

## WHY THE TIM SCHOOL SHOULD REMAIN INDEPENDENT – SYNOPSIS

1. The TIM School has thrived as an independent school. It has brought recognition to the UH and Hawai'i as a world class brand with a global reputation. The TIM School is the only program in the State that offers higher education and professional training within a Carnegie I Research University for the diversity of hospitality, tourism and transportation careers. The key to economic recovery in Hawai'i is tourism, the largest industry in the State and in the world. Thus, the loss of autonomy for the TIM School would diminish its ability to fulfill its mission and is counter to UH's land grant mission.
2. The TIM major is the 6<sup>th</sup> largest undergraduate major out of 60 at UHM. It is the 15<sup>th</sup> largest major out of 85 undergraduate and graduate programs. Enrollments are holding steady at around 400 students, of which two-thirds are Hawai'i residents.
3. Being one of the largest student bodies among the nine professional schools at UHM, the TIM School is the most efficient unit at UHM of all the schools and colleges. It is the only unit at UHM that covers 100 percent of its operating costs with net tuition revenues. It has the lowest instructional costs per undergraduate degree and has the smallest budget. Hence, a merger will not result in any cost savings. Instead, it would require additional resources to put TIM faculty salaries on par with those in the Shidler College of Business and to be EEO and AACSB compliant. Furthermore, there are no efficiencies to be gained from merging with Shidler, which is already operating at capacity.
4. The merger of a level-5 degree-granting program like TIM will impact the availability of its degrees and its accreditation. The TIM School was re-accredited in 2008 by ACPHA until 2015. Therefore, it requires BOR approval per Administrative Policy A3.101 and faculty and UHPA review.
5. Under autonomy the TIM School is competitive with its peer institutions. The TIM School is ranked by the United Nations World Tourism Organization TedQual Certification to be among the top two tourism programs in the nation and among the top 8 in the world. Its graduate program was ranked 8<sup>th</sup> in the nation by an independent study. The TIM School is among the 12<sup>th</sup> largest tourism and hospitality schools/colleges in the nation. As a leader and pioneer in tourism education and training in the field and region, its programs are highly sought after by local and overseas students, government ministries and industry professionals.
6. There will be irreparable harm to students from a merger, due to substantial losses that impact students, TIM academic programs, training and fundraising opportunities.
  - Loss of students, internships and graduates. Shidler students have more restrictive admissions and graduation requirements, and pay \$1,000 more in fees per year. After separating from the CBA in 1991, TIM enrollments doubled.
  - The TIM faculty now has the freedom to make needed curricular improvements, i.e., online offerings, assessments, adding gened and focus requirements, and ability to quickly respond to industry trends.
  - Loss of ease of transferability for students from Community College programs and the six Academies of Hospitality and Tourism in High Schools on three islands, which the TIM School helped establish during the past decade. A third of TIM students are transfers.
  - TIM students currently are the fourth fastest to graduate on campus. This is laudable since TIM students are required to have 800 hours of internship. Under business it took more than 6 years for TIM students to graduate due to the duplication of courses in business and TIM.
  - Since independence the TIM curriculum expanded beyond business to the Arts and Sciences at UHM. Courses are now cross-listed with other disciplines, such as Economics, Geography, Food Service and Human Nutrition. TIM students also take courses from Urban & Regional Planning, American Studies (historic preservation), Environmental Studies, languages, etc.
  - Over 220 TIM students have petitioned against the merger. They say that a merger would make the TIM degree less desirable and noncompetitive. There is usually 100 percent job placement after graduation, since the TIM B.S. is preferred by hospitality/tourism employers. Shidler students said they oppose the merger since it is already difficult enough to get into courses.

