

FUNCTIONAL RESPONSIBILITIES OF COLLEGE AND  
UNIVERSITY FOODSERVICE DIRECTORS

by

CHERREE KAY ADAMS

B.S., Ouachita Baptist University, 1977

---

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

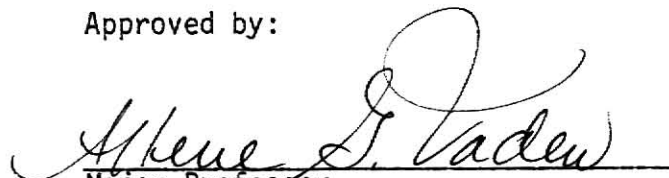
MASTER OF SCIENCE

Department of Dietetics, Restaurant and  
Institutional Management

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1981

Approved by:

  
Major Professor

**THIS BOOK  
CONTAINS  
NUMEROUS PAGES  
WITH THE ORIGINAL  
PRINTING BEING  
SKEWED  
DIFFERENTLY FROM  
THE TOP OF THE  
PAGE TO THE  
BOTTOM.**

**THIS IS AS RECEIVED  
FROM THE  
CUSTOMER.**

SPEC  
COLL  
LD  
262  
TH  
1981  
A32  
C.2

A11200 067508

## ACKNOWLEDGMENTS

The members of the National Association of College and University Food Services were instrumental in facilitating and supporting this research. To the staff of Kansas State University Residence Hall Food-service, I wish a personal and professional thank you for continuous support, expert guidance, and lasting friendships.

Dr. Stephan Konz added an important dimension to my graduate studies through his professional expertise. Thanks is extended to Dr. Marian Spears for her guidance and support. Appreciation is expressed to Lavonna Morrison and Nedra Sylvis for their technical assistance. Sincere appreciation is extended to Dr. Allene Vaden for her guidance and assistance in the completion of this research study. Her professional ability was always inspirational.

Special thanks to my family for their encouragement and support in everything I have undertaken. My life has been enriched immensely through all the special people I have met at K-State. To my closest friends, your invaluable support, tolerance, understanding, and love makes one realize I have friends that will last a lifetime.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
LIST OF TABLES . . . . .	v
INTRODUCTION . . . . .	1
REVIEW OF LITERATURE . . . . .	3
College and University Foodservice . . . . .	3
Labor Force in the Foodservice Industry . . . . .	4
Projections . . . . .	4
Managerial Personnel . . . . .	6
Functions, Skills, and Roles of Managers . . . . .	8
Management Functions . . . . .	8
Skills and Roles of Managers . . . . .	9
Development of Competencies . . . . .	10
Definitions of Competency . . . . .	10
Studies on Competencies in Foodservice Management and Dietetics . . . . .	11
METHODOLOGY . . . . .	15
Survey Sample . . . . .	15
The Instrument . . . . .	15
Preliminary Instrument . . . . .	15
The Final Instrument . . . . .	17
Distribution of the Instrument . . . . .	18
RESULTS AND DISCUSSION . . . . .	20
Characteristics of the Response Group . . . . .	20



Value of Education and Work . . . . .	24
Functional Responsibilities of College and University Foodservice Directors . . . . .	25
Functions Performed by Foodservice Directors . . . . .	25
Functions Performed by Other Professional Staff . . . . .	28
Importance Ratings . . . . .	30
Essential Responsibilities . . . . .	30
Very Important Responsibilities . . . . .	32
Fairly Important Responsibilities . . . . .	34
Educational Program Functions . . . . .	35
SUMMARY AND CONCLUSIONS . . . . .	38
REFERENCES . . . . .	41
APPENDIXES . . . . .	45
A. Evaluation Form . . . . .	46
B. Final Instrument . . . . .	48
C. Final Cover Letter and Follow-up Letter . . . . .	57
D. Code Form . . . . .	61
E. Supplemental Table . . . . .	64

## LIST OF TABLES

Table	Page
1. Characteristics of college and university foodservice directors . . . . .	21
2. Educational background of college and university foodservice directors . . . . .	22
3. Characteristics of college and university foodservice in which directors were employed . . . . .	23
4. Key functions performed by college and university foodservice directors (N = 75) . . . . .	26
5. Functions usually performed by other professional staff . . . . .	29
6. Functional responsibilities rated as essential by college/university foodservice directors (mean 3.30 to 3.71) . . . . .	31
7. Functional responsibilities rated as important by college/university foodservice directors (mean 2.90 to 3.29) . . . . .	33
8. Functional responsibilities rated as fairly important by college/university foodservice directors (mean 2.40 to 2.89) . . . . .	34
9. Types of educational programs for which college and university foodservice facilities provided experiences . . . . .	36
10. College and university foodservice directors' reports on functions performed in working with foodservice management education programs . . . . .	37
11. Percentage distribution of responses for responsibility on Scales A and B . . . . .	65

## INTRODUCTION

Hospitality industry estimates indicate that nearly 6,000,000 managers will be needed in the United States in 1980 or approximately 50,000 more than in 1976 (1). Some of the greatest manpower growth in the foodservice industry will be in the number of foodservice workers engaged in industrial and other institutional foodservice operations; about 20 percent of the growth will be in the number of managerial positions (2). In a report entitled, Tomorrow's Manpower Needs (3), the Bureau of Labor Statistics Manpower projected that the foodservice industry work force will grow nearly three times as fast as the work force of the United States as a whole by 1985. Managers will need skills to cope with foodservice operational problems, new technology, and the challenge of raising the low level of productivity of a growing work force (4). The foodservice industry will need knowledgeable, experienced individuals to enter management ranks.

According to an exploratory research study (5) of a small group of commercial and school foodservice administrators, work-related experiences were viewed in commercial foodservice management as more valuable than degrees in preparation for managerial roles. Gotsche (6) stated that a great chasm exists between academicians and practitioners in the hotel-motel industry in their views of traditional and more modern aspects of the training process of executives. Badaway (7) sees the theory of management as being deprived of valuable contributions by practitioners and the practice of management as being deprived of valuable contributions by academicians. For educational programs to respond to

changing requirements and patterns of the foodservice industry, input from practitioners is needed on job responsibilities and requisite skills.

Some work has been done on essential competencies and functions of commercial foodservice managers (8), administrative and clinical dietitians (9-13), consultant dietitians (14-15), and dietetic technicians (10, 16-21). Studies on managerial task responsibilities in college and university foodservice were not found in the literature.

One objective of this study was to assess competencies, tasks, and responsibilities of professional staff in college and university foodservices. Another objective was to study the degree to which college and university foodservice operations provide practicum and other educational experiences for students in foodservice management education programs, particularly, the management component of dietetic education programs.

## REVIEW OF LITERATURE

### College and University Foodservice

The institutional foodservice on college and university campuses experienced slow steady growth through the 1970's. According to the 1980 Institution's Outlook report (22), hospitals, schools, and college and university segments are viewed as being more ready to face today's challenges in the foodservice industry than many of the expansion minded chains in the commercial segment of the industry.

Colleges and universities constitute 3.9 percent of the foodservice market and 12.6 percent of the noncommercial market. Colleges and universities showed sales of \$4.1 billion in 1979 and \$4.5 billion in 1980; however, the 9 percent 1979-1980 growth reflected no real growth<sup>1</sup> (22). A further analysis of the college and university foodservice market revealed a 16.4 percent growth rate from 1970 to 1980 for foodservice units operated and a 28.7 percent growth rate from 1970-1980 for foodservice employees.

College and university foodservice directors are faced with the challenge of upholding the quality of food, decor, and service of the foodservice establishments while coping with the demands of a nutritionally aware population, declining college enrollments, budget problems, increased food and labor costs, and government regulation (23-25). Foodservice directors must consider training and motivation of employees and

---

<sup>1</sup>Real growth considers the percent of growth for the year and the estimated inflation rate.

increasing minimum wage and turnover, and union organization activities. Directors are coping with rising labor costs by increasing menu prices, changing scheduling, increasing productivity, reducing staffing, and changing menus (26). Training is viewed as crucial to increased productivity (24, 27).

College enrollment declines have been predicted after 1981 (25) but due to inflated housing, energy, and food costs, students are expected to return to the residence halls and board plans (24). Stephens and Shanklin (28) view the college and university foodservices as attempting to satisfy heterogeneous tastes and meet specific needs of a large population while contending with the current economic situation. The college and university foodservice, therefore, must provide what appeals to the student and stay within a budget. According to Shriwise and Vaden (29), the budget for residence hall foodservice is formulated on the premise that meal attendance will be less than 100 percent. Recent data, however, indicate more students are taking a greater number of meals on campus. For example, at California State University-Long Beach, the meal participation rose from 75 percent to 82 percent in the 1979-1980 school term (24). College budgets for colleges often are developed as far as 18 months in advance (23, 24), which makes accurate predictions of future prices of food and supplies difficult in the light of inflation, shortages of supplies, and uncertainty of dependable energy sources.

### Labor Force in the Foodservice Industry

#### Projections

Quantitative projects based on adaptations of the Bureau of Labor Statistics (BLS) Employment Model for 1985 indicated the foodservice

workforce will be in excess of six million workers, up at least 50 percent from the 1972 level of four million workers (3). The Standard World Projections suggest an increase to 6.5 million workers. The types of workers are based on categories reported by employers or by the workers themselves. Data should be interpreted broadly concerning types of positions and skill level of the positions reported.

By function, the two largest groups of employees in the workforce by 1985 will be production workers and servers (3). Skilled and semi-skilled workers will continue to be the largest category of workers in the industry; however, production workers and servers will be growing substantially less rapidly than management workers and a group classified as "others," which is composed almost entirely of unskilled workers. If examined by percentages, the ratio of skilled and semi-skilled workers in the labor force will fall from 59 to 52 percent, while that of unskilled workers will rise from 27 to 32 percent and management workers from 14 to 16 percent from 1972 to 1985. The increased demand for unskilled part-time students suggests the need for job enrichment and further upgrading of the wage level for economic attractiveness to help slow high turnover in unskilled jobs.

Powers (30) viewed the shortage of skilled labor force stemming from a shortage of workers capable of being trained to appropriate skill levels who are willing to undertake the long training process. The expected trends in workforce development have substantial implications for curriculum planners as well as foodservice management.

Powers (30) supported development of more simplified foodservice systems and systems based on centralized food production to meet industry problems. He predicted an acceleration of this trend due to the shortage

of skilled workers and increasing wage levels. The food factory described by Williamson (31) is one example of this trend.

