

Educating for the Gaming Industry: Need, Profile, and Suggested Schema

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Abstract

As legalized gambling becomes increasingly widespread and competitive, operators seek employees who understand its unique culture and demands. Today, few baccalaureate programs offer gaming management education. Gaming subject areas for college programs span three content spheres: (a) gaming and games themselves; (b) gaming interfaces with other hospitality subjects (lodging, accounting); and (c) the gaming/hospitality environment (regulation, economics). In a given academic program, gaming content integration can be measured along a continuum, from nonexistent, to somewhat integrated within existing courses, to comprising a central educational focus. **KEYWORDS:** *education, training, hospitality, tourism*

Introduction

North Americans have embraced legalized gambling, changing the landscape of hospitality career opportunities. Until recently, casino gaming establishments in the U.S. existed in only a handful of cities in two states. Today casinos operate in 26 states in the U.S. and in nearly all Canadian provinces and territories. Even if they do not allow casinos specifically, most states now permit one or more forms

of gaming. Venues include bingo and other games of chance operated by charitable organizations, Indian gaming, land-based and river boat casinos, card clubs, dog and horse racetracks, other sports wagering centers, and retail outlets that also house lottery ticketing and/or other gaming devices. Prompted by needs and opportunities presented by the expanding gaming industry, this paper: (a) addresses the need for gaming education, (b) suggests gaming education content, and (c) presents a conceptual framework for integrating gaming content within higher education hospitality programs.

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The Need for Gaming Education

Gaming employees are subject to unique circumstances, issues, and regulations. Their workplace decisions should be based on these distinctive elements. Because of this, today's gaming employers often seek prospective employees who understand the art, science, and business of gaming. A solid preparation for the gaming industry "requires a little more than business 101" or knowledge of lodging operations alone (Jerrett, 1995). Dr. William R. Eadington (1995, p.58) of the University of Nevada, Reno's, College of Business explains:

There is not another industry in the world that has experienced a transformation like that of the casino industry over the past 40 years. This process has had dramatic effects on the required skills of, and demands on, the casino executive. Indeed, the modern casino executive needs to have expertise in more fields than most other executives. There are many challenges the executive must meet head-on almost daily, whether dealing with issues of regulation, competition, financing, customer development, or public relations.

Many hospitality educators seem unaware of the growing significance of gaming knowledge for graduates. The facts are that the rapid, broad spread of gaming across the U.S. has opened the doors for solid careers in gaming for prepared hospitality program graduates. Eadington (1995) notes that there is a "substantial demand" for the college graduate who is well prepared for a casino career, whereas those in many traditional college degree areas are finding limited opportunities. Consequently, if career preparation is a fundamental tenet of a hospitality program's mission, and if the geographic area has substantial prospects for gaming employment, then NOT offering gaming education could be a serious omission.

Table 1. Expanding Gaming Employment Opportunities for Hospitality Students
[Adapted from Harrah's, 1996]

	Casino Operations Only		% Increase 1995 over 1994
	1994	1995	
Number of Employees	295,500 persons	367,000 persons	24.2%
Payroll	\$1.4 billion	\$1.9 billion	35.7%
Casino Revenue	\$16.5 billion	\$20.3 billion	23.0%

To illustrate career opportunities further, gaming industry employment statistics are highlighted in Table 1. Harrah's estimate of total payroll for casinos in 1996 was \$9.4 billion, a figure over one third higher than just one year earlier. The estimated 367,000 casino employees in 1995 represented more than a 24 percent

increase over 1994. This steep growth leaves the industry facing a severe management shortage. According to the vice president of an executive search and management firm specializing in human resources for the gaming industry the pool of persons currently prepared to enter the industry is so shallow that staffing of gaming operations even at the supervisory level often emulates a game of tag gone awry (O. Johnson, personal communication, June 26, 1996). Frequently, new property B pirates talent from successful gaming operation A. Soon property B is subject to subsequent new establishment C luring away its best managers, and so on.