- About half the graduating seniors said that they would not have come to UH if TIM were under another college. Estimated tuition losses would be about \$2 million, equal to the TIM budget allocation.
  - The TIM Faculty Senate has passed a resolution opposing the merger due to the loss of faculty governance over its own academic programs. Under another faculty, it would not be possible to make timely and relevant changes to the curriculum. Furthermore, inefficiencies will occur since both faculties will need to engage in the business and operations of all the other units in the college, resulting in frustrations and less time for teaching and research.
  - Loss of its own dean and budget would diminish the ability of the TIM School to obtain external grants and form meaningful partnerships, especially with international groups.
  - A merger will confuse donors and discourage naming opportunities. TIM has more than \$3 million in endowments and currently awards \$300,000 in financial assistance to students. This is more than double what was awarded in previous years.
  - Loss of autonomy and identity will devalue the TIM degree for alumni. Over 65 alumni and industry personnel have petitioned against the merger.
  - During the past three years, there were about 36 news items pertaining to the TIM School, of which 20 were on the merger. There is overwhelming community support for keeping the School autonomous.
  - There is strong support for an independent TIM School from the industry and political leadership of the State, including Senator Daniel Inouye, Governor Neil Abercrombie and the State Legislature. In 2010 the State Senate and House presented bills (HB2315, SB2186) and a resolution (HR147) for TIM School autonomy. The measures were deferred but legislators are concerned the situation.
7. A merger will undo the almost 50-year history of accomplishments and world-class reputation of the School in its mission to be the leading travel industry and tourism education and knowledge creation program in Hawai'i and the Asia-Pacific region.
- Named facilities and programs include the Sunset Reference Center, Leong Hop and Bernice C. Loui Computer Center, Chuck Y. Gee Technology Center, Center for Tourism Policy Studies, The Ambassador William Lane Lecture Series on Sustainable Tourism.
  - A TIM Certificate Program was approved in 2010 and TIM core courses are now being taught online to better serve students in the State, especially the Neighbor Islands.
  - TIM is developing a multi-disciplinary Sustainable Tourism Certificate in collaboration with other units.
  - TIM completed the Hawai'i Workforce Development Study being used for state hospitality training.
  - TIM is partnering with HTA and DBEDT on a data intelligence monitoring system for the visitor industry that will position Hawai'i to be a global leader in informatics and data analytics.
  - TIM is partnering with Sea Grant Center for Excellence in Sustainable Coastal Tourism through the Kyo-ya Sustainable Coastal Tourism Scholars Program and a Sea Grant on Hanauma Bay.
  - Professional training programs with China, Japan, South Korea and Abu Dhabi are providing TIM with profits to fund other projects.
  - Held as a fundraiser for the past 2 years, the TIM Celebrate a Legacy Banquet has raised more than \$260,000 in new scholarships for TIM students.
  - The Bill Lane Lecture during the past 3 years has featured distinguished TIM alumni executives. These lectures have been televised on 'Ōlelo during the year.
8. Merging the TIM School with Shidler is counter to national and global trends in the field. In 1991 autonomy was granted to the TIM School in line with the national trend for peer programs of comparable size and stature. When the question of re-merging the TIM School with the CBA was examined in 1999, the pros and cons were carefully weighed and the decision was made not to merge given that more and more of the top programs were moving toward autonomy, now at 12 stand-alone schools and 5 colleges in the U.S. Autonomy allows greater breadth, flexibility and innovation in a field that extends beyond business into the socio-cultural and environmental dimensions of tourism that are important to agencies like UNESCO that are heavily involved with tourism. Whereas the previous trend was from department to school, now the standard is to establish colleges, especially in Asia. Thus, the merger and moratorium on faculty hires should be called off and the TIM School be supported as an independent and priority program.

## WHY THE TIM SCHOOL IS AND SHOULD REMAIN AUTONOMOUS

On May 13, 2009 Chancellor Hinshaw circulated an email at UHM stating there would be discussions on “strengthening the School of Travel Industry Management, including reconsolidation with the College of Business.” Her September 8, 2009 email included a proposal to “Merge smaller units with larger, related schools/colleges to strengthen impact and economize on administration. The committee supports the reconsolidation of the School of Travel Industry Management with Shidler College of Business to enhance UH Mānoa’s service to the tourism industry in Hawai‘i and strengthen the impact of TIM’s significant ties to the business economy. We will develop criteria for organizational structures that best support faculty/staff/students and maximize resources to examine schools with low critical mass.” Several discussions were held, but it is still unclear what the necessity or tangible benefits are to justify a merger, or how it would improve either program.

The TIM School is a valuable source of managers, executives and leaders for the largest industry in the State and should be expanded, not diminished. Employers said that they want to hire locally-educated graduates in order to maintain Hawai‘i tourism’s Sense of Place and Aloha Spirit. With the turnaround in the economy, the demand for UH TIM graduates is increasing. However, the TIM School is the only instructional unit that is not being allowed to freely hire permanent faculty, contrary to continual assurances from UHM Administration that replacements of instructional faculty would be approved if within the unit’s budget. This unwarranted hiring moratorium placed on TIM has resulted in fewer TIM graduates, since students cannot graduate in time due to lack of qualified faculty to teach required courses. Since tuitions collected from TIM students cover 2.13 times instructional costs, the UH is not fulfilling its contractual obligation to provide the quality of education that they have paid for.

Tourism is the economic engine of the State for the foreseeable future and is the largest and fastest growing industry in the world. The University’s land grant mission to support Hawai‘i’s economic development means that UHM should give a high priority to the TIM School, as the only academic unit in a Carnegie I Research University supporting education and research for the primary economic activity in the State. The present trend in the global arena is to elevate the status of tourism in government and academia. Recently, the Prime Minister of New Zealand and the President of Brazil have announced that tourism development will be part of their respective portfolios and Asian countries are allocating millions into tourism education.

1. **THE TIM SCHOOL HAS THRIVED AS AN INDEPENDENT SCHOOL; IT HAS BROUGHT RECOGNITION TO UH AND HAWAI‘I AS A WORLD-CLASS BRAND WITH A GLOBAL REPUTATION. IT ALSO SERVES THE LAND GRANT MISSION AT THE UH.**

The TIM School is a leader in its class with a track record of almost 50 years of distinguished leadership and accomplishments to the field. (see Appendix I) The University should be leveraging the strength of the TIM name and reputation so that it can continue its contributions and outreach. This can only be accomplished if the School remains independent with its curriculum and resources under its own governance. Other tourism and hospitality programs have emerged over the decades, but because of its prominence in the field as a pioneer and leader, the TIM School is a major player sitting at the table of the key global tourism education organizations. In this time of looking toward Asia to strengthen Hawai‘i tourism in the 21<sup>st</sup> Century, it would be foolhardy to obscure the identity of the very school that has long been the face of Hawai‘i tourism for tourism education, training and research in the Asia Pacific region. History has shown that the considerable demands in the field require TIM having its own Dean to champion its endeavors with all its many constituencies.

