



UNIVERSITY
of HAWAI'I[®]
MĀNOA

MEMORANDUM

April 14, 2023

TO: Michael Bruno
Provost

VIA: Laura E. Lyons
Interim Vice Provost for Academic Excellence

FROM: Nathan Murata *Nathan Murata*
Dean, College of Education

SUBJECT: RESPONSE TO THE ANNUAL REVIEW SUBMISSION FOR TWO DEPARTMENTS: KINESIOLOGY AND REHABILITATION SCIENCE (KRS) AND LEARNING DESIGN AND TECHNOLOGY (LTEC)

Two departments in the College of Education, Kinesiology and Rehabilitation Science (KRS) and Learning Design and Technology (LTEC) submitted their one-year progress report by January 9, 2023. Both departments contribute in important ways to the College Education through programs offered at the undergraduate and graduate levels. It is important to recognize that enrollment in both departments has been robust. This memo details my response to the departments' submission of their annual review.

Response to the Department of Kinesiology and Rehabilitation Science (KRS)

- Aspect 1:** Reduce under-division course offerings or decrease enrollment
- Aspect 2:** Reduce under-division sessions for each course offered
- Aspect 3:** Provide non-essential courses on alternative years
- Aspect 4:** Increase requirements for entry into KRS BS undergraduate program
- Aspect 5:** Provide access to limited KRS courses for BA KRS (secondary) degree or other majors
- Aspect 6:** Consider a "pre-KRS" entry year with specific thresholds (GPA, credits, etc.) to be met before one is formally enrolled from high school into the KRS undergraduate program.

Actions in response to aspects identified in spring 2021 reflect KRS's consultation and coordination with the Office of Student Academic Services (OSAS) to address aspects 1 and 2. Curriculum for Health and Exercise Science (HES) was redesigned and will be implemented in fall 2023. KRS will implement the redesigned curriculum to increase efficiency, create a clearer pathway of electives for students to pursue a minor, if elected. The actions taken and anticipated implementation of redesigned curriculum for fall 2023 provide evidence that KRS has been responsive to aspects 1 and 2. These changes should address resource issues in KRS and importantly, reflect efforts to continue to serve students' needs.

Development of the new Health and Exercise Science (HES) curriculum is progressing and this will continue to support efficiency in delivery of course offerings. KRS has reported how they have and will continue to address aspect 3 and 5 through (a) decreasing the number of required core courses with the reorganization of the undergraduate program, (b) targeted provision of non-essential courses on alternate years when possible and offering these courses on alternating semesters vs. every semester, and (c) designating specific sections of courses with limited offerings to students who need the courses to fulfill their requirements for their major.

Analyses of data revealed that the KRS program is doing well in regards to student retention and overall graduation rates; therefore, aspect 4, increasing entry requirements and a change in application protocol to the KRS undergraduate program (BS) is not recommended at this time. Additionally, the Office of Student Academic Services (OSAS) faculty felt that aspect 6, establishing additional "pre-KRS" entry thresholds (GPA, credits, etc.) prior to admission into the KRS undergraduate program, may pose entry barriers especially for underserved students and ultimately may increase credits taken and delay program completion for some students.

KRS has been responsive with aligning their curricular offerings with their existing departmental resources in the design of the new HES curriculum. I recommend and support KRS in continuing to:

1. Promote their efficiency in programming through offering courses both core and elective (e.g., non-essential) based on their program capacity;
2. Continue to gather and analyze program data for decision-making (i.e., curriculum, program sequence and frequency of course offerings);
3. Increase their visibility and communicate the value-base of their programming both internally at the University of Hawai'i at Mānoa and externally, in the community as well as nationally and internationally; and
4. Continue to establish meaningful articulation across programs within the College of Education and with other departments at the University of Hawai'i at Mānoa.

Response to the Department of Learning Design and Technology (LTEC)

The Department of Learning Design and Technology (LTEC) provides responsive programs at the graduate level (graduate certificates, MEd, and PhD programming). Importantly, recommendations made for the last 2022 program review need to be framed within the current context as LTEC has sustained loss of four faculty in their department with one member on medical leave. Two of the five positions were lost this spring 2023 and a request was immediately submitted to address these two positions. The COE recently received approval to fill one of these positions. The Provost and the Dean of Graduate Division summarized recommendations in 2022 with five areas identified.

Recommendation 1: A need to clarify and better communicate the identity of the department, especially to those outside of the College of Education and to promote a greater understanding of LTEC by the diverse constituencies with whom they work.

Recommendation 2.: Expansion of LTEC undergraduate offerings, further dialogue with the College of Education and the HODOE, and building new revenue streams including a longer-term solution to addressing the undergraduate courses taught (LTEC 112 and 113).

Recommendation 3: The Department Chair, Graduate Chair (for graduate advising) as well as the Dean all play a role in determining the best approach to equitable advising/workloads within and across units in the College and an equitable workload is an important consideration for LTEC.

Recommendation 4.: The Dean's office should facilitate communication with COE teacher preparation programs along with the HODOE to meet Hawai'i Teacher Standards Board (HTSB) requirements.

