

SHINING A LIGHT ON HOSPITALITY EDUCATION:
THE PRESENCE OF ETHICS

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ABSTRACT

This research study analyzed the presence of ethics education by using content analysis in the major, core curriculum of the 37 United States based four-year Accreditation Commission for Programs in Hospitality Administration (ACPHA) accredited hospitality education institutions and their Vision, Mission, and Core Values statements. The census of 37 programs' major core curriculum course titles and course descriptions was analyzed using content analysis to interpret the presence of ethics curriculum content. Using content analysis and NVivo 12+ software, the data were examined using word frequency and text search queries. By understanding the relationship between a certified associated ethics term word list for hospitality education, information was used to determine the presence of ethics related content and the location of that content (freshman, sophomore, junior, or senior classes). By examining the ethics related key curricular elements in the newly revised ACPHA Program Learning Outcomes (PLO's), a sense of alignment was attained and informed future curriculum improvement efforts for this topic.

Keywords: ethics, education, hospitality, content analysis, curriculum

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DEDICATION

Commit your works to the LORD and your thoughts will be established. Proverbs 16:3

Gratefully, I dedicate the fruit of this collective journey to God who has provided abundantly beyond anything I ever knew possible. My journey through this dissertation process forced me to lean not on my own understanding and to trust in God that all things will turn for His good and glory. I pray that whoever reads these words receives nothing less than a transformational experience bringing them closer to God than they ever knew possible. Shine your light! Amen.

CHAPTER ONE: INTRODUCTION

We are ladies and gentlemen, serving ladies and gentlemen.

Horst Schulze, Ritz-Carlton Hotel Company Co-founder and past President and CEO

The purpose of this study was to examine the presence of ethics education in the 37 four-year hospitality higher education institutions that are accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). The work in this dissertation informed a larger study comparing: (1) the current landscape of ethics curriculum in hospitality education with (2) an examination of how the hospitality industry is training employees on ethical behavior, and (3) a survey of hospitality workers perceptions of work preparedness around ethical decision-making in the workplace.

Chapter One included an introduction to the topic, identification of the problem, justification of the study, description of the study, introduction of the research questions, explanation of implications, and description of any gaps or extensions of existing literature. Technology and other social forces have changed how students learn in the education setting (Au-Yong-Oliveira, 2018). It makes sense, then, to review how four-year higher education hospitality programs are preparing students in 2023 to make ethical decisions with the stressful demands of today's hospitality industry through the teaching of ethics in core curriculum.

A major problem facing the hospitality industry is that students may not be receiving proper preparation to function as ethical professionals. Many advancements have occurred in both the higher education field and the hospitality industry in the 100 years since Cornell University opened the first professional hospitality program in the United States. The needs of the hospitality industry have shaped hospitality education as much as hospitality education innovations and research have impacted the industry (Alexakis, 2019).

Considering the challenges that higher education institutions are currently facing with declining enrollments nationwide (Hechinger Report, 2021) and the fragile nature of the global hospitality industry as exposed most recently by the Coronavirus disease 2019 (COVID-19) pandemic (Baum, 2020), it is an opportune time to review how the topic of ethics is presenting itself in hospitality programs in the United States. This study examined to what extent the study of ethics is a part of the expressed core curriculum of ACPHA accredited hospitality education institutions. According to the ACPHA accreditation requirements that are listed on their website, *ethics* is listed as a core, necessary business skill. There is, however, no information as to where and how ethics is present in each of the 37 four-year hospitality programs (ACPHA-accreditation standards, 2022).

Background, Context, and Theoretical Framework of the Study

Examining the presence of ethics content in hospitality higher education was selected through the observation of a perfect storm of conditions that could potentially impact the decision-making process of recent hospitality school graduates entering the hospitality industry.

Those conditions include:

- High stress decision-making during a global pandemic (Wong, 2021) (Ma, 2021)
- Supply chain challenges affecting both procurement and price (AHLA, 2021)
- Exodus of hospitality workers due to furloughs and layoffs (Edgecliffe-Johnson, 2020)
- Labor shortage of employees returning to the hospitality industry after re-opening (Croes, 2021)
- Increased cost of doing business due to redesigning service methods (dine in vs. delivery), sanitation supplies (gloves, masks, and chemicals), and digital marketing

(increased presence on social media and touchless payments). (VanStekelenburg, 2020)
(CoStar, 2021)

Within the context of the stressors caused by COVID-19 listed above, this is an extremely stressful environment in which hospitality workers are challenged to make decisions and where ethics can quickly take a back seat to robust and sustainable operational profitability. It is here where hospitality education requires a strong ethical framework that emerging professionals can draw from in times of stress.

Examples of historical ethical violations in the food and beverage industry are identified below with a brief explanation of their causes to highlight the importance of teaching ethics in hospitality education:

- Austrian Wine Scandal of 1985: winemakers added glycol to their wines in order to add sweetness and body to wines that were suffering from climate change in the 1980s causing the grapes in subsequent years to not achieve the proper ripeness and designated quality levels (Casco, 2015).
- Global seafood fraud study of 2018: according to an analysis of 44 studies on 9,000 seafood samples in over 30 countries, 36% of items were mislabeled. These fraudulent items included companies trying to sell (Leahy, 2021):
 - Japanese scallops as king scallops,
 - 38 different fish species as snapper, and
 - Multiple-protein seafood balls sold as prawn balls (with no trace of prawn)
- Pink Slime Beef Scandal: in the United States, science and technology spurred the decision-making of using ammonium hydroxide gas to treat beef to reduce the harmful E. coli strains that led to the use of Lean Finely Textured Beef (LFTB) or pink slime. In

2002, the United States Department of Agriculture (USDA) questioned whether this should be served in public schools. It was later recalled in Georgia state prisons when the ammonia smell was noticed while cooking (Andrews, 2012).

Even in cases without explicit scandals, the industry faces ethical challenges. For example, a restaurant that focuses on serving fried chicken experienced a 50% increase in the price of fryer oil and a 388% increase in the price of chicken wings since 2020 (Robb Report, 2021). The choices that the restaurant leadership make can potentially lead to unethical practices including:

- Purchasing inferior, unhealthy products
- Serving food that is spoiled or temperature abused
- Using fryer oil beyond its healthy life span
- Repurposing food coming back from the guest

The impact of not preparing students to be able to successfully navigate ethical decision-making can lead to increased job stress, lower job performance, and decreased job satisfaction (Bedi et al., 2016). How will students respond when potentially confronted with situations that could cause harm to guests? For example, are emerging professionals being asked to not change the sheets for a new guest or to serve a piece of fish that they know is no longer safe to serve? According to Ethical Impact Theory (EIT), when students are prepared to lead ethically, they can decrease stress and improve both job performance and satisfaction (Schwepker & Dimitrou., 2021).

This study employed a qualitative lens using content analysis (Krippendorff, 2004) to identify the presence of ethics related topics, categorize ethics related themes in the core curriculum course names, course descriptions, course resources, and institutional vision, mission,

and core values. This information is important because it tells the story of what the 37 four-year institutions and the accrediting body are reporting is important. If ethics is an important component of professional education, it should show up in these public facing documents. No prior research in this topic area could be found addressing the presence and magnitude of ethics in hospitality education during the development of this research indicating a potential challenge in this area.

Problem Statement

The extent to which ethics is a part of the core curriculum and the educational institutions' vision, mission, and core values in hospitality higher education is not known. In 2019, there were a total of 19,042 degrees awarded in hospitality management in the United States (Data USA, n.d.).

With close to 20,000 graduates entering the hospitality industry, it is important to understand how they are being educated and trained to operate ethically in an industry that can significantly impact human lives and wellbeing. The information from this study will inform education institutions' curriculum development process as well as accrediting bodies' standards of excellence. This study was designed to provide insight into the extent to which the individual institution is preparing their students to act ethically upon entering the hospitality industry.

Decision-making at all levels reflects the values of the individual and the organization. When young managers in hospitality are faced with a challenge, how will they respond? What tools and conceptual frameworks do they have to weigh options and think critically and creatively with an ethical solution as the main filter? The fabric of ethical decision-making has the potential to stretch or even tear when challenged with external influences. With big agriculture producing cheaper foods, technology industries building robot workers, and many

consumers looking for cheaper, more convenient products, how will emerging hospitality professionals remain ethically minded as well as successful?

The examples listed above provide evidence of why ethics education needs to be emphasized and continuously improved as part of the hospitality core curriculum. If students are not trained and prepared to face and make hard decisions, how will they make a stand and even improve the conditions of the hospitality industry in the United States? This study aimed to examine the presence of ethics education in the hospitality core curriculum and their respective institutional guiding documents (vision, mission, and core values).

Purpose of the Study

The purpose of this study was to examine the presence of ethics education in the 37, United States based, four-year, Accreditation Commission for Programs in Hospitality Administration (ACPHA) accredited programs. In identifying themes around ethics in the core curriculum and institutional guiding documents, this study aims to gain an understanding of the presence, magnitude, and modality (stand-alone class, integrated, or combination) of ethics content in hospitality education. Initial themes that are identified include ethics as they relate to:

- Financial areas (accounting, pricing, data analytics)
- Human resource areas (hiring, training, scheduling, employee behavior)
- Contextual areas (supply chain disruptions, COVID-19, inflation)
- Operational procedures areas: standard operating procedures (SOP's), safety, communication)
- Industrial espionage (providing or stealing proprietary information)

This study utilized a descriptive research design in order to better understand what is currently being taught around a theme of ethics in hospitality education. Using content analysis,

this study focused purposefully on course names and course descriptions in the core curriculum as well as institutional guiding documents including the vision, mission, and core values.

Table 1

Dissertation Topics and Details

Research Question	To what extent is the study of ethics a part of the core curriculum and institutional guiding documents of accredited hospitality programs?
Variables of interest	Presence and themes involving ethics
Census	37 4-year ACPHA accredited hospitality programs in the United States
Sample	37 4-year ACPHA accredited hospitality programs in the United States
Groups	37 programs
Method	Content analysis

Research Questions

Without knowing the current presence and themes of ethics education in hospitality programs, it is difficult to know if what is currently being taught is substantial enough to prepare students in ethical decision-making once they enter the hospitality industry. The following research questions guided the study.

- RQ1: Where is ethics education present in the curricular and institutional documents (core curriculum course names, course descriptions, and guiding institutional documents: vision, mission, and core values) of the 37, four-year ACPHA accredited hospitality programs? This question aligns with the notion that educators need to understand what is currently being taught before assessing effective improvements.

- RQ2: Do the ethical standards and requirements that the 37 accredited programs articulate in their core curriculum and guiding documents align with the ACPHA accreditation standards? This question aligns with understanding what the current expectation of ethics education is according to the accrediting body for the hospitality discipline.

Rationale for the Study

Content analysis was used on the sample data to identify the presence of ethics-related words as well as any themes and how they coalesce across programs. The sample data were coded into categories based on an approved word set related to the topic of ethics. A reliability check with an ethics expert was performed on the sample word list. For example, the words that relate to ethics in the hospitality industry as noted in Table 2 below.

Table 2

Sample of Positive and Negative Ethics Terms

Positive themes	Negative themes
Motivation	Abuse
Integrity	Theft
Hiring/selection/onboarding	Contracts/Law/Legal
Training and development	Discipline/firing
Values	Espionage

By better understanding the presence of ethics in hospitality education, the hospitality higher education programs can then move on to better understanding how the hospitality industry is dealing with ethical incidents in the workplace and finally identify any gaps that may exist in the pathway from education to industry.

Krippendorff describes the steps of content analyses as (Krippendorff, 2004):

- Using unitizing themes (ethics)
- Using sampling plans
- Using coding instructions
- Reducing data to manageable representations
- Inferring contextual phenomena
- Narrating the answer to the research question

This approach corresponds with the amount of data that were gathered from 37 four-year hospitality higher education programs and the ACPHA standards and it allows for thematic grouping and narrative building to provide an analysis of how ethics is currently expressed in hospitality education curriculum.

Significance of the Study

This study addressed an urgency to identify gaps that may exist in how hospitality higher education is preparing students to succeed in the current hospitality industry environment. With the pressures and stresses on the hospitality industry that were revealed during the COVID-19 pandemic, the potential for unethical behavior and abuse increases. With so much of the furloughed or fired hospitality workforce not returning to the hospitality industry, preparing students who are looking to achieve a work-life balance in a stressful, time intensive work environment was an important consideration if the current job vacancies are going to be successfully and sustainably filled.

This study provided new information with implications ranging from:

- Rethinking what and how ethics is being taught in hospitality education.

- Identifying potential gaps that may exist between what programs are teaching and what is needed by graduates entering the industry.
- Challenging the hospitality industry to improve and self-police ethical standards.

By addressing this gap in knowledge, hospitality programs can compare and rethink how they are preparing their students to make ethical decisions upon graduation when entering the hospitality industry. The knowledge from this study also provided important data for the accrediting body to reflect on the level of ethics instruction that is required in the accreditation standards and associated requirements.

Nature of Study

The design of this qualitative research study used content analysis to unitize, code, organize, and interpret ethics related words located in the core course names, course descriptions, and guiding documents (vision, mission, and core values) of the 37, four-year United States based ACPHA accredited hospitality programs. A Computer Assisted Qualitative Data Analysis Software (CAQDAS) program, QSR International's NVivo, was used to organize and analyze the data with further narrative insights provided by the author. The target census was the four-year hospitality programs in the United States that have received accreditation by the Accreditation Commission for Programs in Hospitality Administration. These programs were selected because this is the premier accreditation body for programs teaching in the hospitality higher education field.

Data collection included the websites of the 37, four-year hospitality programs as this was public data which is required by ACPHA to be listed on their websites. This approach was the best design to answer the question as it will directly access the census data that was analyzed.

Definitions of Terms

Abuse: Merriam-Webster provides a lengthy definition of abuse that includes:

- 1) corrupt practice or custom
- 2) Improper or excessive use or treatment
- 3) language that condemns or vilifies usually unjustly
- 4) physical maltreatment
- 5) to use or treat so as to injure or damage (Merriam-Webster, 2021)

Academic/course catalog: Johns Hopkins University's School of Education describes a course catalog as, "...intended to serve as a resource for current and prospective students looking for specific information on academic programs and policies." (JHUSOE, 2021).

Accrediting bodies/accreditors: According to the Council for Higher Education Accreditation (CHEA) accreditors are, "...private, non-governmental organizations created for the specific purpose of reviewing higher education institutions and programs for quality." (CHEA, 2021).

Artificial intelligence: "Artificial intelligence leverages computers and machines to mimic the problem-solving and decision-making capabilities of the human mind." (IBM, 2020).

Content analysis: According to Vaismoradi and colleagues, Qualitative content analysis is a set of techniques, "used to analyze textual data and elucidate theme. Their key characteristic is the systematic process of coding, examining of meaning and provision of a description of the social reality through the creation of theme." (Vaismoradi et al., 2016).

Core curriculum: The HarperCollins dictionary defines core curriculum as, "...a set of school or college courses in subjects considered essential to a suitable education, as in providing necessary skills or common cultural knowledge." (Harper Collins, 2021)

Coronavirus disease 2019: According to the World Health Organization (WHO), COVID-19 is an infectious disease caused by the Severe Acute Respiratory (SARS)-CoV-2 virus (WHO, 2020).

Corporate social responsibility: Harvard Business Review claims that companies that have strategies aimed at corporate social responsibility, “To maximize their positive impact on the social and environmental systems in which they operate.” (HBR, 2015).

Curriculum development process: Demos Mastrogiannis claims that the curriculum process should be systematic and begin where the curriculum currently exists (Mastrogiannis, 1983). Tractenberg further describes using an iterative process to provide practical guidelines, see Figure 2 in Chapter 2 (Tractenberg, 2020).

Ethics: The APA dictionary of Psychology defines ethics as, “...the principles of morally right conduct accepted by a person or a group or considered appropriate to a specific field.” (APA, 2021). The Cornell Legal Information Institute (CLII) furthers the notion of ethics describing how a body of individuals define behavior and actions outlining specific codes for various disciplines including legal, medical, and political (CLII, 2021).

Great Recession: The Collins Dictionary describes the great recession as, “...the protracted worldwide economic recession following the financial crisis of 2007-08”. (Harper & Collins, n.d.).

Great Resignation: According to Boston College, Texas A&M psychologist Anthony Klotz, gave the term great resignation to the phenomenon when 3% (4.4 million American workers) quit their jobs in September, 2021 (*'The great resignation'*. "The great resignation". (n.d.).<https://www.bc.edu/bc-web/bcnews/nation-world-society/education/q-a-the-great-resignation.html>)

Green Behavior: is defined as that which was beneficial to the environment (Unsworth et al., 2013).

Hospitality education: Said Ladki offered a description of the identity of hospitality education by giving two definitions based on where the institution was situated (Ladki, 1993). If the program was located in a trade school setting, then it is an applied discipline preparing students for an industry. If the program was located in a university setting, then it is a professional/academic discipline responsible to:

- 1) customers
- 2) graduates
- 3) hospitality professionals
- 4) university
- 5) Society. (Ladki, 1993)

Hospitality industry: According to the United States Bureau of Labor Statistics (USBLS), the hospitality industry is classified under the Leisure and Hospitality supersector which includes Arts, Entertainment, and Recreation: North American Industry Classification System (NAICS) 71 and Accommodation and Food Services: NAICS 72. As of November 2021, there were approximately 15.6 million people working within this supersector (USBLS, 2021). Defining a supersector industry that includes 15.6 million workers in many different settings is difficult. Ottenbocher points out the diversity of occupations that make up this industry as well as the lack of consensus on what the industries inputs and outputs are (Ottenbacher, 2009).

Labor shortage: The Collins English Dictionary defines a labor shortage as, "...an insufficiency of qualified candidates for employment" (HarperCollins Publishing, 2021).

Pandemic: The Center for Disease Control (CDC) defines a pandemic as. “An epidemic that has spread over several countries or continents usually affecting a large number of people” (CDC, 2012).

Professional: The Human Resources Professionals Association, (HRPA) provides some historical context to the word professional as used in Middle English referring to *profes*, or when someone professes skill and/or knowledge. They go on to claim that a professional does quality work ahead of economic gain. In a second definition they acknowledge that in later use of the word professional it can mean that an individual is receiving payment for their services. Lastly, they claim that real professionals are members of a related association or regulatory body that defines a set of standards (HRPA, 2015).

Social force: The American Psychological Association, (APA) dictionary of psychology defines social force as, “...any global, systemic, and relatively powerful process that influences individuals in interpersonal settings.” (APA, 2021)

Stress: That APA defines stress as, “...the physiological or psychological response to internal or external stressors” (APA, 2021).

Supply chain: According to the Charter Institute of Procurement and Supply (CIPS), a supply chain is defined as, “the activities required by the organization to deliver goods or services to the customer.” See Figure 3 in Chapter 2.

Value: The APA dictionary of Psychology defines values as, “...a moral, social, or aesthetic principle accepted by an individual or society as a guide to what is good, desirable, or important” (APA, 2021).

Abbreviations used

ACPHA: Accreditation Commission for Programs in Hospitality Administration

AI: Artificial Intelligence

APA: American Psychological Association

CARES: Coronavirus Aid Relief and Economic Security

CAQDAS: Computer Assisted Quantitative Data Analysis Software

CDC: Center for Disease Control

CHEA: Council for Higher Education Accreditation

CHER: Center for Health Equity Research

CHRIE: Council on Hotel, Restaurant and Institutional Education (now ICHRIE)

CIPS: Charter Institute of Procurement and Supply

CLII: Cornell Legal Information Institute

COVID-19: Coronavirus disease 2019

CSR: Corporate Social Responsibility

EIT: Ethical Impact Theory

HRM: Hotel and Restaurant Management

HRPA: Human Resources Professionals Association

ICHRIE: International Council on Hotel, Restaurant, and Institutional Education

JHU SOE: Johns Hopkins University School of Education

LFTB: Lean Finely Textured Beef

NAICS: North American Industry Classification System

NAU: Northern Arizona University

PLO: Program Learning Outcome

SARS: Severe Acute Respiratory Syndrome

SECRM: Sage Encyclopedia of Communication Research Methods

SOP: Standard Operating Procedure

U.S.: United States

USBLS: United States Bureau of Labor Statistics

USDA: United States Department of Agriculture

USDE: United States Department of Education

WHO: World Health Organization

Assumptions, Limitations, and Delimitations

This study examined the presence of ethics-related education expressed in the major, core curriculum of hospitality higher education. By intentionally selecting only four-year ACPHA accredited schools, other hospitality programs were omitted. This could create a skewed representation of the data if generalized to the entire hospitality education community. One assumption made in this study is that if the topic of ethics is important enough for a hospitality higher education program that it was communicated in either the core course names, course descriptions, or institutional guiding documents. A delimitation of this study was that only the major, core curriculum was analyzed which would leave out any other areas a hospitality higher education program might be engaging in ethics content for their students for example:

- Ethics institutes within or external to the program
- Elective classes that focus on ethics content
- Extra-curricular pathways and presentations related to ethics
- Other requirements not stated in the core curriculum around ethics content

The core curriculum should express the current critical content and reflections of faculty thought in preparing students for success, however, there are many factors that can influence the effectiveness of this realization:

- Demands of an educational institution on faculty capacities
- Resource allocations affected by enrollment
- Staffing conditions, responsibilities, and accountability

The challenges listed above can impact the ability of faculty to deliver in the classroom what is listed in the catalog. Lastly, any emerging content in ethics education that has not made its way into the core curriculum would not be accounted for.