According to the Institutions survey of the top 400 foodservices for 1980, labor turnover is considered low for full-time personnel in the college and university foodservice setting with fast food chains having the highest turnover rate (26). Many college and university foodservices rely heavily on the use of part-time student labor (25). Clifton et al. (32) stated that preventing student labor shortages is a continuing concern in college and university foodservices.

#### Managerial Personnel

The rapid growth in the demand for managers supports the continual growth of associate degree programs and other postsecondary management programs (1). Foodservice educators are challenged to provide curricula responsive to these managerial needs (30).

Barbour and Griffin (31) stressed the importance of seeking industry leaders' advice and reviewing anticipated trends in population, the economy, and education to ensure the competencies of foodservice graduates. Powers (30) stated a trend is emerging toward larger operation with smaller labor force of managers and proprietors who will need skills to cope with larger establishments, new technology, and the challenge of increasing productivity in the foodservice industry. To prepare students for employment and provide the hospitality industry with experienced individuals, Downey (34) viewed cooperative education as a formal plan by which a student alternates periods of classroom attendance with periods of employment related to the individual's field of study as a means to accomplish this objective.



Gotsche (35) surveyed hotel-management programs of 20 leading chains and concluded that the hotel industry appears to be on the verge of new developments in management programs. In the realm of training activity to develop required skills, the emphasis was on financial management, decision-making, and human relations. Gotsche saw a chasm between the views of academicians and those of actual managers in the industry. The managerial scholars preferred the behavioral and experimental modes of executive training and development, whereas people practicing in the field preferred traditional methods. The author recommended a combination strategy be adopted by the industry consisting of both traditional and modern techniques of management development.

According to McCleary (36), motel and restaurant operators want graduates with a better understanding of the industry they have chosen. He stated that on-premise education is one proven means of meeting this need.

Pizam and Lewis (37) surveyed 350 randomly selected alumni of the University of Massachusetts program in hotel, restaurant, and travel administration. Survey results indicated the curricula should place more emphasis on communications, organizational behavior, personnel management, and interpersonal relations. The need to develop creativity and innovativeness in graduates was underscored by the authors.

Prentiss (5) concluded from a small group of commercial and school foodservice administrators that work-related experiences are important. More similarities than differences in management characteristics were found between the two groups of foodservice administrators. Prentiss concluded the educational preparation of prospective administrators in commercial or institutional foodservice, therefore, could be similar.

## Functions, Skills, and Roles of Managers

### Management Functions

The American Dietetic Association Position Paper on the administrative dietitian states (38) the director of a foodservice system is responsible and accountable for the following functions: program planning and resource allocation, establishing and maintaining standards for technical operations, manpower planning and development, effecting fiscal accountability, developing communication networks, designing foodservice facilities, planning and managing change, and executing control. The Board of Trustees of the American Hospital Association established the following functions of hospital foodservice administrators (39): participation in the establishment of standards and goals; responsibility for procurement, storage, preparation, and service of food within the limits of the organizational pattern established for the department; development of rapport with other departments and internal relations within own department; and assisting the community as is requested concerning developments in the area of their profession.

According to Koontz and O'Donnell (40), the job of the manager is creating an environment which allows people to function toward accomplishing organizational goals and objectives. Management functions have been defined by various authors (40-45) as planning, organizing, staffing, directing, controlling, representing, coordinating, innovation, and actuating.

Hersey and Blanchard (43) defined planning as setting goals and objectives for the organization and developing guidelines showing how these goals and objectives are to be accomplished. As a manager moves up

the organizational ladder from operational to strategic levels relatively more managerial time is spent planning than implementing.

The control function can be defined as that phase of the managerial process involved with maintaining organizational activity within allowable limits (44). Organizational control is the phase of the managerial decision system concerned with monitoring performance and providing feedback (44).

Controlling and planning are integrated functions of the overall operating cycle according to Kast and Rosenzweig (44). They described a complete operation cycle for an organization including objectives setting, planning, action, accomplishment, feedback, and control. Koonz and O'Donnell (40) stated that controlling activities toward achievement of objectives is accomplished through use of control devices such as budgets, inspections, and record keeping.

According to Dale (41), the staff function encompasses recruitment, selection, transfers, promotions, training, and directing. West et al. (42) stated that delegation is essential to distribute work loads to qualified individuals at various organizational levels.

### Skills and Roles of Managers

Katz (45) categorizes the skills needed by a manager as technical, human, and conceptual:

Technical skill--Ability to use knowledge, methods, techniques, and equipment necessary for the performance of specific tasks acquired from experience, education, and training.

Human skill--Ability and judgment in working with and through people, including an understanding of motivation and an application of effective leadership.

Conceptual skill--Ability to understand the complexities of the overall organization and where one's own operation fits into the organization.

According to Katz human skills are important at all levels of management. He stated further that conceptual skill involves seeing the organization as a whole system composed of parts that interact with systems external to the organization.

Mintzberg (46) stated a manager plays three complex roles: interpersonal, informational, and decision making. Interpersonal roles, figurehead, leadership, and liaison, involve interpersonal relationships. Managers are viewed as the center of the informational flow within their own groups and the roles involved include those as monitor, disseminator, and spokesman. Mintzberg stated the manager plays the major role in the decision-making system through the decisional roles of entrepreneur, disturbance handler, and resource allocator.

### Development of Competencies

#### Definitions of Competency

Competency as defined by Gale and Pol (47) is the quality of being functionally adequate in performing the tasks and assuming the role of a specified position with the requisite knowledge, ability, skills, judgment, attitudes, and values. Murray (48) identified competency as the essential condition which promotes the ability or skill to use knowledge at an acceptable criterion or proficiency level. Bell (49) described competency as the minimum knowledge, skills, affective behavior, and judgment which a person is certified to possess on a set of criteria and level of expectation. Becker (50) viewed competency as the interplay of six major elements: knowledge, cognitive awareness, understanding, the ability or proficiency to perform a task or job, value or a standard or norm which is a psychologically integrated belief, and attitude or a

feeling, mood, or interest. Butler (51) stressed competency as being necessary to perform activities properly which are important to success in personal and professional life.

#### Studies on Competencies in Foodservice Management and Dietetics

A number of studies have been conducted on competencies, tasks and responsibilities of various groups within the foodservice industry. Loyd and Vaden (9) asked administrative and clinical dietitians to rate competency statements as to their expectations of the entry-level generalist dietitian. Two samples of generalist dietitians were selected from The American Dietetic Association membership; one group received an instrument with administrative competencies and the other the clinical instrument. Findings showed 23 of the 47 administrative competency statements were considered to be essential, 18 were desirable, and six beyond the entry level dietitian. Fourteen clinical statements of the 35 statements, were considered to be essential, 16 desirable, and five beyond entry-level.

The Baird study (11) was concerned with similarities and differences in the roles of the hospital administrative and clinical dietitians at entry level and three-year experience level. In her research, the listing of competencies used was that from the Loyd and Vaden (9) study. The sample was composed of 1,600 administrators and 1,600 clinical hospital dietitians randomly selected from the ADA membership rolls. Findings indicated an overlapping of administrative and clinical practice on a number of the competency statements. Delineation of dimensions at both experience levels showed each of the two reflected a generalist image. Baird recommended these dimensions be identified, described, and tested

for consensus within the profession to serve as a basis for future development of competencies.

Morales et al. (52) developed a methodology for elaboration of competencies, focusing on the five menu planning competencies identified as essential to entry level practice in the Loyd and Vaden (9) study. The five aspects of menu planning were evaluated as to time allocation and importance in relation to years of experience in the dietetic profession. They found scores for importance did not differ significantly among practice levels. Time consideration, however, was related to extent of experience. Further research in other areas of dietetic practice was suggested to elaborate other competencies which then could be consolidated to define areas of expertise in dietetic practice.

Rinke et al. (53) ascertained, analyzed, and compared hospital foodservice directors' perceptions of the adequacy of educational preparation in administration provided to dietetic students in relation to various routes to professional attainment: internship, coordinated undergraduate program (CUP), traineeship, and advanced degree. Rinke reported the results indicated educational preparation varied among the four routes. He concluded hospital foodservice directors regard the educational preparation in administration as generally inadequate.

Meeks and Zallen (54) asked 1,010 randomly selected dietitians who were ADA members to rate the 41 "essential" and "desirable" competency statements from the Loyd and Vaden (9) study on adequacy of their professional education. Sixty-four percent of the responses showed differences existed among dietitian's perceptions of the adequacy of their educational programs based on the route taken to ADA membership, the area of dietetics emphasized during education, the area of dietetics in which they

specialized, and the number of years of work experience gained prior to becoming dietitians. Meeks viewed a need for early career education counseling in professional dietetic education.

Mariampolski et al. (8) studied the development of entry-level competencies for commercial foodservice managers. Competency statements from the Loyd and Vaden study (9) were adapted for the entry-level commercial foodservice manager and validated by a select sample of leaders and members of the National Restaurant Association (NRA). Twenty of the 62 competency statements were considered essential, 18 desirable, and 24 were beyond the beginning manager. The statements were classified into technical, human, and conceptual skills as defined by Katz (45). Technical skills were divided between the "essential" and "desirable but not essential" categories. Statements pertaining to human skills generally were rated as "essential" whereas the majority of the conceptual skills were considered "beyond the responsibility of the beginning commercial foodservice manager." Mariampolski recommended the restaurant management curricula should include emphasis on technical and human skills incorporated into a curriculum by simulations or preferably, by coordinated work experience.

Linnenkohl (55) evaluated professional experience and career patterns of graduates of a coordinated undergraduate program in dietetics at Kansas State University. The findings showed nearly half of the graduates first entered clinical positions and one-fourth entered as generalists with a movement to positions as administrators, educators, and consultants. To ascertain the effect of professional experiences in the development of competencies, graduates rated work experience and undergraduate education as having the greatest influences. Linnenkohl stated the results should

assist with program revision, curriculum development, and additional evaluation of dietetic programs.

Hoadley et al. (10) secured information from a random sample of hospital dietetic practitioners concerning areas of responsibility of these dietitians and activities that they were willing to delegate to dietetic technicians. Ratings of 82 functional responsibility statements were translated into four classifications according to potential for delegation. Within the broad classifications of administrative and clinical, dietitians denoted a number of responsibilities with delegation potential. Dietitians were more willing to delegate in the foodservice management area than in clinical dietetics.

Lamb (21) identified competencies relevant for technician practice that would provide input for design of a dietetic technician curriculum. Seventy-four competency statements adapted from Holland (19) and Howard and Schiller (20) were rated on importance and time consideration by dietetic technicians. Technicians' supervisors were requested to rate technician's job performance and degree of supervision needed for each competency. Differences were noted by both groups on priority and time consideration. Twenty-one of the competencies studied were rated by 40 percent or more of the technician's supervisors as beyond the responsibility of the dietetic technician.



