fsh_e/traveltour.htm	4	1
LaGuardia Community College	NY	NY	Travel and Tourism – AAS	http://www.lagcc.cuny.edu/catalog/content.aspx?uid=85&	4	0
Lakeland Community College	Kirtland	OH	Travel and Tourism – AA	http://www.lakelandcc.edu/academic/aab.htm	1	0

Lansing Community College	Lansing	MI	Hospitality, Travel and Tourism Program - AAS	http://www.lcc.edu/catalog/degree_certificateprograms/2003-2004/applied/10229.html	3	0
Lansing Community College	Lansing	MI	Travel and Tourism – AA	http://www.lcc.edu/catalog/degree_certificateprograms/2003-2004/applied/10229.html	2	0
Lasell College	Newton	MA	Hotel, Travel & Tourism Administration - AA	http://www.lasell.edu	2	0
Lincoln College	Normal	IL	Travel and Tourism – AS		0	0
Long Beach City College	Long Beach	CA	Tourism, Restaurant/Catering - (THRFB) - AS	http://iras.lbcc.edu/Fall03Rev/FA03_V.pdf	0	0
Long Beach City College	Long Beach	CA	Tourism, Travel and Tourism - (THRT) – AS	http://iras.lbcc.edu/Fall03Rev/FA03_V.pdf	2	0
Lucerne County Community College	Nanticoke	PA	Tourism and Travel Management - AS	http://www.luzerne.edu/academics/catalog202/degree.asp?header=travel.jpg&code=TUR	4	1
Lynn University	Boca Raton	FL	Hospitality Management - BS	http://lynn.acrisoft.com/index.php?src=gendocs&id=2574&category=LynnPM&submenu	2	1
Manchester Community College	Manchester	CT	Hotel-Tourism Management - AS	www.mcc.commnet.edu/dept/hospitality/	2	1
Mesa State School of Business and Professional Studies	Grand Junction	CO	Travel, Tourism - Hospitality Industry Management - BS	http://www.mesastate.edu/schools/sbbs/busadm/travel.htm	2	0

Miami Dade College	Miami	FL	Travel Industry Management - AS		2	0
Miami Dade College	Miami	FL	Hospitality and Tourism Management – AS		0	0
Michigan State University	East Lansing	MI	Parks Recreation and Tourism - Community Based Recreation – BS	http://www.prr.msu.edu/Main/AboutUS/History.cfm	1	0
Michigan State University	East Lansing	MI	Parks Recreation and Tourism - Commercial Recreation & Tourism – BS	http://www.prr.msu.edu/Main/AboutUS/History.cfm	2	0
Michigan State University	East Lansing	MI	Parks, Recreation and Tourism Resources - Track A - MS	http://www.msu.edu/user/prtr/msprogram.htm	3	0
Michigan State University	East Lansing	MI	Parks, Recreation and Tourism Resources - Track B - MS	http://www.msu.edu/user/prtr/msprogram.htm	3	0
Michigan State University	East Lansing	MI	Parks, Recreation and Tourism Resources – PhD	http://www.msu.edu/user/prtr/phdprogram.htm	1	0
Michigan State University	East Lansing	MI	Parks, Recreation and Tourism Resources – PhD	http://www.prr.msu.edu?Main/Prospective?Academics/phdprogram.cfm	1	0
Michigan State University	East Lansing	MI	Hospitality Business – MS	http://www.bus.msu.edu/shb/grad/hospitality.html	0	0
Mt Hood Community College			Hospitality and Tourism Management – AAS	http://www.mhcc.edu/adademics/catalog/programs0405/hospdg.htm	6	0
Monroe Community College	Rochester	NY	Hospitality Management - AAS Degree	www.monroecc.edu/etsdbs/MCCatPub.nsf	4	0
New Mexico State University	Las Cruces	NM	Hospitality, Restaurant and Tourism Management – BS	www.nmsu.edu/~hrtm	4	1
New Mexico State University	Las Cruces	NM	Hospitality, Restaurant and Tourism Management – MS	www.nmsu.edu/~hrtm	3	1

New York Institute of Technology	Old Westbury	NY	Hospitality Management - BPS	http://www.nyit.edu/schools_programs/ed_services/hospitality_mgmt.html	3	0	ACPHA
New York University - Preston Robert Tisch Center for Hospitality, Tourism and Sports Management	NY	NY	Tourism and Travel Management - MS	http://www.scps.nyu.edu	2	2	
New York University - Preston Robert Tisch Center for Hospitality, Tourism and Sports Management	NY	NY	Hotel & Tourism Management - BS	http://scps.nyu.edu/department/curriculum.jsp?deglid=13&compld=8	1	1	
New York University - School of Continuing and Professional Studies	NY	NY	Tourism Development Concentration - MS	http://www.scps.nyu.edu/departments/degree.jsp?deglid=34	5	5	
New York University - Preston Robert Tisch Center for Hospitality, Tourism and Sports Management	NY	NY	Hotel & Tourism Management - Concentration in Tourism Planning - BS	www.niagara.edu/hospitality	3	1	
Niagara University	Niagara	NY	Tourism & Recreation Management - BS	www.niagara.edu/hospitality/tourism%20major.htm	4	0	ACPHA
Niagara University	Niagara	NY	Tourism & Recreation Management Tourism Marketing - BS	www.niagara.edu/hospitality/marketing%20concentration	6	1	ACPHA
North Carolina Central University	Durham	NC	Hospitality and Tourism Administration - BS	www.nccu.edu/business/ug/hadmr_eq.htm	5	2	

North Carolina State University	Durham	NC	Parks Recreation and Tourism - Tourism and Commercial Recreation - BS	https://www.regrec.ncsu.edu	2	0	
North Carolina State University	Durham	NC	Parks Recreation and Tourism - Program Management - BS	https://www.regrec.ncsu.edu	2	0	
North Carolina State University	Durham	NC	Parks Recreation and Tourism - Sports Management - BS	https://www.regrec.ncsu.edu	2	0	
North Dakota State University	Fargo	ND	Hospitality and Tourism Management - BS	http://www.ndsu.edu/ndsu/academic/factsheets/hde/hotmotrs.shtml	1	0	
Northwestern Business College	Chicago	IL	Travel and Tourism - AS	http://www.northwesternbc.edu/departments/about-view.cfm?section=commerce&category	2	0	
Northeastern State University	Tahlequah	OK	Meetings and Destination Management Degree - Tourist Destination Development Emphasis - BS	http://arapaho.nsuok.edu/~mem/degree.php	3	1	ACPHA
Northwestern State University	Natchitoches	LA	Hospitality Management and Tourism - BS	http://www.nsula.edu/catalog/1998-99/colleges/sciences/facs/curriculum%20for%20bachel	6	0	
Paul Smith's College		NY	Tourism and Travel - AAS	http://www.paulsmiths.edu/PAGE=296/page.pl?page=1256/page.pl?page=1258	3	0	
Paul Smith's College	Paul Smith's	NY	Hotel, Resort and Tourism Management - BS	http://www.paulsmiths.edu/PAGE=296/page.pl?page=1256	0	3	
Pennsylvania State University Park	University Park	PA	Recreation, Park and Tourism Management - Commercial and Community Recreation Management - BS	http://www.psu.edu/bulletins/bluebook/major/rptm.htm	2	0	ACPHA

Pennsylvania State University Park	University Park	PA	Recreation, Park and Tourism Management - Leisure Studies - MS	http://www.hhdev.psu.edu/rptm/grad/grad_lest_ms.html	0	0	ACPHA
Pennsylvania State University Park	University Park	PA	Recreation, Park and Tourism Management - Leisure Studies – PhD	http://www.hhdev.psu.edu/rptm/grad/grad_lest_phd.html	0	0	ACPHA
Pima Community College	Tucson	AZ	Travel Industry Operations - Tourism – AAS	http://dco-proxima.dco.pima.edu/catalog/current/programs/descriptions/Hrm-p.htm	4	2	
Purdue University	West Lafayette	IN	Hospitality and Tourism Management - Tourism Emphasis – MS	http://www2.cfs.purdue.edu/html/pages/academics/grad_masterofscience.html	7	0	
Purdue University	West Lafayette	IN	Hospitality and Tourism Management - Hotel Emphasis – MS	http://www2.cfs.purdue.edu/html/pages/academics/grad_masterofscience.html	6	0	
Purdue University	West Lafayette	IN	Hospitality and Tourism Management - Food –MS	http://www2.cfs.purdue.edu/html	6	0	
Purdue University	West	IN	Hospitality and Tourism Management – PhD	http://www2.cfs.purdue.edu/html/pages/academics/grad_masterofscience.html	2	0	
Purdue University	West Lafayette	IN	Hospitality and Tourism Management – BS	www.cfs.purdue.edu	4	0	
Purdue University	West Lafayette	IN	HTM Specialization Areas - Tourism Management - BS	http://www.cfs.purdue.edu/HTM/pages/academics/undergrad_emphasis.htm	3	0	
Purdue University	West Lafayette	IN	Hospitality and Tourism Management – AS	http://www.cfs.purdue.edu/RHIT/pages/academics/undergrad.html	4	0	

Richland College			Travel, Exposition and Meeting Management - AAS	https://www1.dccd.edu/cat0406/programs/degreee.cfm?loc=8&degree=trav_expo_mtg_mg	6	0
Robert Morris University		PA	Tourism Administration - BS	http://www.rmu.edu/onthemove?wpmajdegr.get_results_majors?ischool=U&idegree=BS	14	1
Robert Morris University		PA	Tourism Management - BSBA	http://www.rmu.edu/onthemove?wpmajdegr.get_results_majors?ischool=U&idegree=BS	14	1
Rochester Institute of Technology	Rochester	NY	Travel and Tourism Management - BS	http://www.rit.edu/~932www/gradbulletin/colleges/cast/hosp_tour_mgmt.html	1	0
Rochester Institute of Technology	Rochester	NY	Hospitality - Tourism Management - MS	http://www.rit.edu/~932www/gradbulletin/colleges/cast/trmgmt.html	5	1
SUNY Rockland Community College	Suffern	NY	Hospitality and Tourism - AAS	http://www.sunyrockland.edu/courses/aas.htm	3	1
Roosevelt University	Chicago	IL	Hospitality & Tourism Management - BS	www.roosevelt.edu	1	0
Roosevelt University	Chicago	IL	Hospitality and Tourism Management - BPS	www.roosevelt.edu	1	0
Roosevelt University	Chicago	IL	Hospitality and Tourism Management - MS	www.roosevelt.edu	5	0
Rosen College of Hospitality Management	Orlando	FL	Hospitality Tourism Management Degree - MA	http://www.hospitality.ucf.edu/Programs/graduate/intro.htm	11	0

San Diego Mesa College	San Diego	CA	Travel and Tourism Program- AS	http://www.sdmesa.sdccd.cc.ca.us/travel_and_tour/course_list.htm	2	0
San Diego State University	San Diego	CA	Hospitality and Tourism Management – BS	http://www-rohan.sdsu.edu/dept/cbaweb/html	11	0
San Diego State University	San Diego	CA	Hospitality and Tourism Management - Emphasis in Hotel Operations and Management - BS	http://www-rohan.sdsu.edu/dept/cbaweb/html	11	0
San Diego State University	San Diego	CA	Hospitality and Tourism Management - Emphasis in Global Tourism Management – BS Hotel Operations and Management – BS	http://www-rohan.sdsu.edu/dept/cbaweb/html	12	0
San Francisco State University	San Francisco	CA	Hospitality Management - Commercial Recreation and Resort Management Concentration - BS	http://www.sfsu.edu/~HMP/INTERDISCIPLINARY.HTML	1	0
San Francisco State University	San Francisco	CA	Interdisciplinary Program - Concentration in Commercial Recreation & Resort Management - BS	http://www.sfsu.edu/~hmp/interdisciplinary.html	1	0
San Joaquin Delta College	Stockton	CA	Hospitality Management - AAS	http://www.deltacollege.edu/dept/arr/catalog/cat0304/coursedescrip-039.html	3	0
San Jose State University	San Jose	CA	Private Commercial Recreation - BS	http://www2.sjsu.edu/recreation/under.htm	2	1
San Jose State University	San Jose	CA	Recreation - International Tourism – MA	http://www2.sjsu.edu/recreation/grad	2	1

Santiago Canyon College			Travel and Tourism – AS	http://www.sccoll.edu/Travel/TravelCertificate.htm	2	0
San Jose State University	San Jose	CA	Private/Commercial Recreation - BS	http://www2.sjsu.edu/recreation	4	1
Schenectady County Community College	Schenectady	NY	Tourism/Hospitality Management - AS	http://www.sunysccc.edu/academic/courses/programs/prog59.html	1	1
Schiller International University	Dunedin	FL	International Hotel and Tourism Management - Concentration in Tourism Management – BBA	http://www.schiller.edu	2	0
Schiller International University	Dunedin	FL	International Hotel and Tourism Management - MBA	http://www.schiller.edu/siu_tws/master_int_hotel_tour.html	4	1
Schiller International University	Dunedin	FL	International Hotel and Tourism Management - MA	http://www.schiller.edu	3	1
Schiller International University	Dunedin	FL	International Hotel & Tourism Management - Concentration in Tourism Management- AS	http://www.schiller.edu/siu_tws/int_hotel_tour_man.html	4	1
Sinclair Community College	Dayton	OH	Hospitality Ed Curric, Specialization in Travel and Tourism - AS	www.sinclair.edu/departments/hospitality/Findex/htm	0	0
Southern Illinois University	Carbondale	IL	Food and Nutrition Major - Hospitality and Tourism Specialization - BS	http://www.siu.edu/departments/coagr/animal/ht/sidef.htm	3	0
Southern New Hampshire University	Manchester	NH	Travel Management Program- BS	www.snhu.edu	9	3

Southern New Hampshire University	Manchester	NH	Destination Management - BA/BS	http://www.snhu.edu/Home_page/academics/general_info/school_of_HTCM/MSH.html	3	1
Southern New Hampshire University	Manchester	NH	Hospitality Administration - MS	http://www.snhu.edu/Home_page/academics/general_info/school_of_HTCM/MSH.html	2	0
Southern New Hampshire University	Manchester	NH	Hospitality Administration - BA	http://snhu.edu/home_page/academics/general_info/school_of_htcm/htcm_hospitalit	2	0
St Cloud State University	St Cloud	M N	Geography: Tourism Planning and Development Emphasis – Maj. - MS	http://bulletin.stcloudstate.edu/gb/programs/geog.asp	3	1
St Cloud State University	St Cloud	M N	Recreation, Parks & Tourism Resources – MS	http://www.caf.wvu.edu/college/majors/grad/ms_rcpk.html	2	1
St Cloud State University	St Cloud	M N	Travel and Tourism - Major – BA	http://bulletin.stcloudstate.edu/ugb/programs/geog.asp	9	3
St Cloud State University	St Cloud	M N	Travel and Tourism - Minor – BA	http://bulletin.stcloudstate.edu/ugb/programs/geog.asp	7	2
St John's University, New York -- College of Professional Studies	Jamaica	NY	Hospitality Management - BS	http://new.stjohns.edu/academics/undergraduate/professionalstudies/departments/hotel	3	0
St Louis Community College	Forest Park		Hospitality Studies & Tourism Programs - Travel and Tourism – AAS	http://www.stlcc.edu/fp/hospitality/tourism.html	4	0
St Philip's College			Tourism Management – AAS	http://accd.edu	3	0

Sullivan College			Travel, Tourism & Event Management – AS	http://www.sullivan.edu/lexington/career/travel/travel02.htm	1	0	
SUNY Cobleskill College of Agriculture and Tech	Cobleskill	NY	Travel and Resort Marketing – AAS	http://www.cobleskill.edu/catalog/CAHT/TRAV.html	2	0	
Tarrant County College	Fort Worth	TX	Hospitality Management -AS	http://www.tccd.edu/programs/dp.asp?dpid=187	0	0	
Temple University - School of Tourism and Hospitality Management	Philadelphia	PA	Tourism and Hospitality Management - BS	www.temple.edu/bulletin/acad_programs/sthm/tourism	11	1	
Temple University Graduate School	Philadelphia	PA	Tourism and Hospitality Management - MTHM	http://mdev.temple.edu/gradschool/common	14	1	
Temple University Graduate School	Philadelphia	PA	Business Administration/Tourism – PhD	www.temple.edu/bulletin/acad_programs/sthm/tourism	10	1	
Temple University	Philadelphia	PA	Travel and Tourism - AAS	http://www.stlcc.edu/fp/hospitality/tourism.html	4	0	
Texas A & M University		TX	Recreation, Park & Tourism Sciences – MS	http://www.rpts.tamu.edu/gradcour.htm	6	1	
Texas A & M University		TX	Recreation, Park & Tourism Sciences - Tourism Resources Management - BS	http://www.rpts.tamu.edu/emphasis.htm	3	3	
Texas A & M University		TX	Recreation, Park & Tourism Sciences - Emphasis in Tourism Resource Development - BS	http://rpts.tamu.edu/ucourses.htm	7	2	
Texas Tech University	Lubbock	TX	Restaurant, Hotel, Institutional Mgmt – MS	www.hs.ttu.edu/ahim	1	0	ACPHA

Texas Tech University	Lubbock	TX	Hospitality Administration - PhD	www.hs.ttu.edu/ahim	2	0	ACPHA
Tiffin University	Tiffin	OH	Hospitality and Tourism Management – BS	http://www.tiffin.edu/livepages/58.shtml	3	0	
Transylvania University	Lexington	KY	Hotel, Restaurant and Tourism Administration - BS	www.transy.edu	5	0	
University of Central Florida - Rosen College of Hospitality Management	Orlando	FL	Hospitality and Tourism Management – MS	http://www.hospitality.ucf.edu/programs/graduate/intro.htm	10	0	
University of Central Florida - Rosen College of Hospitality Management	Orlando	FL	Hospitality Management - BS	http://www.hospitality.ucf.edu/Programs/minor.htm	1	0	
University of Colorado at Boulder - Leeds School of Business	Boulder	CO	Tourism Management – BA	http://leeds.colorado.edu/undergraduate/degrees/tourism.cfm	5	2	
University of Delaware		DE	Hotel, Restaurant and Institutional Management - BS	http://www.udel.edu/hrim/ugrad/planning-guide.html	1	0	
University of Denver	Denver	CO	Business Administration, Hotel, Restaurant and Tourism Management – BS	http://daniels.du.edu/hrtm/curriculum.sap	2	0	
University of Florida	Gainesville	FL	Travel and Tourism Planning – BS	http://www2.hhp.ufl.edu/rpt/Templates/UndergraduateCurriculum.htm	2	1	
University of Florida	Gainesville	FL	Recreation, Parks and Tourism - Recreation & Event Management - BS	http://test.registrar.ufl.edu/catalog/colleges/hhp/rpt-recreation.html	1	0	

University of Florida	Gainesville	FL	Tourism – PhD	http://www2.hhp.ufl.edu/rpt/Templates/PHD_HHP_Curriculum.htm	5	0
University of Florida	Gainesville	FL	Natural Resource Management Option/Ecotourism Emphasis – BS	www.hhp.ufl.edu	2	0
University of Florida	Gainesville	FL	Natural Resource Recreation Management - BS	http://www2.hhp.ufl.edu/rpt/templates/MS_natrecrec.htm	2	0
University of Florida	Gainesville	FL	Recreational Studies - Natural Resource Recreation – MS	www.hhp.ufl.edu	1	0
University of Florida	Gainesville	FL	Tourism Studies - MS	http://hospitality.ufl.edu/catalogues/Graduate Hospitality Management.pdf	13	2
University of Florida	Gainesville	FL	Hospitality Management - MS	http://hospitality.ufl.edu/catalogues/Graduate Hospitality Management.pdf	2	0
University of Florida	Gainesville	FL	Hospitality Management - Executive Masters Track – MS	http://hospitality.ufl.edu/catalogues/Graduate Hospitality Management.pdf	2	0
University of Florida	Gainesville	FL	Recreation, Parks and Tourism - Tourism and Hospitality Management - BS	http://test.registrar.ufl.edu/catalog/colleges/hhp/rpt-tourism.html	2	1
University of Florida	Gainesville	FL	Tourism and Natural Resource Management - PhD	www.ufl.edu	5	0
University of Florida	Gainesville	FL	Health and Human Performance Curriculum - Tourism Concentration - PhD	www.ufl.edu	1	0
University of Florida	Gainesville	FL	Health and Human Performance Curriculum - Natural Resource Recreation- PhD	www.ufl.edu	2	0

University of Florida	Gainesville	FL	Health and Human Performance Curriculum - Therapeutic Recreation - PhD	www.ufl.edu	2	0
University of Florida	Gainesville	FL	Health and Human Performance Curriculum - Sport Management Curriculum - PhD	www2.hhp.ufl.edu/rpt/templates/pd_hhp_curriculum.htm	2	0
University of Hawaii at Manoa	Honolulu	HI	Hospitality Education specialty in Travel and Tourism - AS	http://programs.kcc.hawaii.edu/fsh/e/currtourca.htm	3	1
University of Idaho	Moscow	ID	Tourism and Leisure Enterprises Minor – BS	http://www.webpages.uidaho.edu/~mikek/tourismandleisureenterprisesminor.html	2	1
University of Idaho - College of Natural Resources	Moscow	ID	Department of Resource Recreation and Tourism - Resource Recreation and Tourism - BS	http://www.cnr.uidaho.edu/rrt	4	4
University of Idaho - College of Natural Resources	Moscow	ID	Department of Resource Recreation and Tourism Parks, Protected Areas, and Wilderness Conservation Minor – BS	http://www.cnr.uidaho.edu	1	0
University of Idaho - College of Natural Resources	Moscow	ID	Department of Resource Recreation and Tourism - Sustainable Tourism and Leisure Enterprises Minor - BS	http://www.cnr.uidaho.edu	4	1
University of Illinois at Urbana - Champaign	Champaign	IN	Leisure Studies - Specialization: Recreation Management - MS	http://www.leisurestudies.uiuc.edu/Graduates/progs/MS-ALS.htm	0	1
University of Illinois at Urbana - Champaign	Champaign	IL	Leisure Studies - Specialization in Tourism Management – MS	http://www.leisurestudies.uiuc.edu/Graduates/progs/MS-TT.htm	3	3