2. AS ONE OF THE LARGEST PROFESSIONAL SCHOOLS AND THE MOST EFFICIENT UNIT AT UHM, MERGING THE TIM SCHOOL WOULD NOT RESULT IN ANY COST SAVINGS, BUT WILL REQUIRE ADDITIONAL RESOURCES.

A merger might be justified if the unit is unnecessary or inefficient, but not when it is operating efficiently and attracting students. Of all the 19 colleges and schools at the University of Hawai'i at Mānoa (UHM), the TIM School is the most efficient unit in terms of having the lowest instructional expenses per undergraduate degree and the second largest average class size. Compared to UHM averages, the TIM School has double the number of student majors, double the student semester hours produced, half the cost per semester hours produced, six times the ratio of student majors to faculty and 50 percent higher retention rates. The TIM faculty is the most productive on campus with the highest student semester hours (SSH) per faculty, highest number of majors per faculty, and highest tuition per faculty.

TIM students are required to have 800 hours of internship, yet are the fourth fastest on campus to graduate. On average, they pay the third highest tuitions per student after medicine and law. The data clearly shows that TIM School's performance exceeds that of the other schools and colleges at UHM with respect to aggregate efficiency measures, yet it does this with the smallest budget. Significantly, it is the only unit at UHM that brings in more net tuition than its allocation of state and tuition funds. By contrast, the average Shidler faculty salary is 65 percent higher than the TIM average. Thus, a merger would mean that additional faculty resources of more than \$650,000 would be needed to bring the TIM School into EEO and AACSB equivalency to Shidler's high-salary scale.

3. THE LOSS OF AUTONOMY THREATENS TIM SCHOOL'S ACCREDITATION STATUS AND THUS REQUIRES FACULTY, UHPA AND BOR APPROVALS.

In 1991, the TIM School was among the first to be granted full accreditation by the main accrediting body for hospitality programs -- Accreditation Commission for Programs in Hospitality Administration (ACPHA), granted by the Council for Hotel, Restaurant and Institutional Education. It is also one of the first programs to receive Tourism Education Quality (TedQual) Certification by the United Nations World Tourism Organization (UNWTO). THE UNWTO rates the TIM School as one of the top 8 centers for tourism education and training in the world and one of the top 2 tourism education programs in the U.S., along with George Washington University which is primarily a graduate program.

The TIM School is now on its 6<sup>th</sup> cohort of ministerial training for the Abu Dhabi Tourism Authority. On its website is the following, "Abu Dhabi Tourism Authority (ADTA), the apex body which manages the emirate's tourism industry, has entered into a Memorandum of Understanding (MOU) with the [University of Hawaii's School of Travel Industry Management \(TIM\)](http://www.unhawaii.edu/tim/) - one of the world's most respected institutions for hospitality and tourism management study. " <http://www.abudhabitourism.ae/en/news/abudhabi.tourism.authority.signs.mou.with.universit.y.of.hawai.aspx> and

[http://www.starbulletin.com/news/20091127\\_tim\\_at\\_uh\\_to\\_train\\_abu\\_dhabi\\_tourism\\_execs.html](http://www.starbulletin.com/news/20091127_tim_at_uh_to_train_abu_dhabi_tourism_execs.html)

The TIM School's ACPHA accreditation status would be jeopardized if there is a loss of autonomy that diminishes its governance and control of its own finances, resources and academic programs. The TIM School's 2008 re-accreditation report mandates that: "The program is structured with sufficient operational independence, consistent with the objectives of the institution, to enable it to achieve its objectives. The courses that constitute the common body of knowledge in hospitality administration are under the administrative prerogative of the programmatic unit in hospitality administration." As a level-

5 college/school degree-granting program, a merger would impact the availability of its BOR- approved credentials and its accreditation. Therefore, it requires BOR approval per Administrative Policy A3.101. The UH accrediting body WASC also requires faculty review and approval for major academic changes.

4. UNDER AUTONOMY THE TIM SCHOOL IS COMPETITIVE WITH ITS PEER INSTITUTIONS. IT IS AMONG THE 12<sup>TH</sup> LARGEST PROGRAMS OF ITS KIND IN THE NATION. AS A LEADER IN THE FIELD AND PIONEER IN MANY AREAS, TIM ATTRACTS THE LARGEST NUMBER OF INTERNATIONAL STUDENTS AT UHM.

In 1991 autonomy was granted to the TIM School in line with the national trend for peer programs of size and stature. When the question of re-merging the TIM School with the CBA was examined in 1999, the pros and cons were carefully weighed and the decision was made not to merge given that more and more of the top programs were moving toward autonomy, now at 17 stand-alone schools and colleges in the U.S. Autonomy allows greater breadth, flexibility and innovation in a field that extends beyond business into the socio-cultural and environmental dimensions of tourism that are important to agencies like UNESCO that are heavily involved with tourism. Under autonomy the TIM School enrollment more than doubled to its current level of 400 students.