## METHODOLOGY

### Survey Sample

The sample for the study was foodservice directors employed by a college or university having a traditional or coordinated undergraduate dietetic program. The college or university was also a member of the National Association of College and University Foodservices (NACUFS). The sample was selected in this manner for the purpose of studying educational involvement of the residence hall foodservices.

Permission was given by the NACUFS Executive Committee to use the NACUFS membership listing (56). The Directory of Dietetic Programs of The American Dietetic Association (57) was used to identify the colleges and universities offering dietetic curricula which were also NACUFS members. One hundred and four college and university foodservice directors were identified for the study sample.

### The Instrument

#### Preliminary Instrument

In developing the initial draft of the instrument, interviews were conducted with three Kansas State University residence hall foodservice professionals. A four part preliminary instrument was developed. In Part I, demographic information was requested on management experience, career selection, and educational background. Items were adapted from instruments used by Loyd and Vaden (9) and Mariampolski et al. (8).

Part II included measures on the perceived value of education and work experiences and requested information on classification, scope, and

operations of the college and university foodservices. To assess the value of education and work experience in preparation for college and university foodservice management, the following scale was used:

- (1) extremely valuable
- (2) valuable
- (3) somewhat valuable
- (4) of little or no value

Part III was composed of statements adapted from three other studies on functional responsibilities of the directors surveyed:

1. The Loyd and Vaden's study (9) on the entry-level generalist dietitian. The Loyd instrument on administrative dietetics was utilized in developing this instrument.
2. Mariampolski et al. study (8) on the entry-level competencies of commercial foodservice managers. They modified the Loyd and Vaden competencies and added several related specifically to commercial foodservice management. The resultant list was validated by a sample of practitioners from the membership of the National Restaurant Association (NRA).
3. Spear et al. study (14, 15) concerning the role of consultant dietitians in long-term care facilities. The instrument included a listing of functional responsibilities of consultant dietitians.

Additional competency statements related specifically to college and university foodservice were added to the instrument.

Forty-four statements were judged to pertain to functions of college and university foodservice directors. Two of the original 50 statements were omitted due to repetition. One multi-part item (no. 37) included five functional responsibilities related to personnel management. Two scales were developed for evaluating each of the statements: degree of responsibility and importance. The degree of responsibility scale was a three-point scale adapted from the Hoadley et al. (10) study:

- (1) Major function I perform
- (2) Function I do perform
- (3) Function performed by another member of the professional staff

Each item also was rated to assess importance of the functional responsibility using the following scale from a previous study by Vaden (58):

- (1) Essential
- (2) Very important
- (3) Fairly important
- (4) Of minor or no importance

Part IV was designed to study the degree to which college and university foodservice operations provided experiences for foodservice management education programs and related issues. Academic appointment, salary origin, and educational functions of the residence hall foodservice directors or members of the professional staff were issues examined.

Five foodservice professionals completed the preliminary instrument and individual interviews were conducted concerning suggestions and revisions. The pretest group included foodservice unit directors in the residence hall foodservice system at Kansas State University. They were asked to evaluate both the questionnaire and the draft of the letter. A cover letter accompanying the instrument explained the purpose of the study and an evaluation form (Appendix A) and return envelope were included with the questionnaire. Revisions were made in the wording of several items according to the suggestions of the respondents; also, the parts of the instrument were reordered.

#### The Final Instrument

The final instrument was printed as an eight page booklet with four parts (Appendix B). The first page indicated the title of the study and was printed on official letterhead to identify the sponsor.

In the final instrument, minor changes were made in the seven items in Part I on management experience, career selection, and educational

background about the respondents. The sequence of items in Part II was rearranged.

In Part III, respondents were asked to rate each of the competency statements or functional responsibilities on the same two scales used in the preliminary instrument. The scales were clarified by the addition of explanatory headings. Minor modifications were made in two of the functional responsibility statements.

In Part IV, the section on educational involvement, those not providing experiences for students were instructed to omit the first five items which pertained to type of involvement. Several items were rearranged to improve progression of questions.

The term "administrative staff" in the original instrument was changed to "professional staff" in the final instrument. On recommendation of the reviewers, space for comments was included on the final page.

#### Distribution of the Instrument

A cover letter (Appendix C) including consent information and an explanation of the study was mailed with each questionnaire. The informed consent statement insured confidentiality of the responses and anonymity for the participants. Each questionnaire was numbered to identify non-respondents for purposes of follow-up. A self-addressed, stamped envelope was included to facilitate return of the instrument.

Three weeks following the first mailing a follow-up letter (Appendix C) and second questionnaire were mailed to those not responding initially. The total return from the initial and follow-up mailings was 80 percent. Four questionnaires were excluded because they were not complete; as a result, data from 75 questionnaires were analyzed. A few respondents

failed to complete all items on the questionnaires; however, the majority of the information and ratings requested were provided. As a result, N varied on individual items as reported in the presentation of results. Information on data coding is in Appendix D.

## RESULTS AND DISCUSSION

### Characteristics of the Response Group

Directors comprised 88.0 percent of the sample (Table 1); 12.0 percent were assistant directors or in other job positions. One-fourth of the respondents had one to ten years management experience in residence hall foodservice, almost one-third (31.0 percent) had 11 to 15 years experience, and 43.0 percent had over 15 years. Almost half (44.5 percent) had 11 to 20 years in foodservice management, including experience in residence hall foodservice. About 40 percent had over 20 years. According to these reports, extensive experiential background was evident among the survey respondents.

Forty percent had been employed at a NACUFS member school for one to ten years, another 41.3 percent had been employed at a NACUFS school between 11 and 20 years, and the remainder had been employed over 20 years. About half of the respondents obtained their present position by promotion from another job and 44.0 percent were employed directly into their present position.

Over half of the respondents held bachelor's degrees and 27 percent had master's degrees (Table 2). The remainder held associate degrees, had a vocational-technical certificate, or had completed armed forces foodservice training programs.

Geographically, 38.7 percent of the college and universities were located in the midwest (Table 3), 20.0 percent in the southeast, and 17.3 percent northeast. The remainder were in the west and southwest.

Table 1: Characteristics of college and university foodservice directors

characteristic	N <sup>1</sup>	%
present position		
director	66	88.0
assistant director or other	9	12.0
years in residence hall foodservice management		
less than 2 years	15	25.0
1 to 10 years	17	31.3
16 to 20 years	14	21.9
over 20 years	14	22.1
years in foodservice management including residence hall experience		
2 to 10 years	12	16.8
11 to 20 years	44	44.5
over 20 years	28	39.1
years employed at NACUFS member school		
1 to 10 years	30	40.0
11 to 20 years	31	41.3
over 20 years	14	18.7
method of obtaining present position		
promoted from other job	37	49.3
employed directly in present position	33	44.0
other	5	6.7

<sup>1</sup>Total N varies because of nonresponses.

---

Table 2: Educational background of college and university foodservice directors

---

level of educational attainment	N	%
vocational-technical certification	1	1.4
associate degree	9	12.2
bachelor's degree	39	52.7
master's degree	20	27.0
other	5	6.8

---



Table 3: Characteristics of college and university foodservice in which directors were employed

	N <sup>1</sup>	%
geographical location		
northeast	13	17.3
southeast	15	20.0
midwest	29	38.7
southwest	7	9.3
west	11	14.7
type of operation		
residence hall foodservice	33	44.6
union foodservice	5	6.8
multiple types of operations	30	40.5
other	6	8.1
number of residence hall foodservice centers		
1 to 2 foodservice centers	17	27.9
3 to 4 foodservice centers	17	27.9
5 to 6 foodservice centers	14	23.0
7 to 8 foodservice centers	5	8.2
9 to 10 foodservice centers	4	6.5
11 or more foodservice centers	4	6.4
total number of residence hall students served by these centers		
1000 and under	6	9.7
1100 to 3000	12	19.3
3100 to 5000	20	32.6
5100 to 7000	12	11.4
over 7000	11	17.6

<sup>1</sup>Total N varies with nonresponses.

Most of the respondents were responsible for residence hall foodservice operations or multiple types of foodservices. A few (6.8 percent) directed student union operations and the remainder managed other types of facilities on college campuses.

Of those with responsibility for residence hall foodservice, almost 80 percent (78.8 percent) managed between one to six foodservice centers. The other residence hall foodservice directors were responsible for a larger number of units (i.e., seven or more).

About 10 percent served 1,000 students or less, another 20 percent served between 1,100 and 3,000, and the remainder reported larger operations (Table 3). According to the data reported, the number of students served ranged from 380 to 18,000. The mean number served was 4,858.

#### Value of Education and Work

College and university foodservice directors were asked to assess the value of their educational background and work experience in foodservice to their present position. Thirty percent believed their educational background was extremely valuable and another 60 percent rated their education as valuable. Only 8 percent assessed the value as only somewhat helpful and one respondent indicated it was of little or no value.

A large percentage gave high ratings to their work experience in their present jobs. Over 80 percent said work experience was extremely valuable and another 15 percent rated their experience as valuable. Two respondents believed their experience was of only somewhat or little value. Data were not analyzed from the standpoint of type of educational or work background; however, this perspective might yield some interesting insight.

## Functional Responsibilities of College and University Foodservice Directors

To analyze content of functional responsibilities, the statements were classified according to the categories below. Functional responsibilities are discussed within the context of these classifications. Detailed data on distribution of responses are included in Appendix E.

<u>Classification</u>	<u>Item number</u>
foodservice administration	1,2,3,4,5,7,8,9,11,14,18,19,22,29
foodservice operations	10,13,16,20,21,24,25,26,27,28,30
customer service	31,32,41,44
personnel	6,12,17,23,33,34,35,36,37,38
university service	39,40
professional and community service	42,43,15

### Functions Performed by Foodservice Directors

Functional responsibilities performed by the college and university foodservice directors are shown in Table 4. About 70 percent of the functions (70.8 percent) were reported to be responsibilities of the respondents. Data in Table 4 are limited to those responsibilities reported by more than 50 percent of the directors as functions they considered to be their major responsibilities. The other 30 percent were delegated to other staff according to the reports of 50 percent or more of the respondents. All of the respondents indicated they developed goals and objectives. Almost all of the directors (90 percent or more) reported that policy formulation and development of goals, objectives, and procedures were key functions they performed. Communication, evaluation of systems, delegation, and preparation of proposals also were other primary

Table 4: Key functions performed by college and university foodservice directors (N = 75)

item no. <sup>1</sup>	functional responsibility	% reporting function as own responsibility <sup>2</sup>
1	develop goals and objectives	100.0
3	develop policies and procedures	98.6
2	develop methods to support goals	97.3
43	attend professional meetings	96.0
17	maintain communication through meetings	96.0
14	utilize management techniques	94.9
22	evaluate effectiveness of system	93.2
7	prepare proposals for new approaches	91.9
19	delegate functions	90.5
15	maintain current knowledge	90.4
37a	select administrative staff	89.1
42	participate in continuing education	88.7
12	communicate changes to personnel	87.8
16	modify systems to solve problems	87.8
8	redesign systems, justify changes	87.8
41	confer with various groups	86.5
31	meet with students	86.3
39	serve on interdepartmental committees	86.2
13	implement new approaches	83.6
4	plan budget	83.6

<sup>1</sup>Refers to item in questionnaire.