University of Illinois at Urbana - Champaign	Champaign	IL	Leisure Studies Specialization in Tourism Management - BS	http://www.leisurestudies.uiuc.edu/undergraduate/courses.htm	6	1
University of Louisiana at Lafayette	Lafayette	LA	Hospitality Management - BS	http://www.louisiana.edu/Academic/AL/humr/hospitalitymanagement.html	2	1
University of Maine	Orono	M E	Parks, Recreation and Tourism - BS	www.forest-resources.umaine.edu/prt.htm	1	1
University of Massachusetts	Amherst	M A	Hospitality & Tourism Management - Tourism, Convention and Event Management - BS	http://www.umass.edu/htm/online/index.html	6	0
University of Massachusetts - Amherst	Amherst	M A	Hotel, Restaurant and Travel Administration - MS	www.umass.edu/academics/ms/graduate	2	2
University of Massachusetts - Isenberg School of Management	Amherst	M A	Hospitality & Tourism Management - BS	http://www.umass.edu/ug_program_guide/htm.html	4	0
University of Minnesota - College of education & human development - School of Kinesiology	St Paul	M N	Recreation Resource Management - Minor - BS	http://www.catalogs.umn.edu/ug/cnr/cnr04.html	4	3
University of Minnesota - College of education & human development - school of Kinesiology	St Paul	M N	Recreation Resource Management - Resource Based Tourism - BS	http://education.umn.edu	3	2
University of Missouri-Columbia	Columbia	M O	Parks, Recreation and Tourism - BS	www.snr.missouri.edu/prt/undergrad/cirr.html	4	2
University of Missouri-Columbia	Columbia	M O	Parks Recreation and Tourism - Travel and Tourism - BS	www.missouri/underground/prtcur.htm	2	1

University of Missouri-Columbia	Columbia	MO	Parks Recreation & Tourism - MS	http://www.snr.missouri.edu/prt/graduate/options.htm	8	3
University of Montana - College of Forestry and Conservation	Missoula	MT	Recreation Management, Recreation Resources Management Option - BS	http://www.forestry.umt.edu/academics/undergrad/recreation/mgmt/recman.htm	2	1
University of Montana - College of Forestry and Conservation	Missoula	MT	Recreation Management, Nature Based Tourism Option - BS	http://www.forestry.umt.edu/academics/undergrad/recreation/mgmt/nature.htm	3	1
University of Nevada Las Vegas	Las Vegas	NV	Hotel Administration - Tourism and Convention Administration Department - Tourism Administration - BS	http://www.unlv.edu/tourism/tour.html	4	1
University of New Haven	West Haven	CT	Hotel and Restaurant Management - AS	http://www.newhaven.edu/tourism/hotel.html	4	0
University of New Haven	West Haven	CT	Hotel and Restaurant Management - BS	http://www.newhaven.edu/tourism/hotel.html	7	0
University of New Haven	West Haven	CT	Hotel and Restaurant Management - Tourism Concentration - BS	http://www.newhaven.edu/tourism/hotel.html	10	0
University of New Haven	West Haven	CT	Hospitality and Tourism - MS	http://www.newhaven.edu/tourism/graduate.html	1	0
University of New Hampshire	Durham	NH	Tourism Planning and Development - BS	www.dred.unh.edu	7	3
University of New Mexico - Robert O. Anderson Schools of Management	Albuquerque	NM	Organizational Management - Travel and Tourism Track - BBA	http://traveltourism.mgt.unm.edu/bacurriculum.asp	2	0
University of New Mexico - Robert O. Anderson Schools of Management	Albuquerque	NM	Organizational Management - Tourism Management Track - BBA	http://traveltourism.mgt.unm.edu/bacurriculum.asp	3	0

University of New Orleans	New Orleans	LA	Hotel, Restaurant & Tourism Administration - BS	http://www.uno.edu/~hrt/circ2.htm	7	1	
University of New Orleans	New Orleans	LA	Hospitality and Tourism Management - MS	http://www.uno.edu/~hrt/masters1.htm	12	1	
University of North Carolina at Greensboro	Greensboro	NC	Recreation, Parks & Tourism Management - Major - BS	http://www.uncg.edu/reg/Catalog/current/RPT/minorRPT.html	10	2	
University of North Carolina at Greensboro	Greensboro	NC	Recreation, Parks & Tourism Management - Minor - BS	http://www.uncg.edu/reg/Catalog/current/RPT/minorRPT.html	11	2	
University of North Carolina at Greensboro	Greensboro	NC	Recreation, Parks & Tourism Management - MS	http://www.uncg.edu	8	0	
University of Northwestern Ohio	Lima	O H	Travel and Hospitality Management - BA	http://www.unoh.edu/academics/collegebusiness/degrees/index.php?curriculum=16	2	0	
University of Northwestern Ohio	Lima	O H	Travel and Hospitality - AS	http://www.unoh.edu/academics/collegebusiness/degrees/index.php?curriculum=25	2	0	
University of North Texas - School of Merchandising and Hospitality Management	Denton	TX	Hospitality Management HMG T - BS	http://www.smhm.tntu.edu/schools/hospitality/undergraduate.html	1	0	
University of South Carolina	Columbia	SC	Hotel, Restaurant and Tourism Management - MS	http://www.sc.edu/bulletin/grad/Ghrsm.html	2	0	ACPHA
University of South Carolina	Columbia	SC	Hotel, Restaurant, and Tourism Management - BS	http://www.sc.edu/bulletin/ugrad/hrsmhrtm.html	2	0	ACPHA
University of Tennessee	Knoxville	TN	Hotel, Restaurant and Tourism - Thesis - MS	http://csm.utk.edu/grad/hrdefault.html	2	1	
University of Tennessee	Knoxville	TN	Hotel, Restaurant and Tourism - Non- thesis- MS	http://diglib.lib.utk.edu/dlc/catalog/images/g/2003/gfi	3	1	

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University of Tennessee	Knoxville	TN	Hotel and Tourism Management - BS	www.utk.edu	1	0
University of Tennessee	Knoxville	TN	Hotel and Tourism Management - Minor – BS	www.utk.edu	1	1
University of Tennessee	Knoxville	TN	Hotel and Restaurant Management - BA/BS		1	0
University of Tennessee	Knoxville	TN	Hotel and Restaurant Management - BA/BS – Minor		1	0
University of Texas at San Antonio	San Antonio	TX	Tourism Management – BA	http://tourism.utsa.edu/degrees/appliedartsscitourism.html	5	0
University of Texas at San Antonio	San Antonio	TX	Marketing with a Tourism Concentration - BBA	http://tourism.utsa.edu/degrees/bizadminmktgtourism.html	7	0
University of Utah	Salt Lake City	UT	Parks, Recreation, and Tourism - Leisure Services Management - BS	http://www.health.utah.edu/prt/nr.html	5	0
University of Utah	Salt Lake City	UT	Parks, Recreation, and Tourism Core – MS	http://www.health.utah.edu/prt/graduate.html	4	1
University of Utah	Salt Lake City	UT	Parks, Recreation, and Tourism - Research Core - MS	http://www.utah.edu/graduate_school/forms.html	1	1
University of Utah	Salt Lake City	UT	Parks, Recreation, and Tourism - Professional Option Curriculum - MS	http://www.utah.edu/graduate_school/forms.html	3	0
University of Utah	Salt Lake City	UT	Parks Recreation, and Tourism - PhD/Ed.D	http://www.health.utah.edu	5	0
University of Wisconsin – Stout	Menomonie	WI	Hospitality and Tourism - MS	www.uwstout.edu/grbulletin/gb.html	9	0

University of Wisconsin – Stout	Menomonie	WI	Hospitality & Tourism - Administration Concentration - MS	www.uwstout.edu	2	0
University of Wisconsin – Stout	Menomonie	WI	Hospitality & Tourism - Administration Concentration Online – MS	www.uwstout.edu	3	0
University of Wisconsin – Stout	Menomonie	WI	Tourism - Minor - BS	www.uwstout.edu	5	1
University of Wisconsin – Stout	Menomonie	WI	Professional Development Certificates - Administration Concentration - Degree in Hospitality and Tourism - Foundation in Hospitality and Tourism Professional Development Certificate - MS	http://www.uwstout.edu/programs/msht/adm/cert.php	2	0
University of Wisconsin – Stout	Menomonie	WI	Hotel, Restaurant and Tourism Management – BS	http://www.uwstout.edu	2	0
University of Wisconsin – Stout	Menomonie	WI	Hospitality, Tourism & Service Concentrations: - Campus - MS	http://www.uwstout.edu	7	1
Virginia Polytechnic Institute - Pamplin College of Business	Blacksburg	VA	Hospitality and Tourism Management – BS	?	2	0
Virginia Tech	Blacksburg	VA	Hospitality and Tourism Management – BS	www.vt.edu/academics/ugcat/ucd/HTM.html	2	0
Virginia Tech	Blacksburg	VA	Hospitality and Tourism Management –MS	http://www.cob.vt.edu/htm/GP/gradhandbook.html	2	0

Virginia Tech	Blacksburg	VA	Hospitality and Tourism Management – PhD	http://www.cob.vt.edu/htm/GP/gradhandbook.html	1	0
Webber International University	Babson Park	FL	International Tourism Management - AS	http://www.webber.edu/academics/international.html	3	0
Webber International University	Babson Park	FL	International Tourism Management - BS	www.webber.edu	7	1
West Virginia University - The Davis College of Agriculture, Forestry, and Consumer Sciences	Morganstown	WV	Recreation Parks and Tourism Resources – BS	http://www.caf.wvu.edu/college/majors/undergrad/rcpk.html	4	2
West Virginia University - The Davis College of Agriculture, Forestry, and Consumer Sciences	Morganstown	WV	Recreation Parks and Tourism Resources – MS	http://www.caf.wvu.edu/majors/grad/MSRPTR.htm	2	1
Western Illinois University	Macomb	IL	Recreation, Park & Tourism Administration - MS	http://www.wiu.edu/grad/catalog/rpta.shtml	4	2
Western Illinois University	Macomb	IL	Recreation, Park & Tourism Administration - BS	http://www.wiu.edu/catalog/programs/rpta.shtml	4	1
Western Kentucky University	Bowling Green	KY	Hotel, Restaurant, and Tourism Management - BS	http://www.wku.edu/hospitality	1	1
Widener University	Chester	PA	Tourism Leisure Services – BS	http://www.widener.edu/?pageId+1946	1	0
Widener University	Chester	PA	Hospitality Management - BS	http://www.widener.edu/?pageId+1928	1	0

Widener University Chester PA Hospitality Management - MS Widener.edu 2 1

CAHM - The Commission for Accreditation of Hospitality

ACPHA – The Accreditation Commission for Programs in Hospitality Administration

WTO – World Tourism Organization

APPENDIX H

Introductory Letter

Robert Billington
1571 Mendon Road, Cumberland, Rhode Island, 02864 USA
401 724 2200 BVRI@aol.com FAX 401 724 1342

February/March/April 2004

Dear:

As a Doctoral student at Johnson & Wales University, in Providence, RI and President of the Blackstone Valley Tourism Council, I am undertaking a study for our industry and requesting your help. The attached questionnaire titled: An Analysis of Tourism Professional Competencies and the Relationship to U.S. Higher Education Curricula, attempts to determine what competencies tourism officials, in planning and development, need to carry out their responsibilities effectively.

Over 350 tourism professionals across the United States have been selected for their opinions. They have been identified as CEO's and from their membership in industry organizations. This confidential research is aimed at obtaining your responses because your experience will contribute toward understanding the future higher educational needs of the tourism industry. The average time to complete the questionnaire is 15 minutes.

To participate please complete the enclosed Informed Consent Procedure Form. Return it, and the signed Questionnaire within 5 days. If you do not wish to sign the Questionnaire, please return it regardless. This will guarantee anonymity of your responses. By returning the enclosed post card separately, we will know that you did respond. This way your completed Questionnaire and name will not be connected in any way.

Comments concerning any aspect of the tourism industry, not covered in the questionnaire, are welcome. Data collected will be used only in the aggregate form. It will only be shared with those that have a need-to-know for the purposes of this research. Data will be destroyed after the research project is completed and a final report published.

Thank you for completing the Questionnaire and the Informed Consent form. Kindly return them in the enclosed return envelope. For your effort and expertise I have enclosed a special gift.

Sincerely,

Robert Billington

APPENDIX I

Informed Consent Form

Analysis of Tourism Professional Competencies and the relationship to U.S. Higher Education Curricula

Introduction

You are being asked to take part in the tourism research project described below. If you have additional questions, contact Robert D. Billington, the principal investigator at 1 800 454 2882 or BRVI@aol.com.

Description

Destinations realize the importance of managing their resources to benefit visitors and residents. As the tourism industry continues to grow, communities need educated professionals to implement tourism planning and development programs. This study seeks your opinion to determine what competencies you, as an industry professional, think are important in the field of tourism.

Benefits of Study

The benefits of the study will: (a) identify the competencies necessary for leadership in the field of tourism planning and development as described by community tourism experts, (b) understand the manner by which these competencies are obtained and, (c) identify and compare existing higher education Tourism Planning and Development programs offered in the United States.

Confidentiality

The information that you provide will not be personally identified with you, either by name or title. The data will be stored in a locked file and be available only to the researcher. After the research is concluded, the data will be destroyed. You may choose not to sign the questionnaire or this form, but please return the enclosed separate postcard. This will keep your responses confidential and allow us to know who did respond.

Voluntary Participation

The decision to participate in this study is voluntary. If you do not decide to participate, simply do not respond or inform Robert Billington of your decision. If you are not satisfied with the way in which this study was conducted, you may convey your concerns to the Johnson & Wales University Institutional Review Board, which can be contacted at 401 598 1803.

I have read the consent form. My questions have been answered. My signature below indicates that I understand the information and that I consent to participate in this Study.

First Name - Last Name

Date

Robert Billington

Date

APPENDIX J

Anonymity Post Card

Please return this post card only if you have chosen to reply to the survey anonymously. We would like to keep a record that you responded while maintaining confidentiality in your answers.

APPENDIX K

Request to Content Validity Experts

Robert Billington
1571 Mendon Road
Cumberland, Rhode Island, 02864
401 724 2200 BVRI@aol.com FAX 401 724 1342

February 2004

Dear:

Attached is a pilot questionnaire titled: An Analysis of Tourism Professional Competencies and the Relationship to U.S. Higher Education Curricula. I am asking for your help in reviewing this questionnaire.

The questionnaire is designed to determine the competencies necessary for U.S. tourism professionals, employed in planning and development, to excel in his or her position. The professionals questioned will be members of the National Tour Association, the American Bus Association, the Alliance of National Heritage Areas or the International Association of Convention and Visitors Bureaus.

You are being asked to critique the questionnaire, and attached documents, so that I may take your comments into consideration as I prepare the final questionnaire for mailing to 375 professionals. Those questioned are CEO's of their respective organizations.

Your sincere comments are necessary for me to proceed. Could you find time to complete the survey and return it in the enclosed envelope? If you would rather I do not attribute your comments to you, but do wish to complete the survey, please return it completed, do not sign it, but send the enclosed post card separately so I may count you as a respondent.

Thank you for you time in helping with this important study.

Sincerely,

Robert Billington

APPENDIX L

Reminder Post Card

Dear Friend:

Ten days ago I sent along an important request to help me with a questionnaire regarding tourism issues.

Could you please find the time to complete it and return it in the postage paid envelope?

Sincerely,

Robert Billington

APPENDIX M

Competency Rankings

Table I identified the competencies considered in the questionnaire and how they ranked in importance according to the responding (N=104) tourism professionals.

Table 1. Competency Rankings:

Rank	Competency	M	SE	Category
1	Economic impact of tourism	4.77	5.51E-02	Tourism Specific
2	Leadership	4.74	4.93E-02	General
3	Public relations	4.73	0.055347	Business
4	Product knowledge	4.61	6.69E-02	Tourism Specific
5	Basic computer	4.59	6.54E-02	Information Technology
6	Decision making	4.57	6.51E-02	General
7	Financial management	4.52	0.06	Business
8	Cultural & heritage tourism	4.49	7.34E-02	Tourism Specific
9	General business knowledge	4.48	5.63E-02	Business
10	Sustainable tourism	4.47	7.72E-02	Tourism Specific
11	Tourism development	4.46	7.59E-02	Tourism Specific
12	Inter-governmental relations	4.45	7.21E-02	Business
13	Community involvement	4.43	8.49E-02	Tourism Specific
14	Philosophy and ethics	4.42	6.51E-02	General
15	Community outreach	4.42	7.93E-02	General
16	Strategic management	4.42	7.03E-02	Business
17	Understanding community needs and wants	4.40	9.17E-02	Specialized Areas
18	Advertising	4.37	0.09	Business
19	Tourism economics	4.35	7.91E-02	Tourism Specific
20	Business management	4.35	6.54E-02	Business
21	General tourism operations	4.31	0.06	Tourism Specific
22	Structure of the Industry	4.30	8.10E-02	Tourism Specific
23	Media database	4.28	9.38E-02	Information Technology
24	Web research skills	4.25	9.04E-02	Information Technology
25	Community database	4.15	9.41E-02	Information Technology
26	Research skills	4.13	8.17E-02	General
27	Development policies	4.12	0.07	Tourism Specific
28	Environmental impacts	4.09	9.28E-02	Tourism Specific
29	Visitor safety issues	4.06	9.36E-02	Tourism Specific
30	Education	4.02	9.90E-02	Tourism Specific
31	Community engagement	4.01	9.55E-02	Specialized Areas
32	Estimation and forecasting	4.01	8.85E-02	Business

33	Social responsibilities	4.00	8.10E-02	General
34	Entrepreneurship	4	0.09	Business
35	Non-profit management	3.96	0.10	Business
36	Eco-tourism	3.91	9.91E-02	Tourism Specific
37	Principles of planning + design	3.91	9.55E-02	Tourism Specific
38	Resource management	3.87	9.82E-02	Tourism Specific
39	Tourism facility planning	3.81	0.10	Tourism Specific
40	Crisis management	3.80	0.10	Tourism Specific
41	Economics	3.79	0.10	Business
42	Transportation planning	3.77	0.10	Tourism Specific
43	Historic preservation	3.75	0.10	Specialized Areas
44	Fund development	3.72	0.10	Specialized Areas
45	Interpretive skills	3.69	0.12	Specialized Areas
46	Cultural resource protection	3.69	0.10	Specialized Areas
47	Inter-agency regulations	3.68	0.12	Specialized Areas
48	Interpretation of resources	3.62	0.11	Specialized Areas
49	Risk management	3.62	0.11	Business
50	Tourism law	3.53	0.10	General
51	Attraction management	3.51	0.10	Specialized Areas
52	Property development	3.50	0.10	Tourism Specific
53	Community planning	3.47	0.11	Specialized Areas
54	Computer mapping	3.41	0.11	Information Technology
55	International relations	3.41	0.11	General
56	Grant writing	3.39	0.11	General
57	River/coastal management	3.34	0.12	Tourism Specific
58	Ecological principles	3.31	0.11	Specialized Areas
59	Land use regulations	3.19	0.11	Specialized Areas
60	Recreation area management	3.18	0.11	Specialized Areas
61	Environmental integration	3.18	0.12	Specialized Areas
62	Labor relations	3.12	0.16	Business
63	Countryside management	3.08	0.11	Specialized Areas
64	Understanding design plans	2.84	0.11	Specialized Areas
65	Indigenous languages	2.77	0.12	Language
66	Architectural design	2.70	0.11	Specialized Areas
67	Foreign languages	2.63	0.10	Language
68	Building design principles	2.5	0.10	Specialized Areas
69	Landscape design	2.27	9.77E-02	Specialized Areas
70	Engineering	2.15	0.10	Specialized Areas

College/University Competency Rankings Compared to Tourism Professionals' Competency Rankings

Table 2 compares competencies addressed through Bachelor's and Master's degree programs (N=160) in tourism with competencies identified as important in the tourism planning and development profession. The college/university rankings represent the total number of courses through which the competency was addressed in the 160 programs offered at institutions of higher education in the United States. The tourism professionals' rankings represent data gathered from 104 respondents.

Table 2. 160 Bachelor's and Master's Programs Jointly Analyzed:

College/University Rankings			Tourism Professional Rankings			
Rank	Competency	# out of 160*	Rank	Competency	M	SE
1	Advertising/Sales/Marketing	94	1	Economic impact of tourism	4.78	5.51E-02
2	Tourism Plan and Development	81	2	Leadership	4.74	4.93E-02
3	Research	64	3	Public relations	4.74	0.05
4	Financial Management	63	4	Product knowledge	4.62	6.69E-02
5	Business Management	56	5	Basic computer	4.59	6.54E-02
6	Principles of Planning and Design	47	6	Decision making	4.58	6.51E-02
7	Tourism Law	44	7	Financial management	4.53	0.06
8	International Relations	40	8	Cultural & heritage tourism	4.49	7.34E-02
9	Structure of the Industry	38	9	General business knowledge	4.48	5.63E-02
10	Strategic Management	36	10	Sustainable tourism	4.47	7.72E-02
10	Economic Impact of Tourism	36	11	Tourism development	4.46	7.59E-02
12	Tourism Economics	34	12	Inter-governmental relations	4.45	7.21E-02
13	Tourism Facility Planning	33	13	Community involvement	4.44	8.49E-02
13	Recreation Area Management	33	14	Philosophy and ethics	4.42	6.51E-02
15	Philosophy/Psychology/Ethics	32	15	Community outreach	4.42	7.93E-02
15	Eco-tourism	32	16	Strategic management	4.42	7.03E-02
17	Resource Management	31	17	Understand. Comm. Needs/ Wants	4.4	9.17E-02
18	Development Policies	29	18	Advertising	4.38	0.09
19	Sustainable Tourism	28	19	Tourism economics	4.36	7.91E-02
20	Leadership	26	20	Business management	4.36	6.54E-02
20	General Tourism Operations	26	21	General tourism operations	4.31	0.06
22	Cultural & Heritage Tourism	24	22	Structure of the Industry	4.3	8.10E-02
23	Economics	21	23	Media database	4.29	9.38E-02

24	Basic Computer	20	24	Web research skills	4.25	9.04E-02
24	Ecological Principles	20	25	Community database	4.16	9.41E-02
26	Web Research Skills	19	26	Research skills	4.14	8.17E-02
26	Public Relations	19	27	Development policies	4.13	0.07
26	Environmental Integration	19	28	Environmental impacts	4.1	9.28E-02
29	Labor Relations	17	29	Visitor safety issues	4.07	9.36E-02
30	Environmental Impacts	16	30	Education	4.02	9.90E-02
30	Attraction Management	16	31	Community engagement	4.02	9.55E-02
32	Social Responsibilities	15	32	Estimation and forecasting	4.02	8.85E-02
33	Product Knowledge	14	33	Social responsibilities	4.01	8.10E-02
33	Cultural Resource Protection	14	34	Entrepreneurship	4	0.09
35	Understand. Comm. Needs/Wants	13	35	Non-profit management	3.96	0.10
36	Estimation and Forecasting	12	36	Eco-tourism	3.92	9.91E-02
37	General Business Knowledge	10	37	Principles of planning and design	3.91	9.55E-02
37	Risk Management	10	38	Resource management	3.87	9.82E-02
37	Transportation Planning	10	39	Tourism facility planning	3.81	0.10
37	Property Development	10	40	Crisis management	3.8	0.10
37	Community Planning	10	41	Economics	3.79	0.10
37	Interpretive Skills	10	42	Transportation planning	3.77	0.10
37	Historic Preservation	10	43	Historic preservation	3.76	0.10
44	Interpretation of Resources	8	44	Fund development	3.73	0.10
44	Inter-Agency Regulations	8	45	Interpretive skills	3.7	0.12
46	Non-profit Management	7	46	Cultural resource protection	3.7	0.10
46	Community Involvement	7	47	Inter-agency regulations	3.69	0.12
48	Community Outreach	6	48	Interpretation of resources	3.62	0.11
48	Intergovernmental Relations	6	49	Risk management	3.62	0.11
48	Entrepreneurship	6	50	Tourism law	3.53	0.10
48	Landscape Design	6	51	Attraction management	3.51	0.10
52	Media Database	5	52	Property development	3.5	0.10
53	Decision Making	4	53	Community planning	3.47	0.11
53	River/Coastal Management	4	54	Computer mapping	3.42	0.11
53	Community Engagement	4	55	International relations	3.41	0.11
56	Foreign Languages	3	56	Grant writing	3.39	0.11
56	Understanding Design Plans	3	57	River/coastal management	3.35	0.12
56	Land Use Regulations	3	58	Ecological principles	3.31	0.11
59	Visitor Safety Issues	2	59	Land use regulations	3.2	0.11
59	Architectural Design	2	60	Recreation area management	3.18	0.11
59	Building Design Principles	2	61	Environmental integration	3.18	0.12
59	Countryside Management	2	62	Labor relations	3.12	0.16
63	Computer Mapping	1	63	Countryside management	3.09	0.11
63	Community Database	1	64	Understanding design plans	2.85	0.11
63	Education	1	65	Indigenous languages	2.77	0.12
63	Fund Development	1	66	Architectural design	2.71	0.11
67	Engineering	0	67	Foreign languages	2.64	0.10
67	Indigenous Languages	0	68	Building design principles	2.5	0.10
67	Crisis Management	0	69	Landscape design	2.27	9.77E-02
	Grant Writing	0	70	Engineering	2.16	0.10



"# Out of 160" indicates the total number of courses through which the competency was addressed in the 160 programs offered at institutions of higher education in the United States.

