

Identification of the Competencies, Knowledge, and Skills Unique to School Nutrition Programs

Developed by

**Evelina Cross, PhD, RD
NFSMI Scholar
Mary Kay Meyer, PhD, RD
Research Scientist**

Applied Research Division



**National Food Service Management Institute
The University of Mississippi
University, Mississippi 38677-0188**

**June 2000
NFSMI Order Number R-40-00**



National Food Service Management Institute The University of Mississippi

Building the Future Through Child Nutrition

Location

The National Food Service Management Institute (NFSMI) was established by Congress in 1989 at The University of Mississippi in Oxford as the resource center for Child Nutrition Programs. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service. The NFSMI Applied Research Division is located at The University of Southern Mississippi in Hattiesburg.

Mission

The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

Vision

The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

Programs and Services

Professional staff development opportunities and technical assistance to facilitate the management and operation of Child Nutrition Programs are provided through:

- ◆ Educational References and Materials
- ◆ Information Services
- ◆ Workshops and Seminars
- ◆ Teleconferences and Satellite Seminars
- ◆ Applied Research

Administrative Offices

Education Division

The University of Mississippi
P.O. Drawer 188
University, MS 38677-0188
Phone: 800-321-3054

Applied Research Division

The University of Southern Mississippi
Box 10077
Hattiesburg, MS 39406-0077
Phone: 601-266-5773

<http://www.nfsmi.org>

TABLE OF CONTENTS

Preface	1
Executive Summary	2
Introduction	5
Method	6
Results	7
Recommendations	14
References	15
Appendix	16

PREFACE

The purpose of this project was to identify the competencies, knowledge, and skills unique to the responsibilities of school nutrition directors/supervisors. The goal was to provide data to guide the development of educational modules to assist both new and experienced directors/supervisors, thus avoiding the duplication of existing resources and complementing available materials.

This research project was conducted by Dr. Evelina Cross, NFSMI Scholar, and Dr. Mary Kay Meyer.

Martha Conklin, PhD, RD
Applied Research Director

Jane Logan, PhD
Executive Director

**IDENTIFICATION OF THE COMPETENCIES, KNOWLEDGE, AND SKILLS
UNIQUE TO SCHOOL NUTRITION PROGRAMS**

EXECUTIVE SUMMARY

The purpose of this project was to identify the competencies, knowledge, and skills unique to the responsibilities of school nutrition directors/supervisors. The goal was to provide data to guide the development of educational modules to assist both new and experienced directors/ supervisors, to avoid duplicating existing resources, and to complement available materials.

METHODS

A Task Force composed of 24 educators and school nutrition practitioners was convened in Atlanta, Georgia, November 19-21, 1999. The participants were selected based on their expertise, experience, geographic location, and type of institution in which they worked. Attendees included representatives from two-year nutrition/dietetics degree-granting institutions, four-year nutrition/dietetics degree-granting institutions, hospitality programs, and school nutrition program practitioners.

Participants were provided a copy of the *Competencies, Knowledge, and Skills of Effective District School Nutrition Directors/Supervisors*, developed and published by the NFSMI, to use as the foundation for their deliberations. Four groups, each composed of a member from a two-year degree-granting institution, a four-year degree-granting institution, a hospitality program, and a school nutrition program, examined an assigned number of functional areas identified in the document. Each group reached a consensus on the competencies, knowledge, and skills associated with each functional area that they considered unique to school nutrition programs. The group agreed upon a list of educational modules that they felt should be formulated and placed them in priority order for development.

RESULTS

For the following functional areas no unique skills were identified: service, sanitation and safety, food production, nutrition and menu planning, research and development, environmental management, and marketing. Skills unique to school nutrition programs were identified for the areas of financial management, procurement, program accountability, general management, personnel management, facility layout and design and equipment selection, professional development, and nutrition education.

The rank order for educational module development identified by the group is as follows:

1. The child as the customer
2. Overall orientation or introduction to school nutrition programs
3. Politics of school nutrition programs
4. Profile of a star
5. Business modeling skills
6. Catering and food factories
7. Marketing principles, internal and external
8. Negotiating skills

The group identified the following issues that may impact the future of school food service:

- The name “Child Nutrition Program” may not accurately reflect the scope of associated responsibilities.
- The role of Child Nutrition Program administration will change as driven by environmental factors in the new millennium.
- Children will spend up to 12 hours per day outside the home. Many children will not eat any meals at home during the week.
- Child Nutrition Programs are being asked to provide more home meal replacements.
- There will be greater regulation and accountability for programs.
- Greater knowledge and application of multi-cultural populations will be required both for employees and customers.
- There will be more emphasis on vulnerable populations such as the elderly, those under five years of age, those with allergies, dietary restrictions, and damaged immune systems.
- Administrators will be required to maintain knowledge of current scientific issues such as trans-fatty acids, sugar-free products, biotechnology, irradiation, food safety issues, etc.