Higher Education and Gaming

Until recently, education for positions in the gaming industry consisted of few choices. One might attend a dealer school to learn the "how to" of dealing and conducting card and dice games. Alternatively, one could attend a gaming-related vocational program. Choices in this category ranged from studying a trade, such as gaming machine mechanic, to training in VIP butler skills and etiquette. In the past, this emphasis on trades-level as opposed to managerial gaming training may have been due to culture at least as much as it was demand-driven. This attitude appears to linger today, as many in the gaming industry still view gaming employment in terms of trades-level jobs instead of thinking in terms of careers in management and staff roles.

As alternatives to vocational preparation emerge, students in higher education increasingly specify their interest in areas associated with the gaming industry. A glimpse of noncredit, two, and four-year program activities provides an idea of ways in which some of the demand for higher education gaming industry preparation is being met.

Noncredit

Noncredit "extended" gaming education is proving popular in areas with regional employment demands. As an illustration, the Division of Continuing Education of the University of Nevada, Reno has registered 2500 students for its Gaming Management Program. During the Gaming Management Program's first six years, approximately 250 students completed a prescribed series of noncredit courses, earning Professional Development Certificates.

Two-Year Programs

Student demand for gaming courses that yield college credit is growing. Administrators of the Community College of Southern Nevada (CCSN) have expanded their School of Resorts and Gaming curriculum to include two gaming degrees. Both are designed either for nonemployees intending to seek entry-level supervisory positions or for current gaming or hospitality employees studying as a means to advance professionally. CCSN's Associate of Applied Science Degree in Casino Management requires 61--63 credits in topics ranging from the rules and tech-

niques of casino games to law, math, and accounting. CCSN's Certificate of Achievement in Casino Management requires thirty credits, most of which are three-credit gaming-centered courses.

Less-than-baccalaureate programs are typical in higher education circles outside the U.S. An example is the program at the Southern Alberta Institute of Technology in Canada where students can earn a diploma relating to gaming but not a bachelor's degree. In fact, 28 four-year institutions that are members of the Council on Hotel, Restaurant, and Institutional Education (CHRIE) and are located outside the United States were surveyed about their gaming education offerings. Of the 24 responding, none offered for-credit gaming courses as part of an undergraduate program (Cummings and Brewer, 1996b).

Four-Year Colleges and Universities

In gaming regions, prospective students who wish to extend or formalize their gaming knowledge while employed in the industry represent an important source of demand for gaming courses within four-year institutions. Likewise, when gaming courses are available, other students often seek an initial gaming course because they want to explore the subject. While at the outset neither group may be planning to take their gaming study much further than a course or two, requests from these students for a sequence of gaming courses can be expected. Other students are more clear from the start about their desire to prepare for a gaming industry career in their baccalaureate degree program, or to specialize or retool via a second baccalaureate degree or even within a graduate program. At this juncture, however, student requests for business-oriented gaming education in colleges and universities substantially outdistance the supply of quality programs, states Mr. Vince Eade, Assistant Dean, and

founder and former Director of the International Gaming Institute at the University of Nevada, Las Vegas (personal communication, May 14, 1996).

How widespread are gaming programs? In a study of the 120 four-year U.S. colleges and universities (including branches) that are members of CHRIE, only seventeen institutions--about 14 percent--reported offering gaming courses (Cummings and Brewer, 1996b).

Why so few gaming offerings? One challenge in bringing gaming education into hospitality programs is that both public and private institutions of higher learning often face increasingly meager and often inadequate budgets. Time and funds are scarce, and other programs may emerge as higher priorities. Another suggested reason for the absence of gaming is a lack of demand by employers and students in the area. Of course, higher education decision-makers must be astute when determining what is a lack of demand and what might be a lack of product (availability of gaming course work) or poor marketing. The latter could include inquires and

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requests by would-be students about gaming education that arise across campus, including admissions, registrar, and advising centers. Unless such requests are documented, analyzed, and communicated to appropriate persons, hospitality educators are unlikely to know with any degree of accuracy what educational desires students are expressing.