Table 3 illustrates ranking that tourism professionals indicated were important. It indicates the Mean and the nearest rank that is significantly different from each competency. The Economic Impact of Tourism ranked as the number one competency reported important by tourism professionals. Its Mean is significantly different from all competencies ranked at or below Philosophy and Ethics or the 14th ranking. The Mean for Leadership ranked as the second competency reported important to tourism professionals. Its Mean is significantly different from all competencies ranked at or below Tourism Economics, which ranked 19th.

Table 3. Competencies With Nearest Ranking Significant Difference

Rank	Competency	M	is significantly different *
1	Economic impact of tourism	4.77	14
2	Leadership	4.74	19
3	Public relations	4.73	19
4	Product knowledge	4.61	24
5	Basic computer	4.59	25
6	Decision making	4.57	25
7	Financial management	4.52	25
8	Cultural & heritage tourism	4.49	26
9	General business knowledge	4.48	27
10	Sustainable tourism	4.47	28
11	Tourism development	4.46	28
12	Inter-governmental relations	4.45	28
13	Community involvement	4.43	29
14	Philosophy and ethics	4.42	29
15	Community outreach	4.42	29
16	Strategic management	4.42	29
17	Understanding community needs and wants	4.40	31
18	Advertising	4.37	33
19	Tourism economics	4.35	34
20	Business management	4.35	33
21	General tourism operations	4.31	35
22	Structure of the Industry	4.30	36
23	Media database	4.28	36
24	Web research skills	4.25	38
25	Community database	4.15	42

26	Research skills	4.13	42
27	Development policies	4.12	42
28	Environmental impacts	4.09	44
29	Visitor safety issues	4.06	46
30	Education	4.02	48
31	Community engagement	4.01	48
32	Estimation and forecasting	4.01	48
33	Social responsibilities	4.00	48
34	Entrepreneurship	4	48
35	Non-profit management	3.96	50
36	Eco-tourism	3.91	50
37	Principles of planning and design	3.91	50
38	Resource management	3.87	51
39	Tourism facility planning	3.81	54
40	Crisis management	3.80	54
41	Economics	3.79	54
42	Transportation planning	3.77	54
43	Historic preservation	3.75	55
44	Fund development	3.72	57
45	Interpretive skills	3.69	57
46	Cultural resource protection	3.69	57
47	Inter-agency regulations	3.68	58
48	Interpretation of resources	3.62	59
49	Risk management	3.62	59
50	Tourism law	3.53	60
51	Attraction management	3.51	63
52	Property development	3.50	63
53	Community planning	3.47	63
54	Computer mapping	3.41	64
55	International relations	3.41	64
56	Grant writing	3.39	64
57	River/coastal management	3.34	64
58	Ecological principles	3.31	64
59	Land use regulations	3.19	64
60	Recreation area management	3.18	65
61	Environmental integration	3.18	65
62	Labor relations	3.12	67
63	Countryside management	3.08	66
64	Understanding design plans	2.84	68
65	Indigenous languages	2.77	69
66	Architectural design	2.70	69
67	Foreign languages	2.63	69
68	Building design principles	2.5	None
69	Landscape design	2.27	None
70	Engineering	2.15	None

Table 4 compared and ranked the graduate programs and how they relate to what tourism professionals reported as important competencies.

Table 4. Graduate Degrees Analyzed - Based on 51 Master's Programs

Program Rankings			Tourism Professional Rankings			
Rank	Competency	# out of 51*	Rank	Competency	M Rating	SE
1	Research	36	1	Economic impact of tourism	4.78	5.51E-02
2	Tourism Plan and Development	26	2	Leadership	4.74	4.93E-02
3	Advertising/Sales/Marketing	21	3	Public relations	4.74	0.05
4	Financial Management	20	4	Product knowledge	4.62	6.69E-02
5	Principles of Planning and Design	19	5	Basic computer	4.59	6.54E-02
6	International Relations	16	6	Decision making	4.58	6.51E-02
7	Strategic Management	15	7	Financial management	4.53	0.06
7	Development Policies	15	8	Cultural & heritage tourism	4.49	7.34E-02
9	Business Management	12	9	General business knowledge	4.48	5.63E-02
9	Tourism Economics	12	10	Sustainable tourism	4.47	7.72E-02
9	Recreation Area Management	12	11	Tourism development	4.46	7.59E-02
12	Web Research Skills	11	12	Inter-governmental relations	4.45	7.21E-02
12	Tourism Facility Planning	11	13	Community involvement	4.44	8.49E-02
14	Economic Impact of Tourism	10	14	Philosophy and ethics	4.42	6.51E-02
14	Resource Management	10	15	Community outreach	4.42	7.93E-02
14	General Tourism Operations	10	16	Strategic management	4.42	7.03E-02
17	Philosophy/Psychology/Ethics	9	17	Understand. Comm. Needs/ Wants	4.4	9.17E-02
17	Eco-tourism	9	18	Advertising	4.38	0.09
17	Ecological Principles	9	19	Tourism economics	4.36	7.91E-02
17	Environmental Integration	9	20	Business management	4.36	6.54E-02
21	Tourism Law	8	21	General tourism operations	4.31	0.06
21	Cultural & Heritage Tourism	8	22	Structure of the Industry	4.3	8.10E-02
21	Understand. Comm. Needs/Wants	8	23	Media database	4.29	9.38E-02
24	Economics	7	24	Web research skills	4.25	9.04E-02
24	Sustainable Tourism	7	25	Community database	4.16	9.41E-02
26	Leadership	6	26	Research skills	4.14	8.17E-02
26	Public Relations	6	27	Development policies	4.13	0.07
26	Environmental Impacts	6	28	Environmental impacts	4.1	9.28E-02
26	Community Planning	6	29	Visitor safety issues	4.07	9.36E-02
26	Inter-Agency Regulations	6	30	Education	4.02	9.90E-02
31	Basic Computer	5	31	Community engagement	4.02	9.55E-02
31	Risk Management	5	32	Estimation and forecasting	4.02	8.85E-02
31	Structure of the Industry	5	33	Social responsibilities	4.01	8.10E-02
31	Cultural Resource Protection	5	34	Entrepreneurship	4	0.09
35	General Business Knowledge	4	35	Non-profit management	3.96	0.10
35	Intergovernmental Relations	4	36	Eco-tourism	3.92	9.91E-02
35	Product Knowledge	4	37	Principles of planning and design	3.91	9.55E-02
35	Property Development	4	38	Resource management	3.87	9.82E-02
35	Interpretive Skills	4	39	Tourism facility planning	3.81	0.10

35	Attraction Management	4	40	Crisis management	3.8	0.10
35	Community Engagement	4	41	Economics	3.79	0.10
42	Social Responsibilities	3	42	Transportation planning	3.77	0.10
42	Estimation and Forecasting	3	43	Historic preservation	3.76	0.10
42	Labor Relations	3	44	Fund development	3.73	0.10
42	Transportation Planning	3	45	Interpretive skills	3.7	0.12
42	Community Involvement	3	46	Cultural resource protection	3.7	0.10
42	Historic Preservation	3	47	Inter-agency regulations	3.69	0.12
42	Interpretation of Resources	3	48	Interpretation of resources	3.62	0.11
49	Community Outreach	2	49	Risk management	3.62	0.11
49	Decision Making	2	50	Tourism law	3.53	0.10
49	Media Database	2	51	Attraction management	3.51	0.10
49	Entrepreneurship	2	52	Property development	3.5	0.10
49	Non-profit Management	2	53	Community planning	3.47	0.11
49	Visitor Safety Issues	2	54	Computer mapping	3.42	0.11
49	River/Coastal Management	2	55	International relations	3.41	0.11
49	Landscape Design	2	56	Grant writing	3.39	0.11
49	Architectural Design	2	57	River/coastal management	3.35	0.12
49	Understanding Design Plans	2	58	Ecological principles	3.31	0.11
59	Community Database	1	59	Land use regulations	3.2	0.11
59	Education	1	60	Recreation area management	3.18	0.11
59	Countryside Management	1	61	Environmental integration	3.18	0.12
62	Engineering	0	62	Labor relations	3.12	0.16
62	Grant Writing	0	63	Countryside management	3.09	0.11
62	Foreign Languages	0	64	Understanding design plans	2.85	0.11
62	Indigenous Languages	0	65	Indigenous languages	2.77	0.12
62	Computer Mapping	0	66	Architectural design	2.71	0.11
62	Crisis Management	0	67	Foreign languages	2.64	0.10
62	Fund Development	0	68	Building design principles	2.5	0.10
62	Building Design Principles	0	69	Landscape design	2.27	9.77E-02
62	Land Use Regulations	0	70	Engineering	2.16	0.10

"#out of 51" indicates the number of courses where the competency was addressed in the 51 graduate programs offered at higher education institutions in the United States.

Table 5 compared and ranked the undergraduate programs and how they relate to what tourism professionals reported as important competencies.

Table 5. Undergrad Degrees Analyzed - Based on 109 Bachelor's Programs

Program Rankings			Tourism Professional Rankings			
Rank	Competency	# out of 109*	Rank	Competency	M Rating	SE
1	Advertising/Sales/Marketing	73	1	Economic impact of tourism	4.78	5.51E-02
2	Tourism Planning and Development	55	2	Leadership	4.74	4.93E-02
3	Business Management	44	3	Public relations	4.74	0.05
4	Financial Management	43	4	Product knowledge	4.62	6.69E-02
5	Tourism Law	36	5	Basic computer	4.59	6.54E-02
6	Structure of the Industry	33	6	Decision making	4.58	6.51E-02
7	Research	28	7	Financial management	4.53	0.06
7	Principles of Planning and Design	28	8	Cultural & heritage tourism	4.49	7.34E-02
9	Economic Impact of Tourism	26	9	General business knowledge	4.48	5.63E-02
10	International Relations	24	10	Sustainable tourism	4.47	7.72E-02
11	Philosophy/Psychology/Ethics	23	11	Tourism development	4.46	7.59E-02
11	Eco-tourism	23	12	Inter-governmental relations	4.45	7.21E-02
13	Tourism Facility Planning	22	13	Community involvement	4.44	8.49E-02
13	Tourism Economics	22	14	Philosophy and ethics	4.42	6.51E-02
15	Strategic Management	21	15	Community outreach	4.42	7.93E-02
15	Sustainable Tourism	21	16	Strategic management	4.42	7.03E-02
15	Resource Management	21	17	Understand. Comm. Needs/ Wants	4.4	9.17E-02
15	Recreation Area Management	21	18	Advertising	4.38	0.09
19	Leadership	20	19	Tourism economics	4.36	7.91E-02
20	Cultural & Heritage Tourism	16	20	Business management	4.36	6.54E-02
20	General Tourism Operations	16	21	General tourism operations	4.31	0.06
22	Basic Computer	15	22	Structure of the Industry	4.3	8.10E-02
23	Economics	14	23	Media database	4.29	9.38E-02
23	Labor Relations	14	24	Web research skills	4.25	9.04E-02
23	Development Policies	14	25	Community database	4.16	9.41E-02
26	Public Relations	13	26	Research skills	4.14	8.17E-02
27	Social Responsibilities	12	27	Development policies	4.13	0.07
27	Attraction Management	12	28	Environmental impacts	4.1	9.28E-02
29	Ecological Principles	11	29	Visitor safety issues	4.07	9.36E-02
30	Environmental Impacts	10	30	Education	4.02	9.90E-02
30	Product Knowledge	10	31	Community engagement	4.02	9.55E-02
30	Environmental Integration	10	32	Estimation and forecasting	4.02	8.85E-02
33	Estimation and Forecasting	9	33	Social responsibilities	4.01	8.10E-02
33	Cultural Resource Protection	9	34	Entrepreneurship	4	0.09
35	Web Research Skills	8	35	Non-profit management	3.96	0.10
36	Transportation Planning	7	36	Eco-tourism	3.92	9.91E-02

36	Historic Preservation	7	37	Principles of planning and design	3.91	9.55E-02
38	General Business Knowledge	6	38	Resource management	3.87	9.82E-02
38	Property Development	6	39	Tourism facility planning	3.81	0.10
38	Interpretive Skills	6	40	Crisis management	3.8	0.10
41	Non-profit Management	5	41	Economics	3.79	0.10
41	Risk Management	5	42	Transportation planning	3.77	0.10
41	Interpretation of Resources	5	43	Historic preservation	3.76	0.10
41	Understand. Comm. Needs/Wants	5	44	Fund development	3.73	0.10
45	Community Outreach	4	45	Interpretive skills	3.7	0.12
45	Entrepreneurship	4	46	Cultural resource protection	3.7	0.10
45	Community Involvement	4	47	Inter-agency regulations	3.69	0.12
45	Landscape Design	4	48	Interpretation of resources	3.62	0.11
45	Community Planning	4	49	Risk management	3.62	0.11
50	Foreign Languages	3	50	Tourism law	3.53	0.10
50	Media Database	3	51	Attraction management	3.51	0.10
50	Land Use Regulations	3	52	Property development	3.5	0.10
53	Decision Making	2	53	Community planning	3.47	0.11
53	Intergovernmental Relations	2	54	Computer mapping	3.42	0.11
53	River/Coastal Management	2	55	International relations	3.41	0.11
53	Building Design Principles	2	56	Grant writing	3.39	0.11
53	Inter-Agency Regulations	2	57	River/coastal management	3.35	0.12
58	Computer Mapping	1	58	Ecological principles	3.31	0.11
58	Fund Development	1	59	Land use regulations	3.2	0.11
58	Understanding Design Plans	1	60	Recreation area management	3.18	0.11
58	Countryside Management	1	61	Environmental integration	3.18	0.12
62	Engineering	0	62	Labor relations	3.12	0.16
62	Grant Writing	0	63	Countryside management	3.09	0.11
62	Indigenous Languages	0	64	Understanding design plans	2.85	0.11
62	Community Database	0	65	Indigenous languages	2.77	0.12
62	Visitor Safety issues	0	66	Architectural design	2.71	0.11
62	Crisis Management	0	67	Foreign languages	2.64	0.10
62	Education	0	68	Building design principles	2.5	0.10
62	Architectural Design	0	69	Landscape design	2.27	9.77E-02
62	Community Engagement	0	70	Engineering	2.16	0.10

"# Out of 109" indicates the total number of courses through which the competency was addressed in the 109 programs offered at institutions of higher education in the United States.

APPENDIX N

Tourism Professional Comparisons

Appendix N reports comparisons of responding tourism professional's education level, how they learned their competencies, U.S. regional differences in opinions and analyzed the professionals with a Bachelor's degree compared to those with a Master's degree.

Figure 1 illustrates (N=103) respondents answered the question about the highest level of education they achieved. Of the respondents, 3.9% hold a high school diploma, 26.2% have some college experience, 47.6%, (38.2%, 57.1%) a Bachelor's degree, 18.4% (12.1%, 27.1%) a Master's degree, and 3.9% hold a Doctorate degree.

Figure 1. Highest level of Education Achieved. HS: High School, College: Some College, BA/BS, PhD

	HS	Coll.	BA/BS	MA/MS	PhD	Total
Count	4	27	49	19	4	103
Percent	3.9	26.2	47.6	18.4	3.9	100

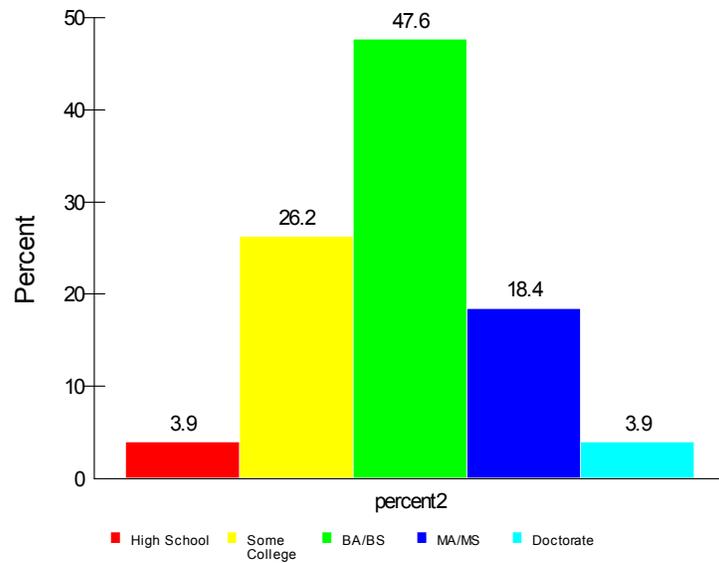


Figure 2 indicates of the 104 tourism professionals questioned (N=87) responded and of those, almost 98% [(95% Confidence interval: (91.4%, 99.8%)] learned their competencies on the job.

Figure 2. Learned Tourism Competencies on the Job

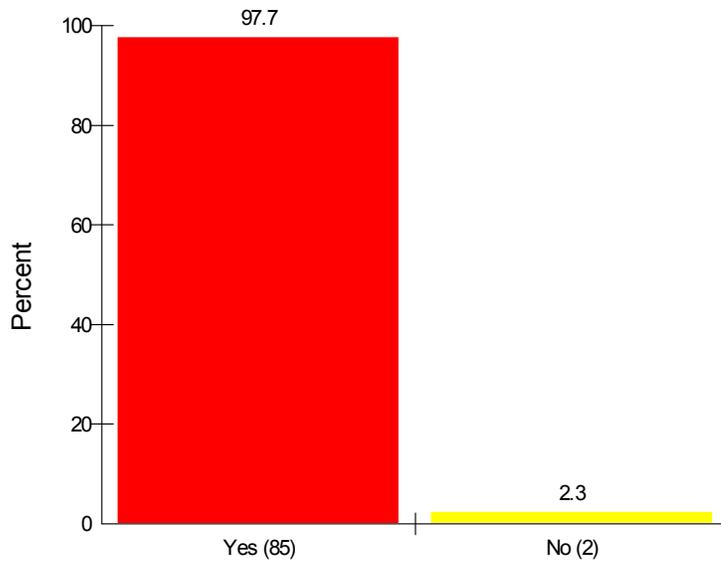
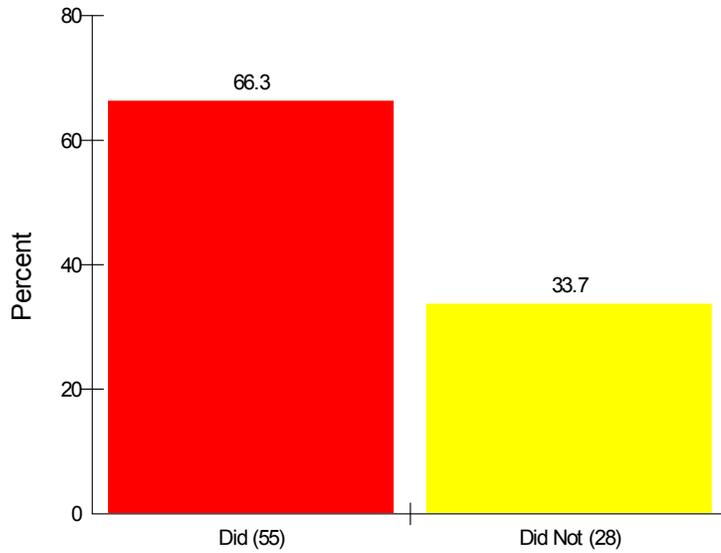


Figure 3 represents the (N=83) tourism professional's background in higher education. The research showed that 66.3% of the respondents indicate their education did prepare them for their position.

Figure 3. Higher Educational did Prepare me for my Position



The next four figures sought to learn if there were regional differences in opinions of tourism professionals.

Figure 4 represents (N=95) responses from tourism professionals from all regions of the United States. Regional differences in average importance of competencies across the five regions of the United States were identified. Differences in average importance of competencies across the five regions of the country may be important.

Figure 4. Responses From all Regions of the Country

MW: Midwest, NE: Northeast, SE: Southeast, SW: Southwest, W: West

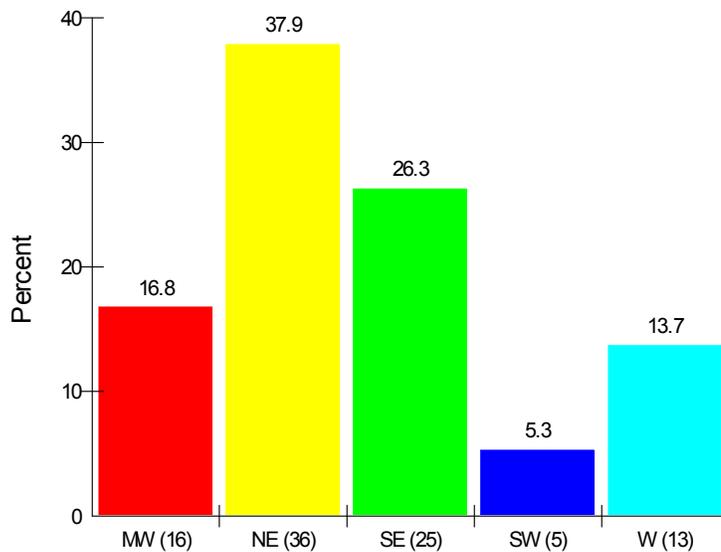


Figure 5 indicates that in the Media Database competency, the (N=87) respondents indicate there are regional differences in opinion. The results indicate that tourism professionals from the West have a difference in opinion about this competency than those from the Northeast and the Southwest.