The 37 ACPHA four-year, hospitality accredited programs were selected as the census purposefully to provide boundaries and consistency on similar standards of measurement. The cyclical review and accreditation approval process provides conditions for more regular curriculum revision and content currency. By only researching four-year, hospitality programs that are ACPHA accredited, the scope of this study is limited to the aforementioned parameters. Another limitation for this study was that it will not be possible to examine inside the classrooms of these programs to see how stated course learning objectives are being taught by the instructor and received by the student.

Summary

The effective and significant incorporation of ethics education into the major core curriculum of hospitality higher education is relatively new. What has changed recently is the frequency and intensity of industry pressures put on hospitality professionals:

- Supply chain disruptions
- Cost of goods increases
- Limited skilled labor due to the great resignation and global health crisis
- Hourly wage increases

- Emerging hospitality professionals promoted to management/leadership positions without proper experience and/or training

The first step in assessing the effectiveness of preparing emerging, professional hospitality students for the ethical demands of the current hospitality industry environment, is to analyze what content is currently being provided by hospitality higher education four-year programs.

Organization of Study

This study was organized in the following four chapters:

- Chapter Two: reviewed the relevant literature to include current ethical issues in hospitality education, ethics in professional education, ethics in hospitality education, and models of hospitality ethics education.
- Chapter Three: addressed the research design and methodology of this study.
- Chapter Four: findings related to ethics in the curricula of the major core curriculum of the 37 four-year, United States based, ACHPA accredited institutions.
- Chapter Five: contains the summary, review, interpretation, and recommendations for program changes and further study.

CHAPTER TWO: LITERATURE REVIEW

Literature Review

Educating emerging professionals requires attention to the content that makes up the professional preparation. Part of professionalism is honoring the responsibility to those served. Therefore, professional education includes a focus on the ethical behavior of the emerging professionals. Examples of this focus on ethics can be seen in such professions as nursing, medicine, and law. Existing standards of preparation for four-year hospitality higher education, under the guidance of accrediting bodies, are built on the view that hospitality leaders are professionals. Hospitality education addresses many aspects of professionalism, although there is a question about how and where ethics curriculum is situated within the curriculum. Recent events in the hospitality industry clearly show the importance of ethics in professional preparation as well as the risk of not including sufficient ethics education in their preparation. Looking at the various models of ethics education, is there one approach that is better suited to preparing emerging hospitality professionals?

This chapter provides a thematic approach to review the existing body of literature around four central areas connected to the education, administration, and research around professional hospitality ethics. The four themes that this literature review focused on are:

1. Current ethical dilemmas in the hospitality industry that call for an ethical decision-making skill set.
2. Approaches to ethics in professional education.
3. Ethics in hospitality education.
4. Models of ethics education.

In order to identify the body of literature for this chapter several methods were used. Within Northern Arizona University's (NAU) Cline library search feature, the following search phrases were used:

- Ethical challenges in the hospitality industry
- Approaches to ethics and professional education
- Ethics in hospitality education
- Models of ethics education

Along with using NAU's library search feature, Google Scholar was also used using the same sample set of search phrases. Google Scholar searches brought up several articles from the Journal of Hospitality and Tourism Education which were then examined through NAU's library website. A search criteria for 'Ethics in hospitality education' yielded 128 results from 1980 to 2022. Along with these two features Dr. Daniel Kain, NAU Professor Emeritus, and Dr. Eric Yordy, Franke College of Business Professor of Law, provided several article recommendations around the theme of professional ethics and ethics websites that Dr. Yordy used to build an ethical guideline for business students at NAU's Franke College of Business. A Google Scholar search was also used to assist in identifying current hospitality industry stressors that may challenge ethical decision-making due to the global pandemic. Key search phrases used here include:

- Ethical challenges in the hospitality
- Changes in the hospitality industry due to the global pandemic
- Impact of COVID-19 on the hospitality industry

Once articles were identified that fit within the scope of this study, the abstract, introduction, and conclusions were read to check for relevance. If the articles aligned with this study, they were

read and then the works cited list was examined to look for seminal and related works around the four mentioned themes.

The historical relationship between ethical challenges in the hospitality industry and ethics education in hospitality higher education, like most industry/education relationships, inform one another for the benefit of both the practitioner and emerging professional (Morrison, 2008). Interestingly, following the unethical 2001 Enron financial scandal, research articles addressing ethics increased significantly (see Table 3 below).

Table 3

Number of Hospitality Ethics Research Articles

Year	Number of Hospitality Ethics Research Articles
2000	8
2001	10
2002	32
2003	38
2004	53
2005	46
2006	32
2007	55
2008	83

(Jaszay, C., 2008)

Note. The increase in hospitality ethics research published in 2008 considering that two years prior, the United States was experiencing the Great Recession (Ethics and Compliance Initiative, n.d.).

Since there was a significant rise in hospitality ethics research following major ethical violations in business, has hospitality ethics education kept pace and currency in both the content and effective delivery of hospitality ethics education? While more current literature does address issues around curriculum frameworks (Bajada, 2019) and hospitality student perceptions of ethical issues in the workplace (Teng, 2020), there is a need to analyze the current state of ethical content in hospitality education. With no evidence of current literature around the presence of ethics in hospitality higher education, this research addresses this problem by examining this topic and narrowing a gap in the literature to inform hospitality higher education educators and those interested in preparing emerging hospitality professionals to be prepared to meet the ethical decision-making challenges in the post COVID-19 hospitality work environment.

Current Ethical Dilemmas in the Hospitality Industry Requiring Ethical Decision-Making Skills

The first topic, current ethical dilemmas in the hospitality industry that require high-level ethical decision-making skills, highlights recent scholarly works that address ethical issues and challenges that the hospitality industry is facing. This is important because upon graduation, this is the environment that emerging professionals were entering. Are students being prepared properly to make ethical decisions for the current demands of the industry? Four sub-themes will highlight various aspects of how ethics is being researched within the context of the hospitality industry: (a) leadership and ethics, (b) inter-employee ethical issues, (c) effects of working conditions, and (d) contextual influences on ethical decision-making. The global pandemic has exposed the fragile nature of the hospitality industry and the great resignation has caused an exodus of skilled workers leaving a technical and leadership void in the workforce. The COVID-19 pandemic provides a recent and illustrative context that negatively impacted the hospitality

industry; however, it is not the only reason to study the current state of the work environment. Work-life balance conditions, compensation satisfaction, and supply chain challenges also impact the ethical decision-making conditions that emerging professionals will face in the current hospitality industry environment.

Leadership and Ethics

Ethics and leadership form a company's ethos that all businesses base their behavioral expectations including human resource functions around. Knowing this, research that addresses the positive and negative aspects of these qualities gives insight into how ethical decision-making is viewed in the industry which informs how it is taught. Looking at positive and negative examples of hospitality research in this area provides insight into questions and a Google Scholar search of the impact of leadership on organizational performance yielded 2.8 million results. Leadership characteristics play a vital role in the success of an organization. The following sub themes, positive exemplars, and effects of negative leadership, will explore positive and negative examples of how leadership impacts ethics in the workplace.

Positive Exemplars

Leadership styles associated with ethical decision-making as a topic have been researched for many years. Assessing the leadership style of hospitality leaders can provide insights as to how they might respond to ethical dilemmas. An example of historical research around ethics is Minett and colleague's (2009) work which looked at leadership styles and ethical decision-making styles of hotel managers. Utilizing Hitt's (1990) model of being, the study used a 26-statement questionnaire to look at ethical approaches of leaders compared with their self-claimed leadership style. An interesting point that the research makes is that the study found that younger managers applied a Machiavellian leadership style. It was suspected that this

decision was due to their being less prepared for promotion and that they viewed manipulation as acceptable to advance their careers (Minett et al., 2009). This speaks directly to the need to continuously review the ethical education being provided to emerging professionals entering the hospitality industry.

Dimitriou and Ducette's (2018) research model used to examine ethical behavior identified six factors that influence ethical behavior:

1. Ethical behavior of peers
2. Ethical optimism
3. Education of ethics
4. Gender
5. Nationality
6. Social desirability bias

Three, four, and five-star Greek Hotel employees ($n=475$) were surveyed in the six factors listed above. Interestingly, the findings of this study point to the ethical behavior of co-workers as the most influential factor determining the ethical behavior of the respondent. The second most influential factor that the research showed that influenced the respondents' ethical behavior was the ethical behavior of the respondents' manager (Dimitriou & Ducette, 2018). This evidence shines light onto the importance of training emerging professionals on how to evaluate an organization's peer perception of ethics as well as the leadership when selecting employment opportunities.

In reviewing the literature on ethics, Nicolaidis (2019) studied ethical hotel leadership as it relates to organizational behavior. The author claims that trust, through building relationships,

is the glue that connects them with employees. Nicolaides goes on to claim that trust is developed in part when leaders make and act on ethical decisions in a visible way, daily. Lastly, he claims that hospitality organizations should have a clear and visible code of conduct so that employees understand the standards of ethics and integrity that the company is expecting (Nicolaides, 2019).

A study looking at the direct and indirect effects of ethical leadership styles on employee retention and turnover in the banking industry shows a shift in the literature from looking at job satisfaction to the role and intention of ethical leadership within the organization. 324 bank managers were surveyed, and multiple regression analysis was used to test the hypothesis; Ha1: ethical leadership positively affects psychological empowerment. The results of the study confirmed that ethical leadership directly reduces turnover intention of employees through psychological empowerment and organizational intention. Organizational intention assumes that it is the ethical leaders themselves who inspire employees to feel a part of an organization that they want to remain a part of (Suifan et al., 2020).

Comparatively, Sarwar and colleagues (2020) looked at the effects of organizational ethical culture and the impact it made between ethical leadership, well-being, and employee performance between Italian and Pakistan hotel employees. Using institutional theory, 368 Italian and 329 Pakistani hotel employees were surveyed using five major constructs:

1. Ethical leadership
2. Ethical culture
3. Work engagement
4. Employee well-being

5. Organizational performance

Using descriptive statistics, the authors concluded that leaders who displayed ethical behaviors cared more for the well-being of others and therefore strengthened their relationship with employees, further encouraging employee well-being and engagement (Sarwar et al., 2020).

Reducing job stress while improving job performance quality in the hospitality industry was the research focus for Schwepker and Dimitriou (2021). Using Brown's definition (Brown et al., 2005) of ethical leadership, the researchers surveyed 316 hotel/motel guest contact employees in the United States around their perceptions of ethical leadership, internal ethical ambiguity, job stress, and performance quality. The study tied ethical ambiguity to job stress reinforcing Nicolaides' 2019 work which emphasizes the importance of a visible and actionable code of conduct. The researchers concluded that hospitality leaders who exhibit ethical leadership can reduce ethical ambiguity in their employees and therefore reduce their stress while improving performance quality. Interestingly, the authors recommended further study of "how critical and beneficial teaching hospitality ethics in higher education is in terms of providing the hotel industry with responsible and ethical graduates." (Schwepker & Dimitriou, p.9, 2021).

Using social exchange theory (Blau, 2017) to examine whether ethical leadership can inspire loyalty in hospitality employees, Fan and colleagues (2021) surveyed 234 hotel employees in China using Brown and colleagues (2005) 10-item scale for ethical leadership. The researchers conducted their survey over three months breaking up the questions into three different areas addressing employee perceptions of:

1. Psychological ownership, identification with leader, and organizational justice
2. Organizational loyalty
3. Personal power distance orientations and perceptions of ethical leadership

The authors conclude that ethical leadership exhibited a significant positive correlation with employee ownership and loyalty and that their study integrates ethical leadership and employee loyalty into a connected framework that can be further studied. They also claim that their research has implications for assessing ethical traits when selecting leaders (Fan et al., 2021).

This has an implication in how hospitality education is teaching ethical leadership and preparing students to become leaders in the hospitality industry.

Wood and colleagues (2021) examined the connection between ethical leadership behavior and employees' green behavior in the hospitality industry. The researchers surveyed 936 supervisors and 2284 employees at 184 hotels in the United Arab Emirates. Using a validated 10-item ethical leadership measurement (Brown et al., 2005), the researchers asked two questions. The first one looked at the effects of ethical leadership on employee green behavior. Employee green behavior according to (Unsworth et al., 2013) is defined as that which was beneficial to the environment. The second asks whether “corporate social responsibility, organizational trust, and employee well-being mediate the link between ethical leadership and employee green behavior”. The researchers concluded that ethical leadership behavior is an important influencer of corporate social responsibility which directly influenced organizational trust by employees (Wood et al., p. 2, 2021). This furthers the notion that positive ethical leadership qualities are important for promoting sustainable green behavior and organizational trust and should be included when teaching hospitality ethics. Interestingly, much of the research

that was discovered around ethics in leadership in the hospitality industry during the literature process was done outside of the United States. This is important to note as ethics are understood within cultural context. For example, it may be acceptable for a manager to kiss employees on the cheek during a greeting in France but this would most likely not be culturally acceptable in the United States.

Effects of Negative Leadership

Park and Kim looked at employee behaviors that result from abusive leadership styles. Using a two-wave survey, 183 hospitality business school alumni from a large U.S. university were given an online survey to examine the impact of ethical abuses incurred from those in leadership. The researchers' central finding was that mistreatment of employees by supervisors can cause sabotage behaviors directed to customers. The significance of this study points to the importance of research which focuses on the implications of not only positive leadership and ethical characteristics and behaviors but also the impact of negative abuse of leadership towards employees, in this case service sabotage where employees purposefully interfere with a positive customer service experience (Park & Kim, 2018). Several other articles discuss the impact of abusive leadership styles on employee behavior pointing to a need to examine the presence of ethics in hospitality education (Aboramadan et al., 2020, Albashiti, 2021, Zhao & Gao, 2019).

Eluwole and colleagues (2022) examined the impact of poor ethical leadership and mistrust on employee outcomes including absenteeism, social loafing behavior, and service recovery performance (the ability of a front-line employee to resolve a guest complaint to their satisfaction). Surveying 243 Nigerian hotel employees, this study made recommendations to managers to curtail these negative employee behaviors. The researchers listed the following

ways to increase ethical trust within organizations; having a written code of ethics, developing a culture of mutual respect and trust, and providing workshops that address the need to identify both ethical and unethical behavior through case studies (Eluwole et al., 2022).

Elasher and colleagues (2022) claim that unethical behavior and fraud is the most significant concern from guests that causes them to switch brands and bad mouth their experience through various mediums. Their factors were gathered through previously published scales and literature reviews to develop a survey that was completed by 970 hospitality employees in Cairo. The authors concluded that unethical organizational behavior is linked to several conditions that leadership influences: job insecurity, work intensification, and unethical company-profile climate (Elasher et al., 2022).

Inter-employee Ethical Issues

Chen and colleagues (2018) explored the influences of work culture, ethical values, and employee characteristics on organizational citizenship and workplace deviance behavior of hospitality workers. The authors surveyed 308 hospitality employees at upscale hotels in Taiwan from the top three largest departments: food and beverage, front office, and housekeeping. They found that employees in the food and beverage and housekeeping departments were more likely to commit unethical behaviors thereby adding negative influences of work culture. They conclude that having and communicating a clear code of ethics can increase ethical behaviors between employees and increase organizational citizenship (Chen et al., 2018).

Looking at knowledge sabotage, Serenko (2019) surveyed 100 employees at Amazon's mTurk crowdsourcing online marketplace. He concluded that employees intentionally giving false or misleading information was rarely a result of retaliatory behavior against the

organization but rather towards a fellow co-worker. The study goes on to claim that almost half of the incidents that were reported were caused by interpersonal issues caused by unethical behavior from the target's perspective. Knowledge sabotage by employees can result in loss of morale, efficiency, waste, financial loss, and project terminations (Serenko, 2019).

Effects of Working Conditions

Stevens (2011) interviewed 35 hotel general managers regarding their concerns about ethics in the hospitality industry. Following the 2001 investment scandals and 2008 housing market lending crash, business ethics became a focus for leaders and researchers. Stevens claims that this research identified new ethical issues caused by changes in the economy and technology. The following concerns were identified in the study: lack of work ethic and motivation from employees due to low pay, guest and employee theft, diversity challenges among internal and external stakeholders, maintaining rate integrity (not reducing the cost of stay when guests try to haggle), contract issues between hotel owners and hotel management, and lack of ethics by guests. Stevens concludes that the topic of ethics needs to, “achieve mainstream status in most business schools and hospitality programs” (Stevens, p. 34, 2011).

Emerging professionals’ and student interns' initial experiences in the hospitality industry shape their ethical and persistence behaviors. Lin, Mao, and Hong (2021) looked at perspectives of kitchen violence and harassment from student intern perspectives. Using content analysis, they looked at 2,266 reports from 210 interns at a university level culinary arts department and found several dimensions of unethical behaviors including verbal violence, mismanagement, humiliation, lack of standards, and inappropriate working hours. They concluded that there was a lack of overall training and learning system in the kitchen (Lin, L, Mao, P, Hong, T, 2021). The

evidence from this research suggests that further study in ethical behaviors in the hospitality industry are needed and that cooperation between industry and education should be considered to create an environment for student interns and onboarding hospitality professionals to adopt organizational ethical standards and persist in the hospitality industry.

Ma and colleagues (2021) identified 12 stress coping strategies that fit under three dimensions: distraction, sharing, and self-indulgence. The researchers surveyed 470 hospitality employees in 37 cities in China. Stress related employment turnover in the hospitality industry has surged since the COVID-19 pandemic wiped out the skilled labor pool due to layoffs and furloughed employees resigning from the hospitality industry due to finding higher paying, less stressful jobs in other industries. While this study provided ways that existing employees could better manage their stress, it did not address the causes, some of them due to unethical behavior, that created the stress in the first place (Ma et al., 2021).

Contextual Influences on Ethical Decision-making

Recent global issues have impacted the hospitality industry that call for a rethinking of how business gets done and therefore the knowledge and skills that are required to be successful in the new business climate. Several factors lead to a rethinking of not only how the day-to-day processes of the work get accomplished but also the skills and knowledge that emerging professionals require to operate and continue to innovate to move the hospitality industry forward. The research examples below contextualize three areas in the hospitality industry that call for a high level of ethics knowledge, skills, and training:

1. Sustainability
2. COVID-19 global pandemic

3. Technology

Sustainability

Purchasing decisions, sustainability, and food waste are some of the areas of concern when emerging professionals are selecting companies to work with. Goh and Jie (2019) interviewed 52 Generation Z hotel workers using the Theory of Planned Behavior to assess their motivations regarding the sustainability impact of food waste in the hospitality industry. The result of their study suggests that employees face ethical dilemmas in deciding to either use fresh ingredients for their guests or in throwing food away if it is below quality (Goh & Jie, 2019).

Corporate social responsibility is a recent adaptation strategy of organizations that tries to balance multiple stakeholders and increase the sustainability perceptions and actions of the daily work processes. A mixed methods study of 2451 Chinese hospitality employees revealed four key effect areas that impacted hospitality employees: environment protection, employee wellness, business ethics, and customer wellness. The authors concluded that when these employees perceive that the corporation they are working for is committed to sustainable practices like environment protection, they are more likely to be, “satisfied with their job, committed to their organization, and actively engaged in their work” (Wang et al., p. 10, 2020).

Kim and colleagues (2010) examined the relationships between corporate social responsibility, quality of work life, and job satisfaction by surveying 442 hospitality employees in South Korea. The sustainability efforts of corporate social responsibility had a positive effect on employees' basic as well as growth needs and increased employees' perceived physical and psychological quality of life. One of the indicators included asking whether employees felt that

the organization had a comprehensive code of conduct, further showing the need of an articulated and informed understanding of current ethics knowledge, skills, and training for the incoming hospitality professional (Kim et al., 2020).

COVID-19 Global Pandemic

The COVID-19 global pandemic caused unprecedented challenges and hardships for the hospitality industry caused by responses to impede the spread of the virus including community lockdowns, travel restrictions, and social distancing. Ethical decision-making in times of extreme stress requires tools and skills to navigate the path through successfully. To make sense of what was happening, Gursoy and Chi (2020) reviewed the current state of business and looked at recent research to initiate understanding. Linking to studies addressing when guests will likely to return to the hospitality industry following imposed restrictions, how comfortable guests were to visit a sit-down restaurant in relation to community testing procedures, and the impact that visible sanitizing efforts by hospitality industry had on guest visitations, the authors took the first steps at trying to make sense of the pandemic's impact. All these challenges require ethical decision-making skills. They also noted that these uncharted challenges provide an opportunity for great research for hospitality scholars (Gursoy & Chi, 2020).

Examining how COVID-19 affected stress levels of hospitality employees, Wong and colleagues (2020) surveyed 758 workers in the United States. The authors claim that their study revealed new occupational stressors including one domain they titled "unethical hotel-labor-practices-borne stressors". Understanding how to adapt to new environments using ethical decision-making skills in times of crisis is becoming more of a necessity for hospitality professionals. They also implied that hotel managers need to, "identify and consider diverse remedies for alleviating such occupational stress" (Wong et al., p. 8, 2020).

Gursoy and colleagues (2020) collected data from 827 consumers in the United States pertaining to their sentiments about returning to both dining in restaurants and traveling to another destination and staying in a hotel. One of the questions highlights the need to equip managers with critical and nuanced ethical decision-making skills, “What safety precautions do you expect a restaurant to take post-COVID-19?” Understanding that the increased cost of labor, chemicals, and marketing to ensure that safety precautions are met, the hospitality professional is tasked with following appropriate safety protocols that cost more money and balancing that with making a profit. (Gursoy et al., p. 13, 2020).