Recommendation 5.: Offer certificates that could lead to an add-a-field license in computer science, STEM, and other fields that may help to fill state needs.

Given faculty attrition, LTEC was unable to fully address recommendations made in 2022; however, they were responsive to recommendations with accomplishments in the following ways:

- LTEC provides programming at the graduate level with approximately 75 active doctoral candidates. LTEC faculty have directed efforts to advising and intervention to monitor how doctoral students are progressing to support more timely completion. Given remaining faculty to support doctoral student advisement as well as the instructional demands of the department, the Department Chair will continue to work with the Dean's office to identify ways to support equitable advising workloads00 (**Recommendation 3**).
- LTEC continues to admit for one Masters cohort per year. This is a reduction from what they had formerly admitted (2 cohorts/year) given their reduced capacity due to faculty attrition (**Recommendation 3**).

- LTEC continues to provide introductory undergraduate coursework (e.g, LTEC 112 and LTEC 113). The combined numbers of students enrolling in these courses has exceeded the numbers allocated for sections for these undergraduate courses (**Recommendation 2**).
- LTEC developed and submitted a proposal to the Hawaii Teacher Standards Board (HTSB) in fall 2022 for an add-a-field option for online teaching that could be delivered in conjunction with their existing Certificate in Online Learning and Teaching (COLT). This proposal was approved by HTSB on October 14, 2022. Provisional approval granted included an implementation target date of after January 1, 2023, pending availability of resources (**Recommendation 4 & 5**).
- LTEC has been responsive in pursuing means for integrating indigenous ways of knowing as well as being involved with the articulation of computer education (CE) and teacher education programs. They have collaborated with a faculty member from the Kamakakūokalani Center for Hawaiian Studies and have obtained an award for nearly \$1 million from the National Science Foundation (NSF). This three-year (2021-2024) grant project, Advancing Research in Practice in Culturally-Relevant Computing, provides the opportunity to provide local educators with means for integrating culturally-relevant computing in their teaching of computer science. This project is in partnership with the Hawai'i Department of Education (HIDOE) and will provide 230 elementary education teachers with professional development. Additionally, LTEC faculty have supported doctoral students who have completed dissertation research with foci on Native Hawaiian and indigenous issues. (**Recommendation 8 from the longer list**).
- LTEC has initiated means for communicating how their work aligns with local, national, and international arenas. They documented numerous news articles that have highlighted their work (**Recommendation 1**)

The LTEC Department was immediately responsive to their students' needs given the unexpected loss of a faculty member this spring who carried a full load of graduate teaching and advising, thus minimizing disruption to students' programs. Additionally, LTEC faculty have continued to engage and participate internally (e.g., COE committees) and externally (e.g., HIDOE, active involvement on the Hawai'i Educational Research Network—HERN). They are commended for initiating and receiving an award through the National Science Foundation. We will continue to support meaningful integration of programs within the COE, including LTEC as the expertise and innovation of this group can contribute to efficiency and further supporting the work and quality of programs in the COE. My recommendations for the Department of Learning Design and Technology (LTEC) for this review period are the following:

1. To continue to develop and use a data driven approach to track and support timely completion of all doctoral students with specific attention to students whose program timelines are nearing the 10-year completion deadline.
2. To continue ongoing communication and collaboration with College of Education teacher education programs (e.g., involvement and participation on the Teacher Preparation Council (TPC) to (a) identify meaningful articulation of technology and (b) means for


contributing to teacher education programming with alignment to Hawai'i Administrative Rules (HAR) requirements).

3. To continue to plan for and provide opportunity for quality undergraduate programming, per availability of resources.
4. To continue to plan for and provide opportunity for quality graduate (e.g., certificate, MEd and PhD) programing, per availability of resources.
5. To continue to engage in (a) involvement with the Hawai'i Educational Research Network (HERN), (b) the dissemination of information regarding LTEC's work (e.g., University's Innovation and Impact Showcase) and alumni news outlets, and (c) submission of external funding applications to support the innovative and unique areas of foci of LTEC faculty as aligned with the mission of the College of Education.

MEMORANDUM

DATE: Jan 3, 2023

TO: Dr. Nathan Murata, Dean
College of Education (COE)

FROM: Dr. Cris Stickley, Chair KRS 

SUBJECT: One Year Progress Report - KRS (HES and MS) Site Visit Report

The Health and Exercise Science (BS) and Physical Activity/Adapted Physical Activity (MS) programs underwent review from a University led External Review Committee on February 16-17, 2021. After receiving the committee's report on March 30, 2021, the KRS Department Chair convened a faculty meeting on April 9, 2021 to discuss the report's recommendations. It was recommended that the COE's Office of Student Academic Services (OSAS) review and comment on the recommendations because the HES undergraduate program is very large and complex. The department received feedback from OSAS on April 13 and 14 which was considered as part of plans for addressing recommendations from the review committee. This memo provides a progress report of actions taken during the first year to address committee recommendations.