Figure 5. Media Database

ANOVA $F = 2.58, p = 0.043721$

Region	Count	Mean	Different From Region
W	13	3.84	NE, SW
SE	26	4.34	
MW	16	4.37	
NE	22	4.63	W
SW	5	4.8	W

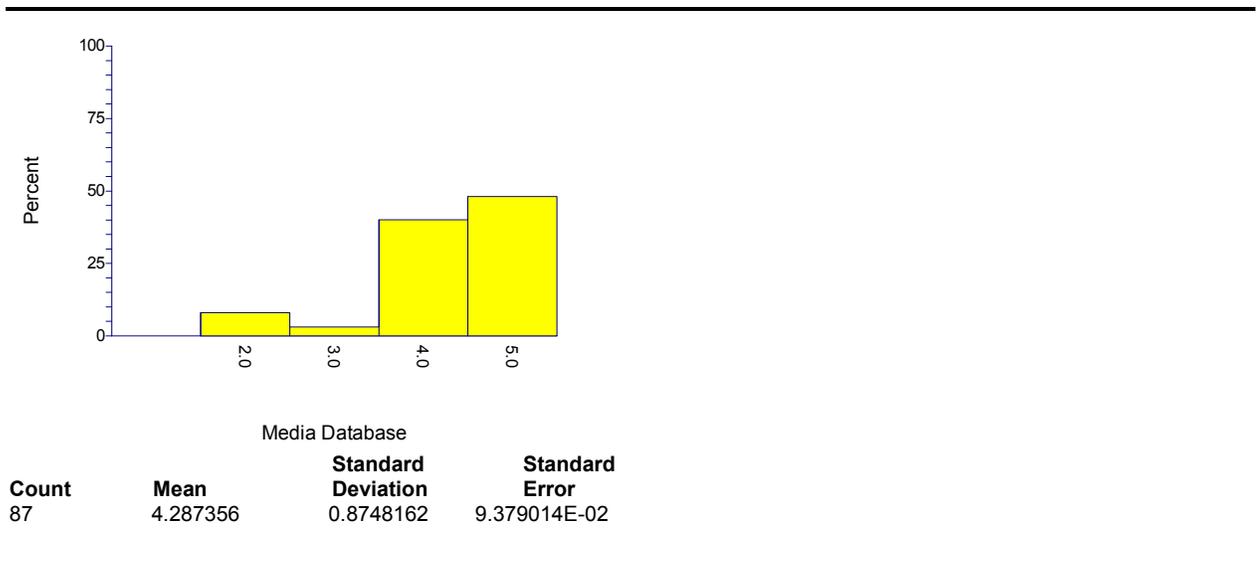


Figure 6, Analysis of the Estimation and Forecasting competency, discovered

regional differences in opinion. Northeast and Western tourism professionals had differing opinions about this competency than Southeast professionals. There were (N=86) respondents to this question.

Figure 6. Estimation and Forecasting

ANOVA $F = 2.83, p = 0.029064$

Region	Count	Mean	Different From Region
NE	36	3.83	SE
W	13	3.84	SE
MW	16	4.12	
SW	5	4.4	
SE	26	4.46	NE, W

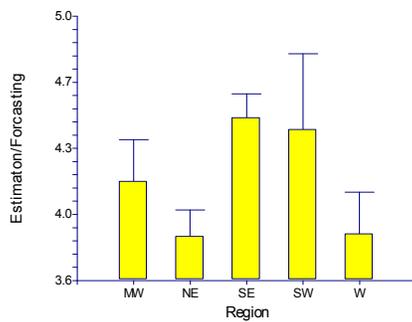


Figure 7, Ecological Principles, displays results indicating tourism professionals in

the Midwest had a difference in opinion than those in the West, Northeast and Southeast. There were (N=85) respondents to this question.

Figure 7. Ecological Principles

ANOVA $F = 2.62, p = 0.040284$

Region	Count	Mean	Different From Region
MW	16	2.62	W, NE, SE
SW	5	3.4	
W	13	3.46	MW
NE	36	3.55	MW
SE	25	3.6	MW

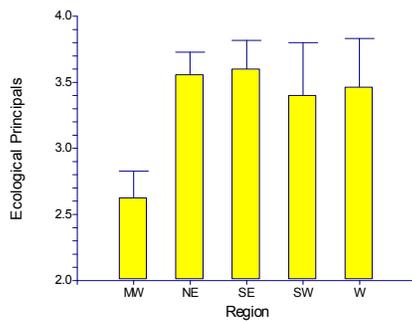


Figure 8, Media Database, indicates the importance those respondents with a

Bachelor's degree and those respondents with a Master's degree placed on the promotion of tourism. (N=65) respondents were analyzed.

Differences In Education Levels

Figure 8. Media Database

$T = -2.02, p = 0.04$

Variable	Count	Mean	Standard Deviation	Standard Error
Education=BA/BS	48	4.16	0.85	0.12
Education=MA/MS	17	4.64	0.78	0.19

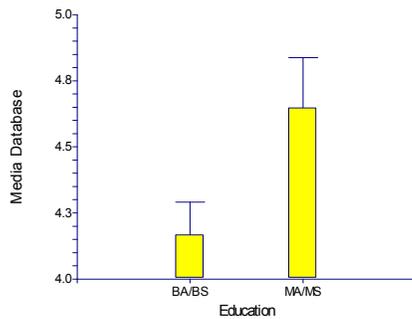


Figure 9, Developmental policies, indicates that more education, from Bachelor's

to a Master's degree shifts the Mean higher? (N=67) respondents were analyzed.

Figure 9. Development Policies

$T = -2.67, p = 0.01$

Variable	Count	Mean	Standard Deviation	Standard Error
Education=BA/BS	48	3.89	0.85	0.12
Education=MA/MS	19	4.47	0.61	0.14

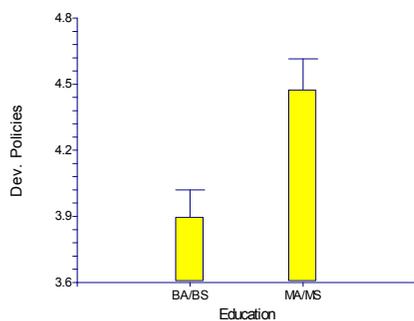


Figure 10, Sustainable tourism, ranked as an important competency for both

groups. A total of (N=67) respondents were analyzed.

Figure 10. Sustainable Tourism

$T = -2.15, p = 0.03$

Variable	Count	Mean	Standard Deviation	Standard Error
Education=BA/BS	48	4.47	0.74	0.10
Education=MA/MS	19	4.78	0.41	9.60E-02

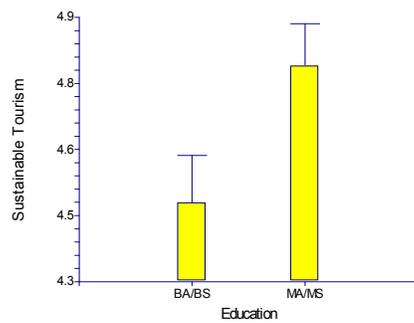


Figure 11, Visitor safety, is a competency that is necessary if tourism is to flourish.

Visitors sensing an unsafe destination are likely to stay away. More education and possibly more experience with a Master's degree bring the Mean higher.

(N=67) Respondents were analyzed.

Figure 11. Visitor Safety

$T = -2.11, p = 0.03$

Variable	Count	Mean	Standard Deviation	Standard Error
Education=BA/BS	48	3.85	0.92	0.13
Education=MA/MS	19	4.36	0.83	0.19

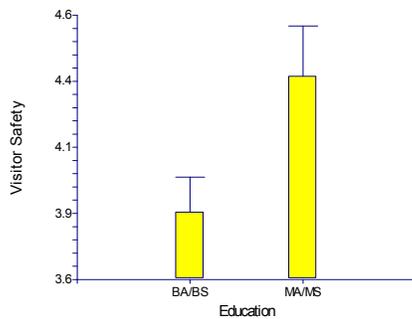


Figure 12, Eco-tourism is at the core of tourism planning and development.

Eco-tourism is both an attraction and a manner of protection of a resource.

The higher level of education brings the Mean ranking higher. (N=64)

respondents were analyzed.

Figure 12. Eco-tourism

$T = -2.15, p = 0.03$

Variable	Count	Mean	Standard Deviation	Standard Error
Education=BA/BS	46	3.82	0.99	0.14
Education=MA/MS	18	4.38	0.77	0.18

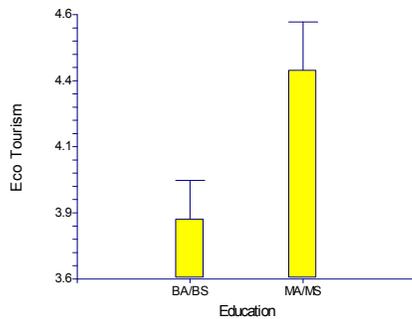


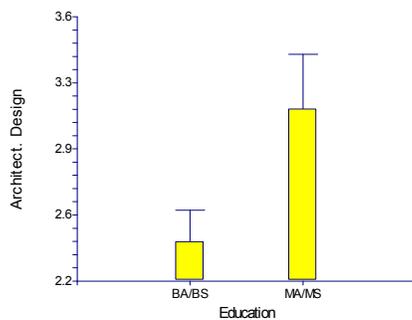
Figure 13, Architectural design does not achieve a Mean in the Important

category. This competency is important to have a basic understanding of for tourism planning and development professionals. (N=67) respondents were analyzed.

Figure 13. Architectural Design

$T = -2.14, p = 0.03$

Variable	Count	Mean	Standard Deviation	Standard Error
Education=BA/BS	49	2.40	1.17	0.16
Education=MA/MS	18	3.11	1.23	0.29



Could the reason for the higher Mean with Master's degree holders be that increased education, or experience in Architectural Design, Eco-tourism, Sustainable tourism, Visitor safety, Development policies or Media database, creates more understanding of their importance to tourism planning and development?

Profiles of the Respondents

Figure 14 queried tourism professionals about how long they have been in the tourism industry. Respondent's (N=103) range of years in the industry, are from 6 months to 34 years, with the Mean being 14.4 years in the tourism industry (Figure 14).

Figure 14. Number of Years in the Tourism Industry

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
103	14.36	8.57	0.84	0.5	35	34.5
10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile		
3.4	6	14	20	26.2		

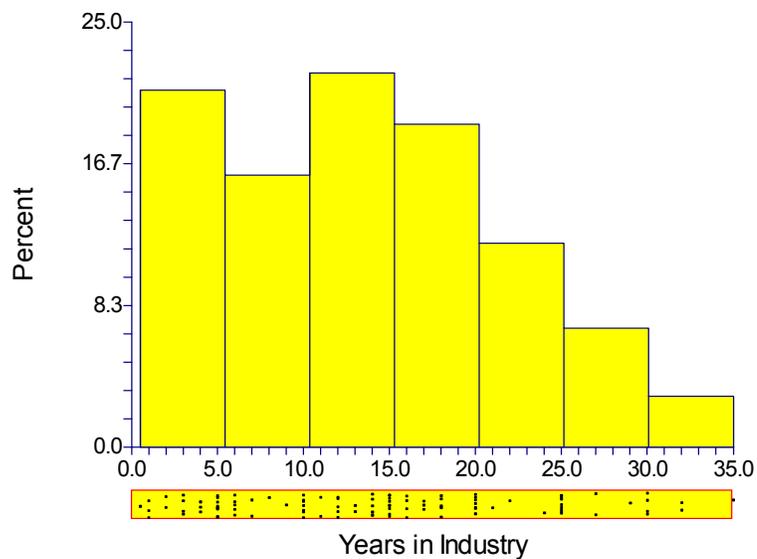
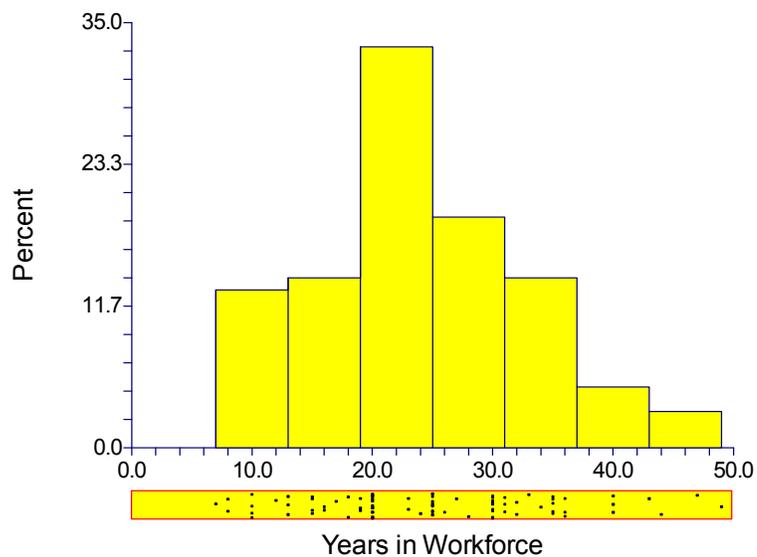


Figure 15 indicates that the average time in the work force was 24.84 years. The

minimum years in the workforce was 7 with the maximum years was 49. It appears the workforce in the tourism industry is not a young workforce. (N=86) respondents were analyzed.

Figure 15. Number of Years in the Workforce

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
86	24.84	9.37	1.01	7	49	42
10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile		
12.7	19	25	31	36		



Demographic Indications

Figure 16 indicates that when the professionals were asked if there were continuing tourism education courses available, the (N=102) responses to this question were almost equal; 52.9% of the respondents indicated that education was available and 47.1% indicated that no continuing education was available. This suggests an opportunity for higher education.

Figure 16. Continuing Tourism Planning and Development Education Programs

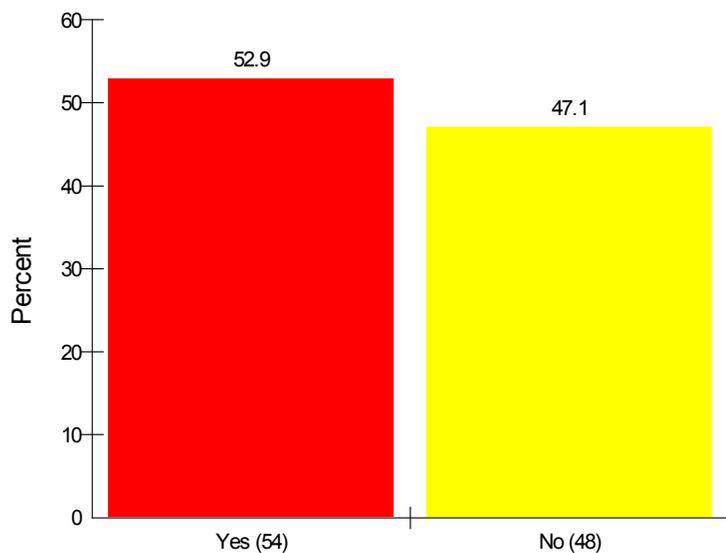


Figure 17 illustrates that the Mean of the approximate population of the areas

represented is 1,136,085. The range of responses to the population question (N=98) was from 6,000 to 12 million people. One type of tourism agency certainly does not fit all size communities.

Figure 17. Approximate Population Per Area

Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum	Range
98	1136085	2216509	223901.3	6000	1.2E+07	1.19E+07
10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile		
39500	93750	300000	1000000	3540000		

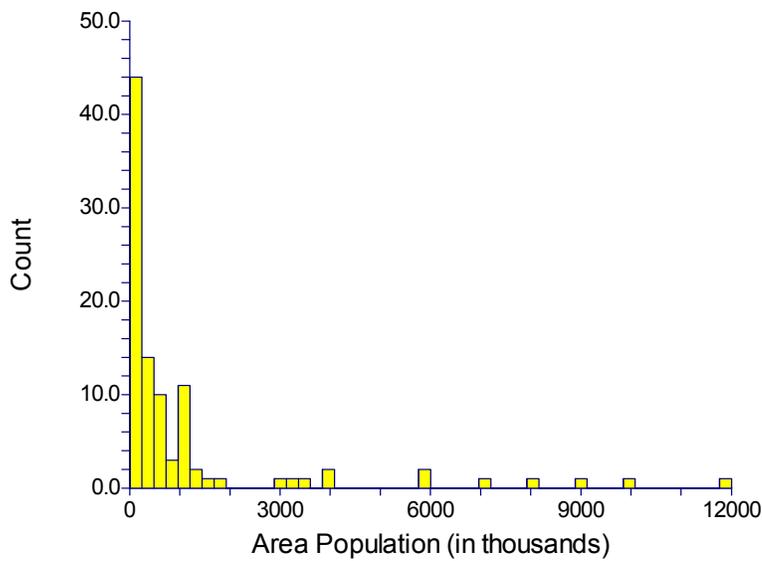


Figure 18 indicates that ninety-seven tourism professionals reported that the area

they represent as being Urban, Suburban, Rural, Urban/Suburban, Urban/Rural and Urban/Suburban/Rural. Twenty-three respondents represent an Urban area, 14 represent Suburban areas, and 30 Rural areas. Five represent a combination of Urban/Suburban areas, 1 represents Urban/Rural areas, 2 represent Suburban/Rural areas, and 22 represent a combination of Urban/Suburban and Rural areas. Some professional's organizations represent areas that fell into more than one area defined in the question. The researcher to clarify the result added four more definitions for an area.

Figure 18. Urban, Sub-Urban or Rural Area Classification

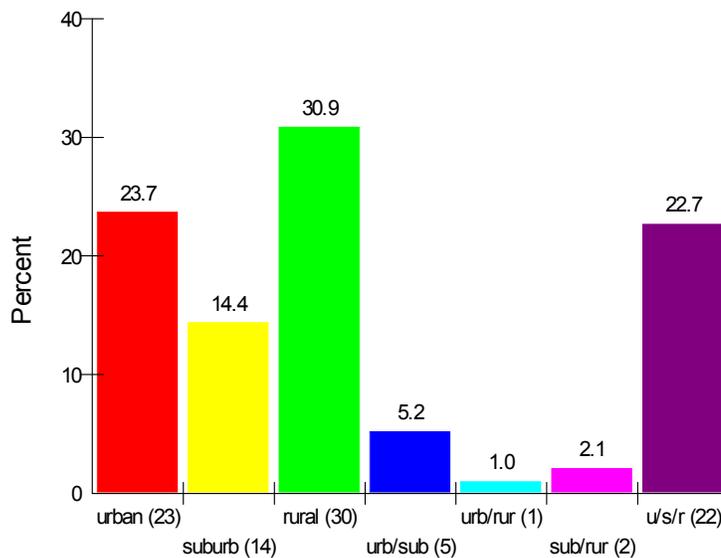


Figure 19, reports the responses when asked if their office has a separate tourism

planning division. Of the (N=104) respondents 82.7% had no separate tourism planning division.

Figure 19. Tourism Planning Division

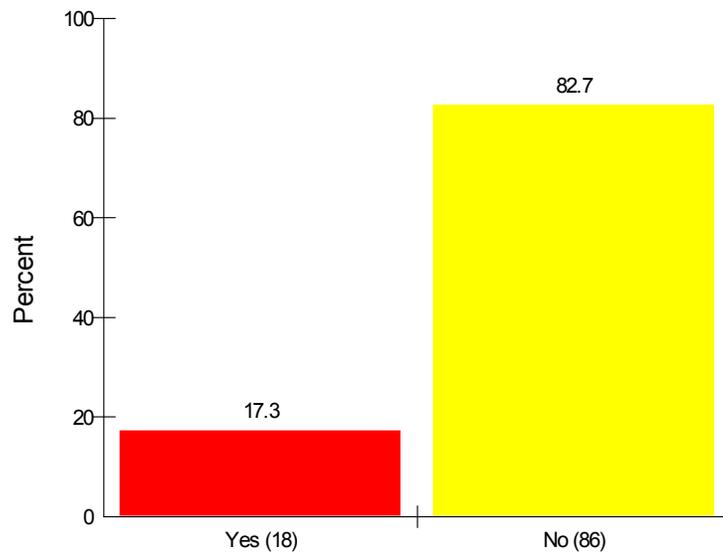


Figure 20, illustrates what percentage of tourism offices have tourism planning

and development as part of their office's responsibilities. Of the (N=100) respondents, 77% indicated yes.

Figure 20. Tourism Planning and Development Responsibilities

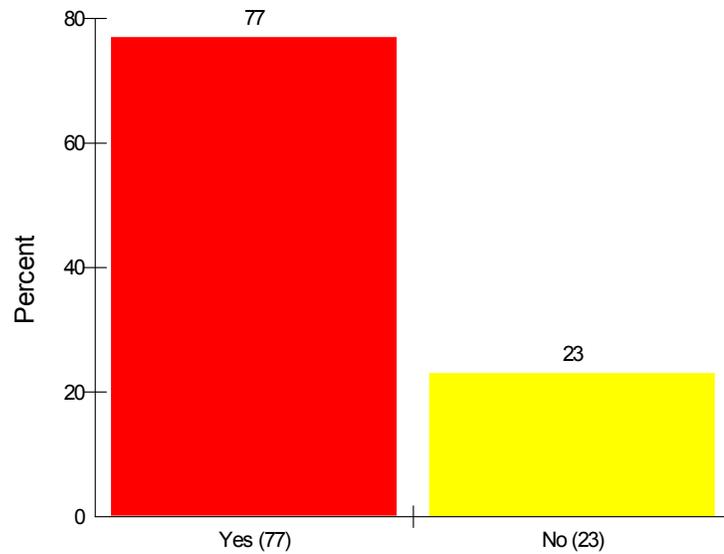
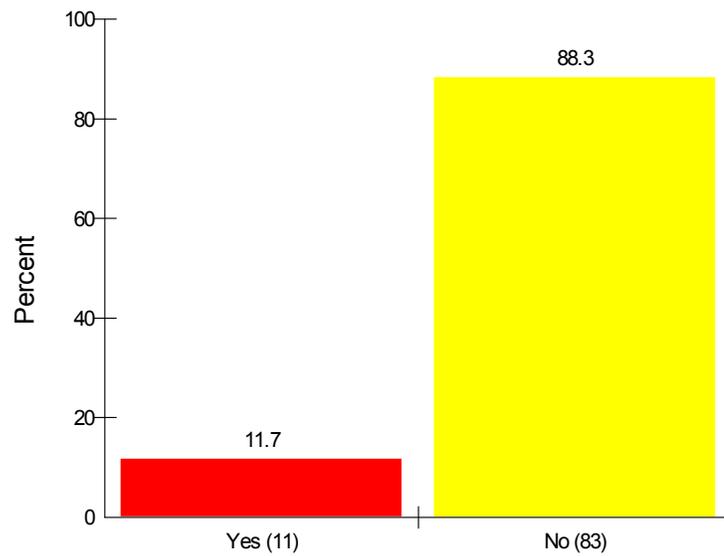


Figure 21, asked if the professional's community, region or state required a

degree or certification to hold a position in tourism planning? Of the (N=94) respondents, over eighty-eight percent had no formal certification requirement.