The lack of gaming content in higher education can be a deliberate or imposed choice, ostensibly based on such historic morality issues as Puritanical concerns of idleness, the welfare of innocent families, public safety, and juvenile delinquency (Martin, 1996, p. 10). A vestige of this is that at least one state that now allows casino gambling still prohibits gaming education—even in colleges and universities. If resistance on moral grounds is tied to public attitudes, the position merits reexamination. While in days gone by many viewed gambling as a shadowy pastime these attitudes have changed. For instance, in the 1995 Annual Yankelovich MONITOR Callback Survey, 61 percent agreed that: “Gambling is harmless fun and the government should make it legal so it can be regulated and taxed.” In the same survey, a convincing 81 percent agreed that an evening gambling at a casino is “a fun night out” (Harrah’s, 1996).

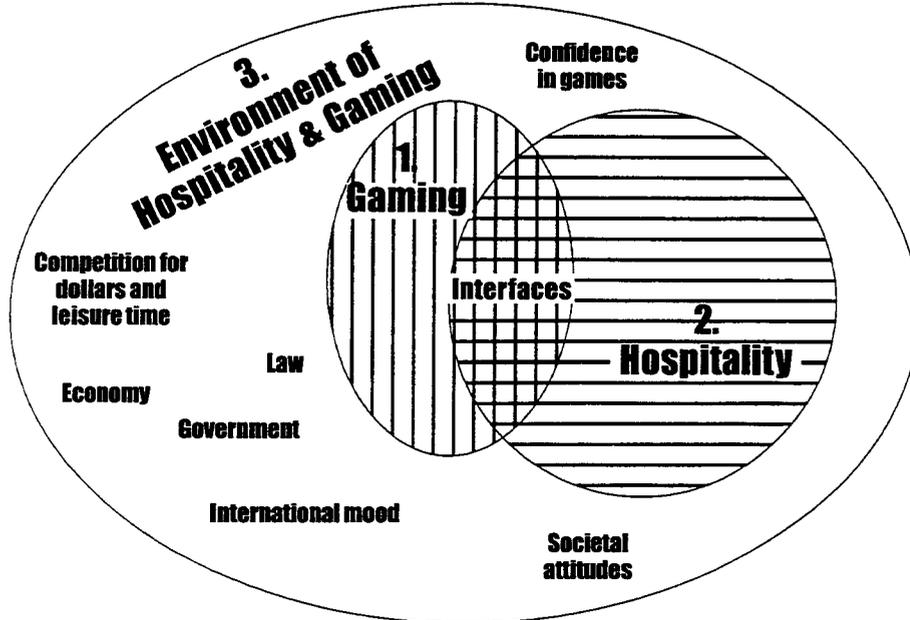
Similarly, morality-related self-perceptions of managers working within the gaming industry have undergone a rebirth in recent years. Previously, some felt that being associated with gaming brought “something less than social pride” (Eadington and Cornelius, 1991, p. xxv). This is changing. Unlike the pattern in the past, when nearly all gaming “education” was internal and on the job, many entering the industry today are well educated and analytical; they expect to apply modern scientific management techniques to supplement the judgment and intuition styles that dominated for so long. Thus, educated persons choosing gaming careers today are more likely to be entirely comfortable with their interesting work and eager to build their careers around the gaming industry (Eadington and Cornelius, 1991).

