Date: November 8, 2013

Memo to: The Manoa Faculty Senate and University of Hawai‘i Professional Assembly

From: The TIM Faculty Senate

Subject: Academic Governance and Intellectual Property Rights of Faculty

The Faculty Senate of the School of Travel Industry Management (TIM) is requesting clarification and guidance on faculty rights with regard to academic decision-making and intellectual property. The TIM faculty is being pressured to grant upper division equivalencies or waivers to accommodate lower division coursework at the Community Colleges. In essence, it is a situation whereby outside forces are being allowed to dictate curricular changes by demanding that TIM course syllabi be released in the attempt to force such changes. It is claimed that management, not faculty, has ownership of course syllabi and that they should be public documents to be shared with others. Faculty concerns and objections have gone unheeded and met with warnings of serious consequences if we do not comply.

On the other hand, UH System Administration has requested from TIM and was provided a 2 + 2 CC to UHM plan that was unanimously approved by the TIM Faculty Senate on September 16, 2013. This pathway enables students from the Hospitality and Tourism (HOST) AS Program to earn the TIM BS, fulfilling all UHM requirements with 120 credits in four years (Appendix A). Equivalencies and waivers were carefully considered by the TIM faculty, but deemed unnecessary, not academically sound, and not in the best interest of the students. We are now being asked to create a separate AS-BS track with bridge courses instead. This would serve no purpose, since TIM requires only 44 out of 45 required upper division credits. Thus, all excess credits are lower division so this is where the changes need to be made.

The TIM School has an extremely efficient and successful transfer process with the UHCCs. In fact, TIM transfer students are the second fastest to earn their bachelor degrees out of 85 undergraduate majors. Currently, there are about 100 system transfers, of which 75 percent enter from the AA route. AS students earn Career Technical Education (CTE) degrees, so they need to complete additional GenEd requirements at UHM. All courses taken in HOST transfer to TIM either as equivalencies or electives. However, to save time and money, most of the AS transfers do not complete the 2-year degree before entering UHM (7 out of 9 students in Spring 2013 intake). Substituting GenEd requirements for courses that don’t count toward the BS better prepares them for upper division work and speeds up graduation. Consistent with System and campus goals, the 2+2 plan will enhance their progress toward earning the bachelors.

Thus, it makes no sense to dilute the curriculum by waiving or substituting upper division courses with first- or second-year courses for any one particular group of students. It would create the undesirable effects of inequities for other transfer students and students who enter as freshmen, put the TIM School at a lower competitive standing nationally and internationally, and
diminish the degree for alumni. Moreover, the data on student performance show that it is necessary for the HOST students to take the upper division courses in the correct sequence.

UHM admissions officers do not grant upper division equivalency to lower division courses, because of the four-year versus two-year standings per WASC accreditation standards. Neither do our peer institutions, UH West Oahu, or any other UHM unit. CTAHR, COE, School of Architecture and Nursing were cited as examples, but inquiries were made and found not to be the case. Moreover, the UHCC to UHM course transfer website does not list any 100- or 200-level course being accepted as a 300- or 400-level course. Thus, this is a campus-wide issue that would be a precedent setting at UHM and therefore, a determination is needed as to whether this is a proper direction for faculty to pursue.

It would also be helpful to know if other units on campus are being similarly challenged and if such administrative pressure on faculty academic decision-making may jeopardize our good accreditation standings with ACPHA and WASC. The Board of Regents and UHPA policies state that “faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research.” Further, it seems that course syllabi are not works for hire. Instead, they are faculty intellectual property according to UH Executive Policy E5.500, the AAUP, and policies at peer institutions consistent with U.S. copyright laws (Appendix B).

Thus, clarification is requested as to whether management-stated objectives can supersede faculty governance on academic matters such as determining curriculum. In particular, we are requesting that the Mānoa Faculty Senate and UHPA provide guidance to us as to who owns course syllabi at UHM and whether management is entitled to them. We appreciate your attention to this urgent matter, since the apparent disregard for faculty rights, along with the heavy-handed approach by management, is causing undue distress that may adversely affect faculty retention.

Unanimously passed by the TIM Faculty Senate on November 8, 2013.

Submitted by

Daniel M. Spencer
Professor Daniel M. Spencer, Ph.D.
Chair
APPENDIX A

TIM ARTICULATION REPORT AND 2+2 PLAN
REPORT ON VERTICAL ARTICULATION OF HOSPITALITY & TOURISM (HOST) TO TRAVEL INDUSTRY MANAGEMENT (TIM) PROGRAMS WITHIN THE UNIVERSITY OF HAWAI'I SYSTEM: SUMMARY

1. The TIM School accepts all credits earned in the Hospitality & Tourism (HOST) Program. These transfer in as equivalencies (36 credits) or electives (27-31). In short, all 63-67 credits required for the HOST AS degree transfer into UHM-TIM. (Note: 1 course = 3 credits)

[Here is the breakdown: The HOST AS graduate has completed 12 equivalent courses, consisting of 5 lower division courses in the TIM major (15 credits), 6 UHM General Education (18) and 1 language course (3-4 credits). To earn the TIM BS, the HOST transferee will need to take 28 more lower division credits; consisting of ACC 202 (3), 3 language courses unless waived, 5 GenEd courses (13), and 1 H focus course (3); plus 45 UD credits and 6 writing-intensive.]