Figure 21. Degree or Certification Requirement



APPENDIX O

Additional Suggested Competencies by Respondents

Customer service	Community Outreach
Full Commitment	Understanding Your Region
Written Communication	Public Speaking Skills
People Skills	Long Term Sustainability
Interpersonal Skills	Ability to Listen
Art of Listening	Understanding of Other
Businesses	Basic Professionalism
Levels of Tourism (Niche vs. Mass)	Anxiety Control
Strategic Marketing	Hospitality Training
Regional Cooperation	Local Support
Lobbying Techniques	Strategic Planning
Product Development	Workforce Development
Smart Growth	Technical Competencies
Dedication	Community Relations
Politics	Interpersonal Skills
Communication	Knowledge of American
Interpersonal Skills	History
Liberal Arts in History and Arts	Economic Development
Know When Experts are Needed	Attention to Detail
Authenticity in Redevelopment	Best business practices
Understanding of Profit and Non-profit	Common Sense Relationships
Strategic Planning	

APPENDIX P

Universities Attended by the Respondents

The questionnaire queried the name of the college or university attended. While not every respondent answered the question, there was a variety of institutions attended. Institutions were listed once even though some respondents possibly attended the same institutions.

Assumption College	Michigan State University
Ball State University	Millersville University
Bryant College	Northern Arizona University
California State University	Purdue University
Clemson University	Roger Williams University
College in Austria	Southeastern MA University
Clemson University	Truman University
Casper College, Institutes for Organizational Management	Wallace State University
Davenport University	University of Arizona
Dr. Martin Luther College	University of Colorado
Eastern Illinois University	University of Florida
Fort Hays State University	University of Hawaii
Florida Atlantic University	University of LA
Franklin College	University of Maine
Johnson & Wales University	University of Maryland
Georgetown University	University of MO
	University of New Hampshire

George Washington University

Grand Valley State

GWU Tourism Destination Management

Hood College

Ithaca College

Indiana University

Malone College

Mankato State University

Virginia Wesleyan College

Wallace State College

Western Kentucky University

University of Pennsylvania

University of Pittsburgh

University of Rhode Island

University of Tennessee

University of Seattle

University of South Carolina

University of Vermont

Virginia Common University

APPENDIX Q

Available Tourism Programs and Certifications Held

When asked if there were continuing tourism planning and development education programs in their area tourism professionals responded with available programs and industry designations.

State office of tourism has programs	Certified Hospitality Management Exec
Chamber Accreditation	George Washington University
IOM	Our state hosts five seminars a year
Extension Service programs	Certified Destination Management Exec
Local university tourism programs	Tourism academy at our CVB
IACVB CDME program	CAE certification
Governor's Conference Illinois	State Travel Conference and Workshop
MS Division of Tourism	CTIS designation
CTP and CTAS	College programs
Local colleges have tourism programs	Kentucky Department of Travel
West Kentucky Corporation	Wyoming Lodging and Restaurant Assn
Travel Montana program	University of Tennessee
Travel Michigan program	University of MN Tourism Center
Visit Florida	Courses through ABA and NTA
Regional and State Tourism Offices	Various Workshops, some state
University of New Haven Courses	sponsored

APPENDIX R

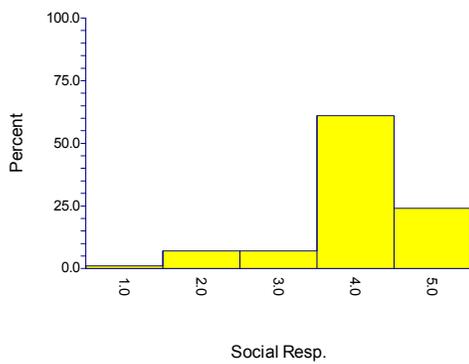
Competency Summaries

Analysis Of Variance (ANOVA) tests were performed for each of the 70 competencies of the survey to establish significant differences in Mean scores across the groups. Post hoc Fisher's LSD multiple comparisons gave an indication of regional differences of competency responses. Only the competencies with a significant *F*-test ($p < 0.05$) are shown in the analysis. Error bar charts show the Sample Mean, plus or minus one Standard Error. Fisher's LSD post-hoc tests were conducted on all significant findings. The interval scale was assumed.

Figure 22, asks respondents to offer their opinions about other competencies. There were (N103) respondents. Two respondents suggested using technology-mediated presentations. All other additional competencies were singly suggested.

Figure 22. Social Responsibilities

	1	2	3	4	5	Total
Count	1	7	7	63	25	103
Percent	1.0	6.8	6.8	61.2	24.3	100.0



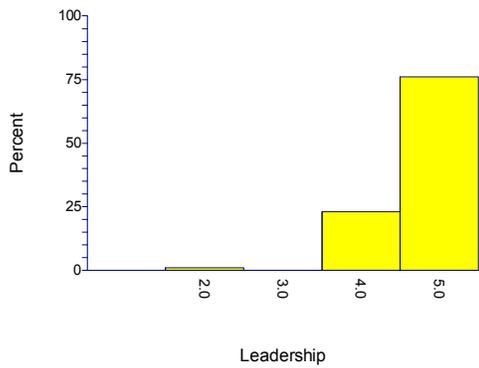
Count	Mean	Standard Deviation	Standard Error
103	4.00	0.82	8.10E-0

Figure 23, asked respondents to address the importance of Leadership.

Seventy-nine out of the (N=104) respondents ranked leadership as a Very Important competency. Twenty-four ranked leadership as Important.

Figure 23. Leadership

	1	2	3	4	5	Total
Count	0	1	0	24	79	104
Percent	0.0	1.0	0.0	23.1	76.0	100.0

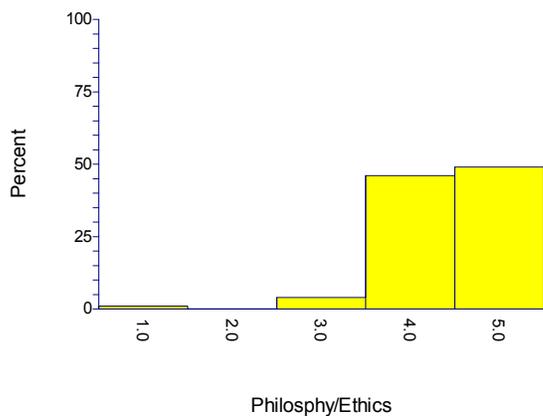


Count	Mean	Standard Deviation	Standard Error
104	4.74	0.50	4.92E-02

Figure 24, Philosophy and ethics, according to approximately 100% of the respondents, ranked either Important or Very Important. All the (N=104) professionals responded to this question.

Figure 24. Philosophy and Ethics

	1	2	3	4	5	Total
Count	1	0	4	48	51	104
Percent	1.0	0.0	3.8	46.2	49.0	100.0

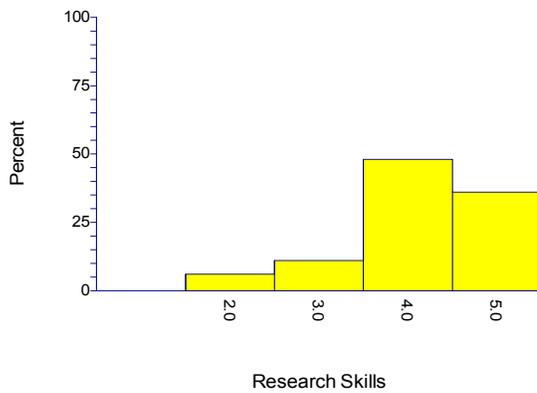


Count	Mean	Standard Deviation	Standard Error
104	4.42	0.66	6.50E-02

Figure 25, Research skills, ranked Important to 47% of the tourism professionals. When added to the 36% that rank this competency as Very Important the competency is clearly significant to the tourism professionals. A total of (N=103) respondents were analyzed.

Figure 25. Research Skills

	1	2	3	4	5	Total
Count	0	6	11	49	37	103
Percent	0.0	5.8	10.7	47.6	35.9	100.0

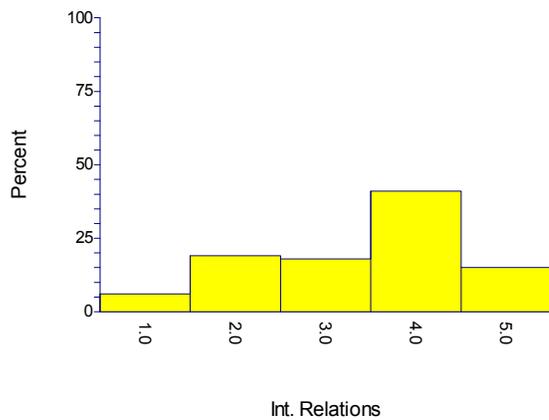


Count	Mean	Standard Deviation	Standard Error
103	4.13	0.82	8.16E-02

Figure 26, International Relations ranked mixed among the (N=104) professionals responding. Only 41% reported International Relations as an Important competency in their position.

Figure 26. International Relations

	1	2	3	4	5	Total
Count	6	20	19	43	16	104
Percent	5.8	19.2	18.3	41.3	15.4	100.0

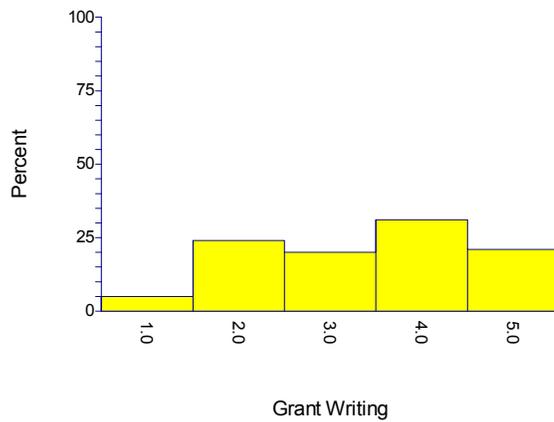


Count	Mean	Standard Deviation	Standard Error
104	3.41	1.13	0.11

Figure 27, Grant Writing, appears to have moderate interest to the (N=102) respondents. Grant Writing rendered a Mean of 3.39.

Figure 27. Grant Writing

	1	2	3	4	5	Total
Count	5	24	20	32	21	102
Percent	4.9	23.5	19.6	31.4	20.6	100.0

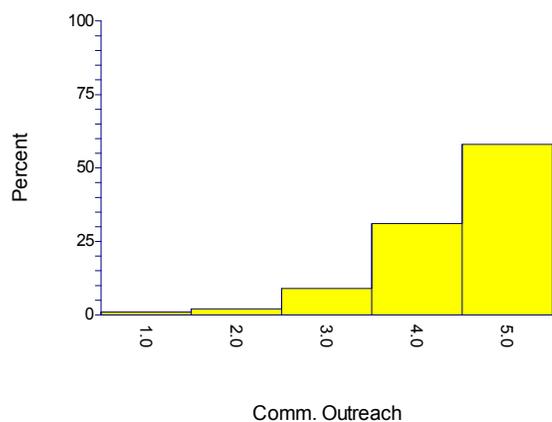


Count	Mean	Standard Deviation	Standard Error
102	3.39	1.19	0.11

Figure 28, Community outreach is where the tourism professional works to integrate the tourism industry and the community. This ranked as a Very Important competency by 58% of the (N=104) respondents. The Mean is 4.42.

Figure 28. Community Outreach

	1	2	3	4	5	Total
Count	1	2	9	32	60	104
Percent	1.0	1.9	8.7	30.8	57.7	100.0

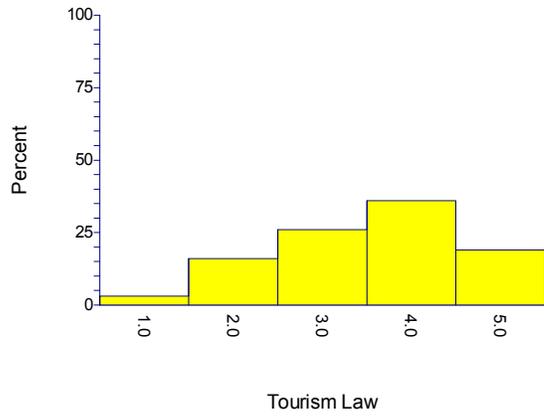


Count	Mean	Standard Deviation	Standard Error
104	4.42	0.80	7.93E-02

Figure 29, Tourism Law, as it relates to tourism issues, received an Important ranking by just over 1/3 of the (N=103) respondents.

Figure 29. Tourism Law

	1	2	3	4	5	Total
Count	3	16	27	37	20	103
Percent	2.9	15.5	26.2	35.9	19.4	100.0



Count	Mean	Standard Deviation	Standard Error
103	3.53	1.06	0.10

Figure 30, Decision Making ranked Very Important by 66% of the respondents and Important by another 33% of the (N=104) respondents.

Figure 30. Decision Making

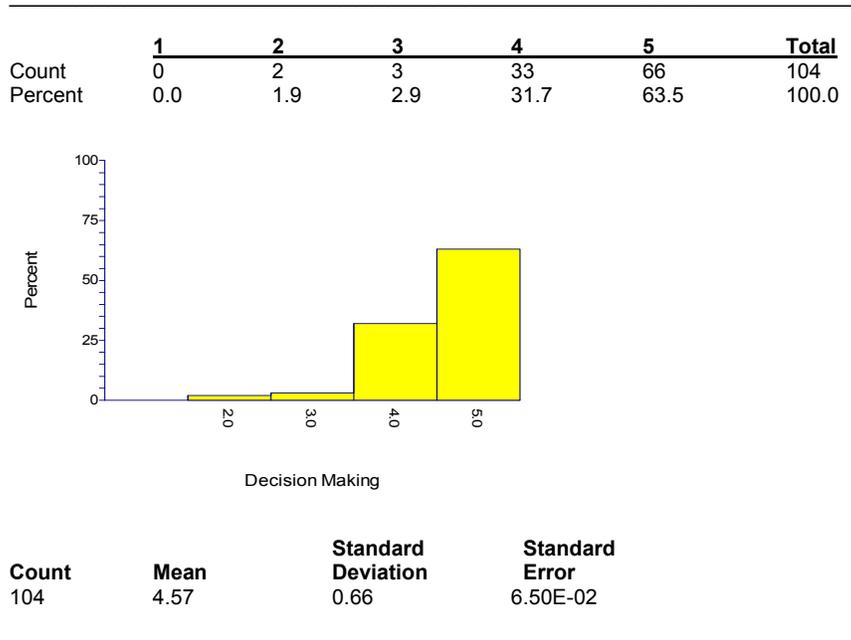
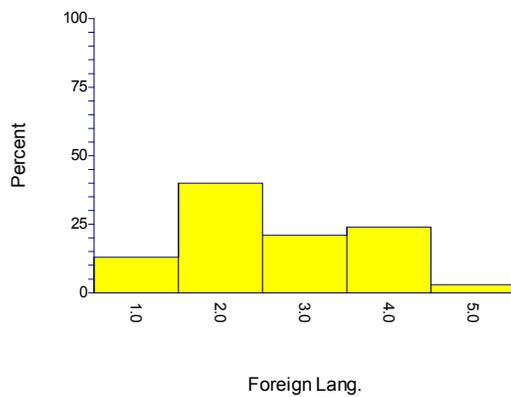


Figure 31, Foreign Languages, are considered to be of little importance to the tourism professionals responding. The Mean is low at 2.63. Only three out of (N=102) respondents ranked the competency as very important. Forty-one ranked languages as Slightly Important.

Figure 31. Foreign Languages

	1	2	3	4	5	Total
Count	13	41	21	24	3	102
Percent	12.7	40.2	20.6	23.5	2.9	100.0

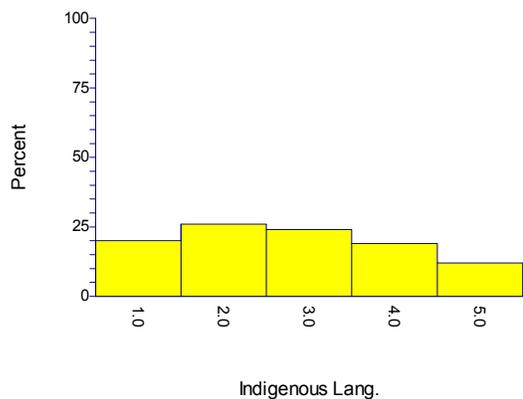


Count	Mean	Standard Deviation	Standard Error
102	2.63	1.06	0.10

Figure 32, Indigenous languages, received their highest ranking with 26% of the professionals choosing Slightly Important as their response. The Mean is considered low at 2.77. There were (N=101) respondents.

Figure 32. Indigenous Languages

	1	2	3	4	5	Total
Count	20	26	24	19	12	101
Percent	19.8	25.7	23.8	18.8	11.9	100.0

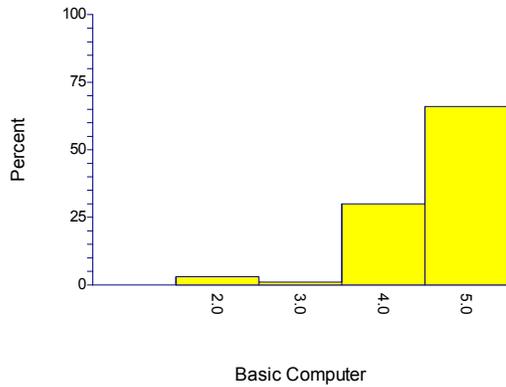


Count	Mean	Standard Deviation	Standard Error
101	2.77	1.29	0.12

Figure 33, Basic computer skills, ranked Very Important and Important by 66% and 30% of the (N=103) respondents respectively.

Figure 33. Basic Computer Skills

	1	2	3	4	5	Total
Count	0	3	1	31	68	103
Percent	0.0	2.9	1.0	30.1	66.0	100.0

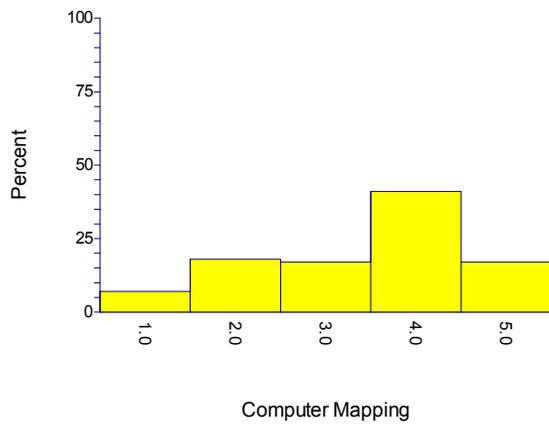


Count	Mean	Standard Deviation	Standard Error
103	4.59	0.66	6.53E-02

Figure 34, Computer mapping, was not perceived as important as was basic computer competencies. However 41% of those (N=103) responding did consider it an important competency. All other category percentages fall below 18.4%.

Figure 34. Computer Mapping

	1	2	3	4	5	Total
Count	7	19	18	42	17	103
Percent	6.8	18.4	17.5	40.8	16.5	100.0

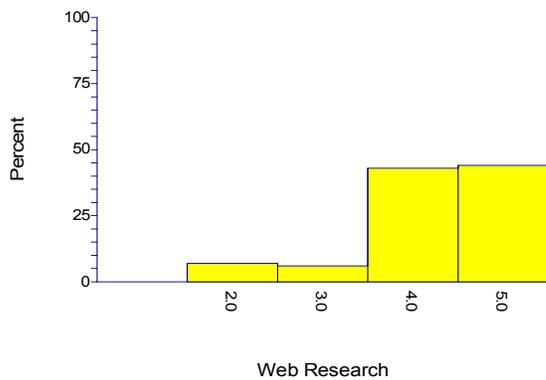


Count	Mean	Standard Deviation	Standard Error
103	3.41	1.167	0.11

Figure 35, Web Research Skills, are considered Important and Very Important competencies, as ranked by nearly (N=80) of the (N=88) professionals responding to this question.

Figure 35. Web Research Skills

	1	2	3	4	5	Total
Count	0	6	5	38	39	88
Percent	0.0	6.8	5.7	43.2	44.3	100.0

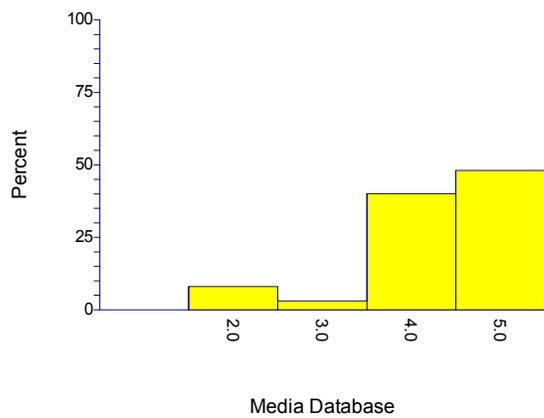


Count	Mean	Standard Deviation	Standard Error
88	4.25	0.84	9.03E-02

Figure 36, Media database maintenance, when combining Important and Very Important rankings, rendered an interest level by 88.5% by the (N=87) tourism professionals responding.

Figure 36. Media Database

	1	2	3	4	5	Total
Count	0	7	3	35	42	87
Percent	0.0	8.0	3.4	40.2	48.3	100.0

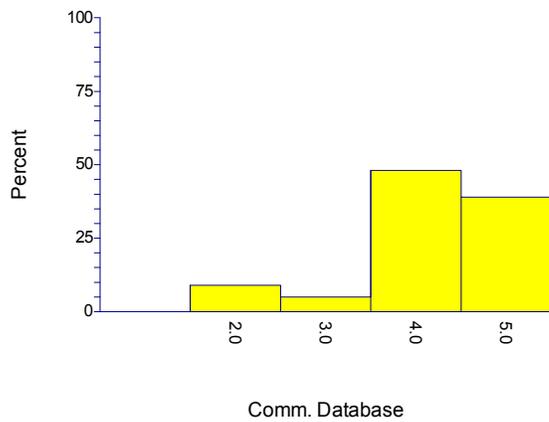


Count	Mean	Standard Deviation	Standard Error
87	4.28	0.87	9.37E-02

Figure 37, indicates (N=88) tourism professionals responded to Community database. Even with this low response, a majority of the professionals consider maintaining a community database to accomplish their responsibilities at least important.