Gaming Education Subject Areas

Gaming education also is in short supply because many educators are unfamiliar with what comprises the main subject matter (V. Eade, personal communication, May 14, 1996). Fenich and Hashimoto (1995) suggest three modules of gaming education: (a) the games themselves; (b) internal operations; and (c) external interfaces. Adapting their recommendations and combining them with those of others (Cummings and Brewer, 1996a; Jones, Fried, Ivancevich, Roehl, Brewer, and Eade, 1996) the scope of gaming education subject matter might be envisioned as in Figure 1. Therein, a sphere embracing *Gaming and Games* subject matter (sphere #1) overlaps with traditional internal *Hospitality* studies (sphere #2) such as hospitality law, operations, and sales and marketing. Both gaming and traditional hospitality studies are embedded in a larger external *Environment of Hospitality and Gaming* (sphere #3), replete with forces that direct and shape the industries even as the *Environment* is influenced by *Hospitality* and *Gaming*.

Sphere #1 includes topics that could prepare future gaming industry employees for this specific and unique subset of the hospitality industry. Sphere #2 en-

Figure 1. Scope of Gaming Education Subjects



1. Gaming & Games

- industry overview
- gaming management/administration
- operational objectives
- language/terms (e.g., fill, drop, win)
- gaming law
- gaming regulations
- types of games: (blackjack, slots)
- game rules and play
- game settings (charitable, commercial)
- arrangements for play (parimutuel pools)
- math/probability
- game protection
- cash handling
- credit management
- game and delivery technologies

2. Hospitality Interfaces

How these and other relevant internal areas and activities interface with gaming operations and functions:

- rooms division, food and beverage,
- concierge/host, guest services
- retail outlets
- security
- engineering
- cost controls, accounting, finance, human resources, info- management
- travel and tourism
- transportation
- sales & marketing
- convention management
- entertainment, sports, and special events

3. The Gaming/Hospitality Environment

Main government/agency laws, regulations, policies:

- public policy intent
- taxes applied to ?

How government effects:

- game design, delivery, "pricing," gaming operations, financing, transactions, and record-keeping

Impacts of gaming, including:

- economic (jobs, tax revenue, crime, visitor profiles, competition)

Liberal Arts aspects, such as:

- social welfare
- sociology
- urban economics
- civilization & culture
- history
- psychology, etc.

compasses subjects that hospitality and business programs already address, most of which are linked to gaming but are not named in the gaming sphere (e.g., human resources, retailing, security). Beyond an emphasis on gaming regulation, entire courses dedicated to sphere #3, *Environment of Hospitality and Gaming* topics (e.g., *The Sociology of Gaming*) generally would be more appropriate for a Liberal Arts or similar campus unit to offer, rather than for a hospitality program. In order for students to gain exposure to the games and gaming subject matter of sphere #1, the next step is to incorporate gaming into the higher education hospitality curriculum as a distinct element for student preparation.

Figure 1 also can serve as a framework for faculty development in preparation to teach gaming subject matter. In this pursuit, realizing that gaming is neither a single subject nor a simple subject is important. On the contrary, gaming is a myriad of subjects and sub-topics, each with many reasonable perspectives, relationships to other hospitality subjects, and educational objectives for students. Some educators may become experts in gaming law and regulation, perhaps with emphasis on a particular state. Others may focus on casino accounting, land-based and riverboat casino marketing, or gaming mathematics. Still others may find it more relevant to investigate ways that food and beverage or lodging operations and management differ in gaming settings compared with nongaming settings, etc.

For a faculty member with limited gaming background who is interested in gaming knowledge development, the first of three fundamental, ongoing, and very iterative steps is to begin to outline and bound appropriate areas for initial focus,

according to one's hospitality teaching assignments. The second step, to be undertaken at the same time, is to explore and study general resources about gaming, including visiting gaming venues and expositions. With this approach, the relevant

areas will filter into view as one becomes more familiar with the elements of Figure 1. A third fundamental step is to focus on educational objectives for students in one's target areas of teaching, seeking resources, activities, and possibly excursions that support student learning. Appendix I lists selected seed resources to support faculty development research and development efforts in gaming.