SUMMARY

The competencies, knowledge, and skills unique to school nutrition administrators and trends that will impact future administration were identified. Eight educational modules were designated as important for prompt development and the rank order of development specified. The future direction for this project was summarized in the following recommendations.

- The Education Division of the NFSMI should develop educational modules based on the recommended rankings of the Task Force. The modules are to be used by two-year and four-year schools as well as for training food service professionals desiring to change their career focus.
- Additional research should be conducted to update the *Competencies, Knowledge, and Skills of Effective District School Nutrition Directors/Supervisors* to meet the challenges of the new millennium.

IDENTIFICATION OF THE COMPETENCIES, KNOWLEDGE, AND SKILLS UNIQUE TO SCHOOL NUTRITION PROGRAMS

INTRODUCTION

Qualified employees are the keys to effective Child Nutrition Programs (CNP). The competency and motivation of school nutrition personnel are important factors for effective production and service of nutritious meals that are well accepted by children. School nutrition personnel play a key role in increasing acceptance of school nutrition programs by students (Bowen, Vaden & Newell, 1982). This is particularly true of management positions because district school nutrition directors/supervisors are the leaders who create the CNP vision as integral partners in the education of children. The National Food Service Management Institute (NFSMI) recognized the importance of human resource development to CNP by conducting multiphased research to determine the competencies, knowledge, and skills required of effective district school nutrition directors/ supervisors.

The Applied Research Division (ARD) of the NFSMI conducted the research in two distinct phases. The first was a national survey to determine important job responsibilities and how frequently district school nutrition directors/supervisors performed these activities. The NFSMI research staff used this list of job responsibilities as the basis for the second phase of the project, developing and validating knowledge and skill statements.

This research resulted in the identification of 16 functional areas of expertise needed by school nutrition directors/supervisors. The competencies associated with each functional area were specified. The knowledge and skills required for mastery of each competency were delineated for both entry and beyond entry levels. This information is essential to the development of curriculum materials for basic and continuing professional education for school nutrition directors/supervisors.

PURPOSE OF THE PROJECT

The purpose of the project was to identify the competencies, knowledge, and skills unique to the responsibilities of school nutrition directors/supervisors. The goal is to provide data to guide the development of educational modules to assist both new and experienced directors/supervisors, avoid duplicating existing resources, and to complement available materials.

METHOD

Participants

A Task Force composed of 24 educators and school nutrition practitioners, the NFSMI Executive Director, an ARD staff member, and the NFSMI Scholar was convened in Atlanta, Georgia, on November 19-21, 1999. The participants were selected based on their expertise, experience, geographic location, and type of institution in which they worked. The participant list is attached.

Attendees included representatives from two-year nutrition/dietetic degree-granting institutions, four-year nutrition/dietetic degree-granting institutions, hospitality programs, and school nutrition program practitioners. In addition, some participants represented multiple dimensions such as an instructor in a culinary program, an Academic Ambassador for the National Restaurant Association, an NFSMI staff member, a former State Director of CNP, and members of The American Dietetic Association School Nutrition Practice Group.

Participant Preparation

Prior to attending the Task Force, each participant was mailed materials to review. These consisted of a copy of the *Competencies, Knowledge, and Skills of Effective District School Nutrition Directors/Supervisors*, developed and published by the NFSMI, and an instruction sheet suggesting that the participants familiarize themselves with the contents of this document. This would allow them to begin making decisions as to the competencies, knowledge, and skills they considered unique to CNP.

The participants were advised that they would work in groups during the Task Force meeting to examine the document in depth and through discussions reach a consensus on those the groups considered distinct to CNP. Participants were asked to consider the following three questions to clarify and guide their decision process.

- Is the knowledge or skill unique and applicable to school nutrition operations only?
- Is this knowledge or skill taught in already existing, traditional educational settings so that it can be applied to any food service operations, i.e., hospital, nursing home, business and industry, hospitality, etc.?
- If you read the statement omitting the words, *school*, *school food service*, or *CNP*, is the knowledge or skill also required for directors/supervisors across the spectrum of food service operations?