2. Twenty-five percent of 400 TIM students per year are transfer students, of which 75 percent are from the Associate of Arts (AA) pathway, whereby they can complete all the lower division and language requirements in the first 2 years. After entering UHM, they complete the upper division TIM and other UHM requirements for the minimum 120 total credits to earn the TIM Bachelor of Science (BS). Vertical articulation in TIM is extremely efficient, since TIM transfer students are the second fastest group of transfer students to graduate out of 85 UHM undergraduate majors.

3. The HOST Associate of Science (AS) route is designed as a terminal Career Technical Education (CTE) degree, but some do transfer to bachelor’s programs. In order to attract and ease the transfer, the TIM School has a generous policy of accepting all HOST concentration courses as elective credits, even though these are not required for the TIM BS. This is not typical of 4-year institutions. This means that credits taken beyond 120 credits do end up as excess credits for the BS. Currently, students who transfer with the HOST AS (63-67) to the TIM BS (69-81) must take a minimum of 132-148 credits to complete both degrees.

4. The TIM School grants more transfer credits to students from the UH community colleges, compared to those from other hospitality/tourism programs in the U.S. Examples are:
   - UHM: 75 UH credits, but maximum 60 for non-UH
   - University of Houston: 66
   - Penn State: 60
   - UNLV: 55, but only 50% credits from two-year school accepted
   - Cornell: 0 credits from two-year or online programs are accepted

None of these programs, nor does any other unit at UHM, grant upper division (UD) equivalency or waivers to lower division (LD) courses as this would violate accreditation guidelines, UHM admissions policy and Mānoa Faculty standards. (Appendix I)

5. Therefore, UHCC transfer students are not bypassing UHM in favor of mainland universities because fewer credits are accepted there and it is more expensive. For example, TIM accepts almost 100 transfer students per year, compared to only 3-5 Hawai‘i residents entering the UNLV hospitality program per year.
6. In 2006 the TIM School curriculum received a 100 percent rating in its TEDQUAL Certification from United Nations World Tourism Organization and was adjudged to be among the top 2 programs in the nation and top 8 in the world. This year the School is ranked by the Best Schools Organization as one of the top 20 tourism schools in the nation, based on academic quality, courses offered and return on investment. Most importantly, the TIM School is accomplishing its mission to produce managers and leaders for the local, regional and worldwide hospitality and tourism fields and responding to future needs for graduates with higher skills in finance, information technology, revenue management, languages and sustainability.

In order to further facilitate the transfer of HOST students to the TIM BS, the UH Administration has requested a “2 plus 2 HOST to TIM Pathway” with 60 credits taken at each institution so that students can graduate in four years. Thus, a template has been created to show how transfer students from HOST can graduate with 120 credits in four years (Appendix 2). It is a practical guide that any HOST student who changes degree goals at any time during the first two years, can use to figure out what additional courses are needed to earn the TIM BS and estimate how long it would take.

Since the TIM School requires fewer upper division credits than the minimum needed for the bachelor’s degree, the only savings to be achieved is at the lower division level. The math is straightforward: take the 120 credits to include 31 Mānoa General Education, 18 HOST/TIM lower division, 44 TIM upper division, 6 writing-intensive, 3-12 language depending on waivers, leaving the remainder for electives already taken in HOST. This means that the bachelor’s earned by HOST students is already heavily weighted toward lower division coursework (62 percent), since only 45 upper division credits (38 percent) is required out of the total 120.

Thus, it makes no sense to dilute the curriculum by waiving or substituting upper division courses with lower division courses for any one particular group of students. It would create the undesirable effects of inequities for other transfer students and students who enter as freshman, put the TIM School at a lower competitive standing nationally and internationally, and diminish the degree for alumni. Moreover, the data on student performance shows that it is necessary for the HOST students to take the upper division courses in the correct sequence.

Finally, critical discourse is welcome with respect to making changes. However, the responsibility for making curricular decisions lies with the faculty of the degree granting program. This is fundamental to maintaining academic quality and accreditation and is specified by the University of Hawai‘i’s BOR Policy Chapter 1, Section 1-10 Regents’ Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development. It is a responsibility not to be taken lightly, given the highly competitive nature in hospitality/tourism education, as well as jobs in the industry (“Competition stiff to work in hospitality profession,” by Allison Schaefers, Star Advertiser.)
REPORT ON ARTICULATION OF HOST TO TIM PROGRAMS

THE UNIVERSITY OF HAWAI’I IS A LEADER IN SYSTEM ARTICULATION

System articulation was undertaken more than two decades ago to facilitate a seamless transfer of students from the two-year UH Community College (UHCC) programs into the four-year campuses. These efforts have resulted in the UH becoming a national leader for state university systems. Seamless transition includes open admissions from the CCs after completion of 24 transferable credits, eliminating standardized admissions tests, lifting the cap on transfer credits from within the system, as well as articulating lower division (LD) courses into the UHM core. Last year, UH-Mānoa (UHM) received national attention as the only university to award associate degrees to community college students who transferred early prior to earning the degree, i.e., whenever they complete 60 credits.