Response to Recommendations

“Alternative plans to sustain operations should be considered pending new recruitments which may take 2+ years in today's economy. Anticipated state financial shortcomings suggest that alternative approaches be undertaken to right-size faculty workload pending acquisition of additional faculty/staff positions. This also may require faculty to review current course offerings and curricula to right size teaching load to increase efficiencies, stabilize workload assignments, and decrease duplication. Because no one approach is likely be optimal, it is suggested that faculty use a mixed portfolio approach involving several of the following options”

- *Reduce under-division course offerings or decrease enrollment*
- *Reduce under-division sessions for each course offered*

ACTIONS TAKEN: Effective Fall Semester 2023, the newly redesigned curriculum for the HES program will go into effect. This redesigned curriculum was created to significantly reduce the total core number of credits that are required of HES students.

This will have two beneficial effects of 1) reducing the number of sections required for certain courses within KRS that have been moved from “required” to “career pathway electives” and 2) create enough freedom within the HES program for students to pursue a minor if they choose to do so. These changes to the HES program serve student needs and help address some of the resource needs within the KRS department identified by the review committee.

ACTION TAKEN: For the 2022-2023 AY, one tenure track position and two non-tenure track instructor positions were added to the KRS department to better meet student needs. This is a significant step in the right direction toward addressing faculty resource related needs within these two programs.

- *Provide non-essential courses on alternative years*

The majority of our courses are “essential” or part of the undergraduate core curriculum. We have traditionally had a very large number of classes as part of the core and therefore by decreasing the number of courses in the core as part of reorganizing the undergraduate program, over time we should be able to provide the non-essential courses on alternative years or at least alternating semesters. The exact manner in which these changes are warranted will be determined in the coming semesters as the new HES curriculum is implemented.

As it pertains to the MS KRS degree programs, specific courses already are offered on alternative years in order to limit the number of total sections that must be offered.

- *Increase requirements for entry into KRS BS undergraduate program*

At the time of the report, it was generally believed by faculty and OSAS that creating a “pre-KRS” phase followed by program application was not the preferred strategy. Analysis of student retention and 4-year and overall graduation rates over time show that the KRS program is doing very well in these areas and have continued to improve over time and thus the creation of a model that requires specific application to the program is not believed to be necessary based on these numbers

- *Provide access to limited KRS courses for BA KRS (secondary) degree or other majors*

In the current implementation of the new HES curriculum, specific sections are being considered for “major only” restrictions based on the recommendations of department faculty and KRS academic advisor.

- *Consider a "pre-KRS" entry year with specific thresholds (GPA, credits, etc.) to be met before one is formally enrolled from high school into the KRS undergraduate program.*

The OSAS faculty consider this to be a barrier for many of our underserved students and based on similar requirements in other COE programs – could delay graduation and increase number of units at graduation.

“Develop a clearer vision of KRS enterprise beyond what KRS represents as part of UH Mānoa and COE. Interestingly, the KRS vision does not distinguish what KRS does from most departments, degrees or programs at UH Mānoa. The KRS vision should be the raison d'être - the reason for the existence-of the KRS department and the vision should define what KRS uniquely brings to the UH Mānoa campus/Hawaii. Should KRS be about bringing health and performance through improved human form and motion?”

ACTION TAKEN: The faculty have begun to address issues related to the mission of KRS within the COE. A major component of this visibility and “branding” of the department and its pursuits was the moves toward reorganization of the department into a School within the COE. Multiple requests were made for this reorganization that were all denied by the Provost’s office. The COE will continue to work with the Provost’s office to determine the best steps toward better identifying the position of the department within the college.

“Improve the visibility of KRS and value to UH Mānoa/State through various internal and external programmatic and communication channels. Visibility should be done in part by sharing the good news about what KRS is doing in the College of Education, at UH Mānoa, and for the state. Such programs as iCARE, HCAMP and international research endeavors have had a significant positive impact for the state of Hawaii. It is also important for the KRS department to cultivate allies both at UH Mānoa, in the community, nationally, and internationally. We encourage KRS to develop partnership/collaborations with key stakeholders within the community and state.”

We also agree that we need to improve our Visibility beyond communication channels only within the College of Education. We also understand that many of our programs have had a significant impact in the State and we need to disseminate that information to promote our Department. We also will be cultivating allies across the University and in the community, as well as nationally and internationally so we can develop more partnerships/collaborations.

MEMORANDUM

Date: April 12, 2023

To: Michael Bruno, Provost
Julie Maeda, Interim Dean of Graduate Division

Via: Nathan Murata, Dean
Cecily Ornelles, Associate Dean

From: Department of Learning Design and Technology: Ariana Eichelberger, Daniel Hoffman, Christine Sorensen Irvine (posthumous), Peter Leong, Michael Menchaca, and Seungoh Paek

RE: Self-Study Academic Departments Review, One Year Follow-Up Report

This one year report will address the progress made on the recommendations from the Academic Departments Review Committee Report (Spring 2021) and the Response Memo from the Provost and the Dean of Graduate Division (January 30, 2022) for the Department of Learning Design and Technology's Self-Study for Academic Departments Review. The Review Committee's recommendations included the following:

1. **Maintain existing graduate programs**, courses, and sections and continue to perform a regular internal review of graduate faculty committee loads to ensure equity and monitor capacity.
2. **Continue strong student learning assessment** practices and curricular improvement and continue to monitor student placement, time to degree, and student satisfaction with the programs.
3. **Reevaluate how graduate mentoring** is supported and rewarded in the College. Existing formulas to assign credit for teaching activities to qualify for tenure and promotion and for course release may need to be adjusted.
4. UHM leadership should immediately **address a resource crisis created by a policy** change that led to difficulty offering undergraduate LTEC courses sufficient for demand. In the short term, UHM should agree to provide lecturer funds for undergraduate courses demonstrating high demand.
5. **LTEC faculty replacement focusing on undergraduate education** should be prioritized highly by UH Mānoa to create bandwidth to focus on maintaining existing undergraduate courses and explore an undergraduate certificate for teacher training.
6. The College of Education should **facilitate discussion between LTEC, the College of Education's K-12 teacher training programs**, and the Hawai'i Department of Education (HIDOE) to identify opportunities for LTEC to contribute to teacher training and assess necessary resources.
7. A **reassessment of goals related to technology integration for teacher training** and a roadmap to achieve them requiring at a minimum: (a) discussion with the Hawai'i Department of Education about how to prepare graduates to better meet technology-related standards, including

LTEC's graduate and possible undergraduate certificates; (b) an assessment of how well students graduating from the College of Education are prepared to meet these standards; and (c) discussion between LTEC, the teacher preparation programs, and College of Education leadership about how the College can coordinate resources and faculty expertise to best align with a and b.

8. Continue to **integrate indigenous ways of knowing** into coursework and related research and practice. Partner with others offering indigenous courses, and continue to support Hawaiian graduate students, staff, and faculty hires.
9. College of Education leadership initiate an effort within the College to explore an **expanded identity for the College** to accommodate the innovative research and programs in LTEC which apply to more than K-12 education and improve the visibility of LTEC faculty, student, and alumni contributions to UH Mānoa and the State of Hawai'i.

The Response Memo from the Provost and the Dean of Graduate Division further summarized the above recommendations and recommended the following:

1. A need to clarify and **better communicate the identity of the department**, especially to those outside of the College of Education and to promote a greater understanding of LTEC by the diverse constituencies with whom they work.
2. **Expansion of LTEC undergraduate offerings**, further dialogue with the College of Education and the HIDOE, and building new revenue streams including a longer-term solution to addressing the undergraduate courses taught (LTEC 112 and 113).
3. The Department Chair, Graduate Chair (for graduate advising) as well as the Dean all play a role in **determining the best approach to equitable advising/workloads** within and across units in the College and an equitable workload is an important consideration for LTEC.
4. The Dean's office should **facilitate communication with COE teacher preparation programs** along with the HIDOE to meet Hawai'i Teacher Standards Board (HTSB) requirements.
5. **Offer certificates that could lead to an add-a-field license** in computer science, STEM, and other fields that may help to fill state needs.

Of interest was the fact that a number of the recommendations made were about aspects not controlled by LTEC. In reviewing the two documents, the following were identified as areas outside of direct LTEC control, areas which LTEC will continue to address with appropriate support from the COE and UHM.

1. Reevaluate how graduate mentoring is supported and rewarded in the College.
2. COE facilitates discussion between LTEC, K-12 teacher programs, and the Hawai'i Department of Education.
3. Reassess goals for integration of technology training for teacher training and a roadmap to achieve them.
4. Explore an expanded identity for the College to accommodate LTEC.

5. Address a resource crisis created by a policy change that led to difficulty offering undergraduate LTEC courses.
6. LTEC faculty replacement focusing on undergraduate education should be prioritized highly by UH Mānoa.

It is important to note that the program review and recommendations (including the recommendation for an additional faculty position for LTEC specifically to address undergraduate and teacher education needs beyond our department programs) occurred **prior to the loss** of five additional faculty positions. These five positions (two retirements, one medical leave, one death, and one promotion to administration) were lost after distribution of both the Review Committee Report and Provost Response. Overall, the loss of faculty has had a significant, negative impact on LTEC's ability to address areas identified as recommendations, which include expanding existing undergraduate programs. Further, staffing existing programs, especially advising graduate students, has been very challenging at this time. Currently, for Master's there are 39 active students, with three faculty advising an average 13 students each, including supporting Plan B completions. For the doctorate there are 67 active students with four faculty advising an average of 17 students each, which includes chairing dissertations. Two faculty advise both Master's and doctoral students, averaging 30 students each.

From a review of all recommendations, LTEC identified four main areas for the department to begin to address, where possible. These four areas include: (1) support for undergraduate and teacher education, (2) examining workload, (3) identity development, and (4) continuing current programs and commended practices. Please note that while LTEC has begun to address these identified areas, support from the COE and UHM to address resource crises and replace faculty is needed.

Support for Undergraduate Education and Teacher Education

Overall, the reviews indicated a need for (a) engaging LTEC in discussions and activities to better support teacher education, including supporting existing LTEC undergraduate courses with high demand, (b) expanding undergraduate courses offered by LTEC, (c) the possibility of add-a-field options through the HTSB, (d) the possible development of certificate programs, and (e) hiring a faculty member with teacher education expertise.