Task Force Process

Friday night the group met for dinner and to become acquainted with other participants. Dr. Jane Logan welcomed the group and presented an overview of the NFSMI and its work. Participants introduced themselves and briefly described their background. Dr. Mary Kay Meyer explained the Task Force Objectives.

The following morning, the Task Force met to begin work. Instructions, group composition, and group work assignments were furnished. Four groups were identified with each including members from a two-year nutrition/dietetic degree-granting institution, a four-year nutrition/dietetic degree-granting institution, a hospitality program, and a school nutrition program.

Each group was assigned a number of functional areas to examine and reach a consensus on the associated competencies, knowledge, and skills specific to school nutrition programs. Group results were recorded on flip charts and presented to the group for discussion at the completion of both the morning and afternoon sessions.

The second morning, the group reviewed the results as a whole. Participants identified the two concepts they considered the most important for prompt development into educational modules. A discussion of the most effective methods/media to present the educational modules was held. The Task Force concluded with a summary of the results of the groups' deliberations.

RESULTS

Competencies, Knowledge, and Skills Unique to School Nutrition Directors/Supervisors

For the following functional areas, no unique skills were identified: service, sanitation and safety, food production, nutrition and menu planning, research and development, environmental management, and marketing.

Unique skills were identified in eight of the functional areas. They are as follows:

Functional Area 3: Financial Management

- Sets performance standards for sound financial management.
- Ensures the accountability system used in the CNP is reliable and provides accurate data on a timely basis.
- Develops strategies to achieve financial accountability.
- Projects revenue sources and expenditures for both present and future enrollment needs.
- Establishes a revenue structure in all meal categories that follow district, state, and federal guidelines.
- Establishes inventory policy and monitors for compliance.

-
- Knows all federal, state, and local requirements for maintaining accurate and appropriate records.
 - Knows procedures for preparing accurate reports in a timely manner.
 - Knows approved methods for maintaining operational procedures.
 - Knows CNP audit requirements.
 - Develops a simplified system to maintain appropriate food service records to meet local, state, and federal guidelines.
 - Provides written procedures for collecting, depositing, and approving disbursement of money.
 - Establishes an effective system for maintaining records and preparing reports according to local, state, and federal guidelines.
 - Establishes and reviews all meal count and cash handling procedures.

Functional Area 5: Procurement

- Knows federal, state, and local purchasing regulations, policies and procedures.
- Knows laws and regulations which safeguard the food supply and their application to the procurement of food for the CNP.
- Knows purchasing systems available to meet procurement needs.

Functional Area 6: Program Accountability

- Ensures CNP compliance with all federal, state, and local laws, regulations, and policies.
- Knows the importance of nutritional, financial, and regulatory accountability to the integrity of CNP.
- Knows importance of compliance with all governing laws and regulations to prevent penalties.
- Knows importance of following written procedures and criteria necessary for documentation and monitoring of all phases of the school district's CNP.
- Maintains a detailed description of free/reduced price meal eligibility approval process.
- Ensures all applications for meal benefits are correctly approved in a timely manner and rosters updated as changes occur.
- Completes the verification process for meal benefits according to USDA requirements.
- Establishes and maintains a written procedure for an accurate meal count of reimbursable meals at the point of service.
- Ensures all school meals are planned and served in accordance with current federal regulations and nutrition objectives.
- Knows federal, state, and local regulations and guidelines, including policies and agreements, regarding schools' CNP.
- Develops procedures and forms to maintain accurate and appropriate records that comply with local, state, and federal regulations.
- Develops a comprehensive internal audit/evaluation system for reviewing all aspects of the program.
- Develops a support system with all agencies concerned with CNP.

Functional Area 8: General Management

- Restructures CNP when appropriate to accommodate educational changes and to meet the needs of customers.
- Knows importance of involving the local board of education in CNP policy development.
- Knows strategic planning process.
- Knows the school district's mission statement and how it relates to CNP as a part of the total education program.
- Knows communication channels for maintaining inter-departmental and intra-departmental relations.
- Involves the CNP personnel with the development of a mission statement and strategic plan for the CNP consistent with the district's mission statement.
- Develops short- and long-range goals that identify priorities of the school's CNP.
- Encourages CNP personnel to be included in general staff meetings at school sites.
- Interprets school board philosophy and policies to CNP.
- Knows verbal and nonverbal communication techniques.
- Knows methods of effective written and speaking communication.
- Knows importance of communicating program information to all concerned with CNP.
- Knows techniques that facilitate cooperative interactions with others.
- Continues to update and sharpen written and oral communication skills.
- Listens to concerns of personnel and assists in problem solving and employee conflict.
- Knows organizational channels of communication.
- Provides in-service training to CNP personnel enabling them to proactively communicate information about the CNP.
- Communicates with school administration about needs and accomplishments of district CNP.