<sup>2</sup>Ordered from highest to lowest percentage.

Table 4: (cont.)

item no.	functional responsibility	% reporting function as own responsibility
40	serve on institutional committees	81.2
5	conduct financial analysis	78.3
38	understand union negotiations	77.8
20	justify new equipment	71.5
24	establish controls	70.2
37b	orient new staff	70.2
36	develop staffing patterns	67.5
35	utilize performance appraisals	63.9
25	implement policies and procedures	59.5
21	coordinate labor, equipment, and personnel	55.4
10	develop menu prices	55.1
29	develop purchase specification	54.1
18	identify pertinent legislation	53.5
23	supervise staff performance	52.7

functional responsibilities reported as aspects of the foodservice director's job position.

The two other functional responsibilities reported by 90 percent or more of the respondents were concerned with maintenance of competency (items 43 and 15). Another related responsibility was reported by 88.7 percent (item 42).

Selection of administrative personnel was another frequent responsibility. Communication with various individuals and groups and service on committees also were frequent activities; 80 percent or more indicated they performed these activities. Change management functions also were reported as other activities performed by most of the respondent group.

Financial planning and analysis were indicated frequently as functions of the directors. About 80 percent reported budget planning and conduct of financial analysis as functions of their jobs. Union negotiation, justification of new equipment, establishment of controls, and staff orientation were performance areas for 70 percent or more of the foodservice directors.

Functions performed somewhat less frequently (<70 percent) were concerned with personnel functions (items 21, 23, 35, 36). Policy implementation, specification development, menu price formulation, and identification of pertinent legislation were reported as aspects of the director's role by between 53 and 60 percent.

#### Functions Performed by Other Professional Staff

Responsibilities reported most frequently as functions of other staff are listed in Table 5. Fourteen of the 48 responsibilities analyzed were reported by over 50 percent or more of the directors as activities of other professional staff.

Table 5: Functions usually performed by other professional staff<sup>1</sup>

item no. <sup>2</sup>	functional responsibility	% reporting function performed by other staff <sup>3</sup>
30	direct food production	86.5
37d	orient new employees	81.3
37e	conduct employee training	81.1
33	plan master schedule	74.0
34	conduct labor studies	70.1
11	identify labor laws	68.1
37c	select foodservice employees	68.0
32	plan student functions	63.9
9	utilize knowledge in energy conservation	63.4
27	ensure standardized recipe use	60.8
44	plan special functions	57.7
28	plan menus	56.8
26	design inventory system	54.8
6	determine man-hour requirements	52.7

<sup>1</sup>According to reports of college and university foodservice directors in respondent group (N = 75).

<sup>2</sup>Refers to item number in questionnaire.

<sup>3</sup>Ordered from highest to lowest percentage.

Six of these functions were classified as personnel responsibilities:

- 6 - determine man-hour requirements
- 33 - plan master schedule
- 34 - conduct labor studies
- 37c - select foodservice employees
- 37d - orient new employees
- 37e - conduct employee training

Foodservice administration (items 9, 11, and 27) and foodservice operations (items 26, 28, and 30) functional responsibilities accounted for another six items. Two customer service functions (items 32 and 44) were frequently performed by other staff.

### Importance Ratings

Mean importance ratings were compiled for the functional responsibilities from the ratings of the college and university foodservice directors. Ratings were reverse coded in computing importance scores; i.e., 4, essential to 1, minor or no importance. A higher score, therefore, indicates greater importance was placed on a functional responsibility in the director's job position. Means were ordered from highest to lowest importance and grouped into three categories of importance:

	<u>mean</u>
Essential	3.30-3.71
Important	2.90-3.29
Fairly important	2.40-2.89

Essential Responsibilities. Twenty-one functional responsibilities (or 43.8 percent) received ratings in the "essential" range by the foodservice directors (Table 6). Eight of these were foodservice administration activities, five of which were related to planning; i.e., development of goals, objectives, policies, methods, budgets, or specifications. The other three were concerned with delegation (item 19), financial



Table 6: Functional responsibilities rated as essential by college/ university foodservice directors (mean 3.30 to 3.71)

item no. <sup>1</sup>	functional responsibility	mean importance rating <sup>2</sup>	
		mean <sup>3</sup>	s.d.
22	evaluate effectiveness of system	3.71 ± .54	
1	develop goals and objectives	3.67 ± .58	
4	plan budget	3.68 ± .53	
29	develop purchase specification	3.58 ± .62	
24	establish controls	3.57 ± .53	
37a	select administrative staff	3.55 ± .67	
3	develop policies and procedures	3.53 ± .57	
2	develop methods to support goals	3.52 ± .58	
5	conduct financial analysis	3.52 ± .63	
28	plan menu	3.44 ± .65	
25	implement policies and procedures	3.41 ± .55	
12	communicate changes to personnel	3.41 ± .66	
31	meet with students	3.40 ± .66	
17	maintain communication through meetings	3.38 ± .74	
23	supervise staff performance	3.38 ± .64	
37b	orient new staff	3.37 ± .66	
19	delegate functions	3.37 ± .66	
30	direct food production	3.35 ± .68	
37d	orient and train foodservice employees	3.35 ± .70	
21	coordinate labor, equipment, and personnel	3.34 ± .63	
37c	select foodservice employees	3.32 ± .71	

<sup>1</sup>Refers to item number in survey instrument.

<sup>2</sup>Importance scale:

4 = Essential

3 = Very important

2 = Fairly important

1 = Of minor or no importance.

<sup>3</sup>N varies from 62 to 73.

analysis (item 5), and evaluation of operations (item 22). Five responsibilities were related specifically to foodservice operations:

- 21 - coordinate labor, equipment, and personnel
- 24 - establish controls
- 25 - implement policies and procedures
- 28 - plan menus
- 30 - direct food production

Several personnel management functions also were ranked as "essential." Two were concerned with staff communication (items 12 and 17) and four with the employment process (items 37a-d). The other personnel responsibility rated as essential was item 23, "supervise staff performance." One customer service responsibility, "meet with students," (item 31) was considered to be "essential" by the college and university foodservice directors.

Very Important Responsibilities. Nineteen functions (39.6 percent of the responsibilities evaluated) were in the "very important" category (Table 7), eight of which were classified as personnel related responsibilities. These included staff orientation (item 12), employee training (item 37e), performance appraisal (item 35), and union negotiations (item 38). The other three were concerned with staffing patterns, labor utilization, and scheduling (items 6, 33, and 36). Five foodservice operation responsibilities were seen by the foodservice directors as "very important":

- 10 - develop menu prices
- 13 - implement new approaches
- 16 - modify systems to solve problems
- 20 - justify new equipment
- 26 - design inventory system

Preparation of proposals, redesigning systems, and utilization of various management techniques were among the foodservice administration responsibilities considered to be very important. Three other "very

Table 7: Functional responsibilities rated as important by college/university foodservice directors (mean 2.90 to 3.29)<sup>1</sup>

item no.	functional responsibility	mean importance rating	
		mean	s.d.
37e	conduct employee training	3.29 ± .70	
27	ensure standardized recipe use	3.27 ± .71	
42	participate in continuing education	3.24 ± .69	
38	understand union negotiations	3.23 ± .84	
26	design inventory systems	3.21 ± .65	
36	develop staffing patterns, etc.	3.19 ± .68	
16	modify systems to solve problems	2.18 ± .61	
10	develop menu prices	3.18 ± .85	
6	determine man-hour requirements	3.16 ± .76	
35	utilize performance appraisals	3.14 ± .70	
33	plan master schedule	3.13 ± .79	
20	justify new equipment	3.12 ± .64	
7	prepare proposals for new equipment	3.12 ± .74	
13	implement new approaches	3.11 ± .64	
8	redesign systems, justify changes	2.94 ± .77	
41	confer with various groups	3.04 ± .73	
43	attend professional meetings	2.96 ± .69	
14	utilize management techniques	2.94 ± .75	
15	maintain current knowledge	2.94 ± .77	

<sup>1</sup>Refer to Table 6 for footnotes.

important" responsibilities were related to maintenance of personal competency (items 15, 42, and 43); e.g., maintain current knowledge. A customer service responsibility, "confer with various groups" (item 41), also was ranked by the respondents as "very important."

Fairly Important Responsibilities. The remaining eight functional responsibilities evaluated by the foodservice directors were considered to be only "fairly important" (Table 8). Two were service responsibilities:

- 32 - plan student functions
- 44 - plan special functions

Table 8: Functional responsibilities rated as fairly important by college/university foodservice directors (mean 2.40 to 2.89)<sup>1</sup>

item no.	functional responsibility	mean importance rating	
		mean	s.d.
11	identify labor laws	2.74 ± .90	
44	plan special functions	2.69 ± .86	
32	plan student functions	2.66 ± .83	
34	conduct labor studies	2.66 ± .83	
9	utilize knowledge in energy conservation	2.61 ± .86	
18	identify pertinent legislation	2.59 ± .87	
39	serve on interdepartmental committees	2.41 ± .71	
40	serve on institutional committee	2.40 ± .80	

<sup>1</sup>Refer to Table 6 for footnotes.

Two other responsibilities in this category were in the area of university service:

- 39 - serve on interdepartmental committees
- 40 - serve on institutional committees

Two administrative and two personnel functions also were ranged in the "fairly important" category in the present jobs of the foodservice directors:

- 11 - identify labor laws
- 9 - utilize knowledge in energy conservation
- 18 - identify pertinent legislation
- 34 - conduct labor studies.

#### Educational Program Functions

Most of the directors reported their facilities were used by educational programs; only 16.0 percent were not involved in providing learning experiences for students. The types of educational program most often using foodservice facilities (Table 9) were baccalaureate programs in dietetics (64.0 percent), institutional management (33.3 percent), and restaurant management (22.7 percent). ACUHO/NACUFS<sup>1</sup> summer training programs were conducted at 13.3 percent of the institutions. Vocational-technical, dietetic technician, and associate degree commercial foodservice management programs utilized facilities according to a limited number of reports. Twelve percent reported other types of involvement with educational programs. CETA training was among these other types of involvement reported. Also, experiences were provided for dietetic internship by a few of the college and university foodservices.

