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Since late-July 2020, the COE has continued conversations, discussions and Q&A sessions with COE chairs and directors regarding streamlining the process to teacher licensure, reducing admission barriers for teacher licensure programs, and decreasing duplication of programs and courses. Upon receipt of President Lassner’s Post-Pandemic Hawaii suggestions including Education as workforce priority for the State of Hawaii, the COE began to focus specifically on streamlining academic programs, cost savings, efficiency of program delivery and revenue generating opportunities.

Toward prioritizing programs and resources, UHM Administration Budget Team provided recommendations to all UH Mānoa units including the COE ([https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/education-suggestions.pdf](https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/education-suggestions.pdf)). I responded to these recommendations ([https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/education-response.pdf](https://manoa.hawaii.edu/wp/wp-content/uploads/2020/09/education-response.pdf)). Along with the Budget Team recommendations, COE Dean’s council (consisting of COE chairs and directors) was presented a Reduction, Reorganizing and Re-envisioning the COE budget scenario for discussion. The purpose was to demonstrate a stronger focus and investment of resources in teacher preparation and other workforce priorities, including our research enterprise. In order to promote transparency, communication and collaboration, COE chairs and directors met with their respective faculty to continue the discussion and to provide feedback.

At their request, chairs, directors and faculty were provided with cost savings estimates for three (3) scenarios. One scenario reorganized COE from 10 academic departments to 5 academic departments, reducing department chairs from 10 to 5. Specific cost savings in this scenario included elimination of chair pay differential and stipends, concomitant increased FTE devoted to teaching, and reduced lecturers or temporary instructors. In addition to potential cost savings, several departments mentioned streamlining and even consolidating similar programs. The re-alignment of different departments into one provides the opportunity for faculty with similar interests and teaching responsibilities to engage in more robust program and course development, and research.

On Oct 1, I asked Dean’s Council for feedback on **Positioning the COE for the future** (post-pandemic). Each chair and director was asked to consult with their faculty, responding to 5 probes and scenarios. Input from this exercise was used in my current update of the COE. Consequently, on Oct 9, I will be presenting this information to COE Senate and possible Q&A session to elicit feedback, thoughts and recommendations.
RE-ENVISIONING THE COE FOR THE FUTURE

The COE Strategic Plan (2020–2025) was used as another point of reference for re-envisioning the overall structure of the college. The four (4) COE Strategic Principles are:

1. Native Hawaiian Place of Learning and Teaching
2. Collaboration, Partnerships, and Community
3. Innovate and Inspire
4. Research to Improve Educational Outcomes

With numerous meetings, feedback, input and suggestions provided by departments, I began the process compiling an initial plan outline for cost savings, revenue generation and re-envisioning the COE for the future. This re-envisioning of the COE is by no means the final word; however, it forms the basis for next steps in our continued discussions on the future of our COE. The following five (5) departments and two (2) schools, and one Center for Educational Research, Training and Development are proposed.

- **Department of Educational Leadership, Policy Studies, and Psychology**  
  (Educational Administration, Educational Foundations, Educational Psychology)
- **Department of Special Education**
- **Department of Learning Design and Technology**  
  (Learning Design and Technology + Technology and Distance Programs [TDP])
- **School of Health and Human Science**  
  (Department of Kinesiology and Rehabilitation Science)
- **School of Teaching, Graduate Studies and Hawaiian Education**  
  (Department of Curriculum Studies, ITE, and newly developed Hawaiian Education)
- **Center for Educational Research, Training and Development**  
  (Curriculum Research & Development Group and Center on Disability Studies)

1. **Department of Educational Leadership, Policy Studies, and Psychology**  
   This newly designed department consists of faculty and programs from Educational Administration (EDEA), Educational Foundations (EDEF) and Educational Psychology (EDEP). Consolidation of departments with similar courses (e.g., leadership), programs and research would increase and strengthen capacity, offer opportunities for growth and/or improve quality of program offerings; and potentially reduce duplication of courses and programs.

2. **Department of Special Education (SPED)**  
   Special Education will remain as a separate department. SPED has MOA with HIDOE with regard to Felix Consent decree for the training of SPED teachers, consistently high need area for SPED, Behavior Analysts, and Severe/Profound teachers, and works collaboratively and effectively with ITE in three programs and with CS in one program.

3. **Department of Learning Design and Technology (LTEC) + TDP**  
   LTEC will continue coordinated efforts with Technology and Distance Programs (TDP). Demand for LTEC expertise is increasing in all sectors (PD, in-service in distance education and eLearning with HIDOE), assist with technology and online delivery of instruction for the entire college. LTEC will continue to collaborate and support teacher education programs, collaborate
with across the college on the EdD degree; and continue efforts with learning in digital environments.

4. **School of Health and Human Science***
Kinesiology and Rehab Science (KRS) will convert to a School. Conversion to a School is predicated on these two objectives:

   1. planned offering of the Doctor of Physical Therapy (DPT)
   2. CAATE accreditation requirements for Athletic Training - allowing continuation for DPT development. To address this issue of funding, the *UHealthy* Initiative group was consulted on a Private/Public Partnership (P³) support for the initial DPT Director position.

5. **School of Teaching, Graduate Studies and Hawaiian Education***
This newly designed School will house both Curriculum Studies (CS), Institute for Teacher Education (ITE) and expansion in Hawaiian Education. Hawaiian Education is not to be confused with the School of Hawaiian Knowledge. The rationale for creating a School is based on our professional accreditation in teacher preparation and Principle 1 of COE’s Strategic Plan (Native Hawaiian Place of Learning and Teaching). This School will address all our teacher preparation needs, in-service teacher training and professional development, graduate programs related to Education, and infusion of Hawaiian Education.

6. **Center for Educational Research, Training and Development**
Both Curriculum Research & Development Group (CRDG) and Center on Disability Studies (CDS) are in discussions about the possibility of creating a Center for Educational Research, Training and Development. Based on Principle 4 COE Strategic Plan (Research to Improve Educational Outcomes) an increased focus on research was needed in order to support and increase articulation with academic departments, increase faculty collaboration, increase opportunities for external funding, and enhance scholarly productivity. The Hawaii Education Research Network (HERN) program will be housed as part of this center.

As Provost Bruno stated “we need to seize this opportunity to refashion our university and invest in new or re-designed programs, all with the aim of increasing the quality and impact of our student learning, scholarship and service.” This first iteration of our own COE re-envisioning is the next phase of our continued discussions for the future. The discourse from departments appear to favor the status quo; however, I strongly believe that our ability, mutual respect for each other will produce maximum efficiency and will position our college to face the many challenges ahead. I am counting on each of you, and am grateful for the work, sacrifice and commitment to our college. Our next steps include discussion and enumeration of the benefits and drawbacks to these actions, including long term cost savings, efficiencies and possible revenue generation.

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* = Elevating Chair position