Functional Area 9: Personnel Management

- Knows references for laws and regulations relative to personnel practices.

Functional Area 10: Facility Layout and Design and Equipment Selection

- Knows importance of designing facilities for speed of service, multiuse, maximum efficiency, and customer satisfaction.

Functional Area 15: Professional Development

- Knows the relationship of public policy as it relates to CNP.

Functional Area 16: Nutrition Education

- Knows basic principles of nutrition as applied to developmental needs of children.
- Knows importance of CNP personnel serving as members of the nutrition/health teams that design

-
- and implement nutrition education programs.
- Knows educational goals of federally funded nutrition education programs.
 - Knows importance of including school nutrition services and nutrition education as a component of the comprehensive school health education program (move to entry level).
 - Knows importance of reinforcing classroom learning and the use of the cafeteria as a learning laboratory.
 - Knows principles of integrating nutrition education into the existing school curriculum.
 - Forms partners with the education community to support an integrated approach to education and nutrition needs.
 - Provides support and leadership for the development of a comprehensive nutrition curriculum, K-12.
 - Furnishes CNP expertise to the nutrition/health team in designing and implementing nutrition education programs.
 - Works with school officials and board of education to establish a district policy on sale and service of foods outside the CNP.
 - Provides nutrition education programs and directs in-service training on nutrition education topics for administrators, teachers, and other staff members.
 - Consults with appropriate school officials about providing nutrition education guidelines to children with special dietary problems.
 - Involves CNP personnel as partners in classroom nutrition education activities.
 - Monitors school district's progress toward nutrition/health education goals.
 - Provides teachers with sources of nutrition education materials that can be provided by the CNP and are consistent with curriculum objectives.
 - Promotes nutrition education by providing information about menu items and snacks served in school.
 - Provides educational activities that help customers develop the behavioral and decision-making skills needed for making healthful food choices.
 - Develops and distributes resource listings of nutrition education materials to teachers, students, and parents.
 - Serves as a resource to instructional staff and CNP personnel for nutrition education activities.
 - Designs projects for the CNP that create opportunities to reinforce classroom instruction.
 - Coordinates the school menu and delivery of meals with nutrition education activities in the classroom.
 - Provides customers with accurate nutrition information and education concerning health issues related to eating habits (e.g., weight problems, eating disorders, etc.).
 - Develops educational experiences that teach children about school meals' contribution to their health.
 - Encourages nutrition advisory councils and other student groups to become active participants in suggesting nutrition education objectives.
 - Works with instructional staff to develop a system for evaluating education materials and activities for various age/developmental levels of children.
 - Evaluates effectiveness of nutrition education materials on changing customer behavior.
 - Communicates effectively with administrators, teachers, other school personnel, parents, students, and the community about nutrition education.
-
-

During the discussion of the unique skills, several groups identified skills they felt should be included due to the changing nature of child nutrition. As a result, the group recommended the *Competencies, Knowledge, and Skills of Effective District School Nutrition Directors/Supervisors* be updated to reflect changes in the profession.

Educational Modules

The following is a list of the educational modules recommended by the four work groups for prompt development. Individual voting identified the top four topics.

Group 1

1. Partnerships-Helping Hands

- networking and teams
- public/private sector
- liaison with other agencies
- directories listing web sites of other agencies for training and resources

Mode: print materials with case studies

2. Negotiating Skills-Who and How

- influence; visibility/expertise
- general ways to be firm
- non-verbal communication; body language

Mode: video with interactive role play or case studies. Possible annual workshops.

3. Commodities--All Inclusive

Group 2

1. Understanding USDA

- regulations
- meal planning
- accountability systems
- politics of commodities

2. Profile of a Star

- what makes a CNP director
- expert to shareholders

3. Catering and Food Factories

- as profit centers
- home meal replacement

4. The Child as the Customer

- facility design
- flavor preferences
- psychology of age groups

5. Designing a Management Culture

6. Ethics

7. Legal Issues

- contracts
- vendor relationships
- labor

8. Interpersonal Skills

9. Business Modeling Skills

- large versus small districts
- director versus staff
- methods of educational delivery

Group 3

1. Overall Orientation or Introduction to School Nutrition Programs

- philosophy (include a video)

2. Part I

- menu planning
- purchasing

3. Part II

- marketing principles, internal and external customers (1)
- evaluating information sources for accuracy and reliability

- relating marketing to service
- developing presentations for school officials, teachers, community leaders, etc.