Almost 80 percent of the respondents (78.1 percent) did not hold academic appointment in addition to their administrative appointment. Of

---

<sup>1</sup>Association of College and University Housing Officers (ACUHO) and National Association of College and University Food Service (NACUFS).

Table 9: Types of educational programs for which college and university foodservice facilities provided experiences

	N	%
NACUFS or ACUHO summer training	10	13.3
vocational-technical	9	12.0
dietetic technician (junior/community)	3	4.0
commercial foodservice management (junior/community college)	2	2.7
baccalaureate program dietetics	49	64.0
baccalaureate program in institutional management	25	33.3
baccalaureate program in restaurant management	17	22.7

the 14 respondents who did hold academic appointment, six had the academic appointment title of assistant or associate professor. Adjunct or courtesy faculty title was reported by five and three held the title of instructor or assistant instructor.

Almost all of the foodservice directors (91.9 percent) reported they were paid totally from foodservice budgets; 8.1 percent reported a portion of their salaries were from academic budgets. The percentage of salaries from academic budgets ranged from 5 to 25 percent.

The college and university foodservice directors also were asked to report educational functions they performed or which were performed by members of their professional staff in working with foodservice management education programs (Table 10). Five of these educational functions were reported by 50 percent or more of the respondents who indicated that learning experiences were provided in their facilities:

develop experiences for students  
 supervise or direct students  
 confer with staff on practicum experiences  
 confer with teaching faculty on needs of  
 educational programs  
 evaluate or assist with evaluation of students'  
 performance in practicum experience

About 40 percent indicated they conducted student conferences and applied  
 information for educational experiences. One-fourth of the directors  
 reported that they advised students on careers, selected instructional  
 strategies, or developed written assignments.

---

Table 10: College and university foodservice directors' reports on  
 functions performed in working with foodservice management  
 education programs

---

function	%
develop experiences for students	68.0
supervise or direct students in practicum experiences	61.3
confer with staff on practicum experiences	60.0
confer with teaching faculty on needs of educational programs	54.7
evaluate or assist with evaluation of students' performance in practicum experiences	52.0
conduct or participate in conferences with students to discuss practicum experiences	41.0
apply information to educational experience	40.0
select instructional strategies for the student educational experiences	26.7
develop written assignments for students	26.7
advise students on career plans, problems, etc.	26.7

---

## SUMMARY AND CONCLUSIONS

Objectives of this study were to assess the competencies, tasks, and responsibilities of the professional staff in the college and university foodservice and to study the degree to which college and university foodservice operations provide practicum experiences for students in foodservice management education programs, particularly, the management component of dietetic education programs. The sample was comprised of foodservice directors employed by a college and university which had a traditional or coordinated undergraduate dietetic program and was a National Association of College and University Foodservices (NACUFS) member school. One hundred and four college and university foodservice directors thus identified were mailed a four part questionnaire which requested demographic information and data on scope and operations of foodservices, assessed perceived value of education and work experiences, and examined functional and educational responsibilities of the professional staff in college and university foodservice.

Functional responsibilities reported by almost all of the directors as their major responsibilities were development of methods to support goals, evaluation of systems, delegation, communication, and preparation of proposals. Three other responsibilities reported by most of the respondents were concerned with maintenance of professional competency. Other functions frequently performed (i.e., reports by 70 percent or more) included selection of administrative personnel, change management, financial planning and analysis, and community, university, and customer service.



Fourteen of the 48 functional responsibilities analyzed were performed by professional staff other than the director. These included personnel responsibilities, foodservice administration and foodservice operations functional responsibilities, and customer service functions.

Mean importance ratings for the functional responsibilities were computed from the responses of the directors and these responsibilities were then grouped into three categories of importance: essential, important, and fairly important. Twenty-one of the 48 functional responsibilities received ratings by the directors as "essential," 19 functions were in the "very important" category, and the remaining eight were considered to be "fairly important." Those considered "essential" were concerned with planning, financial management, evaluation of operations, and delegation.

Most of the directors reported their facilities were used by educational programs, only 16.0 percent were not involved in providing learning experiences for students. The types of educational programs most often using foodservice facilities were baccalaureate programs in dietetics, institutional management, and restaurant management. Educational functions performed most frequently involved developing experiences for students, supervising students, conferring with staff on practicum experiences, conferring with faculty, and evaluating or assisting with evaluation of students.

Data from this survey yield valuable information for analysis of the foodservice director's role in college and university foodservice. The results can provide a base for planning preparatory and continuing education programs for individuals interested in the field. Also, the

data would be useful in developing job descriptions and performance evaluation tools.

## REFERENCES

- (1) Rehkope, E.N.: Graduate study for the hospitality industry. Cornell H.R.A. Quart. 16:57 (Feb.), 1975.
- (2) Barbour, H.O., and Griffin, M.E.: Foodservice education in the coming decade, The Culinary Institute of America in 1986. Cornell H.R.A. Quart. 16:49 (May), 1975.
- (3) Tomorrow's manpower need. Washington, D.C.: U.S. Govt. Prtg. Off., 1971.
- (4) Buchanan, R.O.: Productivity in the foodservice industry. Part I. How do you know when your foodservice organization is operating effectively? Food Serv. Mgmt. 38:49 (Feb.), 1976.
- (5) Prentiss, B.R.: Selected public school foodservice and commercial administrators: Personnel attributes, management characteristics, and scope of position. School Foodserv. Res. Rev. 3:90, 1979.
- (6) Gotsche, A.W.: Executive development in hotel-motel industry. Cornell H.R.A. Quart. 12:75 (Feb.), 1972.
- (7) Badaway, M.K.: The management clinic: Meeting the challenge of relevancy in management education. Acad. Mgmt. Rev. 1:129, 1976.
- (8) Mariampolski, A., Spears, M.C., and Vaden, A.G.: What the restaurant manager needs to know: The consensus. Cornell H.R.A. Quart. 21:77 (Nov.), 1980.
- (9) Loyd, M.S., and Vaden, A.G.: Practitioners identify competencies for entry-level generalist dietitians. J. Am. Dietet. A. 71:510, 1977.
- (10) Hoadley, P.K., Vaden, A.G., and Spears, M.C.: Role differentiation of dietitians and dietetic technicians: Implications for technician educational program. J. Am. Dietet. A. 79: , 1981.
- (11) Baird, S.C.: Toward development of a theory of the structures underlying the roles of two specialization categories of dietitians: The hospital administrative dietitian and the hospital clinical dietitian. Unpublished Ph.D. dissertation, Univ. of Houston, 1977.
- (12) Schiller, M.R., and Vivian, V.M.: Role of the clinical dietitian. I. Ideal role perceived by dietitians and physicians. J. Am. Dietet. A. 65:284, 1974.
- (13) Schiller, M.R., and Vivian, V.M.: Role of the clinical dietitian. II. Ideal vs. actual role. J. Am. Dietet. A. 65:287, 1974.

- (14) Spear, D.M., Vaden, A.G., and Spears, M.C.: The consultant dietitian in nursing homes. I. Methodology and general information. *J. Am. Dietet. A.* 74:438, 1979.
- (15) Spear, D.M., Vaden, A.G., and Spears, M.C.: The consultant dietitian in nursing homes. II. Functions and change effectiveness. *J. Am. Dietet. A.* 74:443, 1979.
- (16) Lumsden, J.E., Zolber, K., Strutz, P., Moore, S.T., Sanchey, A., and Abbey, D.: Delegation of functions by dietitians to dietetic technicians. *J. Am. Dietet. A.* 69:143, 1976.
- (17) Beck, E.: Utilization of dietetic technicians in hospitals. Unpublished master's thesis, Loma Linda Univ., 1978.
- (18) Rose, J.C., Zolber, K., Vyhmeister, I., Abbey, D., and Burke, K.: Task functions performed by dietetic technicians. *J. Am. Dietet. A.* 76:563, 1980.
- (19) Holland, D.J.: Entry-level competencies for dietetic technicians. Unpublished Ph.D. dissertation, Oklahoma State Univ., 1978.
- (20) Howard, V.A., and Schiller, R.: Competency-based education in career mobility program in dietetics. *J. Am. Dietet. A.* 71:428, 1977.
- (21) Lamb, P.A.: Ratings of dietetic technician competencies by technicians and supervisors. Unpublished master's thesis, Kansas State Univ., 1980.
- (22) Institutions 1980 Outlook. *Institutions* 86:22 (March), 1980.
- (23) Tinsley, E.: Technology: Foodservice found its voice. *Institutions* 83:61 (July), 1980.
- (24) College foodservice report 1980-81. The bubble bursts in the ivory tower. *Food Mgmt.* 48 (April 15), 1980.
- (25) Hill, N.: NACUFS forecasts: College foodservice in the 80's. *Food Mgmt.* 15:44 (Jan.), 1980.
- (26) Tinsley, E.: Food, labor costs spirals, pinch food costs. *Institutions* 83:57 (July), 1978.
- (27) Kreisman, R.: Colleges: Cut waste add revenues. *Institutions* 86:136 (March 15), 1980.
- (28) Stephens, K., and Shanklin, C.: Students expectations of a university foodservice. *NACUFS J.* 2:30, 1980.
- (29) Shriwise, M., and Vaden, A.: Implications of college students' food habits for foodservice operations. *NACUFS J.* 2:1, 1980.