Surveying 927 hospitality employees that represented all 50 states and Puerto Rico, Croes and colleagues (2021) investigated the ongoing impact of COVID-19 on the hospitality industry. The authors claim that in August 2021 892,000 hospitality employees quit their jobs: twice the national quit rate. The 32-question survey covered eight categories ranging from pandemic impact perceptions to quality of work-life balance. The authors concluded that approximately 33% of hospitality workers in the study left the industry with no intention of returning and another 33% that were still in the hospitality industry were thinking about leaving the industry to find another job. With the image of vulnerability that the pandemic exposed, many hospitality students questioned their decision to enter such a volatile industry (Guo & Ayoun, 2021). With much of the seasoned hospitality labor force leaving, selecting, training, and leading a new workforce is expensive (time, labor, and money). What ethical decision will need to be made? Will corners be cut? Will current employees be promoted prematurely without being equipped to make ethical decisions properly? (Croes et al., 2021).

Using in-depth interviews, Lippert and colleagues (2021) explored the impact that COVID-19 had on occupational stress for 16 restaurant employees working in Chicago, Illinois.

Five core themes were identified across the interviews: community and social outlet, ethical responsibility of the restaurants, pandemic related health concerns, wage and hour, benefits, paid time off, and thoughts of the future. The authors concluded that the unique nature of the restaurant industry (pay and benefits structure, differential impact of the pandemic, and significance that restaurants have within the community) has created unique occupational stressors for hospitality workers making attracting and retaining future employees a challenge (Lippert et al., 2021).

Many industries support the work of the hospitality industry including construction, manufacturing, marketing, technology, and agriculture. When an industry like hospitality is significantly impacted by a crisis, the supporting industries are also impacted. Examining the medium- and long-term adaptability and resilience of the food supply chains, Hobbs (2021) claims that the COVID-19 pandemic has brought attention to the food system and is causing attention to be paid as to where one's food is coming from. The author offers a consideration that supply chain management should be considered from a systems perspective and that the use of robotics and automation could be a potential part of the solution. Hobbs concludes that the pandemic has exposed vulnerabilities in the food supply chain and highlighted the interdependencies and collaborations that exist among agencies involved in bringing food products from places to people (Hobbs, 2021).

Technology

The selection, implementation, and use of technological innovations in the hospitality industry has risen significantly in the last five years. Touchless menus and payment options, data

analytics, and robotics and artificial intelligence have been fast tracked causing some to pause and consider the ethical ramifications of these new approaches to delivering hospitality.

Drexler and Lapre (2019) looked at motivations of organizations as to their level of technology adoption from a practical point of view. Citing examples of how specific hospitality properties are incorporating robotics and artificial intelligence and the companies that are making these products such as robotic butlers and bartenders, Nadine, one of the first social robots designed to help and care for the elderly, the authors present a dichotomous choice they feel needs to be made. The choice to either have convenience or freedom of choice. They go on to state that the use of robots in industry is less viewed as taking jobs away from humans but redirecting humans to do jobs only humans can do. The article cites ethical concerns of potential conscious or unconscious bias that the artificial intelligence robots may advance that are outside of the users' control (Carrasco et al., 2019). Interestingly, the authors conclude that, "the rise of the machines should be seen as an exciting opportunity not only for the hospitality industry, but for all businesses and humankind" (Drexler & Lapre, p. 120, 2019).

Reviewing service robot literature in the hospitality industry, McCartney and McCartney (2020) identified factors that influence employee and guest acceptance perceptions along with corporate decision-making strategies around adoption looking at policy and compliance. The researchers assert that the decision-making process when considering the adoption of service robots and/or artificial intelligence should include the connections between the consumers, employees, and governmental policy. They suggest that the service robot research agenda, "will need to address emerging risks and security concerns to include data protection and ethical protocols" (McCartney & McCartney, p. 3847, 2020).

Reviewing the industry and academic literature as well as trends data, Yallop and Seraphin (2020) looked at the importance of data governance and, “processes for effective and ethical data management in both tourism and hospitality”. Due to the rapid rise of technology usage in the hospitality industry and the current resurgence of travel and restaurant usage due to pent up demand, the authors point out that, “the efficient use of data and analytics drive process and cost efficiencies and strategy and change”. They go on to point out that while capturing, analyzing, and directing massive amounts of information may create efficiencies and profitability, “one of the top strategic trends in 2019 is digital privacy and ethics” (Yallop & Seraphin, p. 257, 2020).

Examining the control, access, safety, and storage of big data by hospitality industry corporations, Line and colleagues (2020) explored academic and press articles and proposed four types of value creations for big data. Four values that compare customer data control with the benefits to the customer were described from the customers perspective as:

1. Machiavellian big data value: low control of data and low benefit to customer
2. Orwellian big data value: low control of data and high benefit to customer
3. Faustian big data value: high control of data and low benefit to customer
4. Jeffersonian big data value: high control of data and high benefit to customer

Line points out that if data become more of a commodity and shared more freely, that transparency of how and when data are captured will go a long way to, “address the ethical, technological, and legal concerns associated with big data management...” (Line et al., p. 9, 2020).

Digital wallets used in the mainstream hospitality industry are no longer considered an innovative disruption as many hospitality guests have adopted the use of this technological feature. However, the adoption of recent convenience technologies in the hospitality industry is not universal. Lew and colleagues (2020) examine the mobile technology acceptance model and look at adoption intention based on self-efficacy theory (Bandura, 1977), critical mass theory (Marwell & Oliver, 1993), and flow theory (Csikszentmihalyi, 1990). Surveying 423 Malaysian m-wallet users, the authors measured their agreement with statements around mobile payment, usefulness, ease, enjoyment, and self-efficacy. They concluded by offering suggestions as to how industries connected to the usage of m-wallet might improve and increase the use of digital payment options for the hospitality industry (Lew et al., 2020). Interestingly, no mention of the safety, security, or ethical implications were mentioned in this article.

With the rise of artificial intelligence and robot use in the hospitality industry (Cain et al., 2019), emerging leaders will need to understand how to integrate ethics and decision-making when managing this new technology. In a recent textbook (Bartneck et al., 2021) addressing ethical issues in robotics and artificial intelligence, several schools of thought are introduced to the reader about the theory of morality (ethics):

1. Descriptive or normative ethics: the explanation of systems
2. Deontological ethics: the intention of an action
3. Consequentialist ethics: the consequences of an action
4. Virtue ethics: relies on a person acting on cardinal virtues cataloged by Greek philosophers
5. Meta-ethics: deals with issues of ontology, semantics, and epistemology
6. Applied ethics: is concerned with concrete disciplines like healthcare and business

Other chapter titles include: (a) Trust and Fairness in AI systems, (b) Responsibility and Liability in the Case of AI systems, (c) Risks in the Business of AI, (d) Psychological Aspects of AI, (e) Privacy Issues of AI, and (f) Military Uses of AI. The book concludes with the author questioning basic ethical considerations, and a strategic challenge for the reader to consider the purpose of robotics and AI in relation to those the products are meant to serve. Understanding how ethics is approached through this current textbook example provides insights into how this topic is taught in other professional education disciplines (Bartneck et al., 2021)

Summary

Examining issues that the hospitality industry is facing that require a robust ethical decision-making toolkit including leadership, working conditions, and contextual influences on the hospitality industry (COVID-19 pandemic, sustainability, and technology), provide a glimpse of some of the challenges an emerging professional or student intern may experience upon entering the hospitality industry. As new technologies permeate beyond mainstream adoption, the research seems to push for ways to increase participation while not addressing the associated ethical implications. Leadership and generational research, while existent around ways to increase employee well-being and work quality, was lacking in terms of how to prepare hospitality students and recent graduates about making ethical decisions in the current hospitality industry environment.

Approaches to Ethics in Professional Education

Professional ethics preparation in professional education, looks at the research addressing when and how ethics has been incorporated into higher education professional programs including teacher and healthcare education. Understanding how ethics education is

conceptualized and delivered in professional education in general and specific industry programs such as teacher education and healthcare education provides insights into the formation, presence, and future direction of ethics education in professional hospitality programs.

Professional Ethics in Professional Education

David Carr's (1999) seminal work on professional education and professional ethics succinctly explains core definitions and concepts including:

- What is and defines a profession...a professional?
- What is the notion of professionalism?
- How does a code of professional ethics describe the members?
- What traits do members of a profession possess?
- What language do effective professionals use to engage with those they serve?

Critically examining education's role of teaching ethics, Carr questions the aims of ethics courses basing the content on Kantian deontology, utilitarianism, or virtue ethics on one side and a, "pick and mix" approach on the other side. He goes on to critique the jargonization of ethics content within many industries to avoid engagement. These, Carr goes on to explain, do not set up the student for a flexible and thoughtful approach to applying ethics (Carr, 1999).

Bowie (2003) discusses why ethics belongs in professional schools and claims that teaching ethics is teaching the associated codes for the profession; for example, law school teaching the code of ethics for the American Bar Association. He defines a profession as, "the expertise and specialized knowledge it requires" and "the public good it professes a commitment to promote". After defining the objectives of professional ethics courses, how to apply theory in

applied ethics, the role of the professional, and techniques for teaching professional ethics (case studies, casuistry, and Socratic method), Bowie addresses the idea of integrating ethics education across the curriculum as opposed to merely having the content located in a stand-alone course (Bowie, p. 617, 2003).

Assessing the professional ethics learning environment regarding internal values and goals, Haines and Sollars (2009) provided a framework for review. Using a top-to-bottom approach the researchers established three parts to reviewing their ethics teaching to undergraduate and MBA students. The framework included goals for ethics instruction, relevant accreditation standards, and best practices in business ethics education. Connecting course, curriculum and community, Haines and Sollars identified that gathering, interpreting, and standardizing course data along with faculty hesitancy to deliver ethics-related assessment objectives due to subject matter hesitancy as the main challenges in performing this review. The authors conclude that, “it makes sense to explore the possibility of [an ethics] course being created by the school” (Haines & Sollars, p. 5, 2009).

Martin and Ruitenberg (2016) raise the question of whether theoretical expertise in ethics translates into educational value. As an introduction to a special edition of nine publications related to ethics in professional education, this paper introduces topics ranging from the unique nature of ethics within professions calling to question the transferability of one context (medical) to another (education), to more general ethical considerations examining, “the moral ends of professional practice and an understanding of moral agency across all professions” (Martin & Ruitenberg, p. 2, 2016).

Martin (2021) claims that traditional ethics courses are centered around Western moral thought with case studies and discussions as the main engagement pathways that are designed to promote ethical skills and reasoning. In his paper on research in ethical issues, he argues for a broader scope of concepts challenging ethics courses to assist students to develop an ethical outlook as well as exposing students to non-Western ethical thought and leadership development. Martin concludes by offering an inspirational challenge to, “chart out possibilities for an evolution in approaches to business ethics course content” (Martin, p. 144, 2021).

Professional Ethics in Teacher Education

Examining how and where professional ethics is delivered in teacher education can give insight and understanding when examining and analyzing how hospitality education is delivering a professional ethics curriculum. Proposing a case-analysis framework for teaching ethics, Warnick and Silverman (2011) reexamine what it means to provide ethics education to teachers. The authors conclude that teaching is distinctive from other professions in the following ways focusing on:

- Student well-being
- Moral dimensions unique to schools
- Educationally sensitive solutions
- Remain true to larger disciplinary concerns and standards
- The larger teaching profession

Compared with business (at 71%) and nursing (at 60%), the authors cited evidence that from a review of 156 curricula at teacher education programs, only nine percent offered a requirement

or elective course on ethics. Identifying this deficiency, the researchers offered a framework for analyzing cases to assist students in developing a decision-making process. They also argued for the inclusion of a stand-alone ethics course to equip student teachers in making ethical decisions as they grow in their professional career (Warnick & Silverman, 2011).

Using the teachers' code of ethics as a reference for the day-to-day life of a teacher, Kusumaningrum and colleagues (2019) administered a questionnaire comparing professional ethics with teaching performance for 20 teachers in Indonesia. The study cited works that assert that, "teachers who are ethical will make the atmosphere of work relations in the organization more comfortable and avoid vertical and horizontal conflicts". The researchers found that there was a positive relationship between teachers who perceived they displayed professional ethical behaviors and the teacher's performance (Kusumaningrum et al. p. 616, 2019).

Describing teachers as front-line workers, Gurtu (2019) asserts that their job is not only delivering content but also to provide a quality education. To do this, the author claims that a teacher "has to [be] professionally competent and up to date in its profession and has to follow certain rules or code of conduct known as professional ethics (p.88)". The author goes on to encourage continuous, engaging improvement in professional developments as it relates to professional ethics. The article concludes by citing the Code of Professional Ethics for teachers' guiding framework of principles' three obligation areas: obligation towards students, obligations towards parents, community, and society, and obligations towards the profession and colleagues. Specific examples of tactics to accomplish each obligation are listed underneath each area (Gurtu, 2019). This example of research advocating for continuous improvement in professional ethics is a recent representation of literature in a non-western culture and how they are thinking about professional ethics in teacher education.

Professional Ethics in Healthcare Education

Early ethics education in healthcare can be traced back to around 400 BCE with The Hippocratic Oath which is regarded as one of the oldest and most known code-of-ethics (McPherson, 2015). As this document was adopted and added to over the centuries, it shows that ethics must also adapt with the times. A recently revised version includes the advent of digital health technologies which have met the needs of modern patients and addresses issues of digital devices, electronic health records, artificial intelligence, and medical extended reality (Mesko & Spiegel, 2022).

What can hospitality education learn from the way professional ethics is researched and delivered in healthcare education? Just as hospitality educators can learn from the experiences in teacher education, healthcare education provides insights into the purpose and approaches taken in a similar service industry sector. Examining the literature on professional ethics over 65 years, Kangasniemi et al. (2014) used a five-stage integrative review process to better understand how this topic is defined and studied in nursing science. The researchers allude to the constant changes, “due to societal, economic, and educational influences. They go on to describe the move in the healthcare profession from just treating disease to the promotion of healthy living as an example. They present four questions to consider for discussion:

1. What is the purpose of professional ethics in nursing?
2. What are the changes in the profession and in health care that influence professional ethics?
3. How well do nurses understand their own role and responsibilities in relation to professional ethics?

4. Why [the researchers] found such an unexpectedly low number of primary studies on professional ethics in nursing (14 total studies)?

The authors conclude by encouraging nurses to engage and contribute to the scientific realm of professional ethics, so the field continues to impact changing communities and guide future generations of nurses (Kangasniemi, 2014).

Looking at ethical issues that arose from the global pandemic, Wald and Monteverde (2021) examined the cultivation of moral resilience as a process identified from scholarship and educational experience. When healthcare education was moved to online, the authors noted that, “not all students may experience moral complexity or moral transgression...during educational activities”. The authors go on to describe five areas that may be helpful when thinking about how healthcare ethics education can foster student centered moral resilience:

1. Resource scarcity for patients and need to ration ventilators, medication, dialysis machines, and test kits
2. Resource scarcity for healthcare workers
3. Epistemic injustice
4. Impact of military metaphors on professional identity formation and practice
5. Caring for oneself and reacting to moral transgression

The article concludes with a plea that, “there is a need to prepare healthcare students and educators to understand ethical demands of healthcare practice and strategies for responding to it” (Wald & Monteverde, p. 63, 2021).

Interviewing 14 faculty members and managers from a variety of clinical disciplines, Mashayekhi and colleagues (2021) used content analysis identifying four main categories of medical ethics including cognitive factors, educational factors, practical factors, and structural factors. These were then broken down further into nine categories and 42 subcategories. To improve quality of healthcare, the authors point to, “how observant the medical professionals are of the ethical principles”. The article discusses the challenges of applying medical ethics, “from the policy making to the bedside”. The researchers conclude that many of the challenges could be overcome by, “improving the medical ethics’ educational programs, both in quantity and quality, for all medical professionals ranging from medical students to faculty members” (Mashayekhi et al., p. 8, 2021).

In reviewing 30 years of undergraduate medical ethics education programs, Wong and colleagues (2022) used systematic scoping reviews to map the associated literature and identify traits from the data. The researchers use a systematic evidence-based approach to describe the process to assist in accountability and reproduction efforts. In identifying some of the challenges with teaching medical ethics the researchers identified several culprits in programs that are: poorly defined, narrow in content, clinically dissociated, badly integrated, and have hidden/informal curricula and negative role models. They go on to describe pros and cons of ethics education teaching modalities as well as a level-based approach including assessment recommendations. In conclusion, the authors claim that “this review reveals the importance of adopting an interactive, multimodal and interdisciplinary team-teaching approach to ethics education” and further that, “curriculum modifications must remain reiterative and dynamic to accommodate shifting trends in local and global healthcare systems to better reflect relevant practices” (Wong et al., p. 181, 2022).

Summary

Examining how ethics education is understood through the literature of professional education provides insights into historical developments, current challenges, and future recommendations of how professional ethics is taught. Knowing that the subject of ethics education necessarily needs revision due to changing societal and environmental factors, future researchers can work to identify new conditions and gaps that exist due to these changes. Research suggests that ethics is an important topic for emerging professionals to maintain a discipline specific code of ethics. Research shows that a lack of ethical leadership hinders professional dialogue and professional growth (Eluwole et al., 2022). What is needed is a continuous improvement step to review, rethink, and reanalyze the relevance and effectiveness of professional ethics education within the context of an always changing work environment. This could be accomplished by working with accrediting bodies and professional organizations to formalize the ethics review process to ensure currency and relevance for future generations.

Ethics in Hospitality Education

Much has changed since early written works on the topic of ethics in hospitality education in the 1990s. It is beneficial to understand some of the historical and developmental discussions and challenges that hospitality education wrestled with in relation to where they are now. Looking at the literature addressing ethics in hospitality education, four themes emerged: (a) development of ethics education in the hospitality curriculum, (b) calls for change in hospitality ethics education, (c), student's perceptions of ethics in hospitality education, and (d), hospitality ethics research.

Development of Ethics Education in the Hospitality Curriculum

A discussion paper from 1990 on the topic of ethics in hospitality education (Hegarty, 1990) revealed that the idea of ethics in hospitality, “seems a contradictory and totally incongruous notion”. The author goes on to explain that while ethics involves the spirit of altruism, the spirit of business is “hard-boiled” and self-serving. Three questions are raised regarding ethics education:

1. How can morality be taught? After all, humans do “learn” to be good.
2. What is the nature of business ethics?
3. What is taught in Colleges under the title of ethics and business ethics?

The author concludes by pointing out that the field of hospitality education is, “beginning to reappraise how colleges can ensure that students learn the cognitive skills and integrative abilities to the escalating requirements for management competence” (Hegarty, p. 109, 1990).

O’Halloran (1991) uses the lens of new managers to look at ethics in hospitality education. Supported by a \$10 million dollar grant, the University of Denver’s College of Business Administration sought to meet the call to introduce ethics and humanity into their MBA program which included Hospitality. The curriculum committee reviewed and implemented ethical content into key credit courses, community service requirements were introduced, and a capstone course was created to bridge the gap between academic and industry environments. The author concludes by stating that, “hospitality education should be for the present and future leaders of our society” (O’Halloran, p. 37, 1991).

Ladki (1993) offers a definition of hospitality education and points out identity struggles that existed during the time of this paper. That hospitality education is struggling with its identity may be part of the reason that ethics education in hospitality is not meeting the needs of students. Providing a brief history of a university's mission at the time (teaching, research, and service) the author connects the intent of applied research as part of the responsibility of faculty with the notion that hospitality education is both a professional and academic discipline when looking at the guiding inspiration of research efforts. The author closes by stating that, "the hospitality profession should be at the forefront of research in controversial practices, not standing on the sidelines" (Ladki, p. 249, 1993).

Vallen and Casado's (2000) work on ethics points out that, "ethical challenges remain a daily occurrence in the hospitality industry" and that, "poor ethical performance may be hazardous to a hotel's bottom line". The researchers surveyed 45 hotel general managers to rank Josephson's 12 ethical characteristics. Since this study was completed over twenty years ago, are the top ethical challenges still relevant to teach to today's students? Using descriptive and analytical research, the study identified the ranking results and which ones the General Managers saw most violated (Vallen & Casado, p. 44, 2000). The research suggests that ethics is an important topic within hospitality education.

By 2002, hospitality researchers suggested that ethics was a necessary topic to be included in hospitality education. Jaszay (2002) presented the use of John Stuart Mill's utility theory as a model to incorporate ethics into hospitality education. As an outcomes-based approach, utility theory aligns with cited research that shows students' approach to learning leans more to outcomes rather than behaviors. The author concludes the article with a case study to assist hospitality educators on how to teach ethics in hospitality programs (Jaszay, 2002).

Yeung (2004) took a different approach to introducing ethics into the hospitality curriculum. Surveying 308 human resource directors and managers at 78 different Hong Kong hotels, Yeung took an industry perspective to determine eight factors that should make up a hospitality ethics course. By understanding the industry's perspective on what is important to include in a hospitality ethics course the author claims that an important step has been taken to assist hospitality educators in better preparing students for industry (Yeung, 2004).

Yeh and colleagues (2005) cite a study that ethics, "was ranked the highest among 37 content areas in terms of required and important program content areas for graduates of U.S. hospitality programs". Surveying 173 International Council of Hotel, Restaurant, and Institutional Education members, the researchers made eight recommendations for improvements to ethics education in hospitality programs based on the data from the respondents. They recommend that, "research relative to how to obtain, introduce, and implement codes of ethics to students and employees could be beneficial" (Yeh et al. p. 35, 2005).

Calls for Change in Hospitality Ethics Education

Where historical and developmental literature reviews provide background and context to the development and shaping of the subject, examples of research calling for change provide insights into areas researchers believe require important consideration. Taking examples from 2006 through 2020 the following articles represent a diverse representation of topics ranging from cultural comparison of ethics to more current approaches to integrating ethics to measuring the effectiveness of ethics education in hospitality.