4. Part III

- financial management/computer software available
- availability of resources-where to look

Group 4

1. Politics of School Nutrition Programs

- working with other departments
- relationships with schools
- school board relations
- community relations
- negotiation

2. Diversity

3. Service Management

4. Professional Development

- philosophy
- organizational design
- assessment and evaluation

5. Facility Layout and Design

- equipment, also aesthetics

6. Applications of Simple Research Techniques (Problem Solving)

7. Environmental Issues

Rankings by the Group of Education Modules to be Developed

1. The child as the customer
2. Overall orientation or introduction to school nutrition programs
3. Politics of school nutrition programs
4. Profile of a star
5. Business modeling skills
6. Catering and food factories

7. Marketing principles, internal and external
8. Negotiating skills (who and how)

Trends and Issues for the Future That Will Impact Child Nutrition Programs

Does the name “Child Nutrition Program” accurately reflect the scope of the responsibilities of the directors/supervisors of today? Does the name need to be changed?

Changing role of CNP administration driven by environmental factors in the new millennium (water, air quality, noise, trash, social environment, eating environment, accessibility, service/nutrition, security and safety, insects and vermin, lighting, seating, HVAC, aesthetics).

Children spend up to 12 hours per day outside home and many do not eat any meals at home during the week.

Child Nutrition Programs are being asked to provide more home meal replacements (snack programs, after school care, breakfast program, summer feeding, and child care centers).

Greater regulation and accountability for programs.

Greater knowledge and application of multi-cultural population will be required (employees and customers).

More emphasis on vulnerable populations (less than five-years of age, allergies, dietary restrictions, damaged immune systems).

Must maintain knowledge of current scientific issues (trans-fatty acids, sugar-free products, biotechnology, irradiation, food safety, etc.).

Recommendations

The Education Division of the NFSMI should develop educational modules based on the recommended ranking of the task force. The modules are to be used by two-year and four-year schools, as well as for training food service professionals desiring to change their career focus.

Additional research should be conducted on *Competencies, Knowledge, and Skills of Effective District School Nutrition Directors/Supervisors* to update for the challenges of the new millennium.

REFERENCES

Bowen, D.L., Vaden, A.G., Newell, K., & Dayton, A.D. (1982). Nutrition related training, knowledge, attitudes, and practices for Kansas school food service personnel. *School Food Service Research Review*, 6, 102-108.

Cater, J. & Carr, D. (1996). *Competencies, knowledge, and skills of effective district school nutrition directors/supervisors*. University, MS: National Food Service Management Institute.

APPENDIX

NATIONAL FOOD SERVICE MANAGEMENT INSTITUTE
TASK FORCE FOR DETERMINING THE COMPETENCIES, KNOWLEDGE,
AND SKILLS UNIQUE TO CHILD NUTRITION PROGRAMS

Crowne Plaza Hotel-Atlanta Georgia

November 19-21, 1999

PARTICIPANT LIST

Nancy Bertolino
Dept. of Nutrition & Dietetics
The University of Southern Mississippi
Box 5035
Hattiesburg, MS 39406-5035
(601) 266-6356
Fax (601) 266-4680
<nancy.bertolino@usm.edu>

Evelina Cross
NFSMI Scholar
332 Human Ecology Building
School of Human Ecology
Louisiana State University
Baton Rouge, LA 70803
(225) 388-2406
<ecross@UNIX1.SNCC.LSU>

Nancy Buergel
Central Washington University
Dept. of Family and Consumer Science
400 E. 8th Ave.
Ellensburg, WA 98926-7565
(509) 963-2366
Fax (509) 963-2787
<buergeln@cwu.edu>

Leslie E. Cummings
Harrah College of Hotel Administration
University of Nevada, Los Vegas
4505 Maryland Parkway
Box 456022
Las Vegas, NV 89145-6022
(702) 895-3148
Fax (702) 895-4871
<cummings@ccmail.nevada.edu>

Nancy E. Brown
Dept. of Hotel, Rest. & Inst. Mgt.
11 McKay Hall
Iowa State University
Ames, Iowa 50011-1120
(515) 294-8474
Fax (515) 294-8551
<nebrown@iastate.edu>