False rumors are being spread about the TIM School failing to articulate UHCC Hospitality & Tourism (HOST) students. It stems from the mistaken belief that upper division credit can be granted for lower division work. However, this goes against UHM admissions procedures, institutional accreditation policies, and national trends. Furthermore, since only 45 UD credits are required for the UHM degree and TIM requires 44, substitution of UD courses would not help students graduate any faster, nor would it prepare them for advanced coursework. Moreover, standards for earning a degree is to be determined by the faculty conferring the degree as specified by UH BOR and UHPA policies.

Thus, an internal investigation into vertical articulation is warranted in order to find out what is really happening and what can be done. This report shows that the TIM School is far more generous in vertically integrating community college students, compared to similar programs. In fact, TIM transfer students are now the second fastest to graduate on campus. All 63-67 credits earned by HOST AS graduates will transfer into UHM, but many courses are excess credits for the B.S. To save time and money, many HOST transfers do not complete the AS before entering TIM, since they can enter a 4-year program with a minimum of 24 transferable credits). The TIM School is tasked with designing a "2 plus 2 pathway" to reduce the current 132-148 credits to 120, with students spending two years at each institution. For this purpose, a worksheet has been prepared as a guide for AS students who wish to complete the BS in four years. (Appendix 2)

TIM SYSTEM ARTICULATION IS A SUCCESS BUT MORE CAN BE DONE

Prior to TIM School independence in 1991, enrollment was 150-200 students with an average of 6 years to graduate the minimum 136 credits. Today, there are 350-400 students averaging 5 years to graduate with the minimum 120 credits. Two-thirds are Hawai’i residents and twenty-five percent are system transfers. Concessions were made to raise the cap for transfer of LD courses taken by UHCC students from 60 to 75 credits and to articulate all lower division (LD) courses.

In the past few years TIM has consolidated 15 credits of GenEd and focus requirements into the TIM core, offering summer online core courses, and mandatory advising. These improvements have resulted in saving TIM students up to an entire semester of coursework. Even with two years of
language and 800 hours of internship, TIM undergraduate students are the 6th fastest to graduate. Significantly, TIM transfer students are the second fastest to graduate out of 85 majors. This attests to the faculty's successful efforts in shortening time to graduation and accommodating transfer students.

Under system-wide articulation, significant progress has been made during the past decade:

1) All credits taken in the UHCC HOST programs transfer into UHM and this is more than would be accepted by any other comparable program. (see Appendix 1) UNLV will not accept more than 50 percent of credits earned at a two-year school, while Cornell will not accept any. By contrast, all 63-67 credits taken at KapCC count for the TIM BS provided they are needed to fulfill a requirement, including up to 18 GenEd equivalencies, 3 language, 15 HOST-TIM equivalencies. In short, all credits transfer with up to 36 required credits and the remaining 27-31 as electives.

2) Since the signing of a system-wide MOU by TIM and the UHCCs in 2010, equivalencies for all TIM lower division courses (TIM 100, 101, 200) have been granted to the CCs upon request. This is not the case for other universities. For instance, HOST 101 taught at Kaua'i CC transfers as equivalent to TIM 101 at UH, but only as an elective for HMD 101 at UNLV. This means that the student from Kaua'i CC would have to retake the introductory course at UNLV, but not at TIM.

3) TIM accepts all HOST courses numbered 100 or above as either equivalents or electives, whereby all credits are counted, including vocational courses not taught in TIM. This rarely happens at other universities, but these concessions were made to support programs within the UH System.

4) Due to this generous system transfer policy, very few local students transfer to other states like Nevada which are far more restrictive and expensive. In fact, the UNLV Director of Advising and Academic Affairs, Harrah College of Hotel Administration, reports that, “we have 3-5 students from Hawai'i in each Fall intake.” (Email dated 7/23/2013)

5) By contrast, TIM enrolls 250-300 Hawai'i residents per year. Almost 100 are transfer students of which 75 percent take the Associate of Arts (AA) pathway designed to fulfill the UHM general education requirements within the first two years, which prepares them for the junior year in TIM.

6) The Associate of Science (AS) degree is intended as a terminal degree for students who wish to obtain two-year Career and Technical Education (CTE) training. The AS-BS pathway would add 16 credits of GenEd, 3 credits of TIM LD (ACC 202), and 9-12 credits of language, assuming all the GenEd courses taken in HOST meet TIM requirements. Students must also take 44 TIM UD credits plus 6 credits of WI to earn the BS, with a minimum of 45 UD.

7) Currently, 17 TIM students transferred from the HOST AS programs. Most avoided excess credits and transferred before completing the AS degree. For example, in Spring 2013, seven out of the nine transfer students from the KapCC HOST program did not take the LD marketing and management courses, since these are already required UD core courses in TIM. For the six students who did take these courses at both programs, the averages of grades earned from both courses went down. In spite of the emotional appeal, this does point to the need to take these
courses in sequence to help students succeed. This is also the case in other fields, whereby
duplication in topics in math or English literature may be covered at different levels in one’s
academic and professional careers to increase one’s understanding and proficiency.

