



UNIVERSITY OF HAWAI'I SYSTEM

Legislative Testimony

**Testimony Presented Before the House
Committee on Higher Education**

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**By
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HCR 237: Requesting a Management Audit of the University of Hawai'i College of Education

Chair Waters, Vice Chair Shimabukuro, and Members of the Committee:

The University of Hawai'i opposes HCR 237. We share the legislature's desire to promote diversity in the College of Education and throughout the University System. We also share your interest to better prepare educators to deal with the diversity of our public schools. We oppose this resolution, however, for two related reasons.

First, next year, the College will undergo its site visit by the National Council for the Accreditation of Teacher Education (NCATE). The College of Education at Mānoa is the only teacher preparation program in Hawai'i which is nationally accredited, and the only one which