Beth Mincemoyer Egan
Penn State University
201 Mateer
University Park, PA 16802
(814) 863-7539
Fax (814) 863-4257
<bme4@PSU.edu>

Louise Conway
Columbus State Community College
PO Box 1609
550 E. Spring St.
Columbus, Ohio 43216-1690
(614) 287-2580
Fax (614) 287-5973

Beverly Girard
Director of Food & Nutrition Services
Sarasota County Schools
101 Old Venice Road
Osprey, FL 34229
(941) 486-2199

Linda Godfrey
Director Food & Nutrition Services
410 East College Street
Columbiana, AL 35051
(205) 682-7042
Fax (205) 682-7040
<lgodfrey@shelbyed.k12.al.us>

Gloria Gonzalez
Pensacola Junior College
1000 College Boulevard
Pensacola, FL 32504-8998
(850) 484-2531
<ggonzalez@gw.pjc.cc.fl.us>

Joe Hutchinson
Chair/Associate Professor
Hospitality Management
The University of Southern Mississippi
Box 5128
Hattiesburg, MS 39406-5128
(228) 214-3226
Fax (228) 216-3223
<Joe.Hutchinson@USM.edu>

Beth King
NFSMI Coordinator of Clearinghouse
P.O. Drawer 188
University, MS 38677-0188
(601) 232-7658
Fax (601) 232-6515
<fmking@olemiss.edu>

Dante Laudadio
Hospitality Administration
Florida State University
1 Champions Way
Tallahassee, FL 32306-2541
(850) 644-8242
<dlaudad@farnet.acns.fsu.edu>

Jane Logan
NFSMI Executive Director
P.O. Drawer 188
University, MS 38677-0188
(601) 232-7658 /Fax (601) 232-6515
<Jlogan@olemiss.edu>

Betsy Lieux
Dept. of Nutrition & Dietetics
University of Delaware
Newark, DE 19716
(302) 831-2732
Fax (302) 831-4186
<lieux@udel.edu>

Josephine Martin
1532 Brianwood Road
Decatur, GA 30033
(404) 634- 0126
Fax: (404) 634-6224
<M.Jo.Martin.Atlanta@worldnet.att.net>

Cynthia Mayo
Professor
Virginia State University
P.O. Box 9211
Petersburg, VA 23806
(804) 524-5500

Lucy McProud
Dept. of Nutrition & Food Science
San Jose State University
San Jose, CA 95192-0058
(408) 924-3100
Fax (408) 724-3114
<mcproud@email.sjsu.edu>

Mary Kay Meyer
Research Scientist,
NFSMI Applied Research Division
The University of Southern Mississippi
P.O. Box 10077
Hattiesburg, MS 39406-0077
<MK.Meyer@USM.edu>

Tom Pearson
Director of Graduate Programs RHIM
Purdue University
Stone Hall 1266
W. Lafayette, IN 47907
(765) 494-4733
Fax (765) 494-0327
<pearsont@cfs.purdue.edu>

Catharine Powers
5111SW 89th Terrace
Cooper City, FL 33328
(954) 252-1352
Fax (954) 252-0039
<sinjun2@worldnet.att.net>

Beatrice Phillips
Food & Nutrition Sciences
204 Campbell Hall
Tuskegee, AL 36088
(334) 727-8493
Fax (334) 727-8493
<ghebwp@tusk.edu>

Tom Van Dyke
HRIM Department
10 Acherman
Indiana University Pennsylvania
Indiana, PA 15705
(724) 357-3280
Fax (724) 357- 7582
<tvandyke@grove.iup.edu>

Cathy Reed
Coordinator Student Nutrition Services
Hillsborough County Schools
415 S. Melville Ave.
Tampa, FL 33606-2009
(813) 272-4552
Fax (813) 272-4073
<cathy.reed@sdhc.k12.fl.us>

Marilyn Laskowski-Sachnoff
Middlesex County College
2600 Woodbridge Ave
P.O. Box 3050
Edison, NJ 08818-3050
(732) 906-2538
Fax (732) 906-7745
<mlsachnoff@aol.com>

Claire Schmelzer
Program Director
Hospitality Management & Tourism
Dept. of Nutrition & Food Science
120 Erikson Hall
Lexington, KY 40506-0050
(606) 257-4965
Fax (606) 257-1275
<cds@pop.uky.edu>

Michael Zema
Dept. Hospitality & Culinary Arts
Elgin Community College
4N527 Old Quarry Rd
St. Charles, Ill 60174
(847) 697-1000 x 7461
Fax (847) 377-1946
<mezema@aol.com>