Following the Enron scandal, several articles surfaced on business ethics. Brymer and colleagues (2006) compared ethical responses to 10 ethical scenarios by 395 European

hospitality students and 217 U.S. hospitality students. The results showed that U.S. students were less tolerant and more sensitive to ethical issues than their European counterparts. The authors conclude that ethical beliefs are formed in many ways including early childhood, parents, close friends, college environment and courses, and college professors (Brymer et al., 2006).

Following a large growth of hospitality and tourism industries in China, Yeung (2014) raised a concern about professional ethics growing alongside. Using an inductive, descriptive approach, the author interviewed 20 hospitality executives in Shanghai. The authors' data revealed that the interviewees felt there was a strong association between ethics and the hospitality industry and that because it is a people driven industry that there are many opportunities that hospitality employees need to make ethical decisions many times per day due to the high level of guest contact. Interviewees differed in their opinion of whether ethics as a subject should be taught as a stand-alone course or integrated throughout the curriculum. They did agree that assigning the right person to teach ethics is crucial (Yeung, 2014).

Looking at strategies to integrate ethics into a leadership course, Hill (2014) describes the hospitality environment as labor-intensive and crisis-management oriented which challenges ethical decision-making skills to be used in unique ways different from other industries. Outlining the course philosophy, the author reviews Bloom's Taxonomy as well as the theory of transformative learning to examine ethical issues. Interestingly, the perspective used to evaluate ethical decision-making is focused on the self instead of the effect of the behavior. Rather than merely looking at how a behavior might hurt others; the author includes potential damage to self. In conclusion, the author developed an Oath of Hospitality Professionals with students providing an example of internalized and inclusive code of ethics development (Hill, 2014).

Citing data that ethics and Corporate Social Responsibility (CSR) interest continues to rise, Tormo-Carbo and colleagues (2016) question the effectiveness of ethics courses in higher education. Surveying 307 MBA students in Poland, the researchers found that the students who took the survey agreed to a high degree that ethical behavior is important in business education. Interestingly, the researchers found that students who had not yet taken the ethics course agreed more strongly that ethics was an important topic in business education than those students who had already taken the course. Such research examples can show the importance of continuous measurement of course effectiveness and student perception of ethics courses (Tormo-Carbo et al., 2016).

Surveying 206 hospitality managers about 19 skill items, Alexakis and Jiang (2019) examined the perceptions of skills and knowledge of hospitality students to identify an optimal hospitality management curriculum. The participants represented many facets of the hospitality industry in Southwest Florida. Content analysis was used to code the data and then identify a model to explain the focus areas which included: critical/reflective, professional/technical, communication/relational, and plasticity/erudition. Their results highlighted nine critical/reflective skills, each of which the researchers inferred require ethical decision-making abilities: provide creative solutions, implement change, critical thinking, problem-solving, analytical, independent judgment, self-confidence and poise, independent planning, and time management. The authors conclude that, “in future research, course learning outcomes and program learning outcomes should be evaluated to provide a comprehensive view of courses” (Alexakis & Jiang, p. 217, 2019).

Students' Perceptions of Ethical Issues in Hospitality Education

As early as 1994 the question of preparing hospitality students for the ethical challenges of the industry was posed. Surveying 82 hospitality students, Casado and colleagues (1994) posed 15 ethical scenarios and compared the results to a group of 400 hotel managers who completed the same survey in a previous study. The researchers' results showed that the ethical attitudes that the students had paralleled the attitudes of the hospitality managers. They conclude that ethics must be taught to students and cite Josephson Institute of Ethics ten major principles as a standard model (Casado et al., 1994).

Examining the responses of 81 hospitality students to seven developed scenarios, Stevens (2001) compared their responses with 165 human resource directors who completed the same survey. Identifying that the students ranked the ethical scenarios lower (scenarios perceived as less of an ethical violation) than the human resource directors, the author concluded that the “students probably have not viewed these situations with the same degree of ethical caution as managers” or “students simply did not perceive the implications of some of the scenarios” (Stevens, p. 240, 2001). Comparing perceptions (Zizka, 2017) and awareness (Ayaz & Akbaba, 2017) of ethics in hospitality students reveals a need to continuously measure the content and effectiveness of ethics education in hospitality education.

Identifying ethical perception gaps between hospitality practitioners and students, Teng and Cheng (2020) surveyed 455 employees from 13 hotels and 665 students from eight hospitality schools. Using descriptive statistics and exploratory factor analysis, the researchers identified six major factors:

1. Corporate integrity

2. Personal morals
3. Personal behavior
4. Customer equity
5. Manager leadership
6. Customer integrity

The study concludes by claiming, “universities should reevaluate their existing course offerings and focus on ethical issues when developing a hospitality curriculum.” The authors go on to specifically mention the teaching of personal behavior and customer equity as topics of importance (Teng & Cheng, p. 106, 2020).

Hospitality Ethics Education Research

Reviewing the research topics addressing issues in hospitality ethics can help gain insight into the types of issues scholars are seeing need input for both academic and institutional domains. The following articles list, discuss, and review ethics research agendas in hospitality education from 2001 to 2022.

Jaszay (2001), through the Marion W. Isbell Endowment for Hospitality Ethics, cataloged 117 articles presented in 33 journals from 1990 to 2000. Nine topic areas were identified, and all 117 items cited. Key takeaways the author concludes include:

1. Ethical behavior results in more successful business for everyone
2. Organizations need to take responsibility for communicating and instilling ethical values as opposed to perceived shared values of the past or those of the individual
3. Hospitality education programs are responsible for teaching ethics to students

4. Analyzing integrated case-studies should be considered to instruct ethics in hospitality programs.

(Jaszay, 2001)

Citing that, “many scholars argue that the hospitality sector is open to frequent unethical challenges” because of the considerable face-to-face interactions, (Knani, p. 1, 2014) reviewed literature on ethical perceptions and practices and suggested a research agenda moving forward. Claiming that most of the ethics research in hospitality is quantitative in nature, the author recommends qualitative research to help bring context to future offerings. The researcher concludes by stating, “despite an increased literature on hospitality management, little attention has been devoted to the ethical issues and dilemmas facing human resources in the hospitality sector” (Knani, p. 7, 2014).

Reviewing 62 articles from 2006 to 2015, Myung (2017) analyzed recent developments in hospitality ethics research and made suggestions for future research in this area. Breaking the research down into study locations, data collection methods, statistical methods, and research topics, the researcher identified, “the need for specific instructions to develop effective hospitality ethics education.” Future research questions raised in this study include:

- What are appropriate goals for hospitality ethics instruction?
- What is the desired approach for teaching hospitality ethics?
- What are the impacts of codes of ethics on organizations?
- How are codes of ethics perceived?
- Do the codes of ethics effectively transmit ethical values to the employees?

(Myung, p. 39, 2017).

Kim and Jeong (2021) paint a picture of the beginnings and development of the hospitality education field citing the “father of hospitality education” as Dr. Howard Bagnall Meek built the hotel program at Cornell University in 1922. Following World War II, organizations such as Hilton, Disneyland, and McDonald’s swept the world along with other moguls of the hospitality industry. Dr. Meek was also part of the hospitality leaders who founded the Council on Hotel, Restaurant, and Institutional Education to assist equipping the needed workforce. The authors presented this brief history to ask what has happened and what will drive changes in hospitality and tourism education? The article concludes with several questions directed at future research that speak to the opportunity to include curriculum addressing the topic of ethics:

- What kind of skill sets are essential for hospitality and tourism students of the future?
- How can students think on their feet in the face of many business challenges?
- Is there a need to make any curricular changes?
- Is there a need to consider some other specialized courses?

(Kim & Jeong, p. 942, 2021)

Reviewing 71 articles from 2011 to 2021, related to ethical issues in hospitality innovation, Oskam and colleagues (2022) categorized the literature into two types: (1) innovations from evolving ethical insights and (2) the ethical implications of the innovation. Five themes arose during data investigation including:

1. Ethical innovation: corporate social responsibility
2. Ethical entrepreneurship and leadership
3. Ethics and consumer behavior
4. Promoting ethical behavior
5. The ethical effects of business innovations

The researchers concluded that, “the ethical debate in our discipline still mainly revolves around corporate social responsibility” and that, “the reference to ‘ethics’ as a keyword is prevalent in those articles that advocate strategic or managerial choices with beneficial impacts for society” Claiming there could be a bias in the research as negligent or deliberate unethical acts are not represented in the research (Oskam et al., p. 12, 2022). Understanding hospitality ethics innovation can benefit the improvement efforts in hospitality education.

Summary

The research on ethics in the hospitality industry began with the academic beginnings of Hospitality education which came long after the industry’s origins leaving ambiguity around the nature and meaning of what the industry does and who they serve. It is known that the field of hospitality ethics is growing, and questions are being raised as to the purview of this field. What should be studied under the keyword’s hospitality ethics? What and how should hospitality education teach and measure to prepare students for the current state of the industry? How can hospitality education continuously measure currency and make improvements to ensure educators are effectively preparing emerging hospitality professionals to lead in an ever-changing hospitality environment?

Models of Ethics Education for Hospitality Programs

Examining models used in hospitality education to teach ethics and the research body that addresses this topic provides context for how the content is presented to students. Learning more about the various ways that programs conceptualize and deliver ethical models and frameworks can shed light on the way students are perceiving the relevancy of the material and aspects of presence of this topic in the curriculum.

Approaches in the 1990s

Enhagen (1990) claims there are two aims when teaching ethics, “one dimension involves imparting a body of knowledge relative to ethical analysis. The second dimension focuses on motivating students to act ethically”. Citing potential issues of unethical behavior such as: yield management, serving alcoholic beverages, overbooking, underreporting of tips, illegal hiring practices, and various forms of abuse, the author shows a need to teach ethics in hospitality courses and poses the question of what it means to teach ethics and then discusses various models and approaches. In justifying a model to teach ethics, the author cites a Harvard Business School visiting professor reflecting on his inability to get his class to think that there is, “more to life than money, power, fame, and self-interest”. Then, Enhagen makes the point that to try and make a class of ethical converts in one semester, or less, is not reasonable. Looking at business ethics through the definition of, “the study of moral duties and obligations relevant to the operations of business”, the author offers three business examples from industry to evaluate ethical dilemmas:

1. Kenneth Blanchard and Norman Vincent Peale’s three-point test
 1. Is it legal? Will I be violating either civil law or company policy?

2. Is it balanced? Is it fair to all concerned in the short term as well as the long term?
Does it promote win-win relationships?
 3. How will it make me feel about myself? Will it make me proud? Would I feel good if my decision was published in the newspaper? Would I feel good if my family knew about it?
2. Professor Barry Castro's six factors' students should consider when making ethical business judgements
 1. All the affected stakeholders
 2. The perceptions of the stakeholders based on their cultural, organizational, and class-based filters
 3. The cost of alienating groups of stakeholders
 4. Historical obligations and the mutual interdependence of all involved
 5. Impact of decision on the relationships of those involved
 6. Impact of the decision on the "self-regard (and moral power)" of those involved
 3. The Wharton School's eight principles
 1. Honor confidentiality
 2. Avoid the appearance of a conflict of interest
 3. Act in good faith
 4. Willingly comply with the law
 5. Show fidelity to special responsibilities
 6. Exercise due care
 7. Respect human well-being
 8. Respect the liberty and constitutional rights of others

Citing Kohlberg's (1975) stages of moral development (preconventional, conventional, and postconventional), the author claims the challenge of teaching ethics is moving students from paper to practice. In conclusion, the question of how to measure the effectiveness of ethics education is raised and the author recommends using a combination of ethical theory, analysis, and relevant case-studies in combination with time management skills as a teaching model to "do ethics" (Enghagen, p. 473, 1990).

In proposing a model for teaching ethics in hospitality education, Khan and McCleary (1996) first cite definitions of the term ethics in the context of hospitality:

- Gandz and Hayes (1988): the study of those decisions of managers and corporate management which involve moral values
- Hall (1988): ethics relates to treating others in a fair and equitable manner
- DeGeorge (1987): an interaction of ethics and business
- Lewis (1985): rules, standards, codes, or principles which provide guidelines for morally right behavior and truthfulness in specific situations
- Churchill (1982): the application of moral values or codes to complex problems using a rational decision-making process.

Khan and McCleary use Churchill's definition because it most mirrors what is done in the hospitality industry: applying codes of conduct to decision-making. Providing a proposed five-step model for teaching ethical decision-making in hospitality education, four dimensions are presented:

1. Broad based ethical judgment: acceptable/unacceptable

2. Deontological judgment: duty bound
3. Social contract judgment violates/does not violate unspoken or unwritten contract/promise
4. Teleological judgment: positive/negative benefit to company

The authors conclude by stating that, “apart from students’ education, work experience and technical knowledge, it may be their ability to hold high ethical ground under fire which will test their mettle most of all” (Khan & McCleary, p. 11, 1996).

According to Upchurch, (1998) “the current hospitality and tourism research has generally not tested nor profiled the theoretical principles that are at management’s disposal to cope with the ethical issues”. The author goes on to describe three ethical principles that hospitality managers could use: (1) egoism, (2) benevolence, and (3) principle. Surveying 607 bed and breakfast/country inn operators using an ethical climate questionnaire developed by Victor and Cullen (1998), the researchers concluded the outcome of research around the study of ethics should benefit the practitioner. Using a structured model to ethical awareness training, the author concluded that the outcome of using a structured model of ethics education should:

1. Focus on training individuals
2. Provide information on ethical principles and sources of influence
3. Establish a body of knowledge that deals with individual approaches to ethics in the workplace
4. Demonstrate competence in coping with ethical dilemmas

(Upchurch, p. 227, 1998).

Martin (1998) cites (Schrag, 1993) and concurs that ethics education helps students by:

1. Stimulating the moral imagination
2. Recognizing ethical issues
3. Developing analytical skills
4. Eliciting a sense of moral obligation and personal responsibility
5. Tolerating and reducing disagreement and ambiguity

Claiming that case studies from hospitality professionals are the best source for teaching students how to navigate ethical dilemmas along with having industry guest lecturers to help. Along with group discussions, existing codes of ethics, computer simulations, and even historic ethical theories, these approaches of teaching ethics to hospitality students becomes the model of delivery. The author concludes that, “by preparing hospitality students to reason and logically face dilemmas they will face in their industry, educators are equipping future managers with confidence and self-esteem to do the right thing on the job” (Martin, p. 25, 1998).

Approaches from 2000 to 2010

Looking at four professional codes of ethics in the hospitality industry, Coughlan (2001) cites a study where 83% of lawyers and accountants say they would abide by a professional code over a corporate code indicating a shift in loyalty from the employer to oneself and to one's profession. Using the content analysis that Raiborn and Payne (1990) compiled in their study identifying four values, justice, integrity, competence, and utility, Coughlan used this view for the framework for the study. Examining the presence or absence of the above four values, the researcher looked at four codes of ethics from the following professional organizations:

1. Meeting and Professionals International: 17,000 members in 64 countries
2. The Professional Convention Management Association: 5,000 members globally
3. The American Society of Association Executives 25,000 members
4. The Hospitality Sales and Marketing Association International: 5,000 members globally

Comparing the codes of ethics from these professional associations, the researcher concluded that some of the groups met some of the four criteria, but others needed “significant revision” indicating discrepancy worth examining in future studies (Coughlan, 2001).

The Josephson Institute of Ethics (2001) provides a model to make sense of ethics and asks six questions before introducing their model: The Six Pillars of Character:

1. What is ethics?
2. What is the importance of universality?
3. What to do when values collide?
4. How does one get from values to principles?
5. How do ethics get put into action?
6. Why should one be ethical?

Underneath each pillar of character, the authors go into more detail about what each word means and how it might be applied. The six pillars of character are:

1. Trustworthiness
2. Respect
3. Responsibility

4. Fairness
5. Caring
6. Citizenship

Following the details of the pillars the next chapters lay the models foundations on effective decision-making and in closing provide a seven-step path to making better ethical decisions (Josephson Institute, 2002)

Identifying a need to better prepare students for making ethical decisions, Northern Arizona University faculty members Jennifer Mitchell and Eric Yordy (2009) provided COVER: an application-based decision-making model for their students. Once students complete the due diligence section involving the four steps below, they move on to the philosophical analysis.

1. Determine the facts
2. Identify the ethical issues
3. Consider alternatives
4. Identify stakeholders

The philosophical analysis follows the following five steps comprising COVER used to make ethical decisions:

1. Code: legal documents (professional code of ethics,
2. Outcomes: utilitarianism (John Stuart Mill) (pain v. pleasure)
3. Values: deontological (Divine command theory, rights-based theory, corporate social responsibility)

4. Editorial: publicity effect
5. Rule: categorical imperative (Immanuel Kant)

The authors conclude the model by stating that students need to, “point out which alternative is selected, and which analyses support that conclusion” (Mitchell & Yordy, p. 9, 2009).

Current Approaches: 2011 to Present

Reviewing literature on the value of codes of ethics, Nicolaidis (2016) looked at moral intensity, organizational culture, ethics education to examine the value of codes of ethics in the hospitality industry. The author claims that “without the effective codes of ethics and a high level of moral intensity, a hotel cannot hope to be successful in an industry which is saturated for the most part and increasingly under the spotlight be the customers who seek the best value for money deals”. The article concludes by stating that moral intensity of the employees and establishing a strong ethical environment are critical for an operation to be successful in the hospitality industry (Nicolaidis, p. 73, 2016).

To propose a model of hospitality ethics, Tavitiyaman (2018) analyzed the effects of codes of ethics in relation to employee commitment and organizational performance. Surveying 271 full and part time, frontline hospitality employees in Hong Kong, the researchers used confirmatory factor and descriptive analysis to conclude that models of ethics can assist employees when they are continuously, “updating the laws, regulations, and industrial codes of practices” and can assist educators when teaching students how to design and implement codes of ethics within the organizational structure of the business (Tavitiyaman, p. 81, 2018).

By designing an ethics and corporate social responsibility course for their students, Horng and colleagues (2019) were responding to an urgent need they noticed in their students. Citing hospitality workers who chose unethical means to make money and the impact that social media had on communicating, and influencing these incidents to hospitality students, the researchers claimed that positive change in ethical attitudes and behaviors begins in the educational arena. By administering the ethical model to an experimental group (N=135) and comparing ethics and corporate social responsibility outputs with a control group (N=100), they concluded that the developed model for teaching ethics in hospitality education raised awareness, developed reflective habits, and transformed students (Horng et al., 2019).

Teaching and acting morally, Breakey (2021) claims, depends on many factors and one of those factors that is not often included in basic ethics courses is the concept of legitimacy. The author defines *legitimacy* as “the moral status of an entity, and whether that entity has qualities that empower it to be intrinsically valued, respected, and supported” (Breakey, p. 118, 2021). This definition could be applied to an organization, a person, a code of ethics, or a decision-making model. Listing nine types of legitimacy Breakey claims that students need to be fluent in both the theoretical, abstract reasoning of what the right thing to do is but also be able to bring the context down into practical situations that can be applied many times a day. Citing James Rest (1992), Schwartz (2016), and Trevino (1986), the author points to using and understanding the entire ethical decision-making model as the best way to teach students this topic (Breakey, p. 118, 2021).

Building a taxonomy of ethical decision-making models, Johnson and colleagues (2022) reviewed 1,520 articles from 2001 to 2020 and found 38 unique examples. The authors cite six foundational ethical decision-making model classifications to look at benefits and limitations:

1. Rational models: problem solving guides
2. Moral reasoning models: cognitive theory of moral development
3. Virtue models: based on personal/professional beliefs
4. Constructivist models: socially constructed reality, interaction, and agreement
5. Collaborative models: group perspective
6. Integrative models: combines all above in iterative process

In looking at the data, the researchers found five distinct formats in which the models were visually presented:

1. Sphere of influence formats (Houser et al., 2006)
2. Interaction process formats (Cottone, 2001)
3. Decision analysis tree formats (Gutheil et al., 1991)
4. Flow chart formats (Haas & Malouf, 2005)
5. Circle of questions formats (Strom-Gottfried, 2015)

Acronyms and other mnemonic aids were used by some to help with internalizing and accessing for the learner/professional. Some of the decision-making models were built upon theoretical orientations and some incorporated elements from multiple theoretical frameworks. The researchers conclude by citing examples and reviews of the integrative model as the best approach to use in the United States because of the diversity of cultures in the workplace. In justifying a model to use to teach hospitality ethics education, Johnson et als' work in reviewing models from 2001 to 2021 provides evidence that the integrative model would be the best approach in the United States due to cultural diversity. The integrative model was used as a

foundation to the transcultural integrative model (Garcia, 2004) and the intercultural model (Luke et al., 2013a). Both could also be justified as models to explore when selecting for either academic or industry applications (Johnson et al., 2022).

Under the leadership of Dr. Eric Yordy, Northern Arizona University's Institute for Public and Professional Ethics in Leadership was established with support from donors. Including nine academic disciplines the institute organizes ethics speaker series, engages in ethics research, and hosts an annual ethics bowl. This is an example of how ethics is modeled to include extra-, co-discipline opportunities to teach ethics content within an educational institution. (NAU IPEL, n.d)

Summary

Models of ethics for hospitality education and/or industry should reflect a history of ethics thought and theory to provide the learner with context of theoretical positions. When teaching ethics, it is important to provide not only theoretical examples (case studies) for students to reflect on, but also that they are able to apply the example (practice) to understand the full picture of how an ethical decision is made. By understanding the various models used in the industry, education can more clearly teach existing methods of models used in the industry and point out strengths and weaknesses. What is not known is whether the presence of ethics education within the ACPHA accredited four-year programs is properly preparing students for the current hospitality environment.