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Planning Gaming Content Within the Hospitality Curriculum A Two-Dimensional Map

To make it feasible for higher education institutions to offer credit or non-credit gaming courses and ongoing gaming content integration, administrators must address resource needs, course development, and the recruiting, retaining, and development of faculties able to provide the gaming education. Recommendations for responding to faculty and course development challenges have been offered in the previous section, and by Fenich and Hashimoto (1995), Jones, et al. (1996),

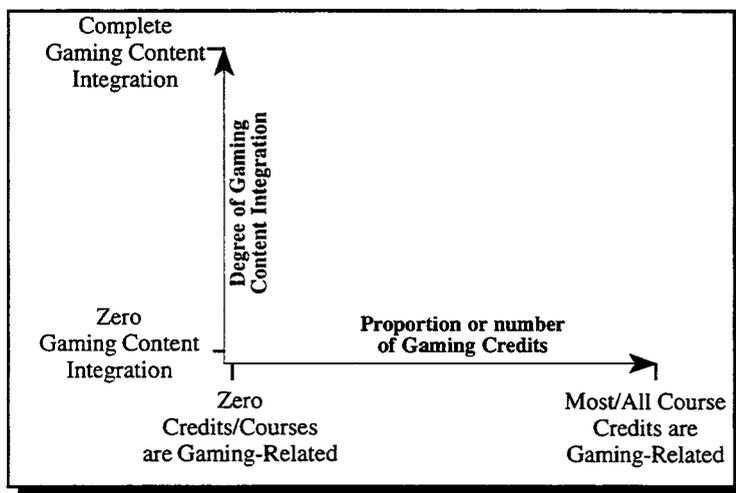
Trowbridge (1995), and Cummings and Brewer (1996a). For strategic need and value, the remainder of this paper addresses a companion element: including gaming within the hospitality education curriculum.

Given a decision to offer gaming content, one needs next to decide what gaming content (see Figure 1), how much gaming content, and the degree and approach by which gaming content will be distributed within the curriculum. An advisory board of gaming industry professionals could offer valuable insight for relevant student preparation in what is for most institutions a new education realm. Another resource is the following map for planning gaming education along two gaming education dimensions: credits and integration (Figure 2). Credits are represented by the horizontal axis. Specifically, this axis depicts the number or proportion of all program credits that arise from courses dedicated to gaming content. Of course, the proportion of gaming credits offered depends on a given program's total course/credit requirements. Moving from left to right on the horizontal axis represents a continuum from no available gaming courses or credits to a curricular focus that is exclusively gaming-related.

The vertical axis in Figure 2 represents gaming content integration as a continuum of the degree to which gaming content is (or is planned to be) present within nongaming courses in the program. The vertical axis moves upward from no gaming content in any nongaming courses at the extreme lower end through increasing levels of integration within increasing numbers of courses. Finally, at the upper reaches, the continuum represents a thorough integration of gaming topics within each course offered.

Degree of gaming content integration itself is multidimensional, referring both to: (a) the number of nongaming credits/courses affected by gaming content integration, and (b) the degree to which gaming subject matter is brought into each nongaming course. Integration of gaming content into nongaming courses may be