It was only after the TIM School became independent, that its prestige rose into prominence in the national and international arenas to become one of the most recognizable name brand programs at the UH. Like the UHM Schools of Law, Medicine, and Architecture, the TIM School is a well-respected alternative for local residents (\$8,000 tuition), instead of having to attend Cornell at \$60,000 or UNLV at \$35,000 per year. In a highly competitive academic field, a diminished TIM School with no Dean would be an embarrassing setback for the UH and Hawai'i. Whereas the previous trend was from department to school, now the standard is to establish colleges, especially in status-conscious Asia. (see Appendix II) In 2011 Niagara University elevated the status of its Institute of Travel, Hotel and Restaurant Administration to become the fifth such college in the nation. It is a direction that a progressive UH leadership should consider in order to increase our competitive advantage for partnering and expanding exports of tourism education and training into the Asia region, which is investing millions of dollars into tourism education.

5. THERE WILL BE DUBIOUS GAINS FROM A MERGER DUE TO SUBSTANTIAL LOSSES THAT WILL ADVERSELY IMPACT STUDENTS.

Programmatic differences between TIM and Shidler would be very difficult to reconcile, resulting in wasted time and resources. There are considerable problems due to the following:

- a. Loss of students, internships and graduates - would result from differences in academic requirements and lack of access, i.e., a merger would adversely affect recruitment and retention of TIM students. For example, when Shidler changed its program from 4 years to 2 years, TIM lost half of its students. After separation TIM restored its 4-year program and recruited students from the Community Colleges and feeder programs from the High Schools. Currently, TIM is the 6<sup>th</sup> most popular undergraduate major at UHM, out of 60 choices. It is in the top 20 percent for total enrollments out of 85 total majors at UHM (15<sup>th</sup> largest). It attracts the largest number of international students (1/3 of student body) compared to any other unit.

The following threats to the progress made in TIM over the years are also matters of concern:

- TIM has a unique curriculum in hospitality, tourism and transportation management that goes beyond the traditional business model based on manufacturing that serves the majority of

their majors in accounting and finance. Hence, the TIM bachelor's degree was changed from the BBA to BS; the master's degree is an MS with a research requirement. Unlike business students, those in TIM take courses in Human Resources and Revenue Management and are exposed to other Arts and Sciences fields including Geography, Urban and Regional Planning, American Studies, and Environmental Studies, to name a few. The TIM curriculum must be more relevant to the service industry, which comprise virtually all the jobs in Hawai'i and 90 percent of new jobs according to the U.S. Dept. of Labor. In fact, many TIM graduates have successful careers in retail, finance, real estate, higher education, medical services, and professional services, etc.

- Ease of access into the TIM School was a key reason for separating from a College that needed to restrict enrollments. Thus, TIM was able to streamline admissions and articulation for students. When TIM was part of the CBA, TIM students always had last priority in course registration and were required to take redundant but mandatory business courses in management, marketing, economics, law, etc., that added at least a year to graduate. Currently, the business fundamentals in TIM are taught focusing on the hospitality and tourism industries that have been well developed over the decades with relevant content, textbooks and Ph.D. faculty. Whereas the TIM major in the BBA consisted of 5-6 TIM classes, TIM students today now take 20 TIM classes out of 40 for the B.S.
  - Shidler College's students have difficulty in getting into courses since many lecturers were let go due to budget cuts. Shidler students have expressed concern about the impact of having additional students compete for classes that are already at capacity.
  - The TIM School has facilitated the ease of transferability with the Community Colleges (CCs), which now provide one-third of the TIM students. Students from KCC can now transfer into TIM and still graduate in four years. There are feeder hospitality, tourism and culinary programs at Kapi'olani CC (KCC), Kaua'i CC, Maui CC, Leeward CC, and Hawai'i CC and the other 4-year colleges in the UH system.
  - TIM School actively recruits at the high school level and helped establish the Academy of Hospitality and Tourism in six high schools on three islands.
  - TIM School requires mandatory 800-hours of internships for 6 credits, versus only 150 hours of voluntary internship with Shidler.
  - The TIM School is more appropriately accredited by ACPHA, while Shidler is accredited by AACSB. Moving to AACSB is expensive, time consuming, restrictive, and superfluous.
  - Exit surveys of graduating TIM students indicate that half say they would not have come to UH if TIM were under Business. Tuition losses of \$2 million would exceed the budget.
  - Students and alumni give high satisfaction ratings to the unique TIM environment and personalized student services, accessible faculty, relevant classes, internships, extra-curricular activities and varied curriculum that offers mandatory freshman and sophomore advising, industry networking, career guidance, and internships and job placement. The loss of this valued TIM culture that is only possible in a smaller unit with its proven successes of the rewarding careers of its graduates and employer satisfaction are reasons why students and alumni are vigorously opposing a merger.
- b. Loss of faculty – a merger will be extremely disruptive and distressing to faculty. It will create an unstable and uncertain future for TIM faculty and diminish their stature, thus adversely affecting faculty recruitment and retention. In 2012 two assistant professors received tenure and promotion to associate professor. However, hospitality, tourism and transportation are not priority areas under AACSB. Therefore, TIM faculty and students would be at a perpetual disadvantage. Workloads for both Shidler and TIM faculty would be substantially increased

since all academic decisions for both units would need to be taken up by both faculties. In the past, the TIM faculty was usually outnumbered and outvoted on curricular matters. Faculty have serious concerns about the loss of self-governance in curriculum and resources that would adversely affect their professional development. Being put under the auspices of another college or dean substantially changes work conditions and will present salary and workload inequities that are union matters and may be subject to grievances.