LTEC Response

First, based on the program review recommendations and although the approval for allocations for new positions is not controlled by LTEC, LTEC responded by submitting position descriptions with a request for two faculty positions. The position requests made were specifically targeted to fulfill program review recommendations to: (a) expand undergraduate offerings, (b) further support the demand for graduate programming, and (c) address needs within teacher education. In addition, these would begin to replace the loss of positions detailed above. These requests were forwarded to the Dean who prioritized them amongst other requests within the College with one of our positions ranked #8 out of 27. The Dean's

prioritized list was then forwarded to the Provost's Office. The College was allocated 10 faculty positions by the UHM administration. None were for LTEC. As a result:

1. With no teacher ed position and a loss of faculty, LTEC is unable to fully address recommendations to engage more actively in teacher education, and
2. With no undergrad position and a loss of faculty, LTEC is unable to address recommendations related to undergraduate course expansion.

Second, to address the needs for instructors for existing high demand undergraduate courses (LTEC 112 and LTEC 113) which serve about 150 students each semester and 40 in summer, the department approached the College to request funding for graders and instructors. Each semester, LTEC makes this request for funding and has experienced both success and failure. The COE Dean's Office has been as accommodating as possible by approving resources to cover LTEC 112 and 113 demand on a per semester basis, but there has been no solution to the longer term need for consistent planning ahead of time. That is, uncertainty in knowing how many sections may be offered during the planning cycle means that some students needing the course may not get access. As a result, LTEC has been unable to optimize access to these courses without consistent support. It would be easier to plan for these courses if LTEC knew for sure how many sections could be offered ahead of time. For Spring 2023, there were 140+ students on the waiting list for LTEC 112. An undergraduate-focused faculty position or pre-authorization to hire additional instructors and graders could have accommodated at least some of the students on the waiting list.

Third, based on the program review recommendation to offer certificates that could lead to add-a-field certification in K-12 technology integration areas, LTEC developed a proposal for an add-a-field option for online teaching that could be delivered in conjunction with our existing Certificate in Online Learning and Teaching (COLT). After considerable collaboration, that proposal was reviewed and approved by the Hawai'i Teacher Standards Board (HTSB). There are other opportunities for addressing the needs of HIDOE through professional development and certification, including computer science and other technology integration such as the emerging areas of virtual reality and artificial intelligence. For computer science, the state of Hawaii enacted Act 158 in July 2021, requiring all public and charter elementary, middle, and intermediate schools to offer computer science courses or content by 2024. LTEC currently runs a grant collaborating with HIDOE to provide training and curriculum to begin to address this requirement but it is only a small step and HIDOE faces a tremendous challenge with an aggressive timeline.

Appropriately staffed, LTEC would be positioned to address technology needs throughout the state, including HIDOE's overall mission to "provide equitable access to high quality Computer Science education for all K-12 students across *all* grade bands." However, implementing add-a-field and other professional certification requires (1) coordination with HTSB to ensure compliance with policies, (2) program coordination related to admissions, recruitment, course scheduling, and assessment data collection, (3) monitoring student progress and authorizing them for the add-a-field, and (4) supporting

and training current certificate instructors in add-a-field requirements. Such responsibilities are typically addressed by program directors, researchers, and seasoned instructors collaborating across complex systems and not by temporary adjuncts or casual hires. In short, addressing the needs of the state requires additional tenure-track faculty. However, LTEC currently has only 3 full time instructional faculty who are teaching and advising approximately 125 students in certificate, master's, and doctoral work as well as already coordinating existing programs. As such, even with approval of the online teaching add-a-field, LTEC has had to defer its implementation until such time as there exists sufficient staffing.

Fourth, as mentioned above, to address HIDOE needs related to computer science, LTEC faculty applied for and received a National Science Foundation (NSF) grant ([Award #2122874](#)). LTEC's faculty members, Drs. Dan Hoffman, Peter Leong and Seungoh Paek, and Kamakakūokalani Center for Hawaiian Studies Associate Specialist Rochelle Ka'aloa, were awarded nearly \$1 million from the National Science Foundation (NSF). The three-year (2021-2024) grant project, *Advancing Research and Practice in Culturally-Relevant Computing*, aims to understand the role of culturally-relevant computing in providing local educators the preparation needed to integrate computer science (CS) into their teaching. Through a partnership with the Hawai'i State Department of Education, the project pursues practice and research objectives aligned with calls to broaden participation in CS, better understand pedagogical factors supporting effective CS education, and examine how CS education can promote CS and culture-based education outcomes. The project will provide 230 elementary educators professional development in how to promote CS and valued culture-based outcomes and will begin to address the needs of Act 158. In addition to providing resources and training to teachers, the project explores how culturally-relevant, sustaining pedagogy can be leveraged to increase diversity, equity, and inclusion in STEM-related fields more broadly. Overall, the project expands collaborative partnerships between the university and HIDOE, satisfying the need to define and provide quality curriculum for CS education while simultaneously addressing the state of Hawaii and UHM strategic priorities for focusing on cultural-based outcomes. Overall, while CS has traditionally been viewed as an "add-on" or "elective," contemporary skills and workforce knowledge will require its infusion throughout K-12 learning experiences, and teachers will need to be prepared thoughtfully, meaningfully, and strategically to integrate CS and other technology as appropriate. The need for additional faculty to implement add-a-field certification, deliver professional development, and address instructional and advising needs has already been shown and opportunities to engage and collaborate in transformative grant work underscore the heart of our concern. Despite current resource challenges, faculty have taken initiative to pursue grant funding that further supports teachers' professional development. Time (e.g., release time, summer overload) dedicated to such projects is essential to support the teaching workforce, professional development, and the research productivity of LTEC faculty. However, given the paucity of current faculty numbers and the need to cover existing programs, release time cannot be currently granted even when funded. Thus, this grant work is continuing *despite* faculty members not being able to be released from any of their regular workload to