- (30) Powers, Q.F.: Foodservice in 1985. Cornell H.R.A. Quart. 17:40 (May), 1976.
- (31) Williamson, B.J.: Tomorrow's system--the food factory--today. J. Am. Dietet. A. 66:499, 1975.
- (32) Clifton, S., Yeskind, L., Monow, M., and Wright, D.: Student labor shortage in foodservice jobs. NACUFS J. 1:33, 1980.
- (33) Barbour, H.O., and Griffin, M.E.: Foodservice education in the coming decade, The Culinary Institute of America in 1986. Cornell H.R.A. Quart. 16:49 (May), 1975.
- (34) Downey, J.F.: Preparing better hospitality managers through cooperative education. Cornell H.R.A. Quart. 20:12 (May), 1979.
- (35) Gotsche, A.W.: Executive development in hotel-motel industry. Cornell H.R.A. Quart. 12:75 (Feb.), 1972.
- (36) McCleary, K.W.: The value of on-premise education in hotel and restaurant management. Cornell H.R.A. Quart. 18:8 (Feb.), 1978.
- (37) Pizam, A., and Lewis, R.: Predicting career success and satisfaction: A study of hospitality graduates. Cornell H.R.A. Quart. 20:12 (Nov.), 1979.
- (38) Position paper on the recommended salaries and employment practices for members of The American Dietetic Association. J. Am. Dietet. A. 74:468, 1980.
- (39) Proposed guidelines for selection of a hospital food service administrator. Hospitals 46:173 (Feb. 1), 1972.
- (40) Koontz, H., and O'Donnell, C.: Principles of Management. New York: McGraw-Hill Book Co., 1968.
- (41) Dale, E.: Management: Theory and Practice. New York: McGraw-Hill Book Co., 1968.
- (42) West, B., Wood, L., Harger, V., and Shugart, G.: Food Service in Institutions. New York: John Wiley, 1977.
- (43) Hersey, P., and Blanchard, K.: Management of Organizational Behavior Utilizing Human Resources. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.
- (44) Kast, F., and Rosenzweig, J.: Organization and Management. New York: McGraw-Hill Book Co., 1974.
- (45) Katz, R.L.: Skills of effective administrator. Harv. Bus. Rev. 52:90 (Sept.-Oct.), 1974.
- (46) Mintzberg, H.: The manager's job: Folklore and fact. Harv. Bus. Rev. 53:49 (Jul.-Aug.), 1975.

- (47) Gale, L.E., and Pole, G.: Competence: A definition and conceptual scheme. *Educ. Technol.* 15:19 (June), 1975.
- (48) Murray, N.J.: Competency-based learning packages--a case study. *Training* 30:3 (Sept.), 1976.
- (49) Bell, C.G.: Role versus entry-level competencies in competency based education. *J. Am. Dietet. A.* 69:133, 1976.
- (50) Becker, S.P.: Competency analysis: Looking at attitudes and interests as well as technical skills. *Training* 14:21 (Dec.), 1977.
- (51) Butler, F.C.: The concept of competence: An operational definition. *Educ. Technol.* 18:7 (Jan.), 1978.
- (52) Morales, R.: Menu planning competencies in administrative dietetic practice. I. Methodology. II. Practitioners' ratings of competencies. *J. Am. Dietet. A.* 74:642, 1979.
- (53) Rinke, W.J., Bjoraker, W., and David, B.D.: The entry-level generalist dietitian: Employers' perceptions of adequacy of educational preparation in administration. Proceedings of the Tenth Biennial Conference of the Foodservice Systems Management Education Council. March 14-17, 1979, Overland Park, KS.
- (54) Meeks, D.K., and Zallen, E.M.: Entry level dietitian's perceptions of administrative competencies gained during professional education. Proceedings of the Tenth Biennial Conference of the Foodservice Systems Management Education Council. March 14-17, 1979, Overland Park, KS.
- (55) Linnenkohl, S.: Professional experience of graduates from a coordinated undergraduate program in dietetics: A method of program evaluation. Unpublished master's thesis, Kansas State Univ., 1980.
- (56) NACUFS Directory Update 1979-1980. Tucson, AZ: National Association of College and University Food Services, 1979.
- (57) 1980 Directory of Dietetic Programs, Accredited and Approved. Chicago: Am. Dietet. Assoc., 1980.
- (58) Vaden, A.G.: Assessment of post-seminar learning and of three methods of contact on innovation efforts in nutrition education. Unpublished Ph.D. dissertation, Kansas State Univ., 1973.

## APPENDIXES

APPENDIX A  
Evaluation Form



KANSAS STATE UNIVERSITY  
Department of Dietetics, Restaurant and  
Institutional Management

1. Indicate the number of the questions you feel are difficult to answer.

<u>Number</u>	<u>Comments</u>
---------------	-----------------

2. What suggestions do you have for revising the questionnaire?

       None, leave the questionnaire as it is  
       Suggestions, please specify:

3. What additions would you suggest?

       None  
       Additions, please list below:

4. What would you omit on the questionnaire?

       None  
       Omit, please list below:

5. Approximately how long did it take you to complete the questionnaire?

6. Other comments:

APPENDIX B  
Final Instrument



**Department of Dietetics, Restaurant  
and Institutional Management**

Justin Hall  
Manhattan, Kansas 66506  
913-532-5521

**STUDY OF FUNCTIONS AND EDUCATIONAL OPPORTUNITIES OF  
RESIDENCE HALL FOODSERVICE DIRECTORS**

**Part I.**

1. Please indicate the area of the country where you live:
  - ☐ (1) Northeast
  - ☐ (2) Southeast
  - ☐ (3) Midwest
  - ☐ (4) Southwest
  - ☐ (5) West
2. Years you have been employed at a NACUFS member's school:
  - (1) \_\_\_\_\_ years
3. Total number of years worked in residence hall foodservice management, and in management other than foodservice:
  - (1) Total years in Residence Hall Foodservice Management \_\_\_\_\_ years
  - (2) Total years in Foodservice Management (including residence hall) \_\_\_\_\_ years
  - (3) Total years in management other than Foodservice \_\_\_\_\_ years
4. Please check the classification that best describes your present position:
  - ☐ (1) Director
  - ☐ (2) Assistant Director
  - ☐ (3) Administrative Staff
  - ☐ (4) Other, please specify: \_\_\_\_\_
5. How did you obtain your present position? Please check one.
  - ☐ (1) Promoted from another job in the organization
  - ☐ (2) Employed directly in present position
  - ☐ (3) Other, please specify: \_\_\_\_\_
6. Please indicate which of the following best describes your educational background.
  - ☐ (1) Vocational-Technical Certificate  
Please specify type of program: \_\_\_\_\_
  - ☐ (2) Associate degree (Junior or Community College degree)
  - ☐ (3) Bachelor's degree
  - ☐ (4) Master's degree
  - ☐ (5) Doctoral degree
  - ☐ (6) Other, please specify: \_\_\_\_\_

7. If applicable, please indicate major field of study for Associate, Bachelor's and Master's degrees:

Associate	Bachelor's	Master's
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- (1) Restaurant or Hotel Management  
 (2) Business Administration  
 (3) College Personnel  
 (4) Dietetics  
 (5) Institutional Management  
 (6) Other, please specify:

Associate: \_\_\_\_\_

Bachelor's: \_\_\_\_\_

Master's: \_\_\_\_\_

Part II.

1. How would you assess the value of your educational background in preparation for your present position?

\_\_\_\_\_ (1) Extremely valuable  
 \_\_\_\_\_ (2) Valuable  
 \_\_\_\_\_ (3) Somewhat valuable  
 \_\_\_\_\_ (4) Of little or no value

2. How would you evaluate the value of your work experience in foodservice in preparing you for your present position?

\_\_\_\_\_ (1) Extremely valuable  
 \_\_\_\_\_ (2) Valuable  
 \_\_\_\_\_ (3) Somewhat valuable  
 \_\_\_\_\_ (4) Of little or no value

3. Please classify the operation for which you are responsible. Check as many as apply.

\_\_\_\_\_ (1) Residence Hall Foodservice  
 \_\_\_\_\_ (2) Union Foodservice  
 \_\_\_\_\_ (3) Other \_\_\_\_\_

IF NOT responsible for residence hall foodservice, omit items 4a-d.

4. a. Indicate number of residence hall foodservice centers under your supervision:

\_\_\_\_\_ Number of foodservice centers

- b. What is the total number of students residing in the halls served by these centers?

\_\_\_\_\_ Number of students

- c. How many professional staff are employed by the residence hall foodservice operations at your institution?

\_\_\_\_\_ Number of professional staff

- d. Indicate the total number of employees under your supervision:

\_\_\_\_\_ (1) Full-time (40 hrs per week)  
 \_\_\_\_\_ (2) Part-time (less than 40 hrs per week)  
 \_\_\_\_\_ (3) Student employees

## Part III.

Please read the following statements and carefully rate each statement using both A and B scales below. You will note that some statements may seem very similar; e.g., one concerns developing methods and another involves implementation. The foodservice director may perform in one aspect but not the other.

Scale A. Degree of Responsibility  
In your present job, what is your  
responsibility for each function?

- (1) Major function I perform
- (2) Function I do perform
- (3) Function performed by another member of the professional staff

Please circle the appropriate number of your response under Scale A below.

Scale B. Importance  
In your present job, how important  
is each function?

- (1) Essential
- (2) Very important
- (3) Fairly important
- (4) Of minor or no importance

Please circle the appropriate number of your response under Scale B below.

	<u>Scale A</u>			<u>Scale B</u>			
	Responsibility			Importance			
	Circle: 1	2	3	Circle: 1	2	3	4
1. Develop long and short range organizational goals and objectives	1	2	3	1	2	3	4
2. Develop methods to support goals and objectives	1	2	3	1	2	3	4
3. Develop policies and procedures consistent with the foodservice operations	1	2	3	1	2	3	4
4. Plan a budget that conforms to financial requirements	1	2	3	1	2	3	4
5. Conduct financial analysis using various financial reports, e.g., balance sheets, income statements, etc.	1	2	3	1	2	3	4
6. Determine man-hour requirements that relate to menu and budget specification	1	2	3	1	2	3	4
7. Prepare proposals to explain and justify the need for new approaches	1	2	3	1	2	3	4
8. Redesign systems and prepare proposals to present, explain, and justify the proposed changes	1	2	3	1	2	3	4
9. Utilize technical knowledge in all areas of energy conservation	1	2	3	1	2	3	4
10. Develop selling prices for menu items	1	2	3	1	2	3	4

Scale A. Degree of Responsibility  
In your present job, what is your  
responsibility for each function?

- (1) Major function I perform
- (2) Function I do perform
- (3) Function performed by another  
member of the professional staff

Please circle the appropriate number  
of your response under Scale A below.

Scale B. Importance  
In your present job, how important  
is each function?

- (1) Essential
- (2) Very important
- (3) Fairly important
- (4) Of minor or no importance

Please circle the appropriate number  
of your response under Scale B below.