- c. Loss of its own dean would diminish the ability of the TIM School to obtain external grants and form meaningful partnerships – the loss of the dean’s position would significantly diminish the School’s ability to successfully negotiate and compete for externally funded projects and partnerships. In the increasingly entrepreneurial and competitive environment, it would hamper current initiatives to obtain external funds and export its programs to the Asia Pacific. For example, the TIM School has obtained the contract to train 150 tourism officials and industry personnel for the Abu Dhabi government over its competitors at Cornell, UNLV, Florida International and Hong Kong Polytechnic. We are now in the 6<sup>th</sup> cohort of training.
  - d. Even the prospect of a merger is confusing donors and discouraging giving opportunities. The TIM School has many donors, who have had long-standing relationships with the School and many have given generously to the School’s \$3 million endowments. Many supporters have already stated that they will not donate if there is a chance that the School will be merged.
  - e. Loss of autonomy will devalue the TIM degree for Alumni. TIM alumni have already expressed concern and distress about the proposed merger. They appreciate and cherish their TIM School degree, experiences and what the School offers. The TIM alumni are loyal, active and committed to the School; they hold an annual fundraiser that supports events, facilities and awards for TIM. As major donors and supporters of the School, they have a high stake in maintaining a strong TIM School with its own leadership.
  - f. Many industry leaders have expressed concern about the proposed merger. Employers have given extremely good feedback on the education that TIM students receive and their preparation of careers in the industry. TIM students are now being aggressively recruited nationally and by major hotel chains, as well as other firms.
6. A MERGER WOULD UNDO THE ALMOST 50 YEARS HISTORY AND EXCELLENT REPUTATION OF THE TIM SCHOOL IN FULFILLING ITS MISSION TO BE THE LEADING TRAVEL INDUSTRY AND TOURISM EDUCATION AND KNOWLEDGE CREATION PROGRAM IN HAWAI‘I AND THE ASIA-PACIFIC.

During this interim TIM administration the School is making excellent progress toward expanding its curriculum and programs, developing partnerships on campus and with local and international agencies, seeking external funds and donor support, as well as restoring facilities and services for students and faculty. The negative drain on resources has been reversed through a turnaround in a positive net inflow of external funds. Morale has greatly improved due to greater stability and increased capacity from recent hires of experienced staff. The TIM faculty, staff, students, alumni and advisory boards are all working together to improve the School’s programs for the betterment of its students and community. Some specific accomplishments are:

- Facilities and programs restored - Sunset Reference Center, IT services, graduate program, Center for Tourism Policy Studies, TIM outstanding student awards, and a networking event organized by students. Also, technology upgrades for Gee Tech Center and School.
- A TIM Certificate Program was approved by the Chancellor. A UH Systems grant of \$84,000 was used to develop 5 online core courses that facilitates completion of the degree through distance education. This program is to be expanded to the entire BS degree as requested by the Neighbor Islands.
- A HOST Articulation agreement has been signed with the Community Colleges and further discussions on articulation and collaboration are occurring.
- TIM cross lists with FSHN, GEOG, ECON; has course equivalencies with BUS; and developed more gened courses so that it is now possible for students to fulfill graduation requirements in TIM with a minimum of 104 credits. Faculty is actively engaged in strengthening curriculum through an assessment process necessary for both ACPHA and WASC accreditations. TIM joined the ACE program and Summer Outreach Program with resultant increases in enrollments.
- TIM School and its constituencies, such as its student clubs, alumni and advisory boards, are collaborating on curriculum, internships, recruitment, development and events.
- As part of the Events Management Course the students organize an industry networking event sponsored by alumni that receives accolades from industry professionals. At this event the outstanding student awards program was restored.
- There has been an increase in research and teaching productivity and efficiencies. TIM faculty continues to receive national and international awards.
- TIM received HTA funds for Hawai'i Workforce Development Project (\$85,000) and a Hawaiian Cultural Training Program for Korean and Chinese travel agents (\$25,000).
- TIM received HTA funds (\$49,000) to design a visitor data portal for the State in collaboration with HTA and DBEDT that will elevate Hawai'i to become a leader in visitor informatics and data analytics. The HTA/DBEDT/TIM data portal was unveiled at the August 23-24, 2012 HTA conference. Furthermore, TIM School will house a new cutting edge data analytic tool for custom dashboards that will enable faculty, students and industry personnel to be innovative and leaders in the field.
- TIM is partnering with the Sea Grant Sustainable Tourism Coastal Program on a funded Kyo-ya Scholars Program. Dr. Dan Spencer is leading the team of four UHM Faculty from different units in developing Native Hawaiian sustainability indicators for Hawai'i.
- TIM is discussing joint projects such as the multi-disciplinary Sustainable Tourism Certificate and others with Colleges of Agriculture and Medicine.
- TIM is participating in efforts to improve tourism education and training in Hawaii with the HTA, DLIR, AOHT, VIEC, DOE, and others.
- TIM is stepping up recruitment of high school students – every semester several hundred students from High Schools on Oahu and the Neighbor Islands visit the School. Freshman enrollments have more than doubled and scholarships are being given to AOHT students.
- Professional training programs, including custom programs for Abu Dhabi, China, South Korea and Japan, are expanding with a welcome turnaround in net returns to TIM.
- The School sponsored a half day of academic sessions at the UH for the Tourism and Travel Research Association Conference in 2009. Annual events include the Ambassador Bill Lane Sustainability Lecture Series, Celebrate a Legacy in Tourism scholarship banquet, Na Kūkui networking event, alumni meetings and graduation receptions. The Bill Lane Lecture Series featured 4 distinguished TIM alumni from Asia in 2009, the 2010 lecture featured 3