focus on the grant. This is not a sustainable practice and lessens the opportunity for grant opportunities in the future.

Fifth, LTEC faculty have been participating in HERN, the Hawai'i Educational Research Network. The Hawai'i Educational Research Network (HERN) is a collaboration among organizations including HIDOE, UHM COE, and Community Partners. This collaborative's mission is to address the shared research priorities that fuel innovation and effective policy and practice in public education. As mentioned, in response to the legislative mandate, "Act 158 Computer Science Support Project," Dr. Hoffman is the faculty sponsor of a researcher-practitioner partnership between UH Mānoa's College of Education and HIDOE's Computer Science Team, and many of these connections have been facilitated through HERN. This work funds an LTEC doctoral student, Jessica Chillingworth. Hoffman and Chillingworth wrote the first [Act 158 Legislative Report on CS Education](#). The support project focuses on four areas:

- Reporting HIDOE data about CS courses, CS enrollment, and CS instructors,
- Building shared understanding of the Act 158 requirements,
- Learning about leaders' perspectives on the Act 158 requirements (opportunities and challenges), and
- Supporting leaders as they move to implement changes to align with Act 158 requirements.

Sixth, following the program review, LTEC began sending representatives to the Teacher Preparation Committee (TPC) and teacher education workgroups internal to the college. LTEC continues to have a presence within the TPC, including sharing expertise in addressing such HIDOE needs as CS. However, participation in workgroups has been limited due to the lack of staffing. Adequate staffing will increase the ability of LTEC faculty to more fully engage in conversations and participate in teacher education workgroups. Overall, a lack of appropriate staffing remains an impediment.

Examining Workload

Even before the loss of faculty in 2022 and 2023, the review team indicated a need for an additional faculty member to adequately support existing LTEC programs, meet the need for expanded LTEC offerings (e.g., undergraduate), and provide a more equitable advising load.

LTEC Response

With regard to advising, the Dean's original response pointed to a policy adopted by the College some time ago and reapproved in April 2022. This policy provides course releases after faculty acquire a sufficient number of points based on advising. A faculty member may be given one course equivalence after they have accumulated 30 points in the Graduate Advising Point System, but only one 3-credit reduction will be granted per academic year. All LTEC faculty have more than the required points to request a workload adjustment. As an example, one faculty member has graduated 12 PhD candidates since 2015, the equivalent of 240 points, and that does not include the points for students passing their proposal, comprehensive exam and IRB (10 points each), serving on dissertation committees where

students complete (5 points each), or serving as a plan B advisor. Currently, multiple LTEC faculty members have more than 300 points, which means if they take one course release a year (30 points each year), it would take more than 10 years to use them. However, none of LTEC's current faculty members have ever taken even one of those releases because the department must first be able to meet its program needs. In short, it is impossible for LTEC faculty to take the course releases they have earned because doing so would result in an inability to cover the department's core courses due to reduced staffing. Stated another way, although the policy is referred to in the Dean's response, LTEC is unable to benefit from the policy. The Dean is aware of challenges with providing faculty appropriate workload credit for advising and the COE is actively working on potential solutions. However, the Dean's awareness and ongoing work related to the policy have not provided any immediate relief or support for current advising loads in LTEC. That will only be addressed by increasing faculty staffing. In terms of what LTEC can do, the actions below have been taken related to this issue.

- a. Temporarily stopped out admission to the PhD program to address lack of adequate faculty resources to provide advising support for approximately 75 doctoral students.
- b. Reduced cohort numbers in the MEd program to address lack of faculty positions. Historically, LTEC has admitted two masters cohorts per year; however, we have now limited it to one cohort. Since we have not admitted a campus-based cohort, this has also meant not admitting international students.
- c. The assessment coordinators created data tables to track advising loads, including service as dissertation chair or committee member.
- d. Effort has been placed in advising and intervention to encourage students to complete programs in a timely fashion, especially doctoral candidates nearing their 10 year completion deadline.