The literature presented above provides context and background for this study. Four studies that stood out in the literature review that bring importance to this work are Johnson and colleagues (2022) and Josephson and colleagues (2002) who discussed ethical decision-making

models both in general and specifically, Martin (1998), who advocated for integration of ethics into the hospitality curriculum which is what this study aligns with, and Alexakis & Jiang (2019), who used content analysis to expose a gap between education and industry and compared hospitality students' perceptions of skills and knowledge with hospitality curriculum suggesting that emphasis should be placed on problem. Two major gaps presented themselves in the literature that the research in this study examined: (a) To what extent is ethics education delivered in hospitality curriculum and (b) how is hospitality ethics education assessed and enhanced by the major accrediting commission, ACPHA. By identifying these unknowns, ethics education in hospitality can be further understood and improved for the benefit of students and the industry.

Chapter 3 “Methodology” reintroduces the research questions and the purpose statement, discusses the approaches to data collection, and describes the sources of data. The design study, selection process, ethical considerations, limitations, delimitations are discussed in greater detail concluding with a chapter summary.

CHAPTER THREE: METHODOLOGY

Introduction to the Chapter

Chapter Three provided the blueprint which outlines the major sections of the study as well as the strengths and weaknesses of this research. This research focused on examining where and how ethics education is being delivered in hospitality education to better understand the current delivery models used to prepare students for the hospitality industry.

The following sections in this chapter outline the expectations of this research. The first section restates the problem and purpose of the research, the second section reviews the research questions, and the third section addresses the research methodology. The next cluster of sections

address the research design, population, sources of information, validity and reliability, and the data collection, management, and analysis procedures. The last part of this chapter addresses the ethical considerations of this work and describes the limitations and delimitations of the study.

Restatement of the Problem and Purpose

A major problem facing the hospitality industry is that students may not be receiving proper preparation to function as ethical professionals in today's hospitality environment. Many advancements have occurred in both the higher education field and the hospitality industry in the 100 years since Cornell University opened the first professional hospitality program in the United States. With so much change happening in the hospitality industry (supply chain disruptions, inflation, great labor resignation, COVID-19, agricultural challenges, technology disruptions, minimum wage increases, menu pricing, market saturation, work/life balance vs industry expectation), how is hospitality education preparing graduates to make ethical decisions? To narrow the knowledge gap in the research, a better understanding of the presence of ethics in hospitality education is needed. The needs of the hospitality industry have shaped hospitality education as much as hospitality education innovations and research have impacted the industry (Alexakis, 2019).

Building on Maanen and Barley's (1984) work on organizational behavior including the four common attributes it is the last trait that this research will examine in the profession of hospitality education:

- Substantive body of knowledge delivered to novices from experts,
- Connection to an occupational association that provides certification,
- Societal recognition of the occupation's authority, and
- A service orientation articulated by a code of ethics

(Maanan & Barley, p. 316, 1984). Links between ethics education and positive impacts in corporate social responsibility efforts demonstrate the connection between the effect that ethics education can have on students when entering the business world (Ugwuozor & Otu, 2020).

The purpose of this study was to examine where (what level) and to what extent (magnitude) ethics education is addressed in the 37, United States based, four-year, Accreditation Commission for Programs in Hospitality Administration (ACPHA) accredited programs. In identifying themes around ethics in the core curriculum and institutional guiding documents, I hoped to gain an understanding of the magnitude and location of ethics within hospitality education to establish a baseline for pushing the teaching of this topic.

Research Questions

Without knowing the current presence and method of delivery (stand-alone or integrated course/s) of ethics education in hospitality programs, it is difficult to know if what is currently being taught is substantial enough to prepare students in ethical decision-making once they enter the hospitality industry. The following research questions guided this study.

- RQ1: Where is ethics education present in the curricular and institutional documents (core curriculum course names, course descriptions, and guiding institutional documents: vision, mission, and core values) of the 37, four-year ACPHA accredited hospitality programs? This question aligns with the notion that educators need to understand what is currently being taught before assessing effective improvements.
- RQ2: Do the ethical standards and requirements that the 37 accredited programs articulate in their core curriculum align with the ACPHA accreditation standards? This question aligns with understanding what the current expectation of ethics education is according to the accrediting body for the hospitality discipline.

This study used basic qualitative research design with the primary goal being to understand the presence of ethics content in the 37, four-year, post-secondary ACPHA accredited hospitality programs in the United States. Merriam (2016) summarizes a basic qualitative study as addressing “...how meaning is constructed, how people make sense of their lives and their worlds. The *primary goal* of a basic qualitative study is to uncover and interpret these meanings” (Merriam, p. 25, 2016). By examining the programs’ course names, descriptions, and guiding documents (Vision, Mission, and Core Values) in search of ethics-related language along with the primary textbooks used to teach ethics, this study will compare with what the ACPHA ethics requirements state as requirements. I constructed knowledge from the language used to describe ethics at various points (courses, guiding documents, textbooks), and then interpreted the presence of ethics by using content analysis against a verified pool of associated words (dictionaries) which was cross checked by an expert in hospitality ethics education. By examining the extent to which ethics is expressed through the various points in the curriculum as well as the primary ethics textbooks and comparing them to the ACPHA ethics requirements, I hoped to shine light on the presence and location of ethics within the census.

The phenomenon studied in this dissertation was the presence of *ethics* in hospitality education programs. This study focused on which level ethics is introduced, emphasized and reinforced (ACPHA Programmatic Self Study p. 21, 2021). The term *introduced* assumes that “students are not familiar with content/skills in a course. The term *reinforced* assumes that “students bring basic content/skills to a course. There is concentration on enhancing content/strengthening skills and adding new content material, building more complex skills”. The term *emphasized* assumes that “students bring reasonable content/skills to a course as a

result of content/skills being taught and/or emphasized at some previous point. Instruction continues to teach and build upon previous content/skills as well as reinforce contents/skills”. (ACPHA Programmatic Self Study p. 21, 2021)

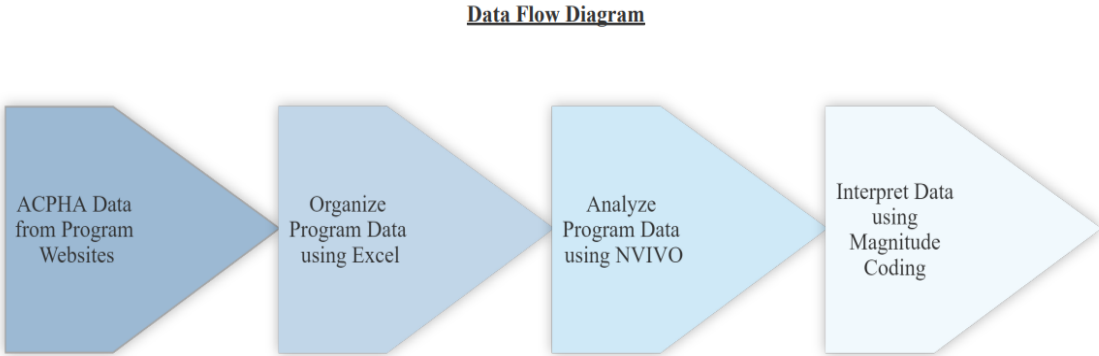
Creswell and Poth (2018) define qualitative research as using interpretative and theoretical frameworks to examine assumptions that provide insight into a study which addresses the meaning of a problem (Creswell & Poth, p. 8, 2018). I assumed there is no single answer to a question and that individual reality is informed by the individuals’ perspectives and experiences.

Research Methodology

Qualitative methodology was used for this study (see figure 1) because the basic four characteristics of qualitative research align with the purpose and research questions: (1) focus on understanding the presence of ethics, (2) I was the primary instrument to collect and analyze data, (3) although an iterative process was used, the primary themes that surfaced as a result of this study were inductive, and (4) words were the primary descriptive form used to understand and compare the data (Merriam, 2016). This method was chosen over quantitative methodology due to the types of data that was examined, organizational and educational documents, and the chosen design that focuses on making meaning rather than on testing hypotheses. Since the research problem (the presence of ethics) is specific to the census (37, four-year, ACPHA accredited schools), the objective is answerable (Atheide, 1996). I attempted to describe a picture and better understand how ethics is incorporated into the curriculum of hospitality education to better serve students and the industry. This purpose is a function more suited to qualitative methodology (Denzin & Lincoln, 2017).

Figure 1

Data Flow Diagram



Quantitative methodology, although also used when using content analysis, would not be an appropriate methodology in this instance as this study is not interested in the numerical representation of data but rather where the data are showing up within the context of curriculum. Since the data collection method will use a computer aided program, NVivo 12+, and then the data was coded to identify frequency, quantitative methodology would not be appropriate. Because it was not known what would be found through this research, there were no variables to be manipulated, no statistics to be computed, or any tests to be conducted. Mixed methods would also not be an appropriate choice since the data that were sampled was limited to words and then analyzed using magnitude coding (Saldana, p. 115, 2021) to determine the level of presence of ethics education.

Research Design

Figure 2

Research Funnel



Figure 2 shows the research funnel from broad methodology to specific techniques that were used for this study. Basic research design (Merriam, p. 23, 2016) was chosen for this study and used content analysis (Krippendorff, 2004) to unitize, code (Saldana, 2021) organize, and interpret ethics related words located in the core course names, course descriptions, and guiding institutional documents (vision, mission, and core values) of the 37, four-year, United States based ACPHA accredited hospitality programs. A Computer Assisted Qualitative Data Analysis Software (CAQDAS) program, QSR International's NVivo 12+, was used to organize and analyze the data with further narrative insights provided by the author. As this study was focused

on understanding how and where ethics education is incorporated into the hospitality curriculum, basic qualitative research design was chosen (Patton, 2002). Other research designs that were not a fit for this study include:

- Phenomenology, as this study is not looking at lived experiences (Husserl, 1970)
- Ethnography, as this study is not engaging in an intensive immersion in a context or setting. (Tedlock, 2011)
- Grounded Theory, as this research will not be focusing on building theory (Corbin & Strauss, 2015)
- Narrative Inquiry, as I am not looking at stories (Denzin, 2014)
- Qualitative Case Studies, as I am not studying a unit of analysis (Stake, 2006)

Population and Sample Selection

The census includes all 37, four-year, ACPHA accredited hospitality programs based in the United States. These hospitality programs are situated either within a college or university and are required to meet or exceed the programmatic standards set forth by the issuing accrediting body and to maintain and improve quality practices based on updated accreditation standards. By focusing on this census, the data will reflect the entire census of hospitality programs and authorization of the census is not required (Patton, 2002). Selecting hospitality programs that were accredited provides a layer of quality surety and ability to compare, as all institutions are required to comply with the ACPHA program standards to maintain accreditation status (Staller, 2021).

Permission in this study by the hospitality programs is not required since the data were gathered through the publicly available web pages of the hospitality programs (Marshall, 1996). The geographic location for this study is limited to the United States. International programs

were not considered as ethics content, although considered important globally, is viewed differently between countries (Raimo et al., 2021). An interesting study in the future would be to examine the ethics curriculum between countries and how it is perceived in the international industry community.

Sources of Information

Data collection consisted of creating a computer spreadsheet (Excel) to record the course names, course descriptions, and program vision, mission, and values statements from publicly available websites. The assumption was made that the information on the website is reliable, accurate, and current at the time of collecting the data.

Included was the written language used on the hospitality programs website to convey the: (1) core curriculum, (2) course names, (3) course descriptions, and (4) program vision, mission, and values statements as required by ACPHA program standard VII. f., “The program maintains an active website that contains updated information including the program overview, mission and learning outcomes, professional placement, and student retention data as reported to ACPHA annually, faculty profiles, curricular offerings, and academic policies. Clear and direct links to these informational items should reside on the Program landing page.” (ACPHA Programmatic Self Study p. 36, 2022).

The sample words in the data set were copied and pasted into the Excel document. For the core course curriculum, the data were organized by course levels: 100, 200, 300, and 400. These levels indicate freshman, sophomore, junior, and senior level courses. Next, a set of rules for coding were established and the data were coded (Saldana, 2021). The coded results were analyzed and then conclusions and recommendations were made.

Validity

Creswell and Poth (2018) introduce the importance and scope of validity in qualitative research by inquiring whether the research is valid and then asking who has set the standards for the validity (Creswell & Poth, 2018). The authors go on to consider validity as a way to evaluate accuracy “as best described by the researcher, the participants, and the readers (or reviewers).” (Creswell & Poth p. 259, 2018).

Noble and Smith (2015) describe validity as “the precision in which the findings accurately reflect the data” (Noble & Smith p. 1, 2015). They go on to refer to validity as “the integrity and application of the methods undertaken and the precision in which the findings accurately reflect the data” (Noble & Smith p. 1, 2015). This study utilized the following strategies to ensure validity. By considering the data through the researcher’s lens, I gained reflexivity and bias clarity. By considering the data through the reviewer’s lens, the data and research process were reviewed by the dissertation committee. By considering the data through the participant’s lens, feedback was solicited from ACHPA committee members.

Reliability

Noble and Smith (2015) explain reliability as residing within consistent analytical procedures and transparency into the researcher’s personal and methodological bias (Noble & Smith (2015). They further claim that “reliability describes consistency within the employed analytical procedures” (Noble & Smith, p. 1, 2015).

In order to ensure data reliability, this study provided the website links to the locations where the data were gathered, used cross checking to establish the list of associated words that suggest a presence of ethics (Birt et al., 2016), used a recognized computer program (NVivo

12+) to assist in analyzing the data (Leech et al., 2011), and followed established coding practices, techniques, and protocols (Saldana, 2021).

Data Collection and Management

The data for this study included the course names, course descriptions, and program mission, vision, and values statements from the 37, four-year ACPHA accredited hospitality programs located within the United States. An excel spreadsheet was used to record and organize the data. The data sources were obtained through the program's publicly accessible websites. The hospitality programs are required to provide this information on their websites as outlined by the ACPHA program standard VII f. "The Program maintains an active website that contains updated information including the program overview, mission and learning outcomes, professional placement, and student retention data as reported to ACPHA annually, faculty profiles, curricular offerings, and academic policies. Clear and direct links to these informational items should reside on the Program landing page." (ACPHA, Programmatic Self-Study p. 37, revised 2021).

To provide transparency regarding data collection, the following methods were used to collect and organize the data. An Excel spreadsheet was used to organize the names and email addresses of the 37, four-year ACPHA accredited hospitality programs. The core course names listed on the program's website were sorted into level's 100, 200, 300, and 400 indicating freshman, sophomore, junior, and senior. The core course descriptions which are listed on the program's website were copied and pasted beneath each course number. Separate columns were used to record the program's mission, vision, and values statements as they are presented on the respective program websites.

Data Analysis Procedures

The following research questions were answered for this study RQ1: Where is ethics education present in the curricular and institutional documents (core curriculum course names, course descriptions, and guiding institutional documents: vision, mission, and core values) of the 37, four-year ACPHA accredited hospitality programs? This question aligns with the notion that educators need to understand what is currently being taught before assessing effective improvements. RQ2: Do the ethical standards and requirements that the 37 accredited programs articulate in their core curriculum align with the ACPHA accreditation standards? This question aligns with understanding what the current expectation of ethics education is according to the accrediting body for the hospitality discipline.

The relevant data that were examined in this study include core course names, core course descriptions, program vision, mission, and values. I made assumptions that the language related to hospitality ethics education is common and will assert that there are words that are associated with ethics education such as:

- Leadership, management, training
- Human Resources, organizational development
- Principles, morals, values
- Respect, loyalty, honesty, accountability

I did not assume that the programs being studied are either teaching or not teaching ethical concepts; rather, it will allow the data to tell the story of what and where these related ethics themes are showing up or not showing up within the data. On evaluating the terms used to denote that ethics concepts are present, an a priori list of ethics-associated names was used to begin the search and space was given for any emerging themes discovered as the study unfolds.

Ethical Considerations

Because this researcher looked at how ethics education is being delivered in hospitality higher education programs, it is important that ethical considerations are appropriately being applied to this study. Although the data is publicly available, the data will exist on a secured, password protected cloud platform and not shared with anyone unless the expressed written permission is received from the hospitality program leader as standard practice.

ACPHA has expressed interest in viewing this information once complete and as it was public knowledge, there is no conflict of interest. ACPHA has been helpful in communicating this study to the program directors and providing a background to the study, items requested for the study, and a contact email address to send the requested information. ACPHA clearly stated on the communication that their office will not have any information or be involved in collection information and that sending information would be purely voluntary. To prevent a conflict of interest with ACPHA, commission members will not receive or provide input into this study until it is completed. Once completed, the document was shared publicly.

Data were collected through publicly available documents that the hospitality programs are required to maintain on their websites. Data were stored on various programs that exist on a secured, password protected cloud platform. The data will be kept for five years and then the decision to either maintain or delete the data will be made. Even though this study is exempt from IRB guidelines, data security and handling standards were followed. The data were stored on a secured server and Microsoft Windows updates were kept current, backup information was stored in a separate location, all computers were locked with a sign-on password, and data deleted five years after completion of the research. Only I will have access to the data once the study is complete.

(NAU IRBNet, n.d.)

Limitations and Delimitations

Acknowledging the perceived limitations and delimitations of a study informs the reader of the boundaries and constraints that the study methodology and scope have. By articulating the limitations and delimitations as they are perceived within the study's methodology, sample, instrumentation, data collection process, and analysis, I can thoughtfully anticipate potential research flaws.

Limitations

The limitations to this study's methodology and design include the historical and cultural conditions that led up to the time of this study. The recent cultural adaptations that the hospitality industry has experienced (generational workforce expectations, global pandemic impacts, supply chain pressures, technological advances, and wage increase demands) uniquely influence how ethics is perceived, taught, and carried out within hospitality education. Constraints imposed on the census, instrument, data collection, and analysis include relying on the hospitality program websites being accurate and up to date, my ability to locate and copy information correctly, the selection of appropriate units and categories for analysis, the development and adherence to appropriate rules for coding, and the drawing of appropriate conclusions.

Delimitations

Delimitations on choosing basic qualitative research over quantitative methodology allow me to understand how a specific census (ACPHA, four-year programs) interprets and applies ethics education by looking at the language used (qualitative) rather than numerical representations (quantitative). The delimitations, or self-imposed research scope restrictions, of this study include the selection of sampling only the ACPHA, four-year accredited hospitality

programs (Calabrese, 2006). Several hospitality programs exist outside of this census. The assumptions drawn from this study will not be generalizable outside of the census as hospitality programs outside of this census are not required to adhere to the standards set forth by ACPHA.

The delimitations of the study can be observed in several aspects of the research study. By looking at the census, four-year ACPHA accredited programs, results may not be generalizable. I was looking where ethics is being taught in the core curriculum based on a member checked associated word list. The programs may be teaching ethics in the curriculum but not articulating it within the scope of the word list. By looking at the instrumentation, Content Analysis of program core course names, course descriptions and program purpose statements, there may be a disconnect between what the programs say they are doing, what is being taught in the classroom, and what the students are learning and applying. By looking at the data collection process, program core course names and descriptions as well as program purpose statements were copied, sorted, and pasted into a spreadsheet program (Excel). The data were only representative of the census used (four-year ACPHA accredited programs) and therefore not generalizable to the larger hospitality program population. By looking at the analysis and observations, computer coding (NVivo) was used to identify and locate where associated ethics words are present. The process of using qualitative research software is delimited to the member checked word list and may not detect ethics-related education outside of the programming.

Chapter Summary

Chapter Three describes the details of the problem, provides a roadmap for how the research was completed, and highlights potential hazards along the way. Using basic qualitative methodology to determine where (what level) and how (stand-alone or integrated) ethics

education is taught in ACPHA accredited, four-year hospitality programs, this study was designed to shed light on the current general landscape of how hospitality education is preparing students for the ethical challenges of today's hospitality industry. Chapter Four contains the findings and results of the data.

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

Introduction

This chapter presents the findings and results of the study. The purpose of this study was to examine the presence of ethics education in the 37, United States based, four-year, Accreditation Commission for Programs in Hospitality Administration (ACPHA) accredited programs. In identifying the presence of ethics related terminology in the core curriculum course names and descriptions as well as the program institutional guiding documents, this study aimed to gain an understanding of the presence of ethics content and alignment of ethics content with ACPHA program learning outcomes.

The following research questions guided this study.

- RQ1: Where is ethics education present in the curricular and institutional documents (core curriculum course names, course descriptions, and guiding institutional documents: vision, mission, and core values) of the 37, four-year ACPHA accredited hospitality programs? This question aligns with the notion that educators need to understand what is currently being taught before assessing effective improvements.
- RQ2: Do the ethical standards and requirements that the 37 accredited programs articulate in their core curriculum align with the ACPHA accreditation standards? This question aligns with understanding what the current expectation of ethics education is according to the accrediting body for the hospitality discipline.

This study used basic qualitative research design with the primary goal being to understand the presence of ethics content in the 37, four-year, post-secondary ACPHA accredited hospitality programs in the United States. Merriam (2016) summarizes a basic qualitative study as addressing “...how meaning is constructed, how people make sense of their lives and their worlds. The *primary goal* of a basic qualitative study is to uncover and interpret these meanings” (Merriam, p. 25, 2016). By examining the programs’ course names, descriptions, and guiding documents (Vision, Mission, and Core Values) in search of ethics-related terminology, this study examined the alignment of ACPHA ethics requirements. Knowledge was constructed from the language used to describe ethics at various points (core courses and guiding documents), and then interpreted the presence of ethics by using content analysis against a verified pool of associated words (dictionaries) which was cross checked by an expert in hospitality ethics education. By examining the extent to which ethics is expressed through the various points in the curriculum and comparing them to the ACPHA ethics requirements, I hoped to shine light on the presence and location of ethics within the census. Saldana (2023) describes magnitude coding as “appropriate for...qualitative studies in education, social science, and health care” (Saldana, p. 115, 2023). Although the results in this study represented by the number of references as well as percentages did not give a clear picture of alignment of program courses with the ACPHA key curriculum elements associated with ethics, it did provide a baseline of understanding which can be used to influence further curriculum changes. This is discussed further in chapter 5.