Figure 37. Community Database

	1	2	3	4	5	Total
Count	0	8	4	42	34	88
Percent	0.0	9.1	4.5	47.7	38.6	100.0

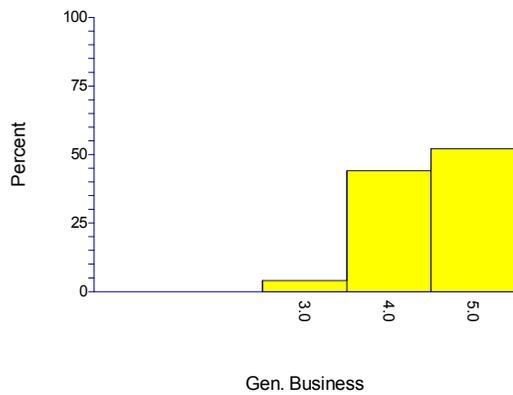


Count	Mean	Standard Deviation	Standard Error
88	4.15	0.88	9.40E-02

Figure 38, General business knowledge, is important to the (104) professionals responding. Over half of the professionals reported general business was Very Important another (N=46) reported general business competencies were Important.

Figure 38. General Business Knowledge

	1	2	3	4	5	Total
Count	0	0	4	46	54	104
Percent	0.0	0.0	3.8	44.2	51.9	100.0

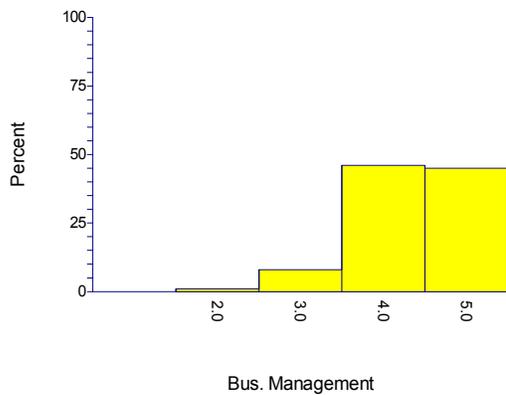


Count	Mean	Standard Deviation	Standard Error
104	4.48	0.57	5.63E-02

Figure 39 reports how Business management showed a slight weakness compared to General business. Both had the same number of respondents but the Mean with Business Management slipped to 4.35 as compared to a Mean of 4.48 with the General Business competency. (N=104) responses were analyzed.

Figure 39. Business Management

	1	2	3	4	5	Total
Count	0	1	8	48	47	104
Percent	0.0	1.0	7.7	46.2	45.2	100.0

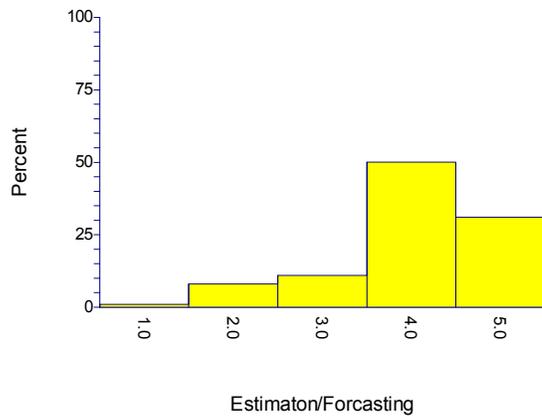


Count	Mean	Standard Deviation	Standard Error
104	4.35	0.66	6.54E-02

Figure 40 reported that Estimating and forecasting had a Mean of 4.01. Exactly 50 percent of the (N=104) respondents report that estimating and forecasting was Important. Forecasting and estimating does have a strong relationship to tourism planning and development.

Figure 40. Estimation and Forecasting

	1	2	3	4	5	Total
Count	1	8	11	52	32	104
Percent	1.0	7.7	10.6	50.0	30.8	100.0



Count	Mean	Standard Deviation	Standard Error
104	4.01	0.90	8.85E-02

Figure 41, Inter-governmental relations, render a high level of interest with a Mean of 4.45 to the (104) respondents. This may be due to the fact that many tourism agencies are sponsored by political subdivisions of governments.

Figure 41. Inter-Governmental Relations

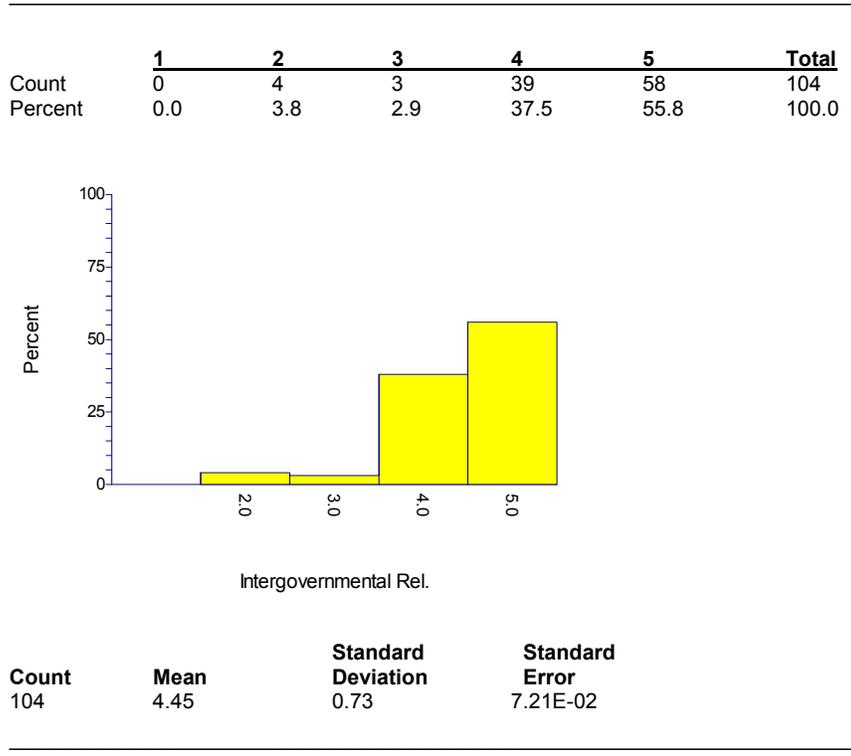
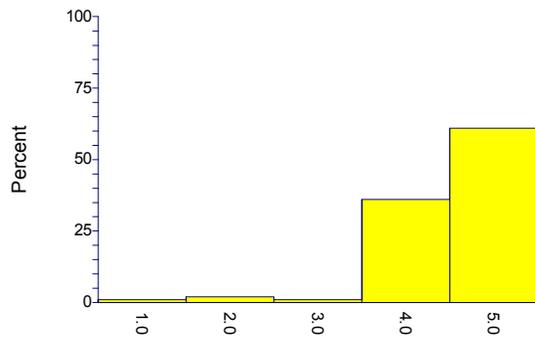


Figure 42, Financial management renders a Mean of 4.52. Sixty-three of the (N=104) responding professionals ranked this competency Very Important.

Figure 42. Financial Management

	1	2	3	4	5	Total
Count	1	2	1	37	63	104
Percent	1.0	1.9	1.0	35.6	60.6	100.0



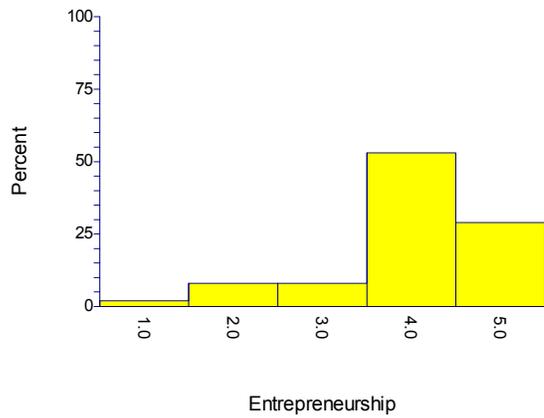
Fin. Management

Count	Mean	Standard Deviation	Standard Error
104	4.52	0.70	0.06

Figure 43, Entrepreneurship, rendered a Mean of 4.0. Fifty-four of the (N=102) responding professionals report this competency as Important.

Figure 43. Entrepreneurship

	1	2	3	4	5	Total
Count	2	8	8	54	30	102
Percent	2.0	7.8	7.8	52.9	29.4	100.0

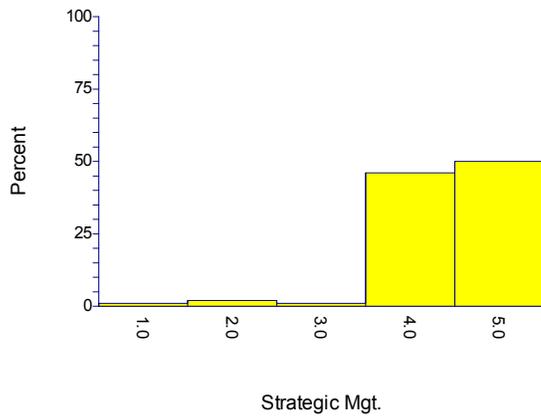


Count	Mean	Standard Deviation	Standard Error
102	4	0.93	0.09

Figure 44, Strategic management, ranked either as Important or Very Important by 98 of the (N=102) professionals responding.

Figure 44. Strategic Management

	1	2	3	4	5	Total
Count	1	2	1	47	51	102
Percent	1.0	2.0	1.0	46.1	50.0	100.0

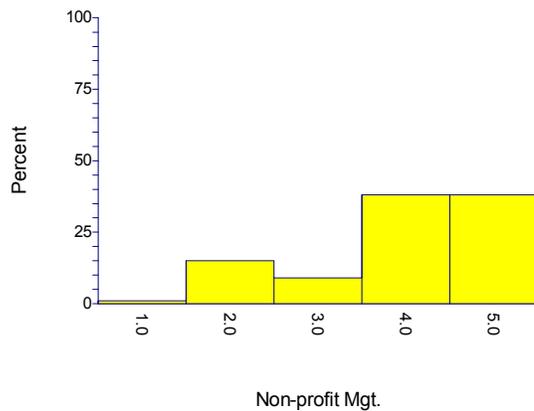


Count	Mean	Standard Deviation	Standard Error
102	4.42	0.70	7.02E-02

Figure 45, Non-profit management, ranked with a Mean of 3.96. However 37.6% of the (N=101) responding professionals ranked non-profit management as either Important or Very Important.

Figure 45. Non-profit Management

	1	2	3	4	5	Total
Count	1	15	9	38	38	101
Percent	1.0	14.9	8.9	37.6	37.6	100.0

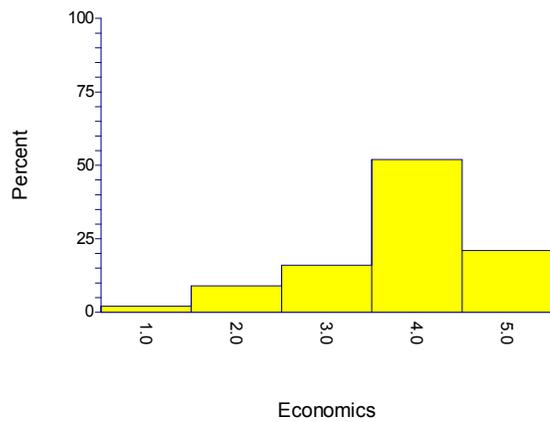


Count	Mean	Standard Deviation	Standard Error
101	3.96	1.07	0.10

Figure 46, Economics, or the understanding of economics as a competency, ranked Important by over 50% of the (N=87) respondents. The Mean is considered low at 3.79.

Figure 46. Economics

	1	2	3	4	5	Total
Count	2	8	14	45	18	87
Percent	2.3	9.2	16.1	51.7	20.7	100.0



Count	Mean	Standard Deviation	Standard Error
87	3.79	0.95	0.10

Figure 47, Risk management, maintains a ranking of Important with over 41.4% of the respondents. There was a low response rate of (N=87). While there is no evidence, quite possibly the low number of responses may be due to not understanding the meaning of the question. A clarification of the question may have helped.

Figure 47. Risk Management

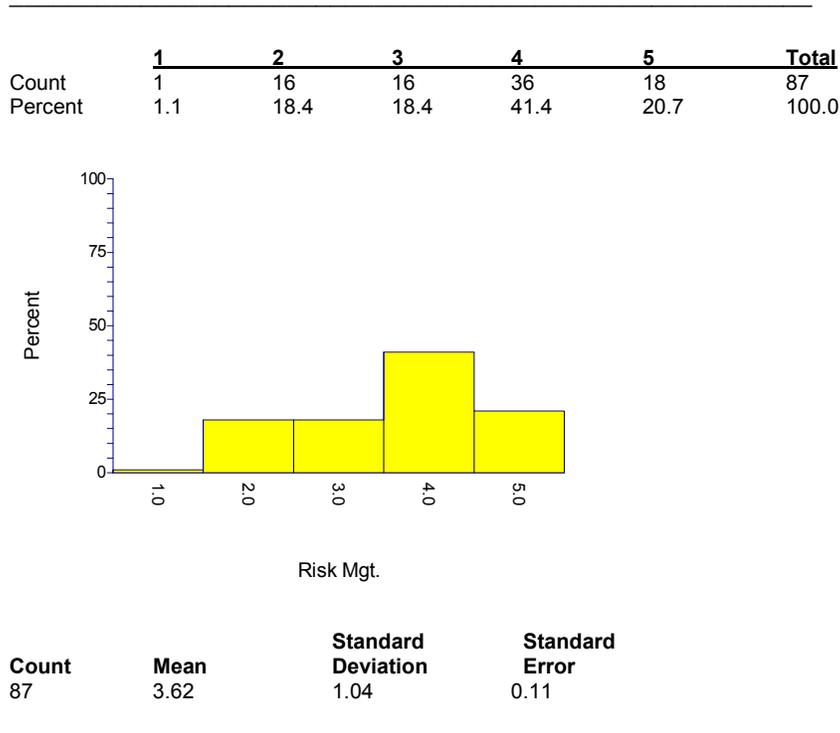
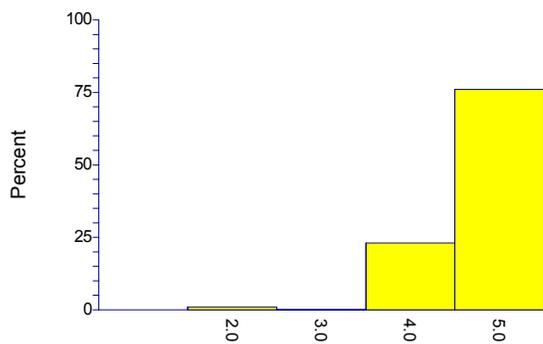


Figure 48, Public relations, had a Mean of 4.73. This is a high rating, but not surprising by this group of professionals who appear to be promotional oriented in their interests. (N=87) respondents were analyzed.

Figure 48. Public Relations

	1	2	3	4	5	Total
Count	0	1	0	20	66	87
Percent	0.0	1.1	0.0	23.0	75.9	100.0

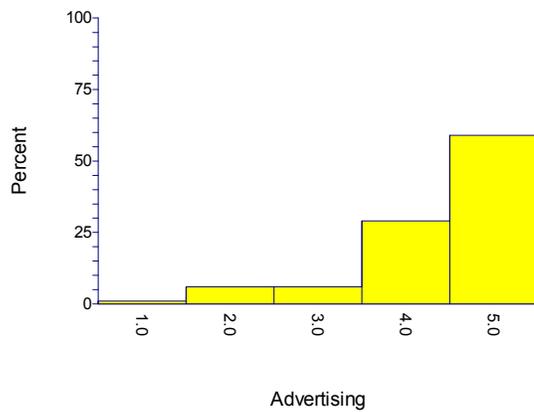


Count	Mean	Standard Deviation	Standard Error
87	4.73	0.51	0.05

Figure 49, Advertising, ranks as a Very Important by 58% of the responding (N=87) tourism professionals. Another 28% ranked this competency as Important. This is not surprising since as the literature shows, much of the tourism industry and tourism higher education is focused on promotion, marketing and advertising.

Figure 49. Advertising

	1	2	3	4	5	Total
Count	1	5	5	25	51	87
Percent	1.1	5.7	5.7	28.7	58.6	100.0

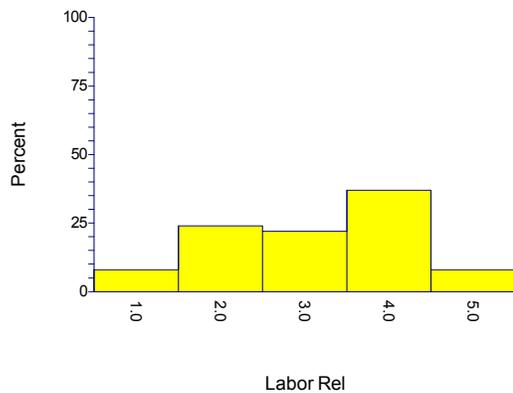


Count	Mean	Standard Deviation	Standard Error
87	4.37	0.91	0.09

Figure 50, Labor relations, ranked Important by just 36% of the professionals. However, only (N=49) professionals responded to this question. There is no explanation for the low response rate other than most tourism agencies may not deal with this type of issue.

Figure 50. Labor Relations

	1	2	3	4	5	Total
Count	4	12	11	18	4	49
Percent	8.2	24.5	22.4	36.7	8.2	100.0

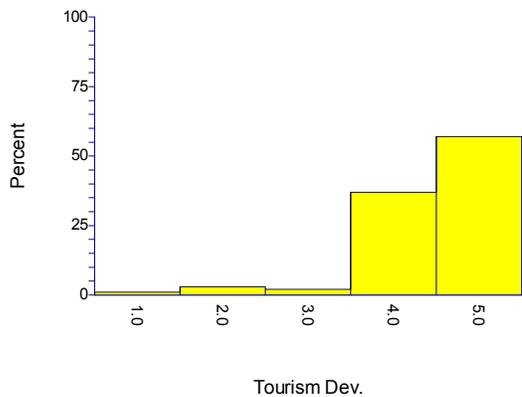


Count	Mean	Standard Deviation	Standard Error
49	3.12	1.12	0.16

Figure 51, Tourism Development, ranked with a 4.46 Mean. Over 50% of the (N=102) professionals responding ranked this competency as Very Important. Another 37% ranked the competency as Important. This rank is supportive of the idea that Tourism Development is vital part of tourism planning.

Figure 51. Tourism Development

	1	2	3	4	5	Total
Count	1	3	2	38	58	102
Percent	1.0	2.9	2.0	37.3	56.9	100.0

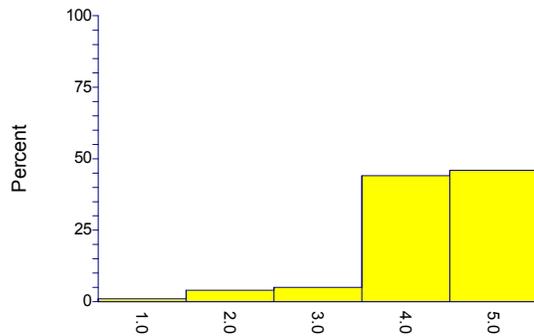


Count	Mean	Standard Deviation	Standard Error
102	4.46	0.76	7.58E-02

Figure 52, 47 professionals ranked this competency Important and 45 professionals ranked this competency Very Important. 102 professionals responded. Professionals obviously consider that knowing the industry is a necessary competency.

Figure 52. Structure of the Industry

	1	2	3	4	5	Total
Count	1	4	5	45	47	102
Percent	1.0	3.9	4.9	44.1	46.1	100.0

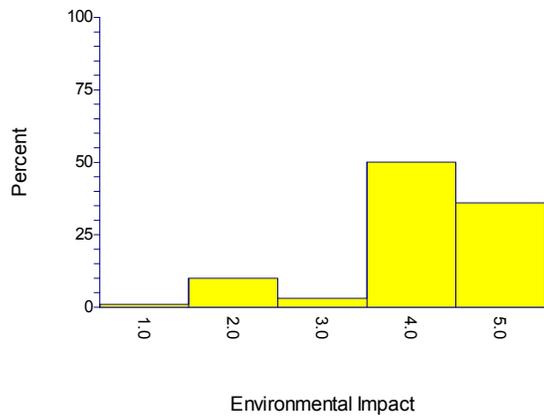


	Mean	Standard Deviation	Standard Error
Count 102	4.30	0.81	8.09E-02

Figure 53, Environmental impact ranked Important to 51% of the (N=101) professionals responding. Tourism planning and development professionals should consider environmental impacts as Very Important according to the research.

Figure 53. Environmental Impacts

	1	2	3	4	5	Total
Count	1	10	3	51	36	101
Percent	1.0	9.9	3.0	50.5	35.6	100.0

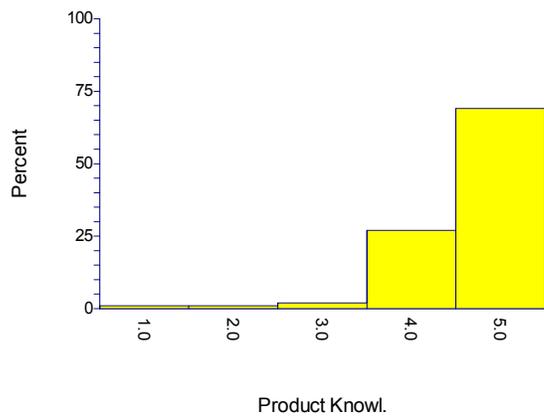


Count	Mean	Standard Deviation	Standard Error
101	4.09	0.93	9.28E-02

Figure 54, Product knowledge has a Mean of 4.61. Seventy of the (N=102) tourism professionals responding ranked knowing what a tourism area has to offer as Very Important.

Figure 54. Product Knowledge

	1	2	3	4	5	Total
Count	1	1	2	28	70	102
Percent	1.0	1.0	2.0	27.5	68.6	100.0

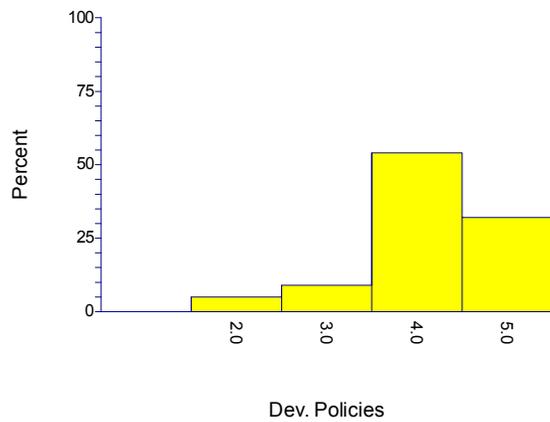


Count	Mean	Standard Deviation	Standard Error
102	4.61	0.67	6.68E02

Figure 55, Development policies, which are the essence of quality tourism planning and development, ranked Important to slightly over 50% of the (N=101) professionals responding. However, there is indifference in the findings. The Mean is 4.12.

