**Step 3: Second Level Unit Review and Ranking (Deans/Directors/Department Heads)**

Using the program review results posted on the Prioritization Process webpage, please complete the below information and submit to ovcafo@hawaii.edu as a word doc or pdf file by **March 15, 2009**. Please ensure the e-mail subject heading reflects the Department/School/College name followed by “Second Level Review.” For example: SOEST – Second Level Review.

Department/School/College: School of Travel Industry Management – Second Level Review

The department would fall under which of the following Vice Chancellor’s offices?

___ x ___  Academic Affairs  
_____  Research and Graduate Education 
_____  Student Services  
_____  Administration, Finance, and Operations

Advisory Committee Members (list names and titles):

Dr. Ingrid Lin, TIM Faculty Senate (TFS) Chair  
Dr. Jack DeJong, TFS, Vice Chair  
Dr. Sun-Young Park, TFS Secretary  
Dr. Dexter Choy, TFS Undergraduate Curriculum and Student Affairs Committee Chair  
Dr. Russell Uyeno, Grad Chair and TFS Research Committee Chair  
Dr. Ivan Wen, TFS Personnel Committee Chair

The report was also reviewed by the TIM Advisory Council.
### Administrative Unit (e.g. College) Prioritization Summary

<table>
<thead>
<tr>
<th>TIM PROGRAM</th>
<th>New/In Transition</th>
<th>Target for Growth or Investment</th>
<th>Maintenance</th>
<th>Reorganize/ Restructure/ Merge/ Consolidate</th>
<th>Reduce in Size or Scope</th>
<th>Phase Out Close Eliminate</th>
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<tbody>
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<td>BS degree</td>
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<td>Sustainable Tourism Certificate</td>
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<td>Proposed online certificate</td>
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<td>Singapore BS</td>
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<td>Student Services</td>
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<td>Center for Tourism Policy Studies</td>
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<td>Outreach and Community Affairs</td>
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<td>Administration</td>
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x denotes prioritization of resources, but not necessarily productivity or expansion of programs. All programs marked for maintenance or consolidation are still planned to be increased with the same level of resources, by reengineering programs to increase demand and to generate more revenue.

This form is to be used to provide a summary of program priorities within an administrative unit (e.g. college). Please list each program identified in the Summary Matrix forms and Optional Guides in a priority category. This Prioritization Summary form should be forwarded, along with all self-review materials, to ovcafo@hawaii.edu for posting on the Prioritization Process webpage by March 15th for the next level of review to take place.

**Brief Summary (no more than 2 pages)**

Please include a brief narrative with an overview of the rationale for placement of the components on the Prioritization Summary form and any supportive or explanatory text or data that will assist higher levels of review in determining the relative priority of each program. You may wish to comment on the program self-reviews.

*Level 1 consisted of self reviews of the TIM programs, which were conducted by a confidential online survey by the TIM faculty and staff. The programs were rated from 1 to 4 based on over 50 items classified by 7 criteria. The number presented in parenthesis for each program is the average of the 7 criteria scores in the prioritization rubrics, converted into percentages. Given that the scores were obtained by polling the faculty and staff, the results are lower than can be expected than if the program were scored by only that person in charge of the unit. Hence, the percentages give a relative rating of programs within TIM, but are not necessarily comparable to those scores obtained for programs outside of TIM that used different methods.*
New program being established: Online program for distance education in Neighbor Islands. (48 %)
In 2008, $84,000 of legislative funds were granted to TIM by the UH Office of Academic Planning and Policy to develop distance education program for the Neighbor Islands. Additional TIM funds of $18,000 were also used to develop courseware by the College of Education DCDC. The purpose of program is to extend the reach of the TIM curriculum to underserved populations in the Neighbor Islands and Oahu, such as community college students or working professionals with the AA degree. Five core courses and one elective course are being developed, including introduction to TIM, management, marketing, information technology, human resources and management by host cultural values. Fifteen credits are required for a certificate and all count toward the TIM BS degree, should the student continue on to complete the entire degree. Three courses will be completed by Fall 2009. If approved, the certificate program will be launched in Spring 2010.

Programs that are targeted for increased investment: none.

Programs to be maintained: BS degree, MS degree, Certificate for Sustainable Tourism, Administration.
There are over 400 – 450 students enrolled in the TIM Bachelors of Science degree program (83%) and indications are that demand for TIM graduates will continue into the future. The TIM student acquires knowledge and professional skills to develop careers in the travel industry, but these same skills are transferable to other service industries. Over the more than 45 years since the establishment of the School, many graduates are CEOs or GMs in prestigious hotels and travel firms. All students must complete 800 hours of work experience for their internships and there are many clubs and extra-curricular activities that build student participation in School activities, which may explain why TIM has one of the highest retention and graduation rates at UHM. Over $50,000 of scholarships and awards are given to students annually. Graduates seeking jobs through the TIM arranged recruitment services enjoy a greater than 90 percent placement rate. The TIM undergraduate program operates with the second highest average class size in UHM. The curriculum has been recently revised to focus on more complex resort and destination management issues and thus faculty resources will need to be maintained at least at its current level in order to ensure quality. Given the economic downturn and the dramatic changes taking place in the hospitality and tourism field, the curriculum will need to be further revised in order to respond to industry needs for relevant education in today’s environment.