Chapter 4 includes the findings and results using computer assisted qualitative data analysis software (CAQDAS) of the data in narrative and visual formats. The chapter concludes with a summary of the data and analysis showing the relationships to the research questions.

Findings and Results

Data gathering began by creating Excel sheets that organized the specific data needed to answer the research questions. This study was interested in both the programmatic location (freshman, sophomore, junior, and senior) and magnitude (Saldana, 2023) of ethics related terminology from the approved ethics word list in the 37, four-year, ACPHA accredited programs course names, course descriptions, and guiding statements. Two Excel sheets were made to differentiate the data to identify varying themes, one sheet for the course names and course descriptions and another for the guiding statements. The columns for the course names and descriptions Excel sheet were organized by program number, university name, program name, course level, and course description (freshman-100, sophomore-200, junior-300, and senior-400). The columns for the guiding statements were organized by program mission, vision, and core values. (See figure 11).

The rows consisted of the specific data for each program directly from the institution's website. After gathering and formatting the data into usable Excel sheets, the data were imported into a qualitative analysis software program, NVivo 12+. Once the data were uploaded into the program, various coding and word frequency analyses were run to identify the presence and magnitude of ethical terminology within the data. By identifying the magnitude of associated words used in each of the program course levels, the query results showed the presence of any associated ethics related word used in describing the course names and descriptions as well as the program guiding statements (vision, mission, and core values).

The next step in the process was identifying which type of coding analyses could be used to segregate and isolate the words to show the presence of ethics related word usage within each program as well as within each course level (freshman, sophomore, junior, and senior). Working

with the dissertation committee and members from Northern Arizona University's Center for Health Equity Research (CHER), various coding methods were identified to assist in exploring the data to answer the research questions. Initial attempts at using the NVivo 12+ software were exploratory while learning both the functionality and capabilities of this program. It was apparent that a strict plan of coding parameters needed to be put in place in order to produce results that would satisfy the answering of the research questions and the intent of the dissertation requirements with a high degree of reliability. NVivo 12+ is a robust data analysis tool with the ability for me to get very granular with the data. One of the initial challenges learned while working with this software was the level of detail that data can be coded, memoed, cross-listed, categorized, and searched. It was after several attempts at what felt like fumbling around with NVivo 12+ that it became apparent that assistance was needed to properly and efficiently prepare the data and identify which coding methods would bring about the optimum results to answer the research question. While learning how to set-up NVivo 12+, format the data, and explore the query and coding methods, several versions of each emerged as the process unfolded until relevant ones became apparent that answered the research questions. It was also discovered how important the right approach and coding structure is before beginning the analyzing process.

While using the Excel program did allow for a macro level view of the presence of ethics in both the course names and descriptions and the guiding statements of all programs, it became apparent that the data needed to be organized in a different way in order to determine at which level (freshman, sophomore, junior, or senior) ethics was mentioned as well as where ethics was mentioned in the guiding statements. It also became apparent that to answer research question two, (do the ethical standards and requirements that the 37 accredited programs articulate in their

core curriculum align with the ACPHA accreditation standards?), the data would need to be formatted differently.

After consulting with the NAU expert on using NVivo and several dozen YouTube training videos, a process became clear on how to organize and format the data to meet the needs of this study. A Word document would need to be created for each program that contained all the significant data which then could be coded into the separate nodes (see Figure 7). Once this discovery was made, several weeks of data entry and coding occurred which allowed for a greater connection with the data to identify any emergent themes or nodes that could be used for this or future research. Files were created within NVivo 12+ for each of the 37 programs which included the following data retrieved from their respective websites: non-identifying assigned number, program institution (typically the associated college or department), program name, program vision, program mission, program values, and finally the 100 through 400 level course names and course descriptions. The stages that took place after gathering and organizing the data from the 37, ACPHA accredited websites included importing the data into NVivo 12+, exploring and analyzing the data, and making narrative and visual representations of the findings specifically to answer the research questions.

Research Question 1

One of the key findings that presented itself while working with the data was the location of where the ethics terminology appeared within the program's curriculum. It was assumed that ethics should be taught throughout the curriculum with a piece of ethics contained within each course as well as a stand-alone course on ethics that addressed the theoretical and practical aspects of ethics and ethical decision-making. While sifting through the data it became clear that there was no established way of delivering ethics content in hospitality education. When

considering how the data were expressed in terms of where the presence of ethics showed in each level (see figure 4), it makes sense that the magnitude of ethical terms presented themselves more prevalently in the 300 (111 occurrences) and 400 (110 occurrences) level classes. In contrast, the data from the lower division courses showed level 100 had (37 occurrences) and level 200 had (56 occurrences) (See figure 5). One could argue that the first two years of a student's journey through hospitality education grapples more with introductory and technical aspects of the industry and that they should be more exposed to higher level pedagogy in the junior and senior years. On the other hand, emphasizing ethics as a critical, determining factor for success in the industry may be better introduced and emphasized in the freshman and sophomore years and then further emphasized and reinforced in the junior and senior years.

The following content analysis query methods within NVivo 12+ were used to answer research question number 1: Where is ethics education present in the curricular and institutional documents (core curriculum course names, course descriptions, and guiding institutional documents: vision, mission, and core values) of the 37, four-year ACPHA accredited hospitality programs? Using the text search query under the explore tab within NVivo12+, all program files were selected to be searched. The "Search for" box was populated with the 44 certified ethics words that were selected as an acceptable list of words that connote *ethics* within hospitality education. This list was certified by Dr. Frances Ann Hill, Professor Emerita from Northern Arizona University, and expert in hospitality ethics (see Figure 8). Once the ethics related words were entered, the "find" function was set to "with stemmed words" and the query was run. This query was able to provide analysis in the following ways:

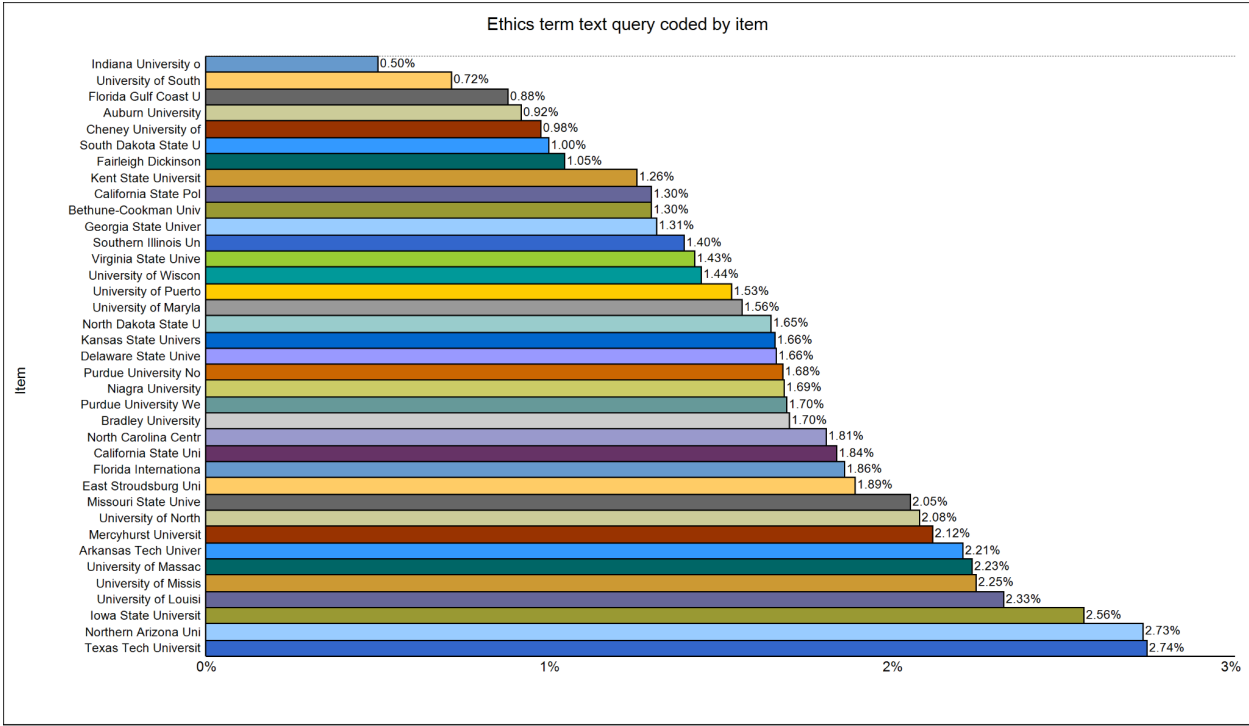
1. The Summary provided a high-level overview of the number of references as well as percentages of each program. (Figure 3)

2. The reference tab detailed the specific word(s), the location of the word within the file, as well as the percentage of coverage within the entire report. (Figure 4)
3. The text tab further broke out the data by program so the data could be compared across each file. (Figure 5)
4. Finally, under the word tree tab, the root word of “ethical” was selected and then the number of matches entered to provide a visual representation of how the word ethical is expressed in all program data. (Figure 10)

While the method used above showed an overview of the presence of ethics terms in all programs, the purpose of this study was to look at how ethics terms were used in the data at an individual program level. Using a text query consisting of the complete, certified ethics word list against the 14 nodes (See Appendix A), a chart was generated ranking the programs by percentages of the presence of the certified ethical terms within the data nodes. This view identifies the presence of ethical terms within the entire set of words within each node category (see Figure 3). Of all the hospitality programs, 27% had greater than 2% of the certified ethical terms present in their course names, descriptions, and guiding statements, 60% had between 1-2%, and 13.5% of programs had less than 1% of terms present (see Figure 3).

Figure 3

Ranked Programs by Ethical Terminology Percentages



The final data query used to examine the presence of ethics in the ACPHA census similarly used a text search function of the certified ethical terms against all data nodes but this time the data were compared using a hierarchy chart comparing the number of coding references. This expression of the data provided both direct and aggregated coding references by the coding reference. For example, “300 Level Course Descriptions” yielded the highest number of ethical terms (111) with “400 level Course Descriptions” following at (110) ethical terms for all programs. The data were expressed both by node (data point) frequency as well as a table format which provides a detailed coding reference account by node. A visual and numerical (raw data) representation of the presence of ethical terms by node are shown below. The raw data show that most ethical terms in course descriptions for all programs appear in level 300 and level 400 courses with much fewer showing up in level 100 and 200 courses. Program values’ statements

expressed the highest presence of ethics related terms with 63 occurrences contrasted by program vision statements with only 15 occurrences for all programs.

Figure 4

Presence of Ethics Terminology by Node



Figure 5

Raw Number of Ethical Terms Referenced by Node

Nodes <input type="text" value="Search Project"/>				Coding Query - Results Preview	
Name	Files	References	Codes	Number of coding references	
100 Level Course Descriptions	37	37	Nodes\\100 Level	37	
100 Level Course Names	37	37	Nodes\\100 Level	4	
200 Level Course Descriptions	37	37	Nodes\\200 Level	56	
200 Level Course Names	37	37	Nodes\\200 Level	14	
300 Level Course Descriptions	37	37	Nodes\\300 Level	111	
300 Level Course Names	37	37	Nodes\\300 Level	8	
400 Level Course Descriptions	37	37	Nodes\\400 Level	110	
400 Level Course Names	37	37	Nodes\\400 Level	4	
Program Institution	37	37	Nodes\\Program	35	
Program Mission	37	37	Nodes\\Program V	63	
Program Name	37	37	Nodes\\Program V	15	
Program Number	37	37			
Program Values	37	37			
Program Vision	37	37			

Two mission statements that came to light when examining the data contributed to the emerging notion that there seemed to be no general framework for how to incorporate ethics, where it should be taught, or how to assess teaching effectiveness. When looking at the program with the highest occurrence of ethics terminology in the data and comparing it with the program with the lowest through their program's mission statement the comparison looked like this:

Program Mission Statement with the least occurrence (0.50%) of ethical terminology:

IUP's Hotel, Restaurant, Tourism, and Event management program educates, mentors, and enhances innovative and professional skills for the next generation of hospitality management leaders.

Program Mission Statement with the highest occurrence (2.74%) of ethical terminology:

The Department of Hospitality and Retail Management strives to provide the highest quality educational, research, and service experiences for all of the students, faculty, staff, industry partners, and communities it engages. Through that engagement, we seek to advance understanding and skill development that will enhance our disciplines, career trajectories of our students, and advancement of knowledge.

Where the first program seems to focus their purpose on skills to equip students, the other seems to focus on not only the student experience but also other communities that the program engages with as well as the quality of products and experiences that they provide. After looking further into these two programs' data, it was interesting to look at the expressed values of each program.

Core values statements with the highest occurrence of ethical terminology (see figure 8):

The Core Values of the Department of Hospitality and Retail Management are:

Promote ethical behavior of all faculty, staff, and students

Respect for self and others

Diversity and inclusion

Professional and community service

Preparing students to compete in a rapidly changing work environment

Delivering scholarship which advances our disciplines and the human condition.

Core values statement with the lowest occurrence of ethical terminology:

N/A

This was a very interesting emerging observation gleaned from the data as much of the ethics terms appeared in the values statements. 14 of the 37 programs (almost 38%) did not have core values statements posted on their website. This raised some questions and possible implications for both future studies as well as potential data that ACPHA could look at to inform practice when reviewing accreditation standards. Perhaps the process of developing program core values statements would increase the consideration of ethics related concepts in the curriculum. The findings point to a lack of ethics focus for either mission statement and an opportunity for reimagining what a mission statement could look like if ethics were more central to the program's purpose.

Research Question 2

A second key finding discovered as a result of this study was that the data collected from looking at the presence of words associated with the ACPHA Program Learning Outcomes in the course names and descriptions did not yield enough information to determine whether the

programs were in alignment. As a next step that was addressed in more detail in Chapter 5, a deeper inspection of course syllabi, course learning outcomes, and both summative and formative assessment techniques seem necessary to answer this question with greater impact. To answer research question 2 (Do the ethical standards and requirements that the 37 accredited programs articulate in their core curriculum align with the ACPHA accreditation standards?), the articulated ethics standards as detailed on their website under the resources tab in the accreditation standards were identified. The ACPHA standards document is a four-page outline highlighting nine standards that each accredited program must align with. The nine standards are Mission, Administration and Governance, Planning, Curriculum, Assurance of Student Learning, Instructional Resources, Student Support Services, Physical and Learning Resources, and Financial Resources. Each of the nine standards further details from two to eight standard elements which each program is required to maintain and receive a site inspection every seven years to keep the accreditation status. Under Standard number five, Assurance of Student Learning, standard element five (a) states that “ACPHA Program Learning Outcomes are documented in printed materials and electronic domains for each degree program.” and standard element five (b) states that “The Program maintains an ongoing and up-to-date assessment plan for the ACPHA Program Learning Outcomes.”. It is within the ACPHA Program Learning Outcomes (PLO’s) that the ethics standards exist. From the ACPHA website homepage, the PLO’s are listed within the standards under the Accreditation tab at the top of the page and then under the “accreditation standards” menu option. Under standard four (a) “The curriculum must provide students with a common body of knowledge in hospitality administration/management.”, the five required PLO’s are listed with three to eight sub-headings for each PLO. The main headings for the five PLO’s are (1) Identify and apply the knowledge and skills necessary for

hospitality and tourism operations, (2) Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization, (3) Demonstrate competence in the communication skills necessary for hospitality and tourism management, (4) Formulate business decisions in hospitality and tourism management, and (5) Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry.

Within the newly developed ACPHA PLO's the target that was looked at to answer the second research question was located within PLO number two and PLO number five. PLO number two indicates two curricular key elements that are associated with the presence of ethics (1) Legal environment relative to business operation and (2) Ethical considerations and socio-political influences affecting organizations. PLO number five indicates one curricular key element that is associated with the presence of ethics, Relationship between ethical leadership, culture, and performance. To answer the question of whether the programs are in alignment with the new ACPHA PLO requirements a text search was done using all the words from the required curricular elements for each of the three elements identified above as concerning ethics. The list is shown in appendix A (Figure 17). Next, a text search query was set up in NVivo 12+ using the word list described above as the text search criteria against the 100-400 course names and descriptions including stemmed words. The results from the query provided a summary that identified the program location, number of references, and percent coverage by program (See Figure 6). Aligning the ethics terminology presence of each program's course names and course descriptions with the ACPHA PLO terminology 13 programs expressed 2-3% occurrence matches, 16 programs expressed 1-2% occurrence matches, and 7 programs expressed less than 1% occurrence match.

Figure 6

Percentage of Ethics Terminology by Program Showing Alignment with ACPHA Key Elements

Northern Arizona University | Text Search Query - Results Pre

Text Search Criteria

Search in: Files & Externals | Selected Items... | Selected Folders... | Find

Search for: Legal environment relative to business operations
Ethical considerations and socio-political influences affecting organizations

Spread to: None

Find options:
 Exact matches (e.g. "talk")
 With stemmed words (e.g. "talking")
 With synonyms (e.g. "speak")
 With specializations (e.g. "whisper")
 With generalizations (e.g. "communicate")

Name	In Folder	References	Coverage
Purdue University Northwest	Files	14	1.27%
Bradley University	Files	16	2.41%
Northern Arizona University Whole	Files	12	1.76%
Fairleigh Dickinson University	Files	19	1.81%
Texas Tech University	Files	10	1.82%
Kent State University	Files	21	3.29%
Bethune-Cookman University	Files	31	1.78%
Kansas State University	Files	14	2.08%
South Dakota State University	Files	13	2.25%
East Stroudsburg University at Pennsylvania	Files	8	0.97%
California State Polytechnic University-Pamona	Files	16	1.90%
North Carolina Central University	Files	16	2.59%
Iowa State University	Files	11	3.00%
North Dakota State University	Files	10	1.85%
California State University at Long Beach	Files	21	2.04%
Arkansas Tech University	Files	22	2.34%
University of Maryland- Eastern Shore	Files	9	0.67%
University of North Texas	Files	16	2.65%
Purdue University West Lafayette	Files	12	1.05%
Cheney University of Pennsylvania	Files	20	1.33%
Southern Illinois University- Carbondale	Files	7	0.93%
Georgia State University	Files	7	1.18%
Georgia State University	Files	7	1.18%
Missouri State University	Files	14	2.71%
University of Wisconsin	Files	13	2.39%
Indiana University of Pennsylvania	Files	14	2.32%
Delaware State University	Files	15	1.21%
Virginia State University	Files	13	1.34%
University of Mississippi	Files	7	1.53%
Florida Gulf Coast University	Files	3	1.02%
Mercyhurst University	Files	6	0.57%
Auburn University	Files	10	2.24%
Niagra University	Files	2	0.91%
University of Louisiana at Lafayette	Files	3	1.22%
University of Massachusetts at Amherst	Files	2	0.68%
University of South Carolina	Files	1	0.29%
Florida International University	Files	1	0.64%

A final key finding that came to light while completing the data analysis was the emerging notion that just because a program includes language that is associated with ethics concepts it does not mean that those programs are carrying out ethics education in the classroom and more importantly impacting student behavior when they enter the hospitality industry. Suggestions for next steps in examining the impact of ethics education was addressed further in Chapter 5.

Summary

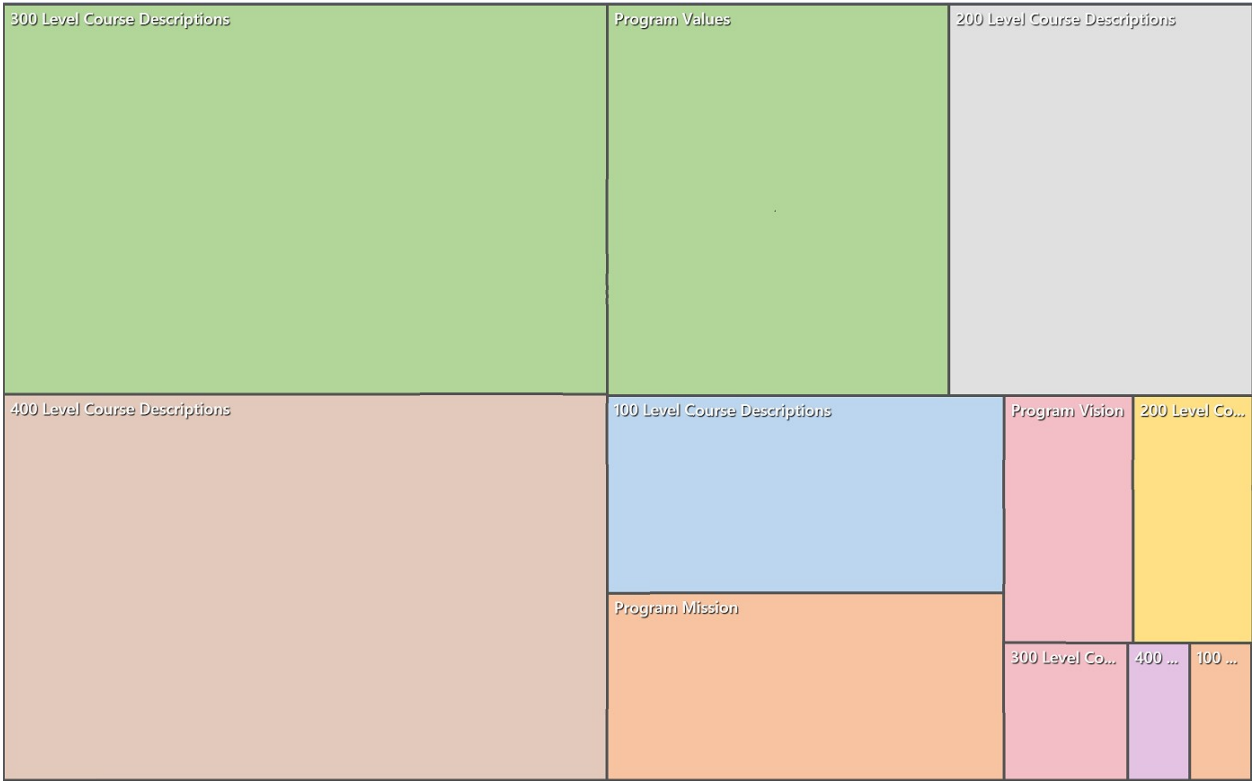
In summary, data were examined using content analysis of the course names, course descriptions for the core courses of the 37, four-year ACPHA accredited hospitality programs in the United States as well as their guiding statements. The purpose of this study was to better understand the presence of ethics within the program's curriculum and guiding documents.