executives from the mainland, 3 hotel GMs were featured in 2011. These programs were televised on public TV throughout the year.

- MOUs with Sea Grant, Abu Dhabi, Shanghai Institute of Tourism, Meikai University, Yunnan University and Qiongzhou University were signed providing research and training opportunities for TIM.
- Each year the TIM School is contacted by about 2 - 3 dozen parties interested in partnering overseas on academic and professional programs, to be offered as resources allow.
- This year \$300,000 in financial aid is being awarded to TIM students. Students are winning national and international awards (national scholarships and best graduate paper), engaging in overseas internships and the student clubs are planning trips to national and international conferences.
- Fundraising efforts to reestablish ties with existing and prospective donors are underway. An annual homecoming event and online auction was initiated in 2010. New scholarships obtained include the Hastings Scholarship of \$60,000 per year, \$50,000 endowment from DFS, \$35,000 Legacy endowment and TIMI endowment of \$25,000. Other gifts include \$125,000 from the Lane trust, and previous gifts of \$100,000 each from the Iwasaki Foundation, the Marriott Foundation and Bill and Jean Lane. The Legacy event has raised over \$260,000 during the past 2 years in new scholarships for students.
- Positive publicity has been achieved in the news media through the successful fundraising events and endowments, broadcasts of the Lane Lectures, educating graduates for the major industry and support for an independent school, i.e., some recent examples are:
  - a. Celebrate a Legacy in Tourism, Midweek Honolulu Pa`ina, May 2, 2012.  
<http://www.midweek.com/celebrate-a-legacy-in-tourism/#1595>
  - b. “Abercrombie: UH School of Travel Industry Management will stay independent,” Linda Chiem, Pacific Business News, April 6, 2012.  
<http://www.bizjournals.com/pacific/blog/2012/04/abercrombie-uh-school-of-travel.html>
  - c. “Graduates well trained in the art and science of hospitality,” Juanita Liu, Sunday Star Advertiser, May 6, 2012.
  - d. “Tourism hiring up tremendously,” Allison Schaefer, Sunday Star Advertiser, July 29, 2012

#### 7. TRAVEL INDUSTRY MANAGEMENT AS ENVISIONED WITHIN THE TIM SCHOOL IS A COMPLEX, DYNAMIC FIELD THAT CAN NO LONGER BE CONSTRAINED WITHIN THE CONFINES OF A BUSINESS-BASED DEGREE PROGRAM.

Having secured independence from the College of Business Administration 20 years ago, the TIM School has been able to respond appropriately to implement relevant curricular and programmatic changes in consultation with its industry advisory groups. Within the CBA, the TIM faculty could not make many programmatic changes, even though the TIM School always had its own dean and a separate budget. For example, a lot of time was spent in preparation and discussion for curricular changes that were invariably outvoted by the majority of the business faculty who serve their own constituencies. A merger would force the TIM School to compete for scarce resources within the larger unit.

The TIM curriculum has since expanded beyond its Management Science foundations into the Social Sciences (geography, socio-cultural, management by host cultural values, service quality, visitor attractions, travel distributions systems, and destination/resort planning and management). In order to respond to future challenges and continue to be relevant, the TIM School needs to move further into Sustainability Science (responsible tourism, resource conservation, environmental protection, alternative

energy, environmental economics, risk/crisis management, sustainable design and engineering, social justice), as well as STEM technologies to promote informatics and data analytics, Information Communications Technology (ICT), innovation and entrepreneurship. It is envisioned that the TIM School can also become a leader in the Peace Sciences (Aloha Spirit, ethnic harmony, enlightened tourism, creation industry, the world's first peace industry) with Hawai'i as a global model. What the TIM School and the Hawai'i community have to offer to the world are considerable expertise in higher order tourism services, including tourism education and professional training, strategic master planning and sustainable development, international trade services and destination/resort development.

Thus, the historical traditions and considerable accomplishments, as well as the future potential of the TIM School are threatened by this unwise merger. If history has valuable lessons to teach us, then this is one of them. A consolidation makes even less sense compared to two decades ago, because the reasons for maintaining autonomy are now even stronger than ever. There are no budgetary gains, nor administrative benefits, but there will be real costs, opportunity costs and lost opportunities that will weaken the School. After all, the UH can ill afford to jeopardize the health of the School that supports the very industry that generates a lion's share of public revenues that fund overall university operations. The State has identified 4 areas of workforce shortages including hospitality/tourism, education, nursing, and social work. Tourism is an income generator and the TIM School is the most important provider of local talent for this industry. Thus, submerging TIM is tantamount to losing sight of the responsibility to steward public funds to fulfill the university's land grant mission.