8) No unit at UHM grants course by course UD equivalencies to LD courses taken at the CCs.
Furthermore, the national trend at four-year programs is toward becoming more restrictive in
granting credits earned from the junior/community colleges, as well as AP high school courses.

EXISTING TIM PROGRAM IS ACHIEVING ITS OBJECTIVES

Curricular changes must be carefully considered within the context of program integrity to ensure
academic excellence and reputation which continues to be the most important reason for choosing to
enroll in a program. The TIM School has achieved a global reputation over the years:

1. The TIM School is located in the flagship campus at UH and is the only hospitality/tourism/
transportation program in Hawai’i located in a Carnegie I Research University.
2. As the oldest and most well-established tourism and hospitality program in the Asia Pacific
Region, the TIM School has achieved a global reputation and was the first to receive the Pacific
Asia Travel Association Gold Award in Education and Training.
3. The United Nations World Tourism Organization (UNWTO) ranked TIM School as among the
top two in the nation and top eight in the world. This ranking was based on an audit by
international experts conducted within its TedQual Certification System, whereby the TIM
School earned a 98 percent overall rating, including 100 percent for curriculum.
4. The TIM School has been ranked as among the top 20 best tourism schools in the nation by
TheBestSchools.org based on the criteria of academic excellence, curriculum and return on
investment (student employability and earnings).
5. The TIM graduate program is ranked eighth out of 45 programs nationwide.
6. TIM is the 6th largest undergraduate major on campus and among the 15 largest in the nation.
7. TIM School attracts the largest number, or about 20 percent of the international undergraduate
students at UHM.
8. This year enrollment is flat, however, last year enrollments increased by 15 percent. Neighbor
island student enrollment increased by 40 percent.
9. TIM’s online program has the seventh largest enrollment and has the largest average number of
students enrolled per class.
10. TIM is the most productive and efficient instructional unit on campus (see below).
11. TIM professors have written 74 journal articles and conference papers from 2010-2012,
averaging 3 per faculty/year. Three professors were recently tenured and promoted. This
summer a professor won an excellent paper award at an international conference in So. Korea.
12. Three TIM deans, including the current interim, are elected fellows in the International
Academy for the Study of Tourism, comprised of the top 75 tourism scholars in the world.
13. Last year donations to the School increased by 85 percent from the previous year. Last year
twenty percent of TIM students are supported by $225,000 in financial aid, triple the amount
from 3 years ago. This year about 75 students are receiving more than $350,000.
14. This year the TIM School has received four endowments and two bequests totaling $535,000.
15. The TIM Legacy program is now raising more than $150,000 annually.
16. TIM executive/professional programs are expanding with training in Hawai‘i and Abu Dhabi, for groups from Japan, China, Taiwan, Korea, and Abu Dhabi. EDIT is in its 36th year.
17. Student achievements—a Regent’s Scholar, 6 Chancellor’s Scholarships, 5 honors students, 40 students on the Dean’s List (3.5 GPA) last semester, 17 to be inducted into the Eta Sigma Delta (ESD) Honor Society. ESD students are starting up mentoring programs for freshman and Farrington High School students. Two clubs are fundraising and planning a trip to a national annual hospitality conference in the Javits Center, NYC. TIM School was represented by a student at the first UNWTO student forum in Bournemouth, England. Four students will be selected to host a TIM School booth at the National Restaurant Association Conference in Chicago in May 2014.
18. Internships—almost 300 per year, with 31% in hotels, 30% in restaurants, 20% in transportation, 8% in events planning, and 11% other.
19. All TIM graduates who seek employment after graduation are able to find jobs with over ninety percent finding entry-level management positions.
20. Our alumni network is extensive and active, distinguished and worldwide. International internships are opening up through our alumni.
21. The TIM School is widely sought after for joint programs, exchanges and professional training.

UH systems data indicate that the TIM School is operating as the most productive instructional unit on campus. It is the 6th largest of 60 undergraduate majors and 15th largest out of 85 undergraduate and graduate majors at UHM (top 20 percent). The TIM School has high productivity and efficiency measures compared to UHM averages. For example, in 2012 the ratio of student semester hours to faculty for TIM is 2 times higher compared to that of UHM, the student/faculty ratio is 3 times higher, the degrees awarded/faculty ratio is 3 times higher, and the enrollment/staff ratio is 5 times higher.

The TIM School is the most cost-effective program at UHM with the ratio of tuition revenues to budget allocation at 2.5. Estimated gross tuition revenues from TIM majors is about $5 million per year, assuming all coursework being taken at UHM.

THE FUTURE OF HOSPITALITY/TOURISM EDUCATION IS IN ADVANCED DEGREES
In order to retain and attract the best students and faculty for a quality program that prepares its graduates for the largest industry in the State and the world, the TIM School needs to keep its status as an independent unit at UHM, the sole Carnegie I Research University in Hawai‘i. Being the largest income-generating industry in Hawai‘i, there is also a great need for many more CTE graduates from the Community Colleges. In fact, given future projected labor demands, there is a need for employment at all levels.

