



August 23, 2023

MEMORANDUM

TO: Nathan Murata, Dean, College of Education

FROM: Michael Bruno, Provost *Michael Bruno*
Laura E. Lyons, Interim Vice Provost for Academic Excellence *Laura E. Lyons*

SUBJECT: KRS and LTEC Program Review One-Year Progress Report

Mahalo for your one-year progress report for the 2021 program review of programs within Kinesiology and Rehabilitation Science (KRS) and Learning Design and Technology (LTEC). This response will start with programs in KRS followed by those in LTEC.

KRS

The highlights from the report for KRS included a high enrollment, diverse career opportunities, improving retention rates and time to degree, collaborative and responsive faculty and extramural funding success. The BS program has a very robust enrollment (520+) and it appears this trend will continue. Enrollment in the MS in KRS program is also very healthy. We look forward to seeing how implementation of the redesigned undergraduate curriculum increases efficiency with regard to degree requirements and to departmental capacity. The need for a portfolio approach is acknowledged for this diverse unit. Thoughtful consideration toward capacity and the future of KRS relative to clarifying its identity were also raised as areas in need of support and work.

Relatedly, there were two identified actions targeted for work at the graduate level, specifically for ones mentioned in the initial response to the report. These were not addressed in this one-year report. First was an issue regarding GAs and lecturers teaching on overload. The one-year report stated that one tenure track faculty position and two non-tenure track instructors were hired for AY 2022-2023. We agree, this is a good step toward increasing faculty resources. However, were they enough to cover courses in the BS program where the need is highest? Is there still a need for GAs, in particular, to continue to be asked to teach on overload? While this is fine in emergency situations, it is a concern if GAs are being asked to do this to address a faculty resource issue. In combination with other recommendations and actions taken with the redesigned curriculum, course offering scheduling, and limiting course access for non-majors, please share the results of those actions on faculty resources in the next report.

With the recently approved MEd in School Counseling degree and the proposal for the Doctor of Physical Therapy (DPT) degree in the pipeline, the College is positioned to pursue organizational changes that will better-align the programs to their home departments. Based on our meetings

with the Dean and Associate Dean, we understand that the College has a vision to move the Counseling programs. A request will be submitted to rename the MEd in School Counseling to MEd in Counseling, and both School Counseling and Rehabilitation Counseling programs will be tracks under this degree. We look forward to learning more about this move in your three-year progress report.

LTEC

The LTEC graduate programs' highlights include its collegial faculty, an excellent reputation internationally and nationally, supportive students and alumni, a commitment to diversity and inclusion, and extensive collaborations within teacher education, UH, and with external partners. LTEC is to be commended for the work that has been done in beginning to address recommendations from the report. However, the recent and unexpected loss of two faculty members earlier this year further exacerbates the challenges identified during the review regarding faculty workload and in maintaining their strengths and the extensive connections that have contributed to LTEC being known as a quality program. Support for the remaining faculty and students will be critically important moving forward.

LTEC identified in this one-year report four areas in which they would begin their work: 1) support for undergraduate and teacher education, 2) examining workload, 3) identity development, and 4) continuing current programs and commended practices. In light of the current faculty situation in LTEC and the lifting of the hiring freeze, there is potential for help to address the area of faculty workload. However, LTEC faculty being unable to benefit from the COE Graduate Advising Point System is also a concern. It may be time for the COE to revisit this Graduate Advising Point System and see if faculty in other departments are able to benefit from this point system. Relatedly, this may also be a good time for thoughtful re-examination of faculty workload and overall capacity within LTEC. LTEC's efforts to address their faculty staffing issues by reducing numbers of admitted students, tracking advising loads, and making a more concerted effort to help students nearing the 10-year time to degree mark to graduate is a good start. Finding the appropriate formula and balance for mentoring graduate students while also continuing to support the needs of teacher education and HIDOE is important as well. The needs are great in so many areas that involve LTEC yet, in another similarity with KRS, their relationship with the COE is unclear and often in the shadow of the teacher education priorities of the COE. The strategic efforts being made by LTEC to showcase what they do and articulating that via different venues by the faculty and alumni will be helpful toward establishing a clearer identity. Regaining the capability and capacity to fully engage again in the four identified areas will take time. Hopefully with the synergistic work LTEC has been doing to contribute to teacher education and the HIDOE there can also be resources to help them to progressively continue this work. We would like to see the results of the actions being taken across the four areas and its effect on faculty resource issues in the next report. Your three-year progress report is due on August 25, 2025.