In conclusion, during these challenging economic times, we can refer to the goals in the UHM strategic plan on economic development. These include: "educate a highly skilled, flexible, world-class labor force," "enhance human capital ... and the integration of Hawai'i into the global economy," and "promote environmentally and culturally sensitive economic development in services ... and tourism," among others. The TIM School has been doing this and can continue to do more in the future. It is something that our legislators and previous University administrators have appreciated, given their continuous support for the TIM School in granting the School its own building and resources to expand the research and instructional capacities. To countermand the considerable investment in the TIM School for nearly half a decade by an unwise merger is to squander time and resources for Hawai'i's future generations. It absolutely sends the wrong message about UHM's priorities to the community.

After years of uncertainty that has created so much confusion and hampered progress, it is time to reaffirm the independent status of the TIM School so that we all can move forward together and build upon the strengths of recent successes. The TIM School has a long history of being a priority program given its importance in supporting the largest industry in the State. Positive and visible support from the administration would go a long way in strengthening our role in furthering the land grant mission of the University to benefit students, industry and community.

## APPENDIX I. A BRIEF HISTORY OF TIM SCHOOL ACCOMPLISHMENTS AND CONTRIBUTIONS

- In 1966 the School of Travel Industry Management was the first institution to integrate all aspects of travel industry under a single discipline, and it still is the one that does it best. Its first dean Dr. Edward M. Barnet coined the phrase “travel industry management” to reflect a broader approach than that of traditional hotel or hospitality programs.
- In the late 1950s Governor William Quinn attended a Pacific Asia Travel Association (PATA) meeting in Christchurch, New Zealand and it was determined that there was a need for a program to educate leaders for the then emergent tourism industry. Hawai`i prevailed over Australia, New Zealand, Japan, Hong Kong, Thailand, and Singapore to establish this coveted program with the support of the PATA. Since then, every governor and many other visionary leaders in government and UH have supported the TIM School, which eventually outgrew and separated from the business college 20 years ago.
- The TIM School was founded in the 1960s by Governor John Burns, UH President Thomas Hamilton and with collaboration with PATA to educate leaders for the then emergent tourism industry. Although it was within the College of Business Administration at the time, it had its own dean and budget to allow it to thrive.
- The TIM School is the oldest tourism educational program in the region and the first to receive the PATA Gold Education Award. The United Nations World Tourism Organization (UNWTO) ranks the TIM School as one of the top two tourism education programs in the USA and among the top eight in the world. In the past, the School was a Regional Tourism Education and Training Center, but it now serves as an International Strategic Center for UNWTO.
- The Executive Development Institute for Tourism (EDIT), established in 1979 with the support of Pacific Asia Travel Association (PATA), was the first professional development program for executives and professionals in the international tourism industry. Its more than 500 graduates from 50 countries hold key public and private positions in the travel industry. The TIM Professional programs for Hawai‘i, under the auspices of the Hawai‘i International Hospitality Institute (HIHI), are subsidized by the Beatrice W. Parrent bequest, and TIM custom programs generate significant funds. Altogether, more than 3,000 executives and professionals have been trained in TIM non-degree programs.
- Since 1978 the School’s non-degree Professional Program in Tourism Studies (PPTS) has graduated over 80 students who returned to management and educational positions in their home countries, impacting the development of tourism and tourism education in these countries, especially in China.
- In 1986 the TIM School moved into George Hall, renovated with funds from the travel industry. In 1991 the TIM School was granted autonomous status by the BOR. It offers its own BS and MS degrees. The latter is a research-based degree designed to increase the store of knowledge in the field.
- With average enrollments of 400 students, the TIM School is among the 12<sup>th</sup> largest tourism and hospitality programs in the nation. TIM School graduates now number more than 4,000. Some have attained the highest managerial levels and many have received prestigious awards and honors. The diverse student body shows that the TIM degree is sought by students from all over the world, since the TIM program has the largest number of international students on campus.
- When the master’s degree was first offered in 1988, the UH and Cornell were the only two institutions to offer the Master of Professional Studies degree in hospitality and tourism management. There are now 150 graduates with TIM MPS and MS degrees.
- The TIM School’s Center for Tourism Policy Studies was established in 1989 under the auspices of the World Tourism Organization (now known as United Nations World Tourism

Organization, UNWTO). It was one of the first designated as an international tourism education and training center by the UNWTO. The Hawai‘i State Legislature provided seed funds to build the research capability, enabling the School to expand its library and computer capacities and complete numerous externally funded projects on Hawai‘i and Pacific Island tourism by its faculty and graduate students. Studies on ecotourism, health and wellness tourism, transportation, economic impact of museums and cultural attractions, China tourism market, tourism workforce development are a few examples of work by the Center that has directly benefitted the State of Hawai‘i.