In addition to learning the fundamental management skills, the complexities and restructuring of the industry requires greater sophistication of knowledge and skills, critical and conceptual thinking, creativity, innovation and entrepreneurship. This is consistent with the TIM School mission to educate
managers and leaders with expertise in strategic and sustainable travel industry management and development, as well as revenue management, resources management, and data analytics.

There is also a need for higher education and advanced preparation due to the fast-changing, competitive field that gets increasingly more challenging. Graduate education in our field is no longer a luxury, it is becoming the norm. If TIM School is to remain competitive, it needs to be supported. Given its location in a premier tourism destination in the fastest growing tourism region, it has the potential to become the best tourism college in the country and region.

RESOLUTION. The UH System Administration has requested that TIM School design a “two plus two pathway” for HOST AS transfers to the BS degree, with 60 credits taken at each institution. This will ensure that students can complete the four-year degree with a minimum of 120 credits.

Current situation for HOST AS to TIM BS: 63-67 credits required for the HOST AS with an additional 69-81 at UHM, totaling 132-148, assuming the recommended GenEd courses are taken in HOST.

<table>
<thead>
<tr>
<th></th>
<th>UHCC</th>
<th>UHM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GenEd</td>
<td>18</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Language</td>
<td>3-4</td>
<td>0-12</td>
<td>3-16</td>
</tr>
<tr>
<td>HOST-TIM LD</td>
<td>15</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>HOST Electives</td>
<td>27-30</td>
<td></td>
<td>27-30</td>
</tr>
<tr>
<td>TIM UD</td>
<td>44</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Writing intensive</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

63-67       69-81      132-148

Reductions cannot be made at the UD level, since 45 UD credits at UHM are required for the bachelor degree and TIM requires only 44 UD credits. Further, substituting or waiving upper division courses with courses from two-year programs cannot be sanctioned because it violates accreditation policy, which is why such requests are denied by the UHM Admission Office and Mānoa Faculty Senate.

Proposed changes: UHM-TIM requires 31 GenEd, 12 language, 18 TIM LD, 44 UD, 6 WI (1 UD), leaving 9 elective credits to sum up to 120. Hence, the 2 plus 2 pathway can be done if HOST students add the following in their first 2 years: one GenEd, one TIM LD, one focus and all language courses.

The following schematic shows how this can be achieved. (Worksheet in Appendix 2).

<table>
<thead>
<tr>
<th></th>
<th>UHCC</th>
<th>UHM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GenEd LD</td>
<td>21</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Language LD</td>
<td>12-3</td>
<td></td>
<td>3-12</td>
</tr>
<tr>
<td>HOST-TIM LD</td>
<td>18</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>HOST Elec. LD</td>
<td>9-18</td>
<td></td>
<td>9-18</td>
</tr>
<tr>
<td>TIM UD</td>
<td>44</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>WI</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

60           60         120 minimum 1 UD
Appendix 1. A Comparison of the Transfer Policies of Selected Undergraduate Hospitality/Tourism Programs Shows that the TIM School has the Most Lenient Transfer Policy for System Transfers.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Credits</th>
<th>Institutional Minimums</th>
<th>Maximum Transferable</th>
<th>Credits in Major as UD</th>
<th>LD transfers as UD</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHM</td>
<td>120</td>
<td>30</td>
<td>75 fr. UH System</td>
<td>76</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45 UD</td>
<td>60 fr. nonUH System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of Houston</td>
<td>122</td>
<td>30 (last sem.)</td>
<td>66 LD only</td>
<td>75</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36 UD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNLV</td>
<td>128</td>
<td>30 uninterrupted</td>
<td>55</td>
<td>73</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62 from 4 yr.</td>
<td>Max. 50% from 2-yr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornell U</td>
<td>120</td>
<td>60 core plus</td>
<td>60 LD fr. 4-yr.</td>
<td>85</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 electives</td>
<td>0 from 2-yr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penn State</td>
<td>132</td>
<td>36</td>
<td>60</td>
<td>76-102</td>
<td>No</td>
</tr>
</tbody>
</table>

Note: UNLV Transfer Policy states that transfer from a two-year school has limitations:

a. No more than 50% of your credits can apply to your UNLV degree;

b. If a UNLV Hotel College required course is a 300/400 level course, it cannot be satisfied with a course transferred from a two-year school. For example, you may have taken a course entitled "Cost Control" at your two-year school. But, because that Cost Control course required at UNLV is a 400-level course, FAB 461, you will not be given credit for that course. Your transfer course, however, would be used as an elective.

c. Any electives in your program that are designated at “Upper Division” (300/400 level) cannot be satisfied with a course transferred from a two-year school.