	<u>Scale A</u>			<u>Scale B</u>			
	Responsibility			Importance			
	Circle: 1	2	3	Circle: 1	2	3	4
11. Identify local, state, and federal labor laws which relate to personnel management	1	2	3	1	2	3	4
12. Communicate changes to appropriate personnel	1	2	3	1	2	3	4
13. Implement new approaches	1	2	3	1	2	3	4
14. Utilize management techniques such as management by objectives	1	2	3	1	2	3	4
15. Maintain current knowledge of new methods and systems in administrative management	1	2	3	1	2	3	4
16. Modify systems and procedures to solve problems with appropriate personnel within foodservice operation	1	2	3	1	2	3	4
17. Maintain communication with personnel through regular conferences and meetings	1	2	3	1	2	3	4
18. Identify pertinent legislative affecting foodservice operations	1	2	3	1	2	3	4
19. Delegate appropriate functions to other administrative or supervisory personnel	1	2	3	1	2	3	4
20. Determine and justify specifications for new equipment	1	2	3	1	2	3	4
21. Coordinate utilization of labor, equipment, and personnel within foodservice operations	1	2	3	1	2	3	4

22. Evaluate the effectiveness of the foodservice operations continuously	1	2	3	1	2	3	4
23. Supervise the performance of supervisory personnel directly involved in the foodservice operations	1	2	3	1	2	3	4
24. Establish quality and quantity controls	1	2	3	1	2	3	4
25. Implement operational policies and procedures in appropriate area	1	2	3	1	2	3	4
26. Design inventory control system	1	2	3	1	2	3	4
27. Ensure that standardized recipes are used to provide a consistent basis for quality and quantity control	1	2	3	1	2	3	4
28. Plan menus to incorporate principles of good menu planning, special requirements of groups and individuals	1	2	3	1	2	3	4
29. Develop purchasing specifications that ensure quality and quantity control	1	2	3	1	2	3	4
30. Direct food production activities	1	2	3	1	2	3	4
31. Meet with various student groups concerning customer satisfaction	1	2	3	1	2	3	4
32. Plan or assist residents with social functions associated with foodservice	1	2	3	1	2	3	4
33. Plan a master work schedule for personnel	1	2	3	1	2	3	4
34. Conduct labor studies to provide a basis for evaluating jobs (e.g., time-motion studies)	1	2	3	1	2	3	4
35. Utilize performance appraisals as an evaluation and motivational tool for personnel	1	2	3	1	2	3	4
36. Develop staffing patterns, job descriptions, and job specifications for foodservice staff	1	2	3	1	2	3	4
37. Perform the following personnel functions: 37a. Interviewing and selection of administrative staff	1	2	3	1	2	3	4

Scale A. Degree of Responsibility  
In your present job, what is your  
responsibility for each function?

- (1) Major function I perform
- (2) Function I do perform
- (3) Function performed by another member of the professional staff

Please circle the appropriate number of your response under Scale A below.

Scale B. Importance  
In your present job, how important  
is each function?

- (1) Essential
- (2) Very important
- (3) Fairly important
- (4) Of minor or no importance

Please circle the appropriate number of your response under Scale B below.

	<u>Scale A</u>				<u>Scale B</u>			
	Responsibility				Importance			
	Circle: 1	2	3		Circle: 1	2	3	4
37. Perform the following personnel functions: (cont.)								
37b. Orientation of new administrative personnel								
37c. Interviewing and selection of foodservice employees								
37d. Orientation and in-service training of foodservice employees								
37e. Continuing in-service training of foodservice employees								
38. Understand rights of management and labor in union negotiations								
39. Serve on interdepartmental committees								
40. Serve on college or university wide committees, faculty senate, or other administrative committees								
41. Confer with residence hall directors, residence staff assistants, counselors, etc. on activities and issues related to foodservice operations								
42. Participate in continuing education to improve skills and abilities								
43. Attend local, regional, state, and national professional meetings								
44. Plan meals and special functions for non-student groups								



## Part IV.

1. a. Are the residence hall or student union foodservice facilities for which you are responsible used as laboratories for students in dietetics or foodservice management education programs?

\_\_\_\_ (1) yes  
 \_\_\_\_ (2) no

If not involved in education programs, skip to question 6 on the back page.

- b. If yes, please indicate types of educational programs for which the foodservice facilities at your institution are used as laboratories.

\_\_\_\_ (1) NACUFS or ACUHO summer training programs  
 \_\_\_\_ (2) Vocational-Technical  
 \_\_\_\_ (3) Program for Dietetic Technicians (Junior/Community College)  
 \_\_\_\_ (4) Program in Commercial Foodservice Management (Junior/Community College)  
 \_\_\_\_ (5) Baccalaureate program in Dietetics  
 \_\_\_\_ (6) Baccalaureate program in Restaurant Management  
 \_\_\_\_ (7) Baccalaureate program in Institutional Management  
 \_\_\_\_ (8) Other, please specify: \_\_\_\_\_

- c. If you cooperate with a B.S. dietetic program, is it a traditional dietetics or coordinated undergraduate program?

\_\_\_\_ (1) Traditional Dietetics Program  
 \_\_\_\_ (2) Coordinated Undergraduate Program  
 \_\_\_\_ (3) Do not know

2. a. Do you hold an academic appointment, in addition to your administrative appointment?

\_\_\_\_ (1) yes  
 \_\_\_\_ (2) no

- b. If yes, please indicate your academic title:

\_\_\_\_ (1) Assistant Instructor or Instructor  
 \_\_\_\_ (2) Assistant or Associate Professor  
 \_\_\_\_ (3) Full Professor  
 \_\_\_\_ (4) Adjunct or courtesy faculty  
 \_\_\_\_ (5) Clinical Instructor

2. c. Is your salary totally paid from the foodservice budget or is a portion of your salary from academic budgets?

\_\_\_\_ (1) All foodservice budget  
 \_\_\_\_ (2) Combination of foodservice and academic

- d. If part of your salary is paid from academic budgets, please indicate the percentage:

\_\_\_\_\_ percent of salary paid from academic budget

3. a. Do any members of your professional staff hold academic appointments?

\_\_\_\_ (1) yes  
 \_\_\_\_ (2) no

- b. If yes, please indicate how many.

\_\_\_\_\_ staff with academic appointments

- c. Is any of the salary of your professional staff paid from academic budgets?

\_\_\_\_ (1) yes  
 \_\_\_\_ (2) no

- d. If yes, please indicate the number of professional staff whose salaries are partly paid from academic budgets:

\_\_\_\_\_ staff

4. If the foodservice facility(ies) under your direction is (are) used as a laboratory for dietetic or foodservice educational programs, please indicate the usual amount of time you spend in activities related to the program; for example, as guest lecturer, on committees, conferring with students or faculty.

\_\_\_\_ (1) average number of hours per week spent  
 \_\_\_\_ (2) hours per person  
 \_\_\_\_ (3) total hours per week

5. Please indicate which of the following functions are performed by you or members of your professional staff in working with these foodservice management education programs. Check as many as apply.

- ☐ (1) Develop experiences for students
- ☐ (2) Confer with teaching faculty on needs of educational program
- ☐ (3) Apply information to educational experience
- ☐ (4) Select instructional strategies for the student educational experiences
- ☐ (5) Confer with staff on practicum experiences
- ☐ (6) Advise students on career plans, problems, etc.
- ☐ (7) Conduct or participate in conferences with students to discuss practicum experiences
- ☐ (8) Supervise or direct students in practicum experiences
- ☐ (9) Develop written assignments for students
- ☐ (10) Evaluate or assist with evaluation of students' performance in practicum experience

6. If the facilities under your direction are not currently being used for dietetic or foodservice educational programs, would compensation for you or your staff be required if participation with a program were initiated?

- ☐ (1) Yes, compensation would be required
- ☐ (2) No, compensation would not be required
- ☐ (3) Not applicable, do not anticipate involvement with an education program

Additional comments:

## APPENDIX C

Final Cover Letter and Follow-up Letter

(KSU Letterhead)

May 23, 1980

To: NACUFS Members

From: Cherree K. Adams  
Assistant Instructor  
Kansas State Residence Hall Foodservice

Allene G. Vaden, Ph.D., R.D.  
Associate Professor of Dietetics,  
Restaurant and Institutional  
Management

At Kansas State University, we are engaged in a study to assess responsibilities of college and university foodservice directors and to study the degree of involvement of foodservice operations in educational programs for students in foodservice management. Permission was granted by the NACUFS Executive Committee to distribute the survey form to selected National Association of College and University Foodservice members.

We need your help for the study to be successful. By completing the enclosed questionnaire, you will provide information that will help the future development and evaluation of foodservice management education programs, which in turn will help develop competent practitioners for the field. All information will be strictly confidential; the questionnaire is identified by code number for follow-up purposes only. Your name will not be linked with your responses. Reports based on this study will report only grouped or averaged data.

A summary of the results will be made available to those requesting them (send request to Dr. Allene Vaden at the address on the letterhead). Also, a report of the study will be submitted for inclusion in a NACUFS publication.

The survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help provide answers to important questions related to the needed competencies of directors for college and university foodservices. Although your participation is voluntary, we would appreciate your response to each item. If there are individual items you would prefer not to answer, you may leave those blank.

(over)

Your return of the questionnaire will indicate your willingness to participate in the study. If you have any comments please express them. If you have any questions concerning this research, please telephone or write us.

Would you please take 15 minutes to complete the enclosed questionnaire and return it as soon as possible. A stamped addressed envelope is provided. We are hoping to get 100% response! Thank you for your cooperation and the time in answering the questionnaire.

ns

Enclosure

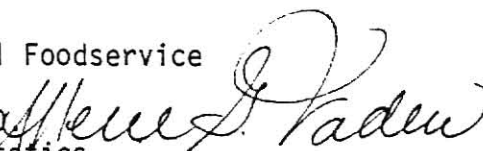
(KSU Letterhead)

June 13, 1980

To: Selected NACUFS Members

From: Cherree K. Adams  
Assistant Instructor  
Kansas State Residence Hall Foodservice

Allene G. Vaden, Ph.D., R.D.  
Associate Professor of Dietetics,  
Restaurant and Institutional  
Management



Approximately two weeks ago you should have received a questionnaire for a study we are conducting at Kansas State University to assess responsibilities of college and university foodservice directors and to study the degree of involvement of foodservice operations in educational programs for students in foodservice management. If you have completed the questionnaire and have sent it back, thank you! In case you did not receive the mailing, we have enclosed a copy of the questionnaire with this mailing. Permission was granted by the NACUFS Executive Committee to distribute the survey form to selected NACUFS members. A report of the study will be submitted for inclusion in a NACUFS publication.

As indicated earlier, all information will be confidential; the questionnaire is identified by code number for follow-up purposes only. Your name will not be linked with your response.

Would you please take 15 minutes to fill out the questionnaire and return it as soon as possible in the enclosed self-addressed stamped envelope? We're hoping for as great a return as possible so the study will be representative.

We appreciate your time and consideration in answering the questionnaire.

ns

## APPENDIX D

### Code Form

## Code Form

Card 1:

Col.