To answer research question 1 (Where is ethics education present in the curricular and institutional documents (core curriculum course names, course descriptions, and guiding institutional documents: vision, mission, and core values) of the 37, four-year ACPHA accredited hospitality programs?) a word frequency search and a text search were used on the 37 Word files which revealed both the magnitude of ethical terms by program in percentages (Figure 3) and where the ethical terms were presented within the curriculum (Figure 4).

To answer research question 2 (Do the ethical standards and requirements that the 37 accredited programs articulate in their core curriculum align with the ACPHA accreditation standards?) a text search was used but this time instead of using the certified ethics word list, the words used were from the ethics related key curricular elements from the ACPHA Program Learning Outcome number four, curriculum. These words were analyzed against specific nodes

from all programs that contain both the course names and the course descriptions from course levels 100 through 400 (Figure 11).

Figure 11
Magnitude of Ethics Terms for all Programs by Node Showing Alignment to ACPHA Standards



A learning challenge that emerged while performing the analysis included the extent to which the NVivo 12+ program was understood as well as the limited instruction that was available within the constraints of this body of work. Another limitation that emerged was that when attempting to determine the alignment of the census with the accrediting body, there was no metric to compare which could provide an answer. Now that the data analysis exists regarding the percentages of ACPHA ethics related key curricular elements within the core curriculum of

the 37 ACPHA accredited programs, the data can be shared with ACPHA and each program director to inform curricular and standard decision making.

In interpreting the data using the methods within the study, the results were impacted by the emerging limitations in that research question number 2 could not be answered as there was no target value assigned to what alignment looks like for ethics education. This in itself is interesting to examine in collaboration between ACPHA and accredited programs and was discussed more in Chapter 5.

This chapter was structured to show the findings of the content analysis discovered using NVivo 12+ by research question. The results were expressed in both narrative and visual formats. Emerging limitations were discussed along with how they impact the interpretation of the data. Chapter 5 will provide a summary of the findings and conclusion, engage in critical thinking about the findings, identify ways in which this research can be used in hospitality curriculum development, and make recommendations on further research.

CHAPTER FIVE: DISCUSSION

Introduction and Overview of the Study

Chapter Preview

Chapter 5 concludes this research study by summarizing the findings and conclusions from Chapter 4, discussing the overall themes of the findings and how they relate to the population, making recommendations for both practical applications and future research that came to light due to this research, and finally summarizing the implications and significance of this work and how it can help make improve the education of ethics in hospitality education. The findings are discussed briefly indicating related conclusions and implications for the target population.

In reviewing the 10 strategic points outlined in Chapters 1-3, the following information can assist with understanding the study.

Problem Statement

The extent to which ethics is a part of the core curriculum and the educational institutions' vision, mission, and core values in hospitality higher education is not known.

Purpose of the Study

The purpose of this study was to examine the presence of ethics education in the 37, United States based, four-year, Accreditation Commission for Programs in Hospitality Administration (ACPHA) accredited programs.

Rationale of the Study

By better understanding the presence of ethics in hospitality education, the hospitality higher education programs can then move on to better understanding how the hospitality industry

is dealing with ethical incidents in the workplace and finally identify any gaps that may exist in the pathway from education to industry.

Research Questions

Without knowing the current presence and themes of ethics education in hospitality programs, it is difficult to know if what is currently being taught is substantial enough to prepare students in ethical decision-making once they enter the hospitality industry. The following research questions guided this study.

- RQ1: Where is ethics education present in the curricular and institutional documents (core curriculum course names, course descriptions, and guiding institutional documents: vision, mission, and core values) of the 37, four-year ACPHA accredited hospitality programs? This question aligns with the notion that educators need to understand what is currently being taught before assessing effective improvements.
- RQ2: Do the ethical standards and requirements that the 37 accredited programs articulate in their core curriculum and guiding documents align with the ACPHA accreditation standards? This question aligns with understanding what the current expectation of ethics education is according to the accrediting body for the hospitality discipline.

Significance of the Study

This study addressed an urgency to identify gaps that may exist in how hospitality higher education is preparing students to succeed in the current hospitality industry environment.

Nature of Study

The design of this qualitative research study used content analysis to unitize, code, organize, and interpret ethics related words located in the core course names, course descriptions,

and guiding documents (vision, mission, and core values) of the 37, four-year United States based ACPHA accredited hospitality programs. A Computer Assisted Qualitative Data Analysis Software (CAQDAS) program, QSR International's NVivo, was used to organize and analyze the data with further narrative insights provided by the author. The target census is the four-year hospitality programs in the United States that have received accreditation by the Accreditation Commission for Programs in Hospitality Administration. These programs were selected because this is the premier accreditation body for programs teaching in the hospitality higher education field.

Thematic Literature Review

1. Current ethical dilemmas in the hospitality industry that call for an ethical decision-making skill set.
2. Approaches to ethics in professional education.
3. Ethics in hospitality education.
4. Models of ethics education.

Research Methodology

Qualitative methodology was used for this study because the basic four characteristics of qualitative research align with the purpose and research questions: (1) focus on understanding the presence of ethics, (2) I was the primary instrument to collect and analyze data, (3) although an iterative process was used, the primary themes that will surface as a result of this study was inductive, and (4) words were the primary descriptive form used to understand and compare the data (Merriam, 2016).

Research Design

Figure 2

Research Funnel

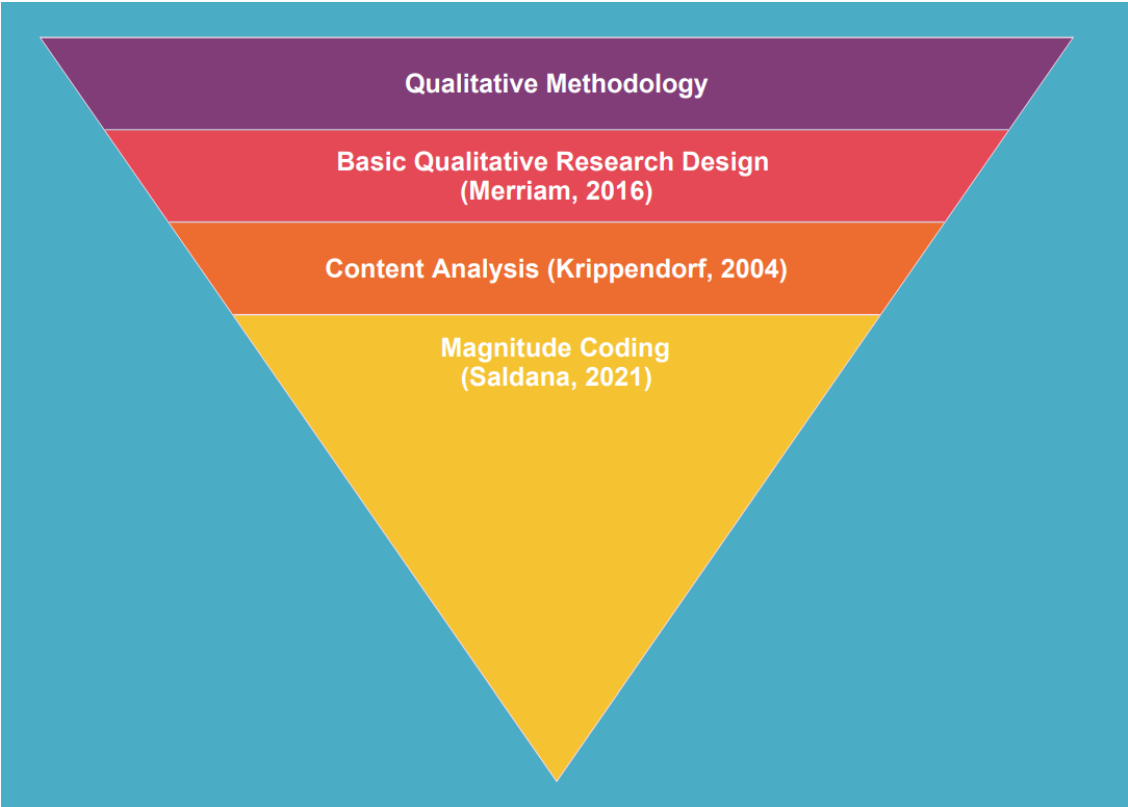


Figure 2 shows the research funnel from broad methodology to specific technique that was used for this study. I used basic research design (Merriam, p. 23, 2016) for this study and used content analysis (Krippendorff, 2004) to unitize, code (Saldana, 2021) organize, and interpret ethics related words located in the core course names, course descriptions, and guiding institutional documents (vision, mission, and core values) of the 37, four-year, United States based ACPHA accredited hospitality programs.

Population and Sample Selection

The census includes all 37, four-year, ACPHA accredited hospitality programs based in the United States.

Sources of Information

Data collection consisted of creating a computer spreadsheet (Excel) to record the course names, course descriptions, and program vision, mission, and values statements from publicly available websites.

Validity

This study utilized the following strategies to ensure validity. By considering the data through the researcher's lens, I will gain reflexivity and bias was clarified. By considering the data through the reviewer's lens, the data and research process was reviewed by the dissertation committee. By considering the data through the participant's lens, feedback was solicited from ACHPA committee members.

The research from this study identified the presence of ethics in relation to the words associated with the topic of ethics based on a certified list from a hospitality ethics expert (Hill, 2014) as expressed in the core course names, course descriptions, and guiding statements of the 37, four-year, ACPHA accredited programs in the United States. The programs ranked from 0.5% to 2.74% of used associated words either in the course names/descriptions or the guiding statements. When looking at the course levels (freshman-100, sophomore-200, junior-300, senior-400) and the presence of ethics related words used in the course names and descriptions, there were almost twice as many ethical words used in the 300 (111 instances) and 400 (110 instances) level courses than those used in the 200 (56 instances) and 100 (37 instances) level courses. Interestingly, *principles* had the highest level of magnitude of use which could be attributed to the multiple definitions of this word as used in education and in general for course names and descriptions. The next three words in order of magnitude are *vision*, *values*, and *mission*. As these are used frequently in guiding statements, it can be assumed that these three

words would be used by all programs. The next three words, *decision*, *making*, and *ethical* in order of magnitude seem to shed light on how hospitality education approaches ethics education, through application. As hospitality education is a professional discipline that puts importance on preparing students for a profession, putting emphasis on ethical decision-making seems to make sense. Knowing the top words used in programs associated with ethics terminology, programs can compare their curriculum individually and collectively with members of the ACPHA accreditation team to examine how they are incorporating ethical terminology both in stand-alone ethics courses and across the curriculum. Within this chapter, each key finding was briefly reviewed, showing a related conclusion, and what the finding means to ACPHA and the programs they provide accreditation for.

With such low incidence of ethics terminology showing up in the language used in the core course names and descriptions as well as the program guiding statements, it is difficult to interpret these findings and how they tell the story of ethics education in these programs. A deeper analysis is required and could include analysis of syllabi data (course purpose, objectives, and assessment tools), interviews with program directors and faculty, and surveys of students. The low incidence of apparent ethics terminology used by the programs stood out as an interesting finding worthy of consideration. Future studies could provide a richer landscape of not only the magnitude and presence of ethics in hospitality education but also how it is being delivered in the classroom and how it is received by students.

Summary of Findings

Drawing from the research questions and literature review, it became clearer that ethics is an important issue in hospitality education that students entering today's hospitality industry environment need to have a command of (Dimitriou & Ducette, 2018 & Nicolaidis, 2019). By

looking at the historical and current research that has been done around ethics in the hospitality industry, it was evident that when ethics are in practice, employee retention and recruitment as well as guest satisfaction and profitability increase. When ethical behavior is compromised, negative guest experiences, loss of good employees, theft, and bad publicity can ensue. Building on the understanding that the impact of unethical behavior negatively affects the hospitality industry, hospitality education was selected to be examined and as a beginning step to identify the presence of ethics education within the 37, four-year ACPHA accredited schools to examine the magnitude and programmatic placement of these concepts within the core curriculum (Park & Kim, 2018). The findings from the content analysis showed that less than 30% of the 37 programs had 2% or greater occurrence of ethics related words used in their core course names, course descriptions, and guiding documents (Vision, Mission, and Values). Using this as a benchmark, ACPHA can investigate setting goals to increase the magnitude and presence of ethics concepts in curriculum.

With the many ethical challenges that the hospitality industry faces as was discovered in the literature review including leadership, working conditions, and contextual issues impacting ethical decision-making, the findings seem to support that having a baseline measurement of ethics content in hospitality education is a first step to improvement. Now that the magnitude and presence of ethics terminology as expressed in the core course names and descriptions as well as the guiding documents is better understood, leaders can set goals for improvement and refinement.

An examination of ethics terminology revealed that in general, programs used twice as many terms in the upper division courses than in lower division courses. Interestingly, it could be argued that ethics makes more sense to be taught at the junior and senior level classes with the

introductory and technical classes more front loaded. It could also be argued that ethics should be introduced throughout the curriculum and reflective of the decision-making challenges for each topic. For example, in the Restaurant Operations classes, ethical dilemmas that impact restaurants and in the accounting classes, ethical considerations that affect working with money. A third approach gleaned from the findings, and corroborated on in the literature review (Yeung, 2014), was that of combining a stand-alone course on ethics where theory and practice are taught along with a thread of ethics content and practice sewn throughout the curriculum at strategic locations. This insight gives significance and informs the practice of accreditation deserving of future investigation into how ethics might be better accounted for and encouraged in the future by ACPHA. Further study of how ethics is delivered within and throughout the curriculum would help researchers understand the way programs approach this topic.

An emerging third key finding discovered during this study revealed that the level of data discovered regarding the location of ethics terminology in the course names and course descriptions is a first step to improving hospitality ethics education, but further studies will need to include a deeper analysis of course syllabi, student sentiment and knowledge of ethics education, and alumni impact on applied ethics in the industry. This is where future studies can make a difference to increase the knowledge and effectiveness of ethics instruction in hospitality programs in the United States.

Discussion

Reflecting critically on the findings from this study, it became apparent that more in depth examination is needed to capture details about the content delivered in the courses through evaluating course syllabi as well as assessing student learning and alumni's ethical decision-making success when in the industry. This was addressed in more detail in the sections below.

Another emerging reflection as the data were being examined was that perhaps using both surveys and interviews could shine some light on how ethics is incorporated programmatically with administrators and faculty. Similarly, the effectiveness of crossing the teaching-to-learning barrier could be better understood if researchers also surveyed and interviewed students and alumni. For example, a course may articulate that ethics is being taught in course names and course descriptions, but the actual course learning outcomes and assessment tools (summative and formative) may have very little to do with ethics. Another scenario might be that the syllabus may require ethics content, but the faculty member may not be delivering it. A third scenario is that the material may indeed be taught in the class, but the students are not connecting or receiving the information in a way that they can put it to use. Looking back on how this study was designed gave several insights to assist in future research in this area for the benefit of hospitality education and the people that make up the hospitality industry.

Over the course of identifying, organizing, and critically thinking about how to impact improvements to ethics education in hospitality education, this body of work opened several doors. *First*, it allowed me to work with research mentors who guided me through the process of structuring and thinking about how to set up, organize, and execute a qualitative research study. *Second*, I was challenged to broaden my knowledge of the body of literature for the topic of ethics including over 120 articles ranging from ethics preparation in professional education, ethics in hospitality education, current issues in hospitality education, and models of hospitality education. *Third*, as I was engaging with ACPHA to secure the information from the 37 programs, a relationship formed and I was able to be on a site review team for an accreditation visit, be a chair for a site review team, and most recently become a commissioner for ACPHA and support the growing efforts to improve hospitality education globally. That ethics is not

steeped throughout the curriculum, expressed in 2% or less of the terminology within all programs course names, course descriptions, and guiding statements (Vision, Mission, Core Values), and that almost 38% of ACPHA accredited programs do not have Core Values statements posted on their website seem to indicate an opportunity for ACPHA and hospitality education to reevaluate the importance and significance of ethics education in this discipline. Further study is needed to examine details of how the course is both delivered by faculty and received by students as the counting of ethics related terms may undervalue what is going on in the classroom.

Recommendations for Practical Applications

The purpose at the onset of this research was to address an observation that was noticed as the students at Northern Arizona University's School of Hotel and Restaurant Management were entering the hospitality industry. As they were charting their course, some of them did not seem equipped to make profitable ethical decisions. Some were promoted too quickly causing too much stress and an unbalanced work:life ratio. Some left the industry completely due to several reasons including being underpaid, overworked, and not appreciated. Some even shared instances of emotional, psychological, physical, and even sexual abuse. As a faculty member and now administrator for Northern Arizona University's School of Hotel and Restaurant Management, I felt compelled to do something to improve the ethical decision-making abilities of hospitality students. Following the knowledge gained by completing this research, I submit the following ways that practitioners could use this information to impact both hospitality education and the hospitality industry.

The Accreditation Commission for Programs in Hospitality Administration (ACPHA) could use these data to inform ethical standards set forth and to encourage self-reflection for each

of the accredited programs under their care. This could be accomplished by expanding on the key curricular elements of program assessment during the site inspection process (Haines & Sollars, 2009 and Wong et al., 2022). As ICHRIE is one of the preeminent councils for the hospitality education industry, a roundtable discussion session could be set up at the annual ICHRIE conference to engage program directors and faculty in discussions around ethics content delivery and effectiveness. It is also suggested that ACPHA develop an ethics focus for each of the programs through roundtable, symposium, and academic poster presentations at the annual International Council on Hotel and Restaurant, and Institutional Education (ICHRIE) conferences.

Another application that could come from this research is for ICHRIE to develop a code of ethics specifically for hospitality education that could include both educators and practitioners along with suggested models of ethical decision-making as appropriate. ICHRIE could also encourage applied ethics research as well as celebrate industry examples of successful ethics navigation during challenging times: COVID-19, supply chain disruptions/inflation, and workforce development. By having an agreed-upon code of ethics for the hospitality industry like healthcare, law, and teaching, the hospitality industry would have a standard that would be both adhered to and challenged to advance the issues around ethical care for all hospitality professionals.

Finally, hospitality businesses could benefit from a generation of emerging professionals who are informed and experienced to navigate the challenging ethical landscape of today's decision-making conditions within the hospitality industry. The literature showed how improved ethical leadership increases both employee retention and overall profitability (Minett et al, 2009 & Hitt, 1990). This implication also aligns with potential future research areas which are

discussed next. With so much change in the hospitality industry landscape (wage increases, automation/technology, supply chain challenges...) tomorrow's hospitality leaders will need to be equipped to make decisions from an informed platform and respond quickly to the changing needs and demands of the industry and the guests they serve.

Recommendations for Further Research

As expressed earlier in this chapter, there are several implications for further impactful research from this study. Emerging from the findings, it became apparent that several approaches to the evolution of this study were necessary to shine an even brighter light on how ethics education is preparing hospitality students to be successful in today's (and tomorrow's) hospitality industry environment.

First, it is recommended to do a deeper dive into each of the ACPHA 4-year programs syllabi to evaluate their course learning outcomes, assessment tools (both summative and formative), and reading materials. This would provide a clearer picture of what is described in the course contract. However, what the program says is being done in the classroom is not always what happens. Further engagement with the student experience is necessary.

Second, developing a survey tool coupled with interviews or focus groups with students to better understand the student experience of ethics education for each program would be important. A charge from ACPHA to call for this information would go a long way to making this research possible along with creating a team of researchers who could collaborate on this project so that it is an inclusive and consultative approach for total program improvement.

Lastly, the need became apparent through the literature review and data to engage not only with hospitality education but also with the hospitality industry. Understanding how the hospitality industry embraces, communicates, and monitor's ethical behavior expectations is an

important aspect when thinking about connecting emerging hospitality professionals with seasoned hospitality professionals. A large survey including purposive sampling of major, respected hotel and restaurant brands that portray high ethical standards throughout their organizations. Hotel behavior and expectations are generally housed in human resource departments and disseminated at strategic points along an employee's journey with the introduction of corporate expectations shared at the initial orientation and onboarding process. It is here that future research could glean information about how industry conveys their ethical beliefs as well as upholds them.

Implications

So why is this study important? Chapter 1 states that this study addresses an urgency to identify gaps that may exist in how hospitality higher education is preparing students to succeed in the current hospitality industry environment. With the pressures and stresses on the hospitality industry that were exposed during the COVID-19 pandemic, the potential for unethical behavior and abuse increases. With so much of the furloughed or fired hospitality workforce not returning to the hospitality industry, preparing students who are looking to achieve a work-life balance in a stressful, time intensive work environment was an important consideration if the current job vacancies are going to be successfully and sustainably filled.