William F. Harrah College of Hotel Administration, University of Nevada Las Vegas
http://www.unlv.edu/sites/default/files/24/TransferPolicy.pdf

Conrad N. Hilton College of Hotel and Restaurant Management, University of Houston
http://transferu.collin.edu/uh_conradhilton_agreement.pdf

Cornell School of Hotel Administration, Cornell University
https://www.hotelschool.cornell.edu/students/handbook/transfer-credit.html

The School of Hospitality Management, Penn State
http://admissions.psu.edu/info/future/transfer/credit/
## Appendix 2. Proposed Four-Year 2 + 2 Pathway for the Associate of Science Degree in Hospitality & Tourism (HOST) to the Bachelor of Science Degree in Travel Industry Management (TIM)

### COURSES TAKEN AT COMMUNITY COLLEGE (60 credits)

**Requirements may be subject to change. September 18, 2013.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOST 256 Hospitality Operations Concentration (All HOST courses numbered 100 or higher transfer as UHM electives)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOST 150 Housekeeping Operations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HOST 152 Front Office Operations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HOST 154 Food and Beverage Operations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CUL 160 Dining Room Service/Stewarding Procedures</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Travel and Tourism Operations Management Elective (complete one of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOST 168 Tour Directing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOST 170 Selling Destinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOST 171 Airlines Reservations and Ticketing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOST 261 Meeting and Convention Management</td>
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<tr>
<td>HOST 265 Tourism and Destination Development &amp; Planning</td>
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<tr>
<td>HOST 278 Travel and Tour Operations</td>
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<tr>
<td>HOST Travel and Tourism Operations Concentration</td>
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<tr>
<td>HOST 168 Tour Directing</td>
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<tr>
<td>HOST 170 Selling Destinations</td>
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</tr>
<tr>
<td>HOST 171 Airlines Reservations and Ticketing</td>
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<td></td>
</tr>
<tr>
<td>HOST 261 Meeting and Convention Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOST 265 Tourism and Destination Development &amp; Planning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOST 278 Travel and Tour Operations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HOST 258 Hospitality Marketing</td>
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<tr>
<td>HOST 290 Hospitality Management</td>
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</table>
COURSES TAKEN AT UNIVERSITY OF HAWAI'I AT MĀNOA (60 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>3</td>
<td>Foundations Multicultural Perspectives (FGB): TIM 102 Food and Global Cultures</td>
</tr>
<tr>
<td>3</td>
<td>Foundations Multicultural Perspectives (FGA or FGC)</td>
</tr>
<tr>
<td>3</td>
<td>Diversification Natural Sciences (DP)</td>
</tr>
<tr>
<td>1</td>
<td>Diversification Natural Science laboratory (DY)</td>
</tr>
<tr>
<td>3</td>
<td>Diversification Social Science (DS)</td>
</tr>
<tr>
<td></td>
<td>TIM 321, 324, BUS 310, or SOC 225</td>
</tr>
<tr>
<td></td>
<td>Credits counted below since also fulfills TIM UD requirement. SOC 225 not recommended with new 45 minimum UD requirement.</td>
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SUMMARY OF TRANSFER AND UHM CREDITS FOR THE 2+2 PATHWAY
FOR TRANSFER STUDENTS FROM THE HOST AS PROGRAMS INTO THE UHM-TIM BS

<table>
<thead>
<tr>
<th>Host Credit</th>
<th>TIM Credit</th>
<th>Total Credit</th>
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<tr>
<td>21 UHM GenEd</td>
<td>10 UHM GenEd</td>
<td>31 GenEd</td>
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<tr>
<td>18 HOST-TIM LD</td>
<td>18 HOST-TIM LD</td>
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</tr>
<tr>
<td>9-18 HOST Electives</td>
<td>9-18 HOST Electives</td>
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<tr>
<td>12-3 Language</td>
<td>12-3 Language</td>
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</tr>
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<td>44 TIM UD</td>
<td>44 TIM UD</td>
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</tr>
<tr>
<td>6 UD Electives</td>
<td>6 UD Electives</td>
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</tr>
<tr>
<td><strong>60 UHCC Credits</strong></td>
<td><strong>60 UHM Credits</strong></td>
<td><strong>Minimum 120 Credits for BS</strong></td>
</tr>
</tbody>
</table>

Notes:
- If language credits are waived, may substitute up to 9-12 credits with remaining GenEd or electives.
- Minimum credits achieved only if double-dip GenEd and focus requirements:
  - H within HOST, DL as W at UHCC
  - DS, O, and E within TIM core or emphasis courses and
  - W within (1) DL, (2) TIM 431, (3) TIM 321/325, (4) Elective or TIM 300(SS), and (5) Elective.

Searchable database for courses that transfer and articulate into UHM from other UH campuses: [http://www.hawaii.edu/gened/articulation.htm](http://www.hawaii.edu/gened/articulation.htm)
List of UHM focus courses by semester and instructor: [http://www.hawaii.edu/gened/focus.htm](http://www.hawaii.edu/gened/focus.htm)
APPENDIX B

TIM SCHOOL POLICY ON INTELLECTUAL PROPERTY RIGHTS OF FACULTY AND SUPPORTING DOCUMENTATION
TIM SCHOOL POLICY ON INTELLECTUAL PROPERTY RIGHTS OF FACULTY

Unanimously reaffirmed by the TIM School Faculty Senate on November 8, 2013

The School of Travel Industry Management upholds the University of Hawaii Executive Policy E5.500 Administration of the Patent and Copyright and the BOR-UHPA Agreement with respect to Intellectual Property Rights of faculty ownership of teaching materials, including course syllabi, lectures, Power Points, handouts, exercises, exams, etc. Thus, the TIM School Administration does not have the authority to release teaching materials, which are considered to be intellectual property. To do so may violate faculty academic freedom and contractual rights. This would apply even if the faculty member is no longer with the School. Of course, course syllabi and other teaching materials may be shared among faculty within the School for the purposes of maintaining quality control, assessments and consistency among courses and instructors.