Identity Development

The program review indicated a need to clarify and better communicate the identity of the department, both internal and external to the College. The external review team also indicated a need for the College to expand its identity to better incorporate programs such as LTEC that were not exclusive to teacher education. Overall, LTEC serves a population beyond K-12 teacher education. As a cross and interdisciplinary department, we consistently collaborate with academic divisions such as *Library and Information Science, Computer Science, Communication, Creative Media, Outreach College*, and even non-academic entities such as Information Technology and Instructional Design related support operations. Our field views education widely including human performance and training, instructional design, human-computer interaction, artificial intelligence, distributed learning, technology support, informal learning, and more. Though our graduates do include traditional K-12, community college, and university instructors, many serve in support or design roles, helping to define today's complex learning environments. Beyond typical education arenas, our graduates work in a variety of other settings such as

corporations, medical fields, government agencies, informal learning settings such as museums and aquariums, the military, and more. LTEC faculty are likewise diverse, and their field knowledge in emerging areas such as computer science, artificial intelligence, and online and virtual learning adds value to existing programs in many contexts, including K-12 education. Additional faculty with seasoned experience in K-12 teaching or administrative contexts would strengthen existing cooperation with teacher education.

LTEC Response

First, while LTEC has operated and been supported within the College of Education for over 50 years, that relationship has not always been easily defined. Recent funding and support has been targeted almost exclusively to traditional areas of teaching and LTEC has not received approval for any hires since 2017, despite losing over half its faculty. Given the contributions our department has made to the COE, including securing substantial extramural funding, serving in various leadership capacities, and designing early iterations of online programs and ways to fund them (in collaboration with TDP, a division started from an LTEC grant and directed by LTEC faculty) that was replicated throughout the College, the disparity in resource allocation is troubling and impacting morale. Given the COE focus on teacher education, there needs to be increased commitment to strengthening LTEC to reestablish pre-pandemic productivity at the graduate level as well as to extend opportunities for integration of technology in COE teacher preparation programs. In addition to bolstering graduate commitments, this will require increased opportunities to engage and interact with faculty in teacher education programs, which ultimately means additional faculty in LTEC to build capacity. Given a current faculty capacity at half of what existed in 2021, understanding that attrition is to be expected, and realizing that providing additional faculty had already been recommended in our self-study, LTEC asks whether the COE has adequately advocated for the resources our department needs to be successful.

Second, we have begun to more strategically seek out opportunities to showcase what we do. Our faculty members have been selected to present at the University's Innovation and Impact Showcase: [Innovation and Impact Showcase: Daniel Hoffman](#) and [Innovation and Impact Showcase: Peter Leong](#). We have also worked to promote the achievements of our faculty, students, and alumni in news outlets. Since our program review in Spring 2020, the following news articles have highlighted the work that we do.

[COE Faculty Member Receives NSF Grant to Advance Culturally-Relevant Computing](#)

[COE Faculty Member Receives International Contribution Award](#)

[COE Faculty Members Receive Mānoa Excellence in Teaching Awards](#)

[COE Faculty Members are Selected for UHM Innovation and Impact Showcase](#)

[LTEC Connections: Physically But Not Socially Distanced](#)

[TDP and LTEC Continue to Offer Online Learning Support for the UH Community](#)

[2020 Virtual Graduation Party](#)

[LTEC Partners with PREL to Deliver FREE Distance Ed Workshop Series](#)

[LTEC Faculty Member is Named Hubert Everly Endowed Scholar](#)

[COE Doctoral Student is Awarded a Regents' Medal for Excellence in Teaching](#)

[COE Alumna Receives Service Award from National University Organization](#)

[COE Faculty Members Featured in Ka Pili Kai](#)

[COE Doctoral Student Makes International Top 30 List](#)

[LTEC PhD Student Youxin Zhang on KITV News](#)

[LTEC Alumnus featured on Hawaii News Now](#)

[COE Grant Program Offers Culturally-Relevant Computing Workshops](#)

[LTEC MEd Graduate Featured as Representative Student Speaker](#)

[COE Alumna and Doctoral Student is the American Sāmoa Territorial Teacher of the Year](#)

Third, we developed a [new web page](#) for our online presence to help articulate what those in our field do. The page is titled “What is Instructional Design?” and provides an introduction to Instructional Design (ID). It explains that ID uses a systematic process, informed by theory and research, to develop learning experiences for a variety of settings (formal or informal), using various modalities (online, face-to-face, or hybrid), which take the form of courses, trainings, tutorials, instructional games, and more. It explains the types of jobs IDs have such as training and curriculum development, instructional support, web and multimedia development, and project management as well as the projected career outlook for the future which indicates there will be increasing need for ID skill sets. The site also features videos from some of our alumni, a list of places where our students have worked, and ID examples from our students.

Continue Current Programs and Commended Practices

The program review team also recommended maintaining our existing graduate programs and continuing to work in areas that were commended by the review team: assessment, student satisfaction, indigenous research, and support for Hawaiian faculty, graduate students, and staff.

LTEC Response

First, our ability to maintain our existing programs is threatened and has been diminished by the current lack of faculty resources. At the time of the program review, we offered the following five programs: 1) On Campus LTEC Masters, 2) Online LTEC Masters, 3) Hybrid PhD, 4) Certificate in Online Learning and Teaching (COLT) and a 5) Certificate in Teaching with Technology (TeachTech). As a result of the shortage of faculty, we have taken the following actions: (1) did not admit a new PhD cohort in Fall 2022, (2) determined we could only support one Masters cohort per year rather than two, and (3) stopped-out the TeachTech program. As a result of these actions, LTEC went from admitting students to five programs to admitting students for only two programs (1 online MEd, and COLT) in Fall 2022. Ironically, one of the Provost's priority criteria for approving new hire positions is programs showing growth, yet LTEC's loss of faculty and lack of approval for new positions means an inability to achieve such growth. In other words, if LTEC were provided positions, we would increase our admissions, not the

other way around. Currently, we are in ongoing discussions about the best program delivery options for the Fall 2023 masters cohort given that we will have no new resources and are considering whether to admit a fully online cohort, a campus cohort, or a mixed cohort using the Here or There (HOT) format. Similar discussions regarding PhD delivery, especially in accommodating international students, are ongoing.