Since there was no prior research which analyzed the presence of ethics education in hospitality programs, this study will provide new information with implications ranging from:

- Rethinking what and how ethics is being taught in hospitality education
- Identifying potential gaps that may exist between what programs are teaching and what is needed by graduates entering the industry
- Challenging the hospitality industry to improve and self-police ethical standards

By addressing this gap in knowledge, hospitality programs can compare and rethink how they are preparing their students to make ethical decisions upon graduation when entering the hospitality industry. Having the knowledge from this study will also provide important data for the accrediting body to reflect on the level of ethics instruction that is required in the accreditation standards and associated requirements.

This study clearly begins the conversation with future researchers who are interested in understanding how to measure and improve ethics education in the hospitality discipline. Industry professionals in hospitality should be concerned with how their employees are prepared to make ethical decisions in today's fluctuating and stressful markets. Cutting corners, adjusting rate parity, unethical acts can quickly damage brand image and significantly impact profitability.

Conclusion

When a former student shared an experience that happened to them while in the hospitality industry involving life changing abuse, I was disgusted, hurt, and immediately looked within to see how I could do a better job of preparing students to thrive in the hospitality industry and squash unethical situations before they cause devastating experiences.

Processing the importance of student preparedness and having experienced multiple abuse scenarios myself working in the hospitality industry, I believe hospitality educators can do better and it starts with education. It is the hope of this researcher that this study is merely a beginning of a larger awareness and movement in hospitality education refinement in order to better prepare students to lead the hospitality education profession to a higher calling and dispel the negative narrative that the hospitality industry sometimes receives.

Learning where ethics education is situated and to what degree helps future researchers, faculty members, and students to demand more attention be paid to this topic for hospitality

students. The hospitality industry is rebuilding a new workforce in a time when profit margins are even more slim, minimum wages are climbing, supply chains are fluctuating, and guests are choosing brands based on company values and their emotional experiences while on property. Never more has ethical decision-making been required to navigate the turbulent times of the hospitality industry!

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Appendices

Appendix A

Sample Program Data, Word Format

Program number:

1

Program Institution:

Northern Arizona University

Program Name:

School of Hotel and Restaurant Management

Program Vision:

Northern Arizona University's School of Hotel and Restaurant Management aspires to be recognized as a premier hospitality leadership school providing student-centered, multi-culturally focused, and innovative academic experiences both in person and through distance learning programs. The School further aspires to become a center for hospitality education: a community where students, faculty, staff, alumni, and industry professionals connect to advance knowledge about the hospitality industry throughout their careers.

Program Mission:

Northern Arizona University's School of Hotel and Restaurant Management prepares socially responsible, culturally-aware students for success in an ever-changing, global hospitality industry through rigorous academic programs informed by faculty research and meaningful industry engagement.

Program Values:

Integrity

Fairness, honesty, and the highest ethical standards guide the School's decisions and are the foundation for the School's culture.

Innovation and Creativity

The School values innovation and strives to expose students to the most current issues and accomplishments in the hospitality industry through active partnerships with industry partners, current research, and innovative teaching techniques. The School works to instill in students a

desire for lifelong learning and invites industry professionals to continue their endless education through partnerships with the School.

Student Success

Student success takes a priority in the planning of curriculum, co-curricular activities, and student services. To that end, the School delivers relevant curriculum that is under regular review to ensure it meets the needs of students, employers, industry leaders, and other stakeholders. The School recognizes that different students have different educational needs and supports diverse paths to success. The School further recognizes that success includes education as responsible citizens, lifelong learners, and productive and fulfilled human beings.

Participation

The School values the participation of students, faculty, staff, alumni, industry professionals, and others in the development of hospitality professionals and encourage input and engagement from them.

Diversity

The School values diversity of demographics, culture, experience, and perspective.

100 Level Course Names:

Introduction to the Hospitality Industry

100 Level Course Descriptions:

Introduces the hospitality industry and career paths in hospitality

200 Level Course Names:

Hotel Operations and Management

Restaurant Operations and Management

Foundations in Kitchen Operations

Facilities and Sustainable Management For Hotels

Hospitality Managerial Accounting

Hospitality Information Technology

200 Level Course Descriptions:

Studies front-of-the-house operations, including bell service, guest reception, and reservation systems

Introduces the basic principles of commercial food selection, storage, preparation, and service

Introduces professional housekeeping to administration duties and employee supervision, maintenance of physical plant including environmental and sustainable practices in both housekeeping and engineering

Studies financial statement analysis, asset management, ratio analysis, analytical techniques, and investment decision making

Describes the basic functions found in hotel and restaurant management systems and devotes a significant amount of time to learning industry-specific applications

300 Level Course Names:

Hospitality Leadership and Ethics

Hospitality Law

Hospitality Organizational Behavior And Human Resources Management

Corporate Finance for Hospitality Managers

Revenue Management and Cost Control for Restaurants

Hospitality Marketing

300 Level Course Descriptions:

A junior-level writing-intensive course that gives a theoretical and practical overview of leadership, ethical, and communication processes characteristic of the hospitality industry

Common law and its application to the hospitality industry, including basic contracts, administrative law, government regulations, and legal concerns resulting from the innkeeper-guest relationship

This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees' work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, employment laws, organizational structure, decision-making, communication and organizational change and development

Examines financial management's role within the hospitality industry and how it maximizes the value of hospitality corporations

The Revenue Management and Cost Control for Restaurants course is a study of the systems and techniques utilized to control food, labor, beverage and other costs as well as manage revenue in the food service industry

Marketing objectives and strategies related to consumer demands, marketing planning, and selling methodologies for the hospitality industry

400 Level Course Names:

Hospitality Industry Analytics

Senior Seminar

400 Level Course Descriptions:

Presents revenue management concepts and the systems utilized to maximize revenues and profits in resorts, corporate, and convention hotels

Incorporates organizational theory, strategic planning, and simulated problem solving

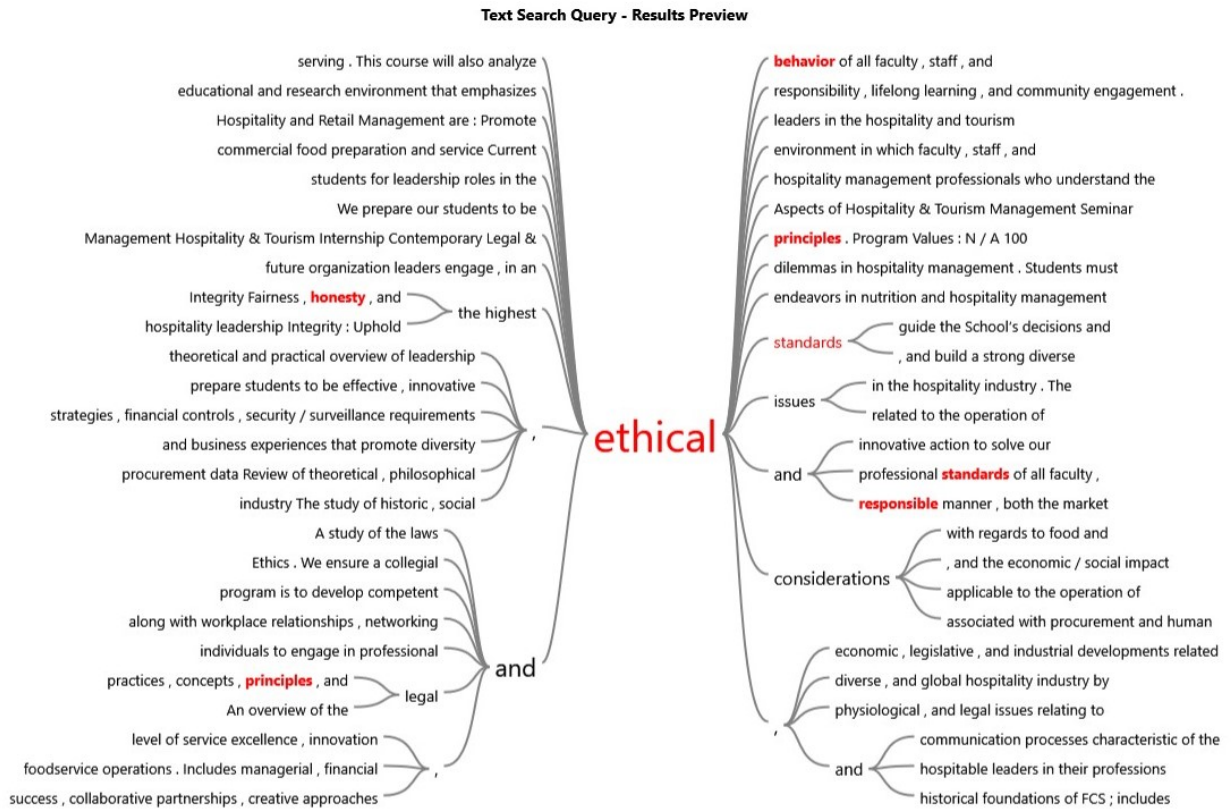
Appendix B

Ethics Related Word List

1. Ethics	Trustworthy	Common Good
2. Ethical	Respect	Decision-making Models
3. Moral/Morality	Tolerance	COVER Model etc.
4. Integrity	Honesty	Universal Virtues
5. Behavior	Timeless	Ethical Conduct
6. Conduct	Universality	Ethical Awareness
7. Justice	Universal Moral Principles	Ethical Discernment
8. Equity	Character	Josephson’s Decision Formula
9. Responsible	Covenant	Group Consensus
10. Principles	Credo	Mission
11. Value/s	Oath	Vision
12. Right	Ethical Standards	Ethical Intelligence
13. Fairness	Civil Discourse	Ethics Game
14. Honor		Ethical Decision-making
ETHICAL LENS INVENTORY™		
15. Core Values	Unethical	

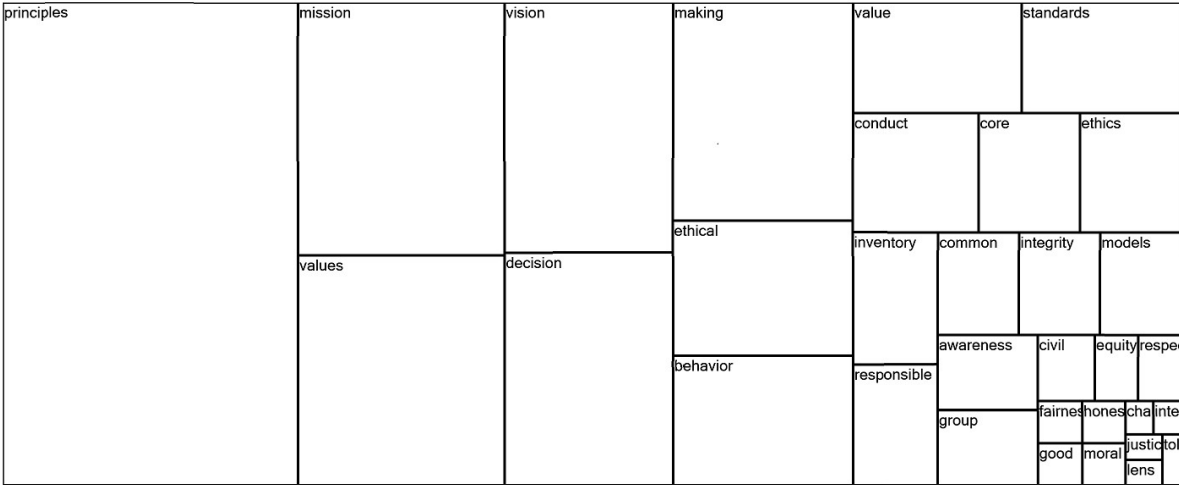
Appendix D

Total Program "Ethical" Word Tree



Appendix E

All Program Ethics Term Word Tree Map



Appendix F

All Program Ethics Terminology Magnitude of References and Percentages

	A	B	C	D
1		Name	References	Coverage
2		Arkansas Tech University	25	2.42%
3		Auburn University	8	1.37%
4		Bethune-Cookman University	25	1.42%
5		Bradley University	14	2.00%
6		California State Polytechnic University-Pomona	16	1.52%
7		California State University at Long Beach	22	2.03%
8		Cheney University of Pennsylvania	18	1.11%
9		Delaware State University	24	1.83%
10		East Stroudsburg University at Pennsylvania	18	2.18%
11		Fairleigh Dickinson University	17	1.24%
12		Florida Gulf Coast University	7	1.52%
13		Florida International University	8	3.08%
14		Georgia State University	14	1.63%
15		Indiana University of Pennsylvania	6	0.85%
16		Iowa State University	12	3.08%
17		Kansas State University	15	1.95%
18		Kent State University	12	1.58%
19		Mercyhurst University	28	2.31%
20		Missouri State University	13	2.42%
21		Niagra University	7	2.55%
22		North Carolina Central University	16	2.11%
23		North Dakota State University	12	2.03%
24		Northern Arizona University Whole	26	3.01%
25		Purdue University Northwest	23	1.86%
26		Purdue University West Lafayette	25	1.88%
27		South Dakota State University	9	1.34%
28		Southern Illinois University- Carbondale	15	1.66%
29		Texas Tech University	19	3.11%
30		University of Louisiana at Lafayette	10	3.10%
31		University of Maryland- Eastern Shore	23	1.73%
32		University of Massachusetts at Amherst	11	2.87%
33		University of Mississippi	14	2.67%
34		University of North Texas	18	2.40%
35		University of Puerto Rico at Carolina	4	4.18%
36		University of South Carolina	5	1.26%
37		University of Wisconsin	12	1.79%
38		Virginia State University	17	1.62%

Appendix G

All Nodes List

	A	B	C
1	Name	Files	References
2	100 Level Course Descriptions	37	37
3	100 Level Course Names	37	37
4	200 Level Course Descriptions	37	37
5	200 Level Course Names	37	37
6	300 Level Course Descriptions	37	37
7	300 Level Course Names	37	37
8	400 Level Course Descriptions	37	37
9	400 Level Course Names	37	37
10	Program Institution	37	37
11	Program Mission	37	37
12	Program Name	37	37
13	Program Number	37	37
14	Program Values	37	37
15	Program Vision	37	37

Appendix H

ACPHA Standards Document

Accreditation Commission for Programs in Hospitality Administration

P.O. Box 400
Oxford, MD 21654
Email: acpha@atlanticbb.net
info@acphacommission.org

Phone: 410.226.5527

ACCREDITATION STANDARDS

Updated July 13, 2021

I. MISSION

Standard Elements:

- I a. A clearly stated mission statement for the Program exists, is aligned with the mission(s) of the School/College and the parent institution and is publicly available.
- I b. The Program mission statement is documented in printed materials and electronic domains.

II. ADMINISTRATION AND GOVERNANCE

Standard Elements:

- II a. The Program is structured with sufficient operational independence (decision-making over curriculum and program offerings), is consistent with the mission and objectives of the Institution and enables the Program to achieve its mission successfully.
- II b. The hospitality unit maintains a governance system that facilitates the accomplishment of its mission and objectives.

II c. The Program has access to the course concepts, regardless of administrative location of the course, that have been determined to meet the common core of knowledge in hospitality.

III. PLANNING

Standard Elements:

III a. There is evidence of the following

Strategic Plan - The strategic plan must include a) current mission, vision, and values; b) goals; c) measurable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report.

III b. There is evidence of the following

Curriculum Review Process - Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, and professionals).

III c. There is evidence that planning documents are in alignment with the parent institution and the results used for programmatic changes.

III d. The Program tracks graduates within the first five years of graduation to seek feedback on programmatic activities at least once during every accreditation cycle and utilizes the information in the planning process. Note: this standard is required for four-year programs and optional (though strongly suggested) for two-year programs.

III e. There is evidence that the Program obtains significant input from additional stakeholders including faculty, students, and industry partners for planning.

IV. CURRICULUM

Standard Elements:

IV a. The curriculum must provide students with a common body of knowledge in hospitality administration/management.

IV b. Each student will complete a relevant field experience.

IV c. For each course offered specifically by the degree or under the prerogative of the Program, there is a detailed and organized syllabus.

V. ASSURANCE OF STUDENT LEARNING

Standard Elements:

- V a. ACPHA Program Learning Outcomes are documented in printed materials and electronic domains for each degree program.
- V b. The Program maintains an ongoing and up-to-date assessment plan for the ACPHA Program Learning Outcomes.
- V c. Both direct and indirect metrics are used for assessment, and they are suitable and appropriate for their intended use.
- V d. Both formative and summative measurement tools exist to collect data used to evaluate achievement of established metrics.
- V e. Results of the assessment plan are used to improve curricula that support students in achieving Program learning outcomes.

VI. INSTRUCTIONAL RESOURCES

Standard Elements:

- VI a. The program maintains sufficient full and part-time faculty to achieve the objectives of the Program, including instruction, advisement, academic planning, and curricular development.
- VI b. The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments.
- VI c. Professional, clerical, and paraprofessional staff members are available and adequate to assist instructional faculty in materials preparation, supervision, tutoring, and other general tasks.
- VI d. Conditions of service, including appointment, promotion, salary, workload, etc. are equitable and administered ethically.
- VI e. The faculty is substantively involved in curricular development and evaluation and in the formulation of academic policies and practices.
- VI f. Mechanisms are in place and regularly utilized for evaluating full- and part-time faculty teaching effectiveness and effectiveness in career and academic advisement.
- VI g. Members of the faculty (full- and part-time) demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.
- VI h. There is evidence that the professional development of the faculty (full- and part-time) is encouraged, supported, and evaluated.

VII. STUDENT SUPPORT SERVICES

Standard Elements:

- VII a. Accurate and clearly stated information about admission, progression, retention, dismissal, and graduation requirements is available in written form and on-line. These requirements meet or exceed the minimum standards of the parent institution.
- VII b. Transfer credit is granted for courses taken at another institution only when the course work and the level of the transfer applicant's achievement permits the student to complete satisfactorily the remaining upper division professional course work.
- VII c. Opportunities for appropriate and confidential academic advising and counseling are available to all students.
- VII d. Opportunities exist for students to receive exposure to career preparation services.
- VII e. Effective procedures exist to assure the reasonable progress of students toward meeting stated graduation requirements.
- VII f. The Program maintains an active website that contains updated information including the program overview, mission and learning outcomes, professional placement, and student retention data as reported to ACPHA, faculty profiles, curricular offerings, and academic policies. Direct links to these informational items should reside on the Program landing page.
- VII g. Support services are available for traditional students, non-traditional students, special needs students, international students, and online students.

VIII. PHYSICAL AND LEARNING RESOURCES

Standard Elements

- VIII a. The Program has access to appropriate physical resources for in-person, hybrid, and online programming, such as classroom space, office space, and facilities, equipment, and technology.
- VIII b. The Program has access to appropriate resources and support for online/distance/virtual programming, such as equipment, technology, and broadband access in order to satisfactorily meet the Program's mission and learning outcomes.
- VIII c. The library access system (including technical and non-technical reference materials, books, journals, and databases) is easily accessible and reflects the current needs of not only in-person and online students but also faculty in meeting the Program's mission and outcomes.

IX. FINANCIAL RESOURCES

Standard Elements

IX a. Financial resources are sufficient to support the educational objectives and meet contractual obligations.

IX b. Evidence indicates the Program has sufficient financial stability to enable it to continue to meet its contractual obligations and achieve its educational objectives over a reasonable future period.

Appendix I

Standard IV Curriculum Program Learning Outcomes

IV. CURRICULUM

Standard Key Elements:

IV a. The curriculum must provide students with a common body of knowledge in hospitality administration/management. Required Curricular Elements Within Each ACPHA Program Learning Outcome

1. Identify and apply the knowledge and skills necessary for hospitality and tourism operations
 - Overview of the hospitality industry, guest experience, and the profession
 - Operations relative to lodging management
 - Operations relative to food service management
 - Relationship of tourism to hospitality management
 - Field experience
 - Required only for four-year programs *
 - Operations relative to facility maintenance and management *
 - Allow students to develop a depth of knowledge or a broad exposure to the diverse segments of the industry *
 - An evaluative culminating/capstone experience *
2. Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization
 - Human resource management relative to business operations
 - Marketing of goods and services relative to business operations
 - Accounting procedures/practices relative to business operations
 - *Legal environment relative to business operations*
 - Economic environment relative to business operations
 - Technology relative to business operations
 - Organizational theory and foundations of management
 - Required only for four-year programs *
 - Financial management relative to business operations *
 - *Ethical considerations and socio-political influences affecting organizations* *
 - Strategic management relative to business operations *
 - Leadership theory relative to business operations *
3. Demonstrate competence in the communication skills necessary for hospitality and tourism management
 - Written communication skills required for hospitality and tourism management
 - Oral communication skills required for hospitality and tourism management
 - Interpersonal communication skills required for hospitality and tourism management
 - Digital communication skills required for hospitality and tourism management

4. Formulate business decisions in hospitality and tourism management
 - Analytical skills required for hospitality and tourism management
 - Critical thinking skills required for hospitality and tourism management
 - Problem solving skills required for hospitality and tourism management
5. Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry
 - Leadership skills necessary to effectively manage in the hospitality industry
 - *Relationship between ethical leadership, culture, and performance*
 - Exposure to internal and external stakeholders from diverse backgrounds and cultures

Appendix J

Ethical Words from Revised ACPHA PLO Curriculum Key Elements

Legal environment relative to business operations

Ethical considerations and socio-political influences affecting organizations

Relationship between ethical leadership, culture, and performance