SUPPORTING DOCUMENTATION

UNIVERSITY OF HAWAI‘I EXECUTIVE POLICY - ADMINISTRATION March 1985
E5.500 Administration of the Patent and Copyright Policy
http://www.hawaii.edu/svpa/ep/e5/e5500.pdf

V. COPYRIGHTS

1. Scope:
The Policy covers books or other written materials, as well as other original works of authorship in the various forms copyrightable under the copyright laws of the United States and international copyright conventions.

2. Rights of Faculty and Staff:
Except in the case of works written or produced for hire, and subject to any restrictions imposed by outside sponsoring or funding organizations, a member of the faculty or staff of the University who writes or produces any work shall have exclusive rights thereto, including the ownership of copyright therein.

3. Rights to Classroom, Educational and Professional Materials:
Faculty and staff members shall own all rights to materials prepared on their own initiative for classroom, educational or professional purposes, and shall be exclusively entitled to the benefit of any royalties derived therefrom.

4. Works for Hire:
A work written or produced for hire is defined as:

4.1 A work commissioned by the University and prepared by an employee who is hired or assigned by the University specifically to produce such work.

4.2 A work prepared by a person who is not a regular employee of the University but who is specifically commissioned by the University to produce it pursuant to a signed written agreement which provides that the work shall be considered a work for hire.
BOR Chapter 1, Section 1-10 Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development.

a. Introduction. With unanimous agreement and understanding that the faculty of an educational institution contributes to its quality, spirit, aspiration, and effectiveness, the Board issues this policy to provide for organized faculty involvement in the development and maintenance of a collegial approach to academic decision making and policy development. The role of a university faculty governance organization is to advise the administration (primarily at the campus and unit level) on matters impacting and/or relating to the development and maintenance of academic policy and standards to the end that quality education is provided, preserved, and improved.

b. Faculty Involvement in Academic Decision-Making and Academic Policy Development

It is the policy of the University to maintain and strengthen organized and systematic involvement by faculty in academic decision-making and policy development. Consistent with this policy, the faculties of the University of Hawaii at Mānoa, the University of Hawai‘i at Hilo, the University of Hawai‘i at West O‘ahu, and the Community Colleges are authorized to develop faculty organizations by which regular and organized faculty involvement may be exercised in carrying out their collective responsibilities with their administrative colleagues in matters of academic policy for the particular campus, major organizational unit headed by a chancellor, and the University, and to make such determinations as set forth herein below.

While the primary focus of this responsibility is at the campus level, involvement in University-wide academic policy through normal administrative channels is also important in protecting and strengthening the quality of the University.

The following further describes details of this policy.

1. Together with and subject to the approval of its chancellor, each campus faculty may:
   a. determine its own organization consistent with this policy and any other applicable University and/or Board policies, bylaws, and procedures; and
   b. adopt its own bylaws and rules of procedure for exercising the role and performing the duties outlined in this policy. Once such organization or organizations and charters are approved, the pattern of participation in campus and University matters will be realized in accordance with the charters.

2. The duly authorized organization specified by each charter shall have the responsibility to speak for the faculty on academic policy matters such as:
   a. determining the initiation, review, and evaluation of proposed, probationary, or authorized research, instructional, and academic programs;
   b. budget planning and implementation;
   c. student-faculty relations;
   d. evaluation of faculty and campus academic administrators;
c. establishing a canon of professional ethics and an effective means of professional
maintenance of those ethics, including faculty self-discipline; and
f. other subjects referred to it or them by the chancellor, or by request of the appropriate
faculty organization.

3. As stated previously by the Board, the faculty has primary responsibility for such fundamental
academic areas as curriculum content, subject matter, and methods of instruction and research. On
these matters, the power of review and concurrence or final decision lodged in the Board
or delegated to administration officers should be exercised adversely only in exceptional
circumstances and for reasons communicated to the faculty.

4. In cases of academic policy proposals that may be initiated by the Board or recommended by
the President, the President shall decide the manner by which the advice and full input of duly
constituted faculty organizations are obtained. Prior to final Board action, such advice, along
with the President’s recommendations, will be considered.

5. The role of the faculty as set forth herein shall not be delegated to any other entity by the
faculty organization established pursuant to this policy.

6. Each action of the faculty under these provisions shall be consistent with such policy and
directives as the Board may prescribe. If there is any conflict, the Chancellor shall notify the
faculty of the conflict and initiate consultation to resolve the problem.

The authority for implementing this policy is vested in the President of the University or his/her
designee. Each campus is encouraged to develop and submit for approval a system of faculty
involvement in academic decision making and policy development in accordance with this
policy.

From AAUP website on workplace issues (American Association of University Professors)
http://www.aaup.org/i-need-help/workplace-issues/contours-academic-freedom

My college administration insists that it owns the copyright to a syllabus that I developed
for a new course that I teach. Is the administration’s position reasonable?