- In 1978 TIM School established Eta Sigma Delta the international hospitality management society and still has the only student satellite chapter for PATA established in 1985. Other student organizations are TIM Student Association (TIMSA, 1966), Delta Nu Alpha National Transportation Fraternity (1975), Hawai‘i Hotel Sales Management Association (HHSMA, 1975), Club Managers of America Association (CMAA, 1975) and Young SKAL (2010), American Hotel and Lodging Association (AH&LA, 2011). The annual Netlinks networking career fair was established in 1995 and TIM Night 40 years ago.
- In 1990, the TIM School was the first educational institution to receive the PATA Gold Award for Education and Training. The TIM School has the only PATA Satellite Chapter.
- In 1991, the TIM School was among the first to be granted full accreditation by the Accreditation Commission for Programs in Hospitality Administration (ACPHA), under the Council for Hotel, Restaurant and Institutional Education. It was re-accredited in 1998 and 2008 – 2015.
- In 2002, the TIM School was one of the first to receive Tourism Education Quality (TEDQUAL) Certification by the UNWTO. The TIM School was awarded one of the highest ratings given to certified institutions worldwide. UH Mānoa's TIM School got an overall 98 percent rating and between a 94 percent and 100 percent rating in six-audit process areas including employers, students, curriculum, faculty, infrastructure and management. The TIM School received the highest overall rating score.
- Named TIM facilities include the Leong Hop & Bernice C. Loui Computer Lab, Gee Technology Center and The Sunset Reference Center, supported by funds from Ambassador William Lane and the Kitaro Watanabe endowments, includes more than 10,000 items that consist of books, reports, statistical publications, and subscriptions to more than 200 periodicals housing the largest collection of specialized resource material on tourism in Hawai‘i.
- The TIM School houses the Tourism Research Information Network (TRINET), an electronic bulletin board that facilitates a worldwide exchange of information and ideas related to tourism research and education by scholars and researchers. Established in 1988, it hosts more than 2,000 subscribers from 50 countries.
- TIM School has generated leading-edge publications, such as the first textbooks on Travel Industry Management (Chuck Gee and Dexter Choy), international hotel management (Gee) and resort development (Gee); the first book on travel information technology (Pauline Sheldon); and the first book on Pacific Islands ecotourism (Juanita Liu), for which the Pacific Business Center Program (PBCP) received national recognition. Liu also conducted the first tourism economic impact studies for Hawai‘i, Pacific Islands, Western Canada and Turkey.
- Juanita Liu’s article “Resident Attitude towards Tourism in Hawaii” is 14<sup>th</sup> most cited among articles published in the top three tourism journals for the past 12 years.
- Three TIM faculty have been inducted into the prestigious International Academy for the Study of Tourism (The Academy); only the top 75 tourism scholars in the world are selected. This is the largest number of inductees from a single institution.
- TIM School holds leadership positions in key organizations in the hospitality and tourism field including: PATA, UNWTO, The Academy, Tourism and Travel Research Association (TTRA),

Tourism Education Futures Initiative (TEFI), Business Enterprise for Sustainable Travel Education Network (BESTEN), and Western Regional Science Association (WRSA).

- TIM School has a strong and loyal alumni group at UHM. TIM International (TIMI), established in 1988, fundraises and sponsors student events, provides awards/scholarships and major improvements to the School's facilities.
- TIM School partnerships are highly sought after by educational institutions from Asia and the Pacific. Requests are now being received from Europe and the Middle East. Formal agreements are only limited by the ability of the School to respond to such requests.

## APPENDIX II. SELECTED LIST OF INDEPENDENT SCHOOLS AND COLLEGES.

- School of Travel Industry Management, University of Hawai'i at Mānoa
- School of Hotel Administration, Cornell University
- William F. Harrah College of Hotel Administration, University of Nevada, Las Vegas
- Rosen College of Hospitality Management, University of Central Florida
- School of Hospitality and Tourism Management, Florida International University
- University of Houston, Conrad N. Hilton College of Hotel and Restaurant Management
- Collins College of Hospitality Management, California State Polytechnic University, Pomona
- College of Hospitality and Tourism Management, Niagara University
- School of Hospitality Administration, Boston University
- School of Hospitality and Service Management, Rochester Institute of Technology
- School of Hotel, Restaurant and Tourism Management, University of South Carolina
- School of Hospitality Management, Widener University
- School of Hotel and Tourism Management, Hong Kong Polytechnic University
- College of Tourism, Rikkyo University, Japan
- College of Hotel and Tourism Science, Kyunghee University, Korea
- College of Hospitality and Tourism Management, Sejong University, Korea
- College of International Tourism, Macau University of Science and Technology
- Institute for Tourism Studies, Macau
- School of Tourism Management, Beijing International Studies University
- Shanghai Institute of Tourism, Shanghai Normal University
- School of Tourism, Sun Yat-Sen University
- Tourism College, Tianjin University of Finance and Economics
- School of Tourism, Xi'an International Studies University
- College of Tourism, Zhejiang University
- College of Tourism Administration, Zhengzhou University
- College of Tourism, Dalian University, Liaoning
- College of Tourism, Fujian Normal University
- Shandong College of Tourism & Hospitality, Jinan
- School of Tourism (Sino-French Tourism School), Guangzhou