Second, in terms of continuing to incorporate best assessment practices, we added a standing item to our department monthly meeting agendas to discuss program assessment. We also reviewed and updated our program outcomes and measures, and we aligned the rubric scales for the Masters and PhD programs so that they are consistent. We are currently working on improving our assessment of dispositions, a topic also discussed at our faculty retreat in Fall 2022. We worked with the COE assessment office on migrating all of our assessment data to the College's internal Student Information System (SIS) rather than maintaining our own system of entering and monitoring assessment data. However, as a result of our staffing challenges, we put a hold on that initiative in order to prioritize other faculty work essential to existing programs. For the time being, we will maintain our existing system.

Third, the review team commended the levels of our student satisfaction and particularly pointed to "our 'ohana", a term used by faculty, students, and alumni to describe LTEC. We have been working to create more opportunities for outreach in terms of program recruitment (including travel to neighbor islands), but have put that on hold temporarily, although our staff continues to try and update our web and social media presence. We also continually ask our students for feedback on ways to improve the program and we often implement new strategies based on their responses. We also continue to refine our program orientations as a way to give students a good start in the program, help them align their expectations for the program, and provide an opportunity to interact face-to-face with peers, faculty, and alumni. During orientation we typically implement a number of collaborative activities, have a student representative present from AECT-HI, our student/alumni group affiliated with our professional organization, and include an alumni panel. Through orientation and our other LTEC networking events, we purposefully strive to build a sense of community, which we believe is the biggest contributor to student and alumni satisfaction.

Fourth, the review team noted our support for Native Hawaiian and Indigenous graduate students, staff, and faculty and our commitment to incorporate indigenous ways of knowing into our curriculum. We had discussions about ways to (1) better integrate indigenous ways of knowing into additional courses (we have developed an indigenous research course), (2) partner with others on campus to support this work, and (3) recruit more students from the Pacific Island region (including possibly recruiting a second cohort from the region as our LTEC students in our American Samoa PhD cohort have nearly all graduated). This work has been put on hold pending appropriate staffing for the department. We will continue to support our students who are interested in focusing their dissertation work on Native Hawaiian and indigenous issues. Since our program review we have had several PhD students graduate who had dissertations on the following topics related to indigenous populations:

- **Summer 2021:** Crystal Elizabeth Simanu - The Impact of Web 2.0 Technologies on American Samoa Middle Level Students' English Vocabulary Performance SU 2021
- **Spring 2022:** Rochelle Pi'ilani Hussey Kaaloa - Understanding the Influences of Cultural Beliefs in Technology Integration: Stories from Native Hawaiian Faculty Voices
- **Fall 2022:** Laura Laolagi - The Impact of Digital Storytelling on Writing Development for English-Language Learners in American Samoa FA 2022
- **Fall 2022:** Sabrina Kelani Suluai-Mahuka - The Impact of Web 2.0 Tools on Collaborative Learning for Secondary Education Students in American Samoa FA 2022

Another LTEC dissertation that relates to indigenous populations and is currently in progress is Alititaiemoana Letitia Sagapolutele's study entitled, American Samoa High School Teachers' Use of Social Media for Instruction. Finally, Youlanda Selan's Master's project is using multimedia learning principles and game-based learning to teach people about the traditional Sumbanese weaving patterns and their socio-cultural meanings.

Summary

Overall, LTEC desires to continue to be a productive member of the COE, UHM, and the State of Hawaii. Our pride in our accomplishments and commitment to productivity is currently threatened by a lack of resources. Despite challenges, LTEC has moved forward with addressing both its own priorities as well as recommendations made by the COE and through our recent UHM self-study as evidenced below.

- LTEC continues to maintain existing programs and graduate advising to support scholars' successful program completion with a reduced number of faculty.
- LTEC has expanded undergraduate offerings, where possible.
- LTEC has initiated and obtained approval for an add-a-field within the HIDOE (COLT) that will begin, pending resources.
- LTEC faculty have obtained a significant grant that reflects collaboration among LTEC and Kamakakūokalani Center for Hawaiian Studies faculty, and the HIDOE.
- Faculty are actively involved with the Hawai'i Educational Research Network (HERN), a collaboration involving organizations including HIDOE, UHM COE, and Community Partners. The professional relationships developed through the grant and through membership on HERN will further enhance LTECs efforts to (a) support learning experiences of scholars, (b) enhance access to information through technology, and (c) promote innovation in education.

Although there is great potential in the work that has been initiated through this review period, the outcomes need to be supported with adequate faculty resources.