Yours is not the only administration to make such an assertion or one similar to it. These claims
are usually based on the use by the faculty member of the institution’s resources, such as office
space, supplies, library facilities, or computers in developing the syllabus. The use of these
resources, so the argument runs, means that the syllabus is a “work made for hire,” and therefore
the institution owns the copyright. The key defect in this argument is that academic work is not
ordinarily made for hire. In a typical work-for-hire situation, the employer controls the purpose,
design, and content of the work. In the academic world, however, the faculty member rather than
the institution determines the intellectual substance of what he or she has created. If the
institution were to own the copyright under a work-made-for-hire theory, it would have the
power to revise the work, determine if it should be published and where, prepare derivative works based on it, and even forbid its dissemination altogether. Clearly, such power would be repugnant to academic freedom.

For these reasons, the long-prevailing academic practice, consistent with the copyright laws of the United States, is that faculty members are the copyright holders of works they create at their initiative for academic purposes. Examples of such works are class notes and syllabi; articles, monographs, and books; works of fiction and nonfiction; pictorial, graphic, and sculptural works; and educational software. This practice has customarily been followed irrespective of the physical medium in which the works appear.

University of Minnesota Copyright Policy 2007
http://www.academic.umn.edu/provost/reports/copyright.html#

The new University policy affirms the University’s recognition of, and commitment to, an important exception to the default rule for copyright ownership. In the case of scholarly and pedagogical works of faculty, the proposed new policy changes this default rule. A central—and explicit—principle of the new policy (III 2) is that "The University shall maintain the strong academic tradition that vests copyright ownership in works of scholarship in the faculty."

After a comprehensive survey of 20 peer institutions (download PDF), the Copyright Advisory Committee proposed several key changes to the current university intellectual property policy. The new copyright policy is consistent with the policies of our peers and indeed, offers some innovative approaches designed to encourage and secure an environment in which knowledge creation, sharing and diffusion is viewed as an integral component and responsibility of the intellectual life of the U community.

Frequently Asked Questions:

1) Do I own copyright in my course?
To be copyrightable, a work must be “fixed in tangible form”—that is, it cannot be oral. Thus, “courses” are not copyrightable as a general matter. Course materials (syllabus, class notes, etc.) of sufficient originality can be copyrightable and as academic works, copyright in such materials belongs to the faculty member.

4) If as a faculty member I am directed to create something by my department chair or dean does the University then own it under the “directed works” provision of this policy?
No, the directed work provision of the policy requires that each of three criteria be met.

5) I'm a faculty member and I've created online materials for my course. Who owns these?
The faculty member owns copyright to all academic works, regardless of their form.
6) If I own the copyright to my syllabus, can the University change the content without my permission?

No. Doing so would implicate academic freedom issues in addition to possible copyright concerns.

University of Missouri Policy covers internal use vs. distribution to third parties for external use. http://www.umsystem.edu/ums/aa/faculty/faqs-IPcoursematerials

When a faculty member prepares a syllabus for a course - who owns the material?

When a syllabus is developed, and it does not fall within one of the categories of University-owned works set out in section 100.030.A.2 of the Collected Rules, the syllabus is owned by the author. The course belongs to the faculty member who developed it. As a general rule, the course syllabus, lecture notes, class handouts, lab manuals, and digital presentations are the intellectual property of the instructor who created them, unless they fall within one of the categories of section 100.030.A.2. Section 100.030.A.2. of the Collected Rules provides that the University owns the copyright in these categories of works:

- Works that are commissioned for University use by the University
- Works that are created by employees if the production of the materials is a specific responsibility of the position for which the employee is hired
- Sponsored works, or works resulting from grants (but not if the production of the copyrighted work is ancillary to the purpose of the grant)
- Works created with the use of substantial University resources

Under what circumstances must I share my syllabus with my department?

Excellence in teaching demands that faculty colleagues have access to syllabi that are prerequisite courses to theirs. Likewise, faculty should know what the expectations are in the syllabi of courses for which theirs is a prerequisite. Accreditation bodies, departmental curriculum committees and Promotion & Tenure committees would naturally have the right to review the course syllabus, assignments, lab materials, and exams. This is important to maintain consistency between sections of a course and to maintain program quality.

If a faculty member leaves the University, she would retain copyright to her syllabus and related materials. In all instances, faculty should bear in mind the tradition of the academy to share as much information as possible to advance the mission of the university to educate and advance the discipline.
If a faculty member or other employee whose job requires her to write publications for distribution as part of her duties, prepares materials for this purpose - who owns the copyright on the materials? What about materials that are created when creating materials are not a part of the standard responsibilities of the job?

... As long you remain a University employee, you do have the right to approve the internal use of those materials by the University for any new purposes.

When the author is no longer employed by the University, the University does not need permission to use the materials for any internal purpose. She would be granted a non-exclusive right to use the work for her own non-commercial educational purposes. She would not have the right to distribute, sell, or sublicense the material to any third parties.

If the University wishes to use the material for external purposes, a written agreement with the author would be required regardless of whether she is still a current employee.