Figure 2. Mapping Gaming's Curricular Credits & Integration



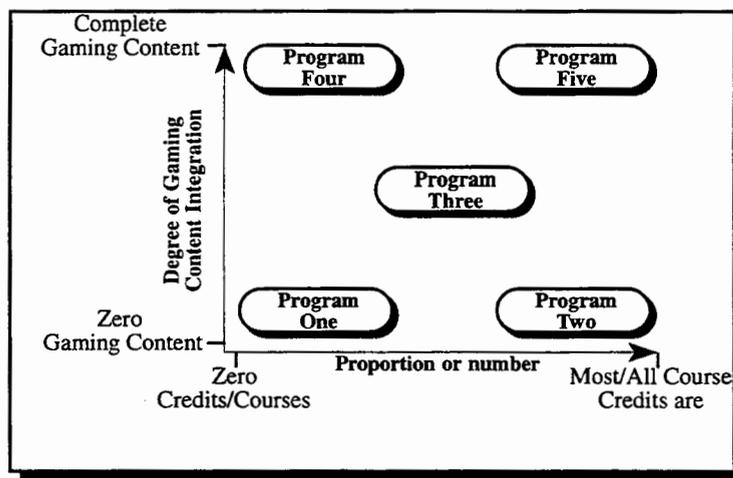
accomplished in a variety of approaches: the separate topic approach, the reference-example approach, and combinations of these two. In the separate topic approach, gaming subject matter segments are set apart during the course. That is, in a beverage management course, a day, week, or other interval of sessions or lessons might be dedicated entirely to gaming issues. A day's presentation on food and beverage "comps" (provided free or greatly reduced for certain players) might involve guest speakers and presentations on specific regulatory, marketing, staffing, security, cost analysis, and accounting issues.

Alternatively, using the reference-example approach, gaming content would be integrated into a nongaming course by using gaming examples (including gaming terms, issues, and distinctions), weaving the references into discussions of traditional topics. This is much the same as when an instructor routinely uses examples contrasting, for instance, operations in properties that are large versus small, commercial versus noncommercial, etc. Planning time to combine both the separate topic and reference-example approaches to integrate gaming subject matter into nongaming courses allows each approach to fortify the comprehensibility of the other.

Gaming Education Examples A Journey Around the Map

Figure 3 shows the actual and relative position of five theoretical programs within the planning map presented as Figure 2. The maps in Figure 2 and Figure 3 furnish curricula planners a way to plot existing and planned gaming programming according to the dimensions of gaming credits/courses and gaming content integration. Each map location can represent a curriculum with a particular gaming

Figure 3. Mapping Gaming's Curricular Credits & Integration



content intensity, depending on resources, demand, etc. The visual sense the maps lend could, for example, prompt educators who believed that they had insufficient resources to offer any gaming education to realize that they are able to address gaming education needs. The following section provides a characterization of the gaming courses and integration a student might expect in each of the five programs plotted in Figure 3.

Program One: No/Low Number of Credits for Courses Dedicated to Gaming; No/Low Gaming Content Integration.

Represented by Program One in the lower left area of Figure 3, these hospitality programs would offer few or no gaming credits and little or no gaming topic integration. In that the CHRIE survey found 103 of 120 programs (nearly 86 percent) offer no gaming courses, Program One represents the norm among CHRIE four-year institutions (Table 2).

Table 2. Gaming Courses in CHRIE¹ Institutions

Number of gaming courses available	Number of four-year CHRIE member U.S. institutions	
No courses	103	Subtotal - 103
One course	11	
Two courses	4	
Three-to seven courses	0	
Eight courses	1	
Nine to fourteen courses	0	
Fifteen or more courses	1	- 17
Total in Survey		120

¹CHRIE - The Council on Hotel, Restaurant, and Institutional Education is the major international association for hospitality higher education professionals.

Source: Cummings and Brewer, 1996b

The eleven programs found in the CHRIE survey which offer a single gaming course would be positioned just to the right of Program One (see Table 2). (Respondents noted that their one gaming course may not necessarily be scheduled each term or even each academic year.) The course that survey respondents most frequently described was a fundamentals of gaming course designed to develop a familiarity with gaming issues. The materials generally seem intended to bridge gaming industry topics with what students already know or are studying

about hospitality and/or other business operations and functions. Of the seventeen member institutions that offer gaming course work, ten described such a course, typically listed under a title such as casino management (Cummings and Brewer, 1996b; V. Eade, personal communication, May 14, 1996).