- 1-3    \_\_\_\_\_ ID
- 4       \_\_\_\_\_ Card Code
- 5       \_\_\_\_\_ Q1 area
- 6-7    \_\_\_\_\_ Q2 years NACUFS member
- 8-9    \_\_\_\_\_ Q3(1) years residence hall fd. ser. mgt.
- 10-11   \_\_\_\_\_ Q3(2) years mgt. including residence hall
- 12-13   \_\_\_\_\_ Q3(3) years mgt. other than residence hall
- 14       \_\_\_\_\_ Q4 classification of position
- 15       \_\_\_\_\_ Q5 present position
- 16       \_\_\_\_\_ Q6 educational background
- 17       \_\_\_\_\_ Q7 major field of study (Associate)
- 18       \_\_\_\_\_ Q7 (Bachelor's)
- 19       \_\_\_\_\_ Q7 (Master's)

If not responsible for residence hall foodservice, omit items 4 a-d.

Col.

- 20       \_\_\_\_\_ Q1 education value
- 21       \_\_\_\_\_ Q2 work experience
- 22       \_\_\_\_\_ Q3 foodservice operation
- 23-24   \_\_\_\_\_ 4a. foodservice centers
- 25-29   \_\_\_\_\_ 4b. student population
- 30-31   \_\_\_\_\_ 4c. professional staff
- 32-34   \_\_\_\_\_ 4d.(1) full-time employees
- 35-38   \_\_\_\_\_ 4d.(2) part-time employees
- 39-41   \_\_\_\_\_ 4d.(3) student employees
- 42-72   \_\_\_\_\_ record competency statement responses (1 item/col.)



Card 2:

Col.

1-3 \_\_\_\_\_ ID

4      2   Card Code

5-69 \_\_\_\_\_ record competency statement responses (1 item/col.)

Card 3:

Col.

1-3 \_\_\_\_\_ ID

4      3   Card Code

5    \_\_\_\_\_ Q1a. facility as lab

If not involved in educational programs, skip to question 6 on back page.

6-13 \_\_\_\_\_ Q1b.(1-8) response to educational programs

14 \_\_\_\_\_ Q1c.(1-3) type of program

15 \_\_\_\_\_ Q2a.(1-2) academic appointment

16 \_\_\_\_\_ Q2b.(1-5) academic title

17 \_\_\_\_\_ Q2c. salary source

18-19 \_\_\_\_\_ Q2d. salary percent

20 \_\_\_\_\_ Q3a. have academic appointment

21-22 \_\_\_\_\_ Q3b. staff academic appointments

23 \_\_\_\_\_ Q3c. salary from academic budget

24-25 \_\_\_\_\_ Q3d. number of academic budget salaries

Q4(1-3) omitted

26-35 \_\_\_\_\_ Q5(1-10) academic functions

36 \_\_\_\_\_ Q6(1-3) salary compensation

APPENDIX E  
Supplemental Table

Table 11: Percentage distribution of responses for responsibility on Scales A and B

item number	functional responsibility	Scale A				Scale B			
		Degree of Responsibility			function performed by other staff	Degree of Importance			minor or no importance
		major function	function performed	function performed		essen- tial	very impor- tant	fairly impor- tant	
1	develop goals and objectives	71.6	28.4	--	--	72.6	21.9	5.5	--
2	develop methods to support goals	54.1	43.2	2.7	56.2	39.7	4.1	--	--
3	develop policies and procedures	60.8	37.8	1.4	55.6	41.7	2.8	--	--
4	plan budget	64.4	19.2	16.4	70.4	26.8	2.8	--	--
5	conduct financial analysis	45.9	32.4	21.6	58.9	34.2	6.8	--	--
6	determine man-hour requirements	17.6	29.7	52.7	37.0	43.8	17.8	1.4	1.4
7	prepare proposals for new approaches	37.8	54.1	8.1	32.9	47.9	17.8	1.4	1.4
8	redesign systems, justify changes	35.1	52.7	12.2	31.9	43.1	23.6	1.4	1.4
9	utilize knowledge in energy conservation	11.3	25.4	63.4	17.1	34.3	41.4	7.1	7.1

Table 11: (cont.)

item number	functional responsibility	Scale A Degree of Responsibility			Scale B Degree of Importance			
		major function	function performed	function performed by other staff	essential	very important	fairly important	minor or no importance
10	develop menu prices	26.1	29.0	44.9	42.6	35.3	19.1	2.9
11	identify labor laws	8.3	23.6	68.1	25.0	29.2	40.3	5.6
12	communicate changes to personnel	39.2	48.6	12.2	50.7	39.7	9.6	--
13	implement new approaches	31.5	52.1	16.4	26.4	58.3	15.3	--
14	utilize management techniques	33.3	61.6	5.6	25.4	43.7	31.0	--
15	maintain current knowledge	26.0	64.4	9.6	23.9	49.3	23.9	2.8
16	modify systems with personnel	39.2	48.6	12.2	29.2	59.7	11.1	--
17	maintain communication through meetings	54.1	41.9	4.1	52.1	35.6	11.0	1.4
18	identify pertinent legislation	15.5	38.0	46.5	17.1	32.9	41.4	8.6
19	delegate functions	40.5	50.0	9.5	46.6	43.8	9.6	--

Table 11: (cont.)

item number	functional responsibility	Scale A Degree of Responsibility			Scale B Degree of Importance			
		major function	function performed	function performed by other staff	essential	very important	fairly important	minor or no importance
20	justify new equipment	31.1	40.5	28.4	27.4	57.5	15.1	--
21	coordinate labor, equipment, and personnel	27.0	28.4	44.6	42.5	49.3	8.2	--
22	evaluate effectiveness of system	71.6	21.6	6.8	71.6	21.6	6.8	--
23	supervise staff performance	32.4	20.3	47.3	32.4	20.3	47.3	--
24	established controls	35.1	35.1	29.7	35.1	35.1	29.7	--
25	implement policies and procedures	25.7	33.8	40.5	25.7	33.8	40.5	--
26	design inventory system	15.1	30.1	54.8	15.1	30.1	54.8	--
27	ensure standardized recipe use	14.9	24.3	60.8	14.9	24.3	60.8	--
28	plan menus	21.6	21.6	56.8	21.6	21.6	56.8	--
29	develop purchase specification	31.1	23.0	45.9	63.9	31.9	2.8	1.4

Table 11: (cont.)

item number	functional responsibility	Scale A Degree of Responsibility			Scale B Degree of Importance			
		major function	function performed	function performed by other staff	essential	very important	fairly important	minor or no importance
30	direct food production	4.1	9.5	86.5	44.4	47.2	6.9	1.4
31	meet with students	39.7	46.6	13.7	50.0	40.3	9.7	--
32	plan student functions	8.3	27.8	63.9	17.1	37.1	40.0	5.7
33	plan master schedule	13.7	12.3	74.0	33.8	49.3	12.7	4.2
34	conduct labor studies	7.5	22.4	70.1	11.9	52.2	25.4	10.4
35	utilize performance appraisals	22.2	41.7	36.1	30.6	54.2	13.9	1.4
36	develop staffing patterns, etc.	24.3	43.2	32.4	32.9	54.8	11.0	1.4
37a	select administrative staff	58.1	31.1	10.8	62.0	33.8	1.4	2.8
37b	orient new staff	29.7	40.5	29.7	47.1	42.9	10.0	--
37c	select foodservice employees	16.0	16.0	68.0	45.8	40.3	13.9	--
37d	orient new employees	6.7	12.0	81.3	47.2	40.3	12.5	--

Table 11: (cont.)

item number	functional responsibility	Scale A Degree of Responsibility			Scale B Degree of Importance			
		major function	function performed	function performed by other staff	essential	very important	fairly important	minor or no importance
37e	conduct employee training	8.1	10.8	81.1	43.1	43.1	13.9	--
38	understand union negotiations	42.9	34.9	22.2	45.2	35.5	16.1	3.2
39	serve on interdepartmental committees	30.6	55.6	13.9	8.6	28.6	58.6	4.3
40	serve on institutional committees	20.3	60.9	18.8	10.4	28.4	52.2	9.0
41	confer with various groups	35.1	51.4	13.5	28.2	47.9	23.9	--
42	participate in continuing education	31.0	57.7	11.3	38.2	47.1	14.7	--
43	attend professional meetings	36.0	60.0	4.0	21.4	52.9	25.7	--
44	plan special functions	9.9	32.4	57.7	16.4	44.8	29.9	9.0

FUNCTIONAL RESPONSIBILITIES OF COLLEGE AND  
UNIVERSITY FOODSERVICE DIRECTORS

by

CHERREE KAY ADAMS

B.S., Ouachita Baptist University, 1977

---

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Dietetics, Restaurant and  
Institutional Management

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1981



## ABSTRACT

Objectives of this study were to assess the competencies, tasks, and responsibilities of the professional staff in the college and university foodservice and to study the degree to which college and university foodservice operations provide practicum experiences for students in foodservice management education programs, particularly, the management component of dietetic education programs. The sample was comprised of foodservice directors employed by a college and university which had a traditional or coordinated undergraduate dietetic program and was a National Association of College and University Foodservices (NACUFS) member school. One hundred and four college and university foodservice directors thus identified were mailed a four part questionnaire which requested demographic information and data on scope and operations of foodservices, assessed perceived value of education and work experiences, and examined functional and educational responsibilities of the professional staff in college and university foodservice.

Functions reported by almost all of the directors as their major responsibilities were development of methods to support goals, evaluation of systems, delegation, communication, and preparation of proposals. Three other responsibilities reported by most of the respondents were concerned with maintenance of professional competency. Other functions frequently performed (i.e., reports by 70 percent or more) included selection of administrative personnel, change management, financial planning and analysis, and community, university, and customer service activities.

Fourteen of the 48 functional responsibilities analyzed were performed by professional staff other than the director. These included

personnel responsibilities, foodservice administration and foodservice operations functional responsibilities, and customer service functions.

Mean importance ratings for the functional responsibilities were computed from the responses of the directors and these responsibilities were then grouped into three categories of importance: essential, important, and fairly important. Twenty-one of the 48 functional responsibilities received ratings by the directors as "essential," 19 functions were in the "very important" category, and the remaining eight were considered to be "fairly important." Those considered "essential" were concerned with planning, financial management, evaluation of operations, and delegation.

Most of the directors reported their facilities were used by educational programs; only 16.0 percent were not involved in providing learning experiences for students. The types of educational programs most often using foodservice facilities were baccalaureate programs in dietetics, institutional management, and restaurant management. Educational functions performed most frequently involved developing experiences for students, supervising students, conferring with staff on practicum experiences, conferring with faculty, and evaluating or assisting with evaluation of students.

Data from this survey yield valuable information for analysis of the foodservice director's role in college and university foodservice. The results can provide a base for planning preparatory and continuing education programs for individuals interested in the field. Also, the data would be useful in developing job descriptions and performance evaluation tools.