Figure 55. Development Policies

	1	2	3	4	5	Total
Count	0	5	9	55	32	101
Percent	0.0	5.0	8.9	54.5	31.7	100.0

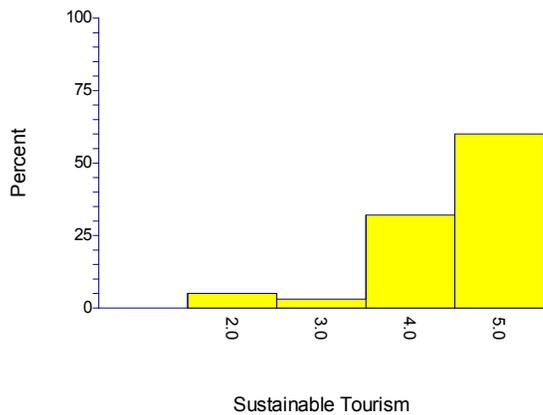


Count	Mean	Standard Deviation	Standard Error
101	4.12	0.77	0.07

Figure 56, Sustainable tourism reported a Mean of 4.47. Sixty-one of the (N=102) professionals responding, ranked this competency as Very Important. Curiously, while this competency is considered very important to tourism professionals, there is no indication that the respondents are interested in the planning and development competencies needed to carry out sustainable tourism.

Figure 56. Sustainable Tourism

	1	2	3	4	5	Total
Count	0	5	3	33	61	102
Percent	0.0	4.9	2.9	32.4	59.8	100.0



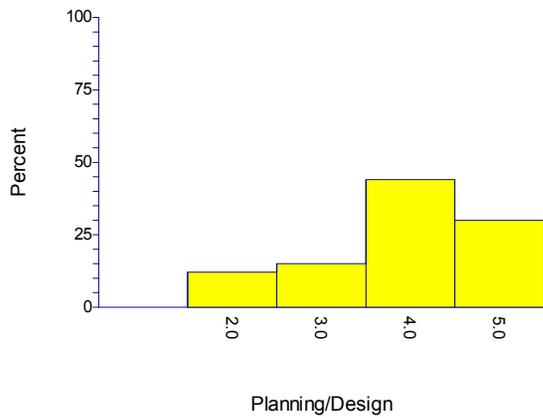
Count	Mean	Standard Deviation	Standard Error
102	4.47	0.77	7.72E-02

Figure 57, Principles of planning and design, indicate a Mean of 3.91. Forty-three percent of the (N=101) professionals consider this competency Important.

Planning and design according to the research should be key competencies for tourism professionals involved in tourism planning and development.

Figure 57. Principles of Planning and Design

	1	2	3	4	5	Total
Count	0	12	15	44	30	101
Percent	0.0	11.9	14.9	43.6	29.7	100.0

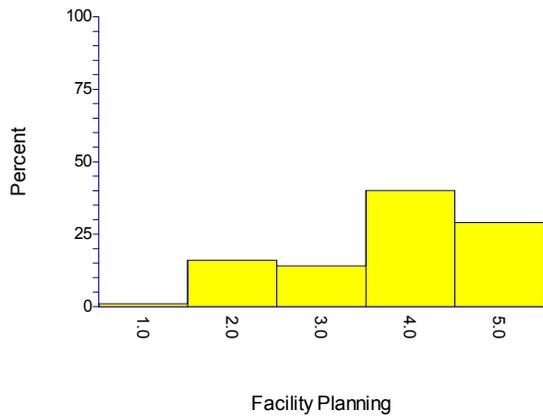


Count	Mean	Standard Deviation	Standard Error
101	3.91	0.96	9.55E-02

Figure 58, Tourism facility planning is represented by a Mean of 3.81. This low Mean reports indifference to the competency. Forty percent of the (N=102) tourism professionals responding ranked the highest level of interest as Important.

Figure 58. Tourism Facility Planning

	1	2	3	4	5	Total
Count	1	16	14	41	30	102
Percent	1.0	15.7	13.7	40.2	29.4	100.0

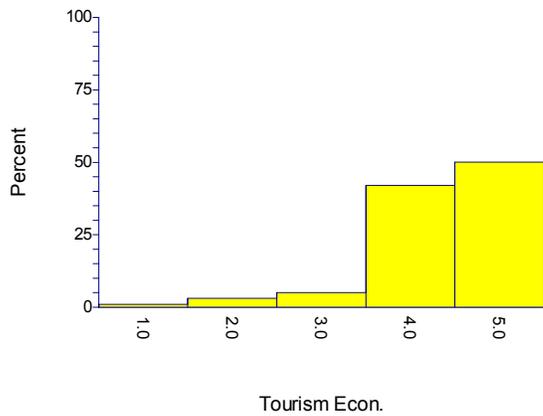


Count	Mean	Standard Deviation	Standard Error
102	3.81	1.05	0.10

Figure 59, Tourism economics rendered a Mean of 4.35 as ranked by the tourism professionals. Economics is apparently of high interest to the (N=101) professionals responding. Fifty percent of the professionals ranked tourism economics as Very Important.

Figure 59. Tourism Economics

	1	2	3	4	5	Total
Count	1	3	5	42	50	101
Percent	1.0	3.0	5.0	41.6	49.5	100.0

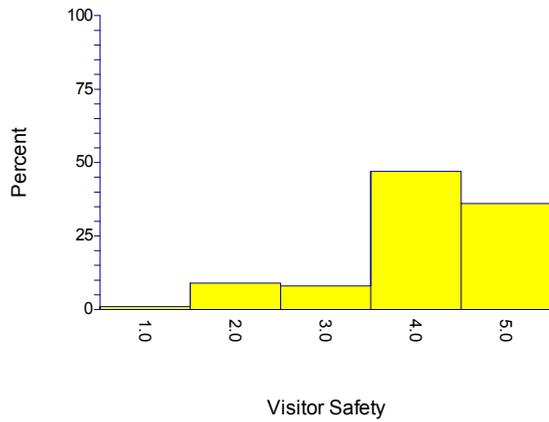


Count	Mean	Standard Deviation	Standard Error
101	4.35	0.79	7.90E-02

Figure 60, Visitor safety issues had a Mean of 4.06. It ranked Important to (N=47) out of (N=101) respondents.

Figure 60. Visitor Safety Issues

	1	2	3	4	5	Total
Count	1	9	8	47	36	101
Percent	1.0	8.9	7.9	46.5	35.6	100.0

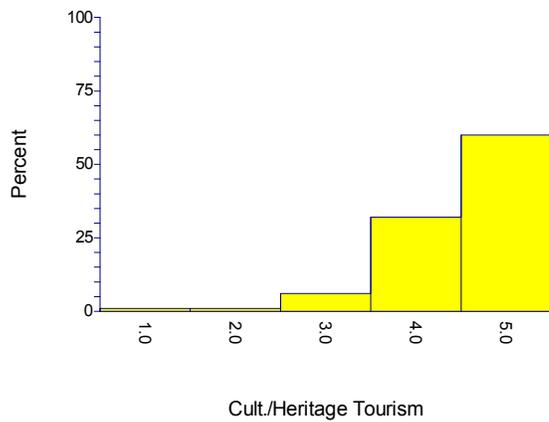


Count	Mean	Standard Deviation	Standard Error
101	4.06	0.94	9.36E-02

Figure 61, Cultural & heritage tourism is a large motivator of travel in the United States according to research of the Travel Industry Association of America. The interest in being competent in this area is indicated by a Mean of 4.49 by the (N=102) professionals responding.

Figure 61. Cultural & Heritage Tourism

	1	2	3	4	5	Total
Count	1	1	6	33	61	102
Percent	1.0	1.0	5.9	32.4	59.8	100.0

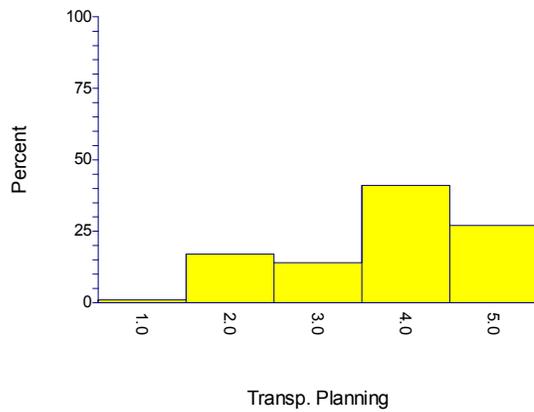


Count	Mean	Standard Deviation	Standard Error
102	4.49	0.74	7.33E-02

Figure 62, Transportation planning, reflected a Mean of 3.77. While transportation is key to getting people to destinations and drives traffic congestion, only (N=42) of the (N=102) professionals responding rated it as Important.

Figure 62. Transportation Planning

	1	2	3	4	5	Total
Count	1	17	14	42	28	102
Percent	1.0	16.7	13.7	41.2	27.5	100.0

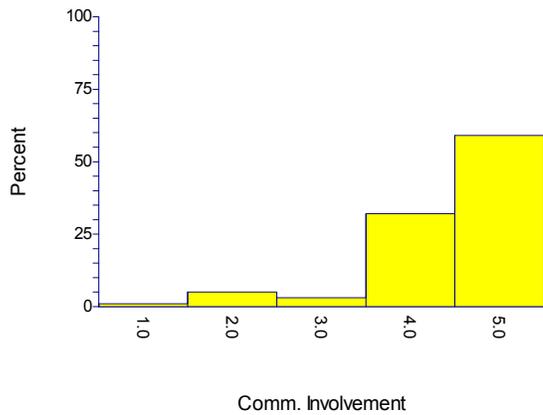


Count	Mean	Standard Deviation	Standard Error
102	3.77	1.06	0.10

Figure 63, Community involvement revealed a Mean of 4.43. Sixty percent of the (N=101) respondents indicated that being involved in the community is Very Important. This is an encouraging statistic for tourism planning interests.

Figure 63. Community Involvement

	1	2	3	4	5	Total
Count	1	5	3	32	60	101
Percent	1.0	5.0	3.0	31.7	59.4	100.0

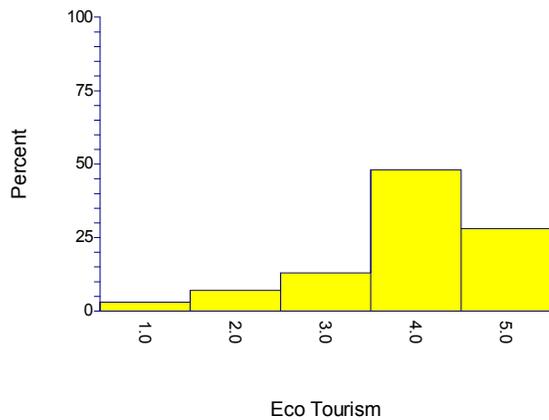


Count	Mean	Standard Deviation	Standard Error
101	4.43	0.85	8.49E-02

Figure 64, Eco Tourism is both a concept of balancing resource protection and promotion. Forty-eight of the (N=99) professionals responding reported the competency was Important.

Figure 64. Eco-tourism

	1	2	3	4	5	Total
Count	3	7	13	48	28	99
Percent	3.0	7.1	13.1	48.5	28.3	100.0

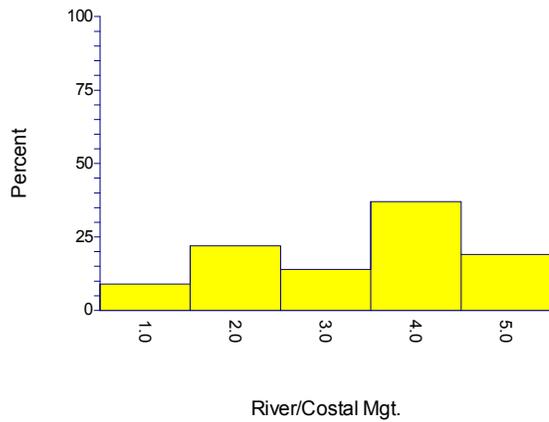


Count	Mean	Standard Deviation	Standard Error
99	3.91	0.98	9.91E-02

Figure 65, River/coastal management reported a Mean of 3.34. The highest level of interest is Important with (N=37) professionals out of the (N=101) responding to this question. Most communities deal with the issues of a coastline or a riverfront. This is a competency that is strongly related to tourism planning and development.

Figure 65. River/Coastal Management

	1	2	3	4	5	Total
Count	9	22	14	37	19	101
Percent	8.9	21.8	13.9	36.6	18.8	100.0

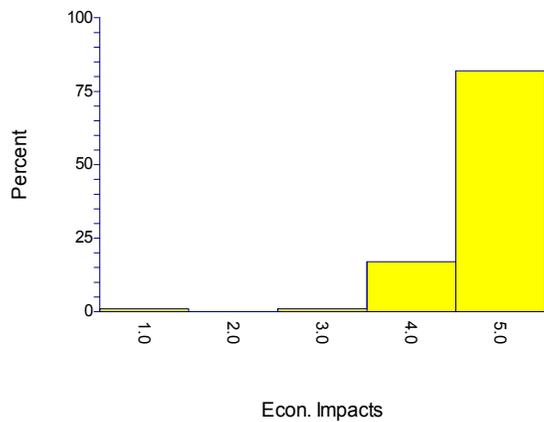


Count	Mean	Standard Deviation	Standard Error
101	3.34	1.26	0.12

Figure 66, Economic impact of tourism, ranked as one of the highest Means at 4.77. Nearly all (N=103) professionals responding, 84% - indicated this competency as Very Important. While this is a good, the substance of economic impact relates back to planning and development.

Figure 66. Economic Impact of Tourism

	1	2	3	4	5	Total
Count	1	0	1	17	84	103
Percent	1.0	0.0	1.0	16.5	81.6	100.0

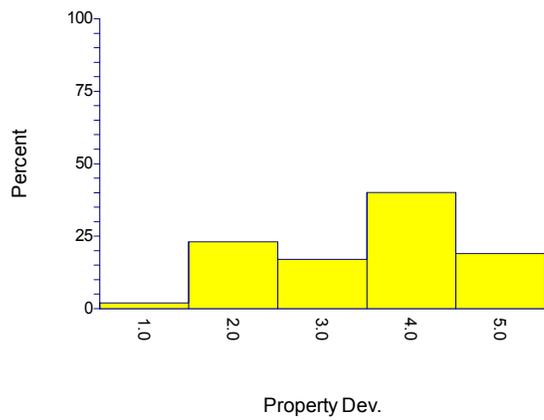


Count	Mean	Standard Deviation	Standard Error
103	4.77	0.55	5.50E-02

Figure 67, Property development, with a Mean of 3.50 indicated somewhat of an indifference to this competency. Only (N=40) of the (N=101) respondents indicated this competency Important.

Figure 67. Property Development

	1	2	3	4	5	Total
Count	2	23	17	40	19	101
Percent	2.0	22.8	16.8	39.6	18.8	100.0

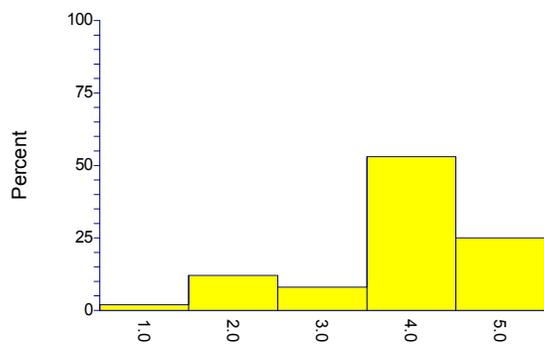


Count	Mean	Standard Deviation	Standard Error
101	3.50	1.10	0.10

Figure 68, Resource Management, indicated a Mean of 3.87. The resources of a tourism destination are important and while the tourism professionals did not indicate this Very Important competency, it ranked as Important to 53% of the (N=101) respondents.

Figure 68. Resource Management

	1	2	3	4	5	Total
Count	2	12	8	54	25	101
Percent	2.0	11.9	7.9	53.5	24.8	100.0



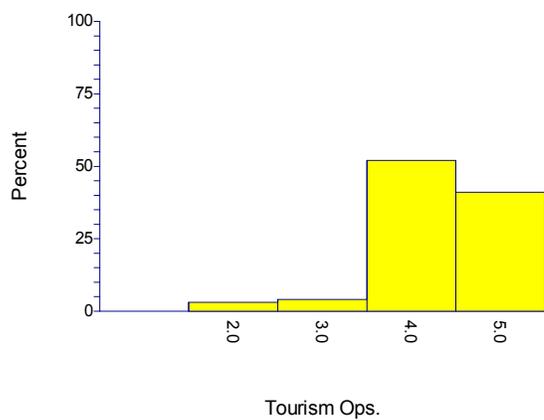
Resource Mgt.

Count	Mean	Standard Deviation	Standard Error
101	3.87	0.98	9.81E-02

Figure 69, General tourism operations reflected a Mean of 4.31. General tourism operations would encompass knowledge of the tourism system. Not surprising, over 50% of the (N=102) respondents reported being competent in tourism operations is Important.

Figure 69. General Tourism Operations

	1	2	3	4	5	Total
Count	0	3	4	53	42	102
Percent	0.0	2.9	3.9	52.0	41.2	100.0

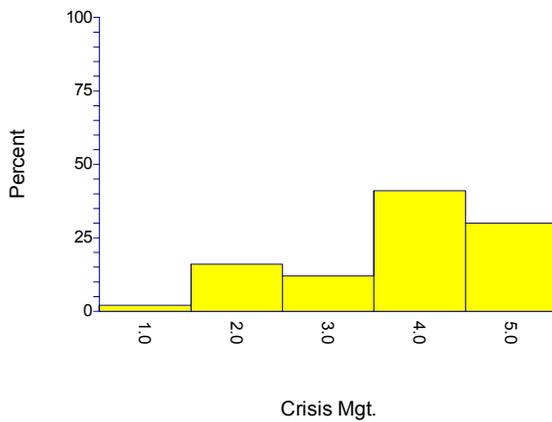


Count	Mean	Standard Deviation	Standard Error
102	4.31	0.68	0.06

Figure 70, Crisis management, has a surprisingly Mean of just 3.80. Since all destinations around the world could be impacted by a crisis, it would seem vital to have a crisis management plan. Only 40% of the (N=101) professionals responding reported they need to be competent in crisis management.

Figure 70. Crisis Management

	1	2	3	4	5	Total
Count	2	16	12	41	30	101
Percent	2.0	15.8	11.9	40.6	29.7	100.0

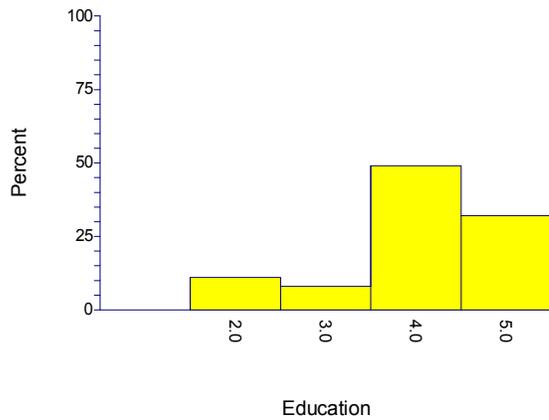


Count	Mean	Standard Deviation	Standard Error
101	3.80	1.09	0.10

Figure 71, Tourism education obtained a Mean of 4.02 by the tourism professionals responding. The total responses were low at (N=85). 49% of those that responded indicated that the competency was Important.

Figure 71. Tourism Education

	1	2	3	4	5	Total
Count	0	9	7	42	27	85
Percent	0.0	10.6	8.2	49.4	31.8	100.0

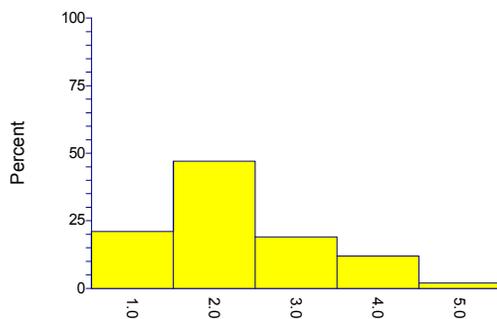


Count	Mean	Standard Deviation	Standard Error
85	4.02	0.91	9.89E-02

Figure 72, Landscape Design, as the literature research shows, is one of the more important concepts in tourism planning and development. It ranked with one of the lowest Means of 2.27. Forty-eight out of the (N=102) tourism professionals responding ranked this competency as Slightly Important.

Figure 72. Landscape Design

	1	2	3	4	5	Total
Count	21	48	19	12	2	102
Percent	20.6	47.1	18.6	11.8	2.0	100.0



Landscape Design

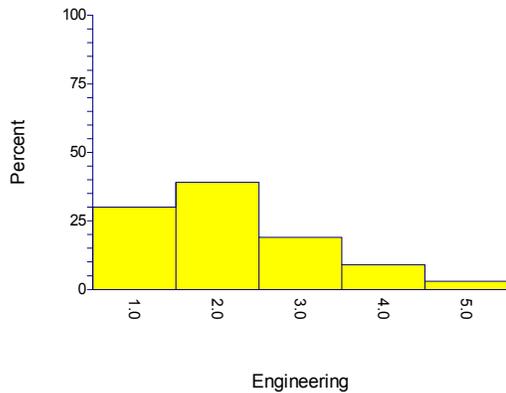
Count	Mean	Standard Deviation	Standard Error
102	2.27	0.98	9.76E-02

Figure 73, Engineering as a competency ranked lowest with a Mean of 2.15.

Forty professionals out of (N=103) ranked this competency as Slightly Important.

Figure 73. Engineering

	1	2	3	4	5	Total
Count	31	40	20	9	3	103
Percent	30.1	38.8	19.4	8.7	2.9	100.0

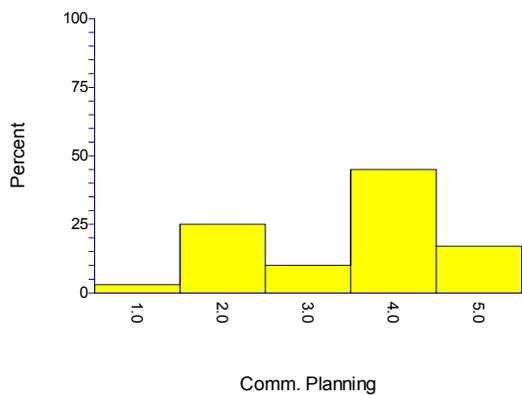


Count	Mean	Standard Deviation	Standard Error
103	2.15	1.04	0.10

Figure 74, Community planning reported a Mean of 3.47. Community planning, the heart of tourism planning and development, ranked as Important to only 46 out of (N=102) tourism professionals.