Positioned at the base of the vertical axis (Figure 3), Program One would be expected to have little or no gaming content within nongaming courses. The extreme of this situation would be a program in which neither gaming references nor other gaming information ever part the lips of faculty in any hospitality course. For example, even a course involving tourism destinations would contain no mention of the gaming industry. Graduates from such programs would experience no exposure to formal gaming subject matter unless they involved themselves in a special project, a gaming internship, or gaming employment.

Program Two: High Number of Credits for Courses Dedicated to Gaming; No/Low Gaming Content Integration.

Programs represented by Program Two (in the lower right quadrant of Figure 3) would provide a variety of gaming courses and may even have a full-scale gaming focus. These programs could be expected to require a course of study in gaming and related subjects. Curricular approaches could include defined gaming majors, tracks, concentrations, etc., that are specifically directed to developing students for careers in the gaming industry.

Though they would offer many gaming courses, programs on the curricular map near Program Two are low on gaming content integration in nongaming courses. This may be because only those teaching gaming have gaming knowledge, or it could be because so few nongaming courses (e.g., lodging, general education subjects) are offered across which to integrate gaming content. The 30-credit Casino Management Certificate Program available from the Community College of Southern Nevada is an example of the latter; nearly every course is gaming-centered.

Program Three: Moderate Number of Credits for Courses Dedicated to Gaming; Moderate Gaming Content Integration

Program Three represents a curriculum offering students an intermediate level of exposure to gaming subject matter. For example, such a program might require one or more gaming courses for the hospitality degree and might regularly schedule two or three gaming courses (including electives). From Table 2, the two CHRIE schools that each offer four gaming courses seem to approximate this map position on the proportion of credits dimension (x-axis). Concurrently, for these curricular map coordinates, nongaming courses should be integrated (y-axis) with gaming content to a reasonable degree, with faculty using gaming examples, terms, and cases.

Program Four: No/Low Number of Credits for Courses Dedicated to Gaming; High Gaming Content Integration

In Figure 3, the space occupied by Program Four represents programs that do provide students with a measure of exposure to gaming education through gaming content integration within nongaming courses. For example, a course in hotel security might include a segment on casino eye-in-the-sky systems. In hotel sales and marketing, a case or project could highlight the differences one might encounter in a destination or property that includes gaming operations. Likewise, gaming considerations would receive treatment within hospitality-oriented versions of such courses as managerial and financial accounting, hospitality human resources, entertainment, business law, corporate finance, economics, and statistics. At the same time, as is the case for Program One, map dwellers near Program Four would offer no or few credits with a gaming-oriented title.

Program Five: High Number of Credits for Courses Dedicated to Gaming; High Gaming Content Integration.

Programs situated similarly to Program Five on the curricular map are those that both offer a high proportion or number of gaming courses, and provide a robust integration of gaming content across nongaming courses. Like Program Two, an institution in the position of Program Five would be likely to offer a gaming major, track, certificate, etc. Appendix II spotlights several concerns that may merit extra consideration when designing a gaming-intensive curriculum similar to this model.

According to the CHRIE survey, two schools offer eight or more gaming courses, a level that could be interpreted as a high proportion of credits. As for the content integration dimension, because no data is available on the extent to which individual courses integrate gaming, knowing whether these CHRIE member programs more closely approximate Program Four (no gaming content integration) or Program Five (extensive integration) is not possible.

For now, Programs One through Five function as ideas, as potential gaming education intensity levels within a hospitality curriculum. The purpose of identifying these program types is to clarify boundaries, to suggest possibilities, and to present targets for including formal gaming content, especially in hospitality and business higher education programs.

Conclusion

U.S. casino revenues have nearly doubled from 1991 through 1995, catapulting the gaming industry much more visibly and realistically into the pool of hospitality career opportunities. Hospitality program graduates who are prepared spe-

cifically and appropriately for the gaming business environment can expect to find salary and career opportunities as good as or better than hospitality graduates with no gaming education (O. Johnson, personal communication, June 26, 1996).

To meet gaming industry needs for educated employees, gaming education should unfold as an explicit foundation of knowledge and skills. Simultaneously, gaming studies need to be integrated and associated with other hospitality and business foci such as nongaming lodging, food and beverage, marketing, accounting, etc. This paper has begun to document a need and demand for gaming education, to set out what gaming subject matter might include, and to suggest a framework for planning the availability and level of gaming education in hospitality programs. Gaming industry leaders and hospitality educators will need to plan together and support each other to make relevant gaming education accessible to interested hospitality students. Intelligent action can expand hospitality graduates' career opportunities, result in a well-educated workforce, and build a foundation for the gaming industry's continued strength.

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Appendix I

SEED RESOURCE LIST FOR FACULTY DEVELOPMENT IN GAMING

Begin With These, Then Investigate Their References

Associations & Institutes

American Gaming Association. Frank Fahrenkopf, Jr., Pres. 555 13th St. NW Washington, DC 20004. Phone: (202) 637-5676.

Institute for the Study of Gambling and Commercial Gaming. Dr. William Eadington, Dir. College of Business Administration, University of Nevada, Reno, NV 89557-0901. Phone: (702) 784-1477.

National Indian Gaming Association. Timothy Wapato, Exec. Dir. 904 Pennsylvania Ave. SE Washington, D.C. 20003 (202) 546-7711 (202) 546-1755 .

UNLV -International Gaming Institute. Mr. Shannon Bybee, Director. William F. Harrah College of Hotel Administration, University of Nevada, Las Vegas, NV 89154-6037. (702) 895-3966 / (702) 895-4109. Conducts gaming research and executive education seminars.

Conferences

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Please refer also to this article's References list.

Appendix II

ANTICIPATED STUDENT CONCERNS - DETAILS FOR A GAMING "MAJOR"

Flexibility & Elbow Room

A curriculum for students majoring in gaming can limit course/credit maneuverability by occupying all or most open electives available in a student's program. Often this virtual absence of elbow room in programs is unattractive to students. It can restrict their flexibility in earning credits from courses transferred in, and it limits their opportunity to branch out and to sample other elective courses of value to them without investing extra time and tuition dollars. Furthermore, already motivated to succeed in the gaming industry, these students can often be guided to make excellent use of electives by taking, for example, relevant courses in statistics, marketing research, or interpersonal communications.

An alternative that can be used to avoid commanding all open electives is to plan the gaming concentration as a combination between open electives and the substitution of several college requirements for the gaming requirements. Because one can anticipate turf battles (e.g., exactly which subjects and courses will be dropped? Which budget adjustments will effect whom?) and a prolonged and bureaucratic process to establish such an option, considerable lead-time should be allowed for this planning and implementation process.

Access and Convenience

Because they are often 18 to 24-hour per day operations, gaming positions, as in the case with lodging jobs, can require that working students and would-be students work hours that conflict with traditional class scheduling. Student access to gaming and associated coursework, then, may be accommodated by a balance of classroom and internship work coupled with nontraditional scheduling. For example, distance education approaches for access and flexibility can include those that students can adjust to their hours, like audio and video tapes, lab-based computer tutorials and simulations, and T.V. broadcasts (which students can videotape for later viewing, if necessary). Executive education scheduling approaches are also recommended, including offering courses evenings and weekends and at times that dovetail with gaming operation shift changes (if operations are nearby).

Major Indicator

In a traditional hospitality or business program, a gaming track, minor, or concentration, etc. generally would not appear as such on one's diploma. Thus, a third consideration in planning, implementing, and marketing gaming content is to formally acknowledge students' completion of the gaming preparation, thereby providing identity and authenticity for program graduates. The gaming component might be recognized by a special credential granted by the college. Other possibilities are to include a formal notation on his or her academic transcript and an official acknowledgment of their gaming studies in conjunction with students' institutional placement files.