The TIM Masters of Science degree program (78 %) is designed to provide advanced knowledge and skills essential for critical thinking, creativity and innovation, and strategic problem-solving and decision-making in the travel industry. In its more than 20 years of existence, its graduates have distinguished themselves in key government and industry positions, as well as many going on the complete PhDs. The program has been reengineered to offer more graduate hospitality courses and require students to have 2 years work experience prior to admission and complete a thesis or professional paper. A record number of applications have been received which is not unexpected. More opportunities for internships and funded research projects are planned. Enrollments at steady state are at 20 – 25, with average class sizes only slightly below UHM average.

TIM Professional Programs (TIMPP) (78%)- Since 1979 the TIM School has been offering professional development programs for participants from Hawai‘i and the Asia-Pacific region, and current plans are to expand these education and training programs. There are more than 3,000 graduates from the TIM professional programs. Many are now top tourism government officials and industry executives all over the world. The long-standing Executive Development Institute for Tourism (EDIT) was established and still supported by the Pacific Asia Travel Association (PATA). Hawai‘i International Hotel Institute (HIHI) is supported by an endowment that funds administrative costs. The PPTS Program that has regularly brought China professionals for year-long studies at the graduate level for 30 years is funded by donations. The short term and custom training programs are additional sources of external funds for the School. During the past few years, TIM resources were expended to duplicate these programs in Asia, but these did not result in any positive returns for UHM/TIM. Hence, current efforts are being refocused on Hawaii in order to build local industry capacity, as well as strengthen the income-generating potential for the TIM School. There has also been recent increasing demand for TIMPP for groups from Japan, China the Middle East.
Certificate for Sustainable Tourism (53 %) - The Certificate in Sustainable Tourism is designed to provide non-TIM undergraduate students with an opportunity to develop knowledge and understanding of sustainable and responsible tourism principles and practices. Students who qualify for the certificate are required to take 15 credits offered by the TIM School and complete the requirements for a bachelor’s degree in their areas of study. Since the program only uses existing TIM courses, no additional resources are required for the program. Present enrollments are small, but this is an area of study that addresses a critical need and future demand.

Administration (78 %) - The TIM School serves the UH land grant mission through education and training, research and outreach that supports the largest income generating sector of the Hawai‘i economy and the largest industry in the world. The TIM Administration oversees the management of the academic undergraduate and graduate programs, an internship program, external relations and fundraising, externally funded research projects and professional programs, articulation and UH relations, international associations, and industry, alumni and community relations. Important traditions within the School include events such as TIM Night, the Legacy Banquet, the Lane Sustainability Lecture, Netlinks networking program, scholarship and awards event and graduation receptions. The TIM program was groundbreaking in academia by focusing on the totality of tourism as a multi-disciplinary industry encompassing tourism, hospitality and transportation management. It still maintains this uniqueness and has been recognized as among the top programs in a field where most of the other programs are more narrowly focused on hospitality or hotels. The TIM School was the first to receive the PATA Gold Education Award and was designated as one of 16 regional United Nations World Tourism Organization (UNWTO) Centers for Education and Training in the world. The School has been recently recognized by the UNWTO as one of the leading tourism programs in the world. The School has also been reaccredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) and is a United Nations World Tourism Organization TedQual certified institution. As a professional School, it has a blue ribbon industry advisory board and alumni association (TIMI) that actively support the School. Through its generous donons the TIM School boasts named facilities such as the William Lane Sunset Reference Center, the Leong Hop & Bernice C. Loui Computer Lab and the Chuck Y. Gee Technology Center.

Programs to be reorganized, merged and consolidated: Merge Interim Assistant Dean of Student Services with Research Director positions. (84 %)
In order to maintain an acceptable level of instruction, recent faculty losses need to be replaced. A no-cost solution to alleviate teaching shortfalls is to reassign the current interim assistant dean to the fall-back instructor position. The interim assistant dean position would be consolidated with the research director position, i.e., two 11-month positions into one. This was the strategy used during a previous period of budget cuts. Efficiencies are also created since the current Research Director was a former student services director in TIM and holds a PhD in education. The dean’s office has already increased its efforts to obtain external grants and funds for the School. There is concurrence among faculty and staff with this proposed reorganization and consolidation.

Program to be reduced in size or scope: Community Education and Outreach (64 %).
The special assistant to the dean, who now holds a full-time position, has proposed moving to half-time in order to pursue consulting opportunities. He will teach one undergraduate course per semester, establish outreach projects, mentor student clubs, and solicit professional training programs. Community education, training and outreach efforts by the Assistant Director of TIM professional programs and Research Director of the Center for Tourism Policy Studies will be stepped up in these areas to address critical needs for Hawaii’s visitor industry.

Program to be eliminated: TIM Singapore BS degree. (28 %).
Setbacks to the program, including insufficient articulated credits, WASC denial, lack of faculty support including Manoa Faculty Senate and UHPA, leaves the program in doubt due to concerns about academic and financial viability and competitiveness. The TIM School has already expended substantial start-up costs and can no longer afford to subsidize the costs that are being incurred. The UHM Singapore account was billed $16,000 for travel advances that have yet to be reimbursed to TIM pending UHM Singapore board approval.