Figure 74. Community Planning

	1	2	3	4	5	Total
Count	3	26	10	46	17	102
Percent	2.9	25.5	9.8	45.1	16.7	100.0

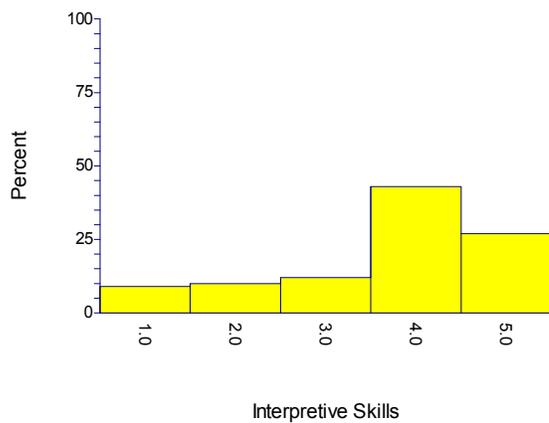


Count	Mean	Standard Deviation	Standard Error
102	3.47	1.13	0.11

Figure 75, Interpretive skills are the competencies that tell the story of a destination. The Mean is 3.69 with (N=44) out of (103) respondents ranked the competency as Important.

Figure 75. Interpretive Skills

	1	2	3	4	5	Total
Count	9	10	12	44	28	103
Percent	8.7	9.7	11.7	42.7	27.2	100.0

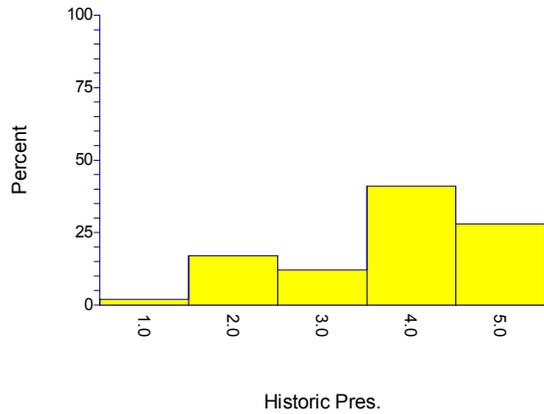


Count	Mean	Standard Deviation	Standard Error
103	3.69	1.21	0.12

Figure 76, Historic preservation, had a low Mean of 3.75. This does not indicate a high interest in tourism planning and development to the (N=104) respondents.

Figure 76. Historic Preservation

	1	2	3	4	5	Total
Count	2	18	12	43	29	104
Percent	1.9	17.3	11.5	41.3	27.9	100.0

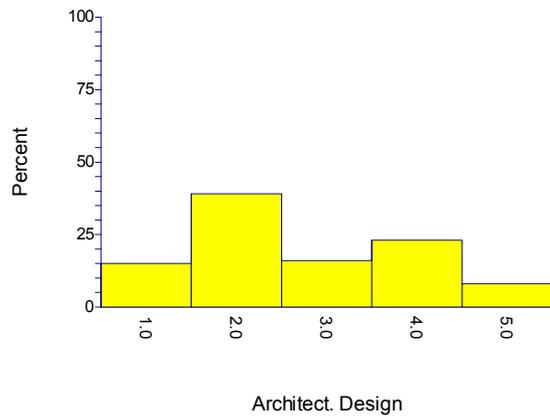


Count	Mean	Standard Deviation	Standard Error
104	3.75	1.10	0.10

Figure 77, Architectural design, is of little interest to the tourism (N=103) professionals responding. A Mean of 2.70 is an indicator of this level of interest.

Figure 77. Architectural Design

	1	2	3	4	5	Total
Count	15	40	16	24	8	103
Percent	14.6	38.8	15.5	23.3	7.8	100.0

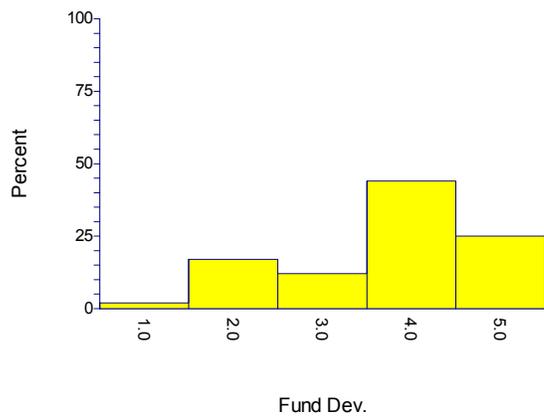


Count	Mean	Standard Deviation	Standard Error
103	2.70	1.20	0.11

Figure 78, Fund development, relates to the creation of funds needed to grow and operate a tourism program. Forty-five tourism professionals of the (103) respondents indicated that Fund development is Important. The Mean is 3.72.

Figure 78. Fund Development

	1	2	3	4	5	Total
Count	2	18	12	45	26	103
Percent	1.9	17.5	11.7	43.7	25.2	100.0

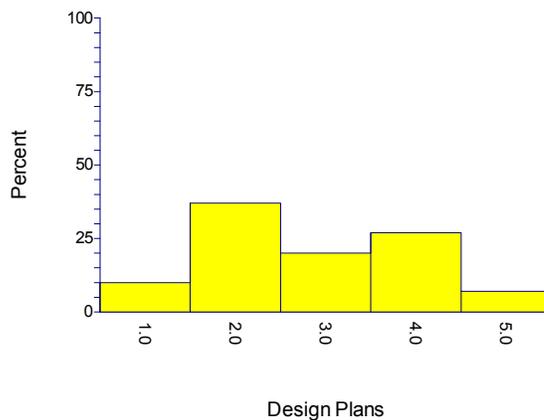


Count	Mean	Standard Deviation	Standard Error
103	3.72	1.08	0.10

Figure 79, Understanding design plans, reports a Mean of 2.84 indicating a low interest in this competency. Thirty-eight professionals out of (N=104) respondents considered this competency Slightly Important. The understanding of design plans allows tourism professionals to provide valuable input to new projects in the community.

Figure 79. Understanding Design Plans

	1	2	3	4	5	Total
Count	10	38	21	28	7	104
Percent	9.6	36.5	20.2	26.9	6.7	100.0



Count	Mean	Standard Deviation	Standard Error
104	2.84	1.13	0.11

Figure 80, Building design principles, ranked with a Mean of 2.5. Forty-seven professionals out of the (N=104) respondents ranked this competency as Slightly Important. Design of buildings is important to a tourism area.

Figure 80. Building Design Principles

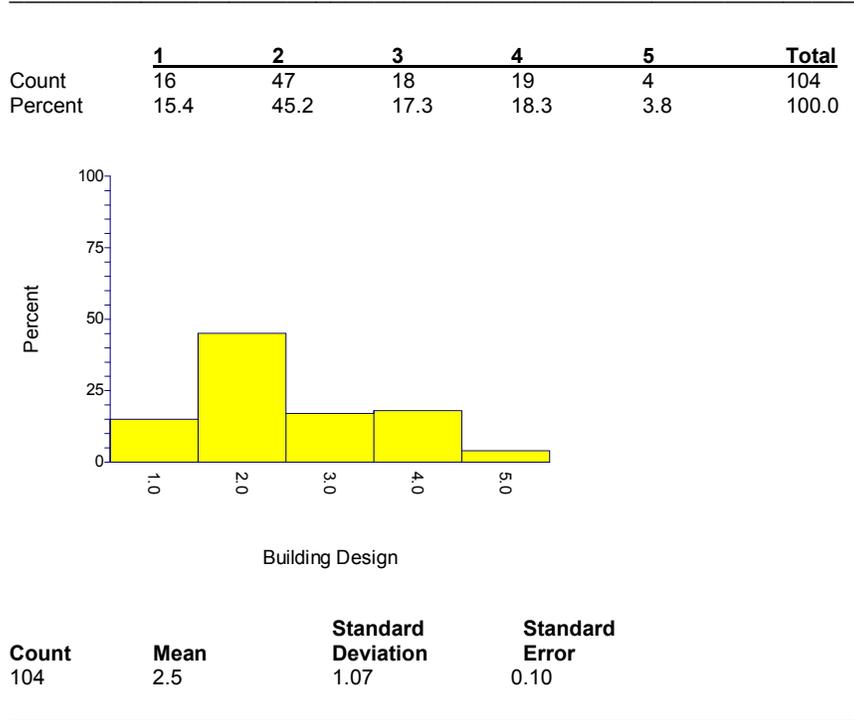
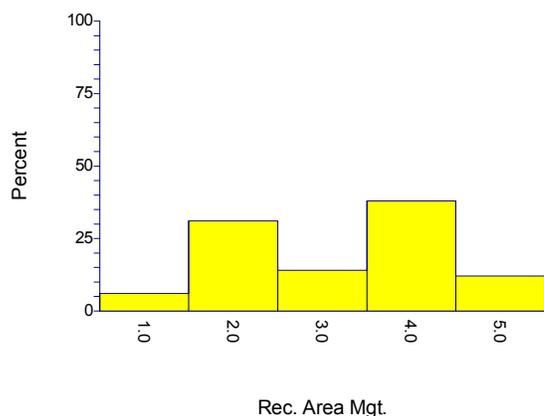


Figure 81, Recreation area management indicated a low Mean of 3.18. Only (N=39) out of (N=104) tourism professionals considered this an Important competency. Recreation areas however, are important to tourism areas. Being knowledgeable in this competency is necessary according to the literature reviewed.

Figure 81. Recreation Area Management

	1	2	3	4	5	Total
Count	6	32	15	39	12	104
Percent	5.8	30.8	14.4	37.5	11.5	100.0

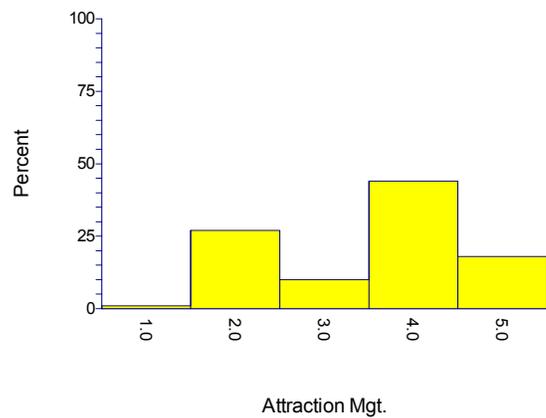


Count	Mean	Standard Deviation	Standard Error
104	3.18	1.16	0.11

Figure 82, Attraction management, had a Mean of 3.5. Forty-five of (N=103) professionals responding indicated that knowledge in this area is Important.

Figure 82. Attraction Management

	1	2	3	4	5	Total
Count	1	28	10	45	19	103
Percent	1.0	27.2	9.7	43.7	18.4	100.0



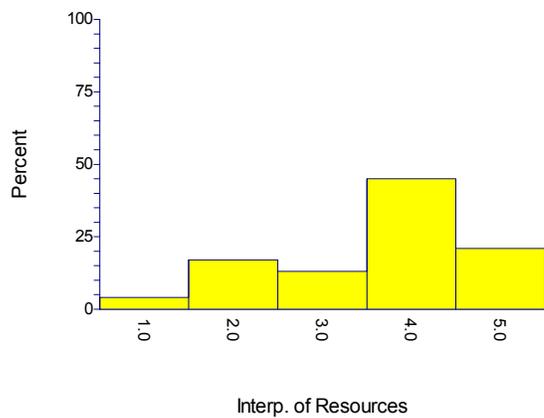
Count	Mean	Standard Deviation	Standard Error
103	3.5	1.11	0.10

Figure 83, Interpretation of Resources ranked Important by (N=46) of the (N=102) tourism professionals responding. The Mean is considered low at 3.62.

Understanding and interpreting the resources of an area is a key element of why people visit a particular place.

Figure 83. Interpretation of Resources

	1	2	3	4	5	Total
Count	4	18	13	46	22	103
Percent	3.9	17.5	12.6	44.7	21.4	100.0

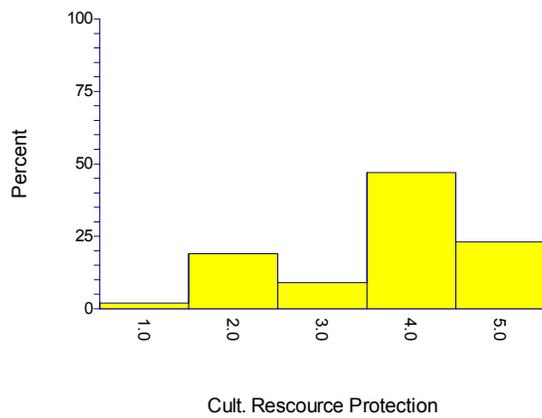


Count	Mean	Standard Deviation	Standard Error
103	3.62	1.12	0.11

Figure 84, Cultural Resource Protection, had a Mean of 3.69 by tourism professionals. Forty-eight out of the (N=103) professionals responding to the question, reported Cultural Resource Protection an Important competency. The protection of cultural resources is a key competency for tourism planning and development professionals according to the research.

Figure 84. Cultural Resource Protection

	1	2	3	4	5	Total
Count	2	20	9	48	24	103
Percent	1.9	19.4	8.7	46.6	23.3	100.0

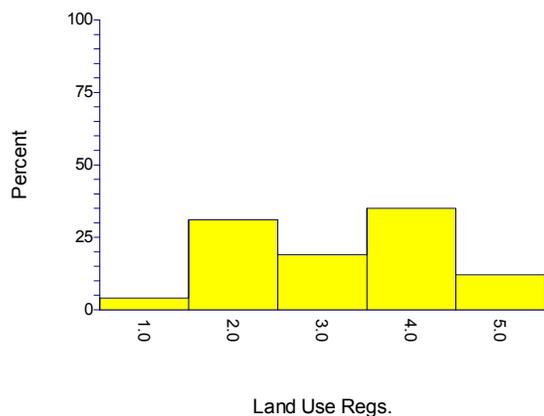


Count	Mean	Standard Deviation	Standard Error
103	3.69	1.09	0.10

Figure 85, Land Use Regulations indicates a Mean of 3.19. The responses ranged from Not Important to Very Important. Approximately 1/3 of the (N=101) professionals responding considered this competency Important. Research shows tourism professionals need to be competent in understanding the principles of Land Use regulations.

Figure 85. Land Use Regulations

	1	2	3	4	5	Total
Count	4	31	19	35	12	101
Percent	4.0	30.7	18.8	34.7	11.9	100.0

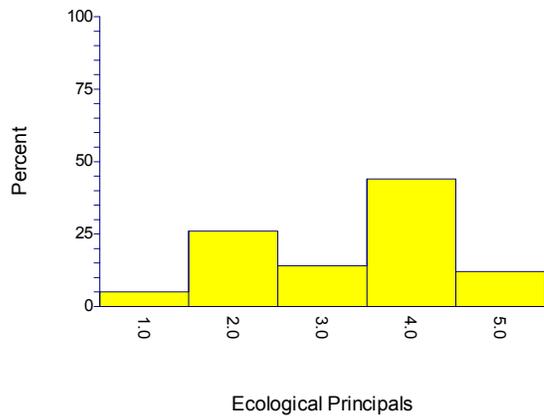


Count	Mean	Standard Deviation	Standard Error
101	3.19	1.12	0.11

Figure 86, Ecological principles emerged with a Mean of 3.31. (N=43) of the (N=103) respondents rank this as an Important competency.

Figure 86. Ecological Principles

	1	2	3	4	5	Total
Count	5	27	14	45	12	103
Percent	4.9	26.2	13.6	43.7	11.7	100.0

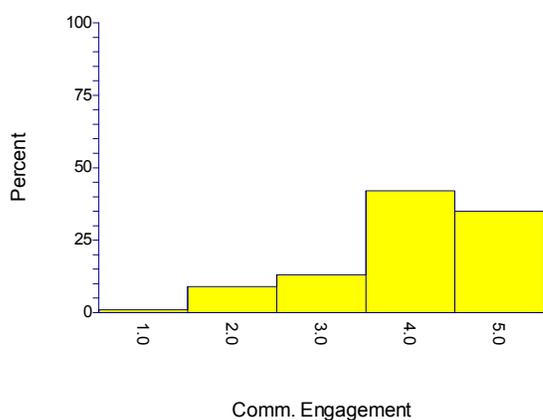


Count	Mean	Standard Deviation	Standard Error
103	3.31	1.12	0.11

Figure 87, Community engagement as a competency was ranked Important by 42% of the professionals responding. The Mean is 4.01, which is a strong indication that although the Mean is not the top ranking, tourism professionals value this competency. (N=102) respondents were analyzed.

Figure 87. Community Engagement

	1	2	3	4	5	Total
Count	1	9	13	43	36	102
Percent	1.0	8.8	12.7	42.2	35.3	100.0

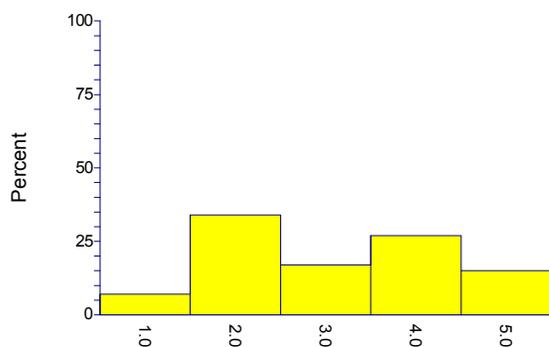


Count	Mean	Standard Deviation	Standard Error
102	4.01	0.96	9.55E-02

Figure 88, Countryside management, ranked with a low Mean of 3.08. Being competent in the understanding of the principles of countryside management is a needed competency as indicated in the research. Thirty-four percent of the (N=103) respondents indicated that this competency is Slightly Important.

Figure 88. Countryside Management

	1	2	3	4	5	Total
Count	7	35	18	28	15	103
Percent	6.8	34.0	17.5	27.2	14.6	100.0

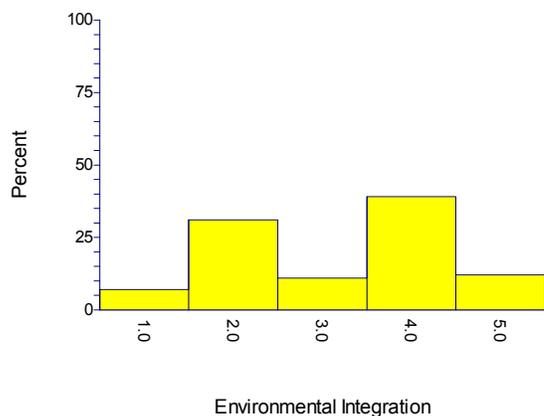


	Countryside Mgt.		
Count	Mean	Standard Deviation	Standard Error
103	3.08	1.21	0.11

Figure 89, Environmental integration addressed insuring tourism environmental issues fit with economic, cultural, social and historic policies within the community. A low Mean of 3.18 indicated indifference. This may not be a value to the tourism professionals responding. (N=100) respondents were analyzed.

Figure 89. Environmental Integration

	1	2	3	4	5	Total
Count	7	31	11	39	12	100
Percent	7.0	31.0	11.0	39.0	12.0	100.0

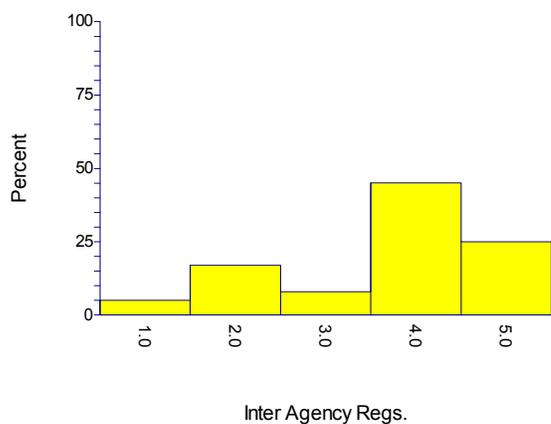


Count	Mean	Standard Deviation	Standard Error
100	3.18	1.20	0.12

Figure 90, Inter-Agency Regulations, addressed how well tourism professionals work with local, state, federal and international organizations. This part of the tourism professional's work involves itself with tourism planning and development. It ranked a Mean of 3.68. A low response rate indicates only 81 tourism professionals responded. Thirty-seven of the respondents ranked this competency as Important. (N=83) respondents were analyzed.

Figure 90. Inter-agency Regulations

	1	2	3	4	5	Total
Count	4	14	7	37	21	83
Percent	4.8	16.9	8.4	44.6	25.3	100.0

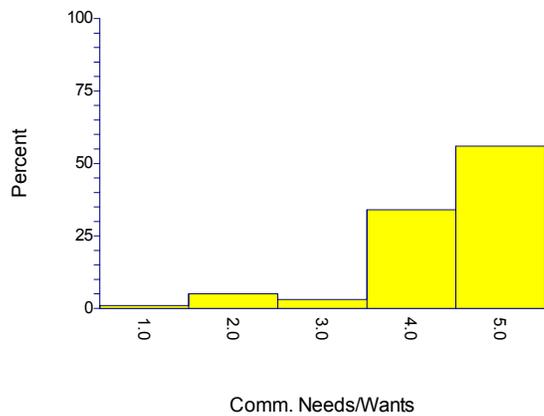


Count	Mean	Standard Deviation	Standard Error
83	3.68	1.16	0.12

Figure 91, Understanding community needs and wants is ranked Very Important by 49 of the respondents. This question suggested tourism professionals are sensitive to the community. The question received a lower response, with only (N=87) tourism professionals answering.

Figure 91. Understanding Community Needs and Wants

	1	2	3	4	5	Total
Count	1	4	3	30	49	87
Percent	1.1	4.6	3.4	34.5	56.3	100.0



Count	Mean	Standard Deviation	Standard Error
87	4.40	0.85	9.17E-02

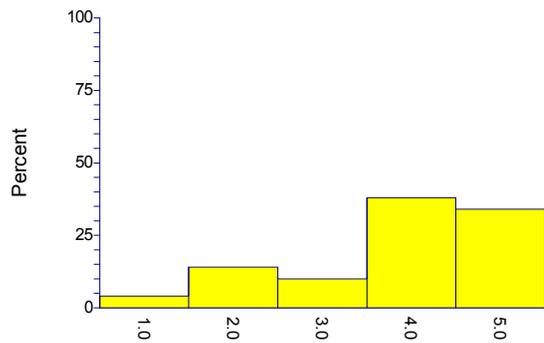
ALL COMPETENCIES COMBINED

Figure 92, when all competencies questioned are combined, the Mean is 3.84.

Important is the highest ranking rendered by 38% of the professionals when competencies are combined. No more than 33% of all the professionals responding considered this question Very Important.

Figure 92. All Questioned Competencies Combined

	1	2	3	4	5	Total
Count	250	980	697	2602	2326	6855
Percent	3.6	14.3	10.2	38.0	33.9	100.0



GIA-GII,KLA-KLB,ITA-ITE,KBA-KBM,TSA-TSU,RAA-RAT

Overall

Count	Mean	Standard Deviation	Standard Error
6855	3.84	1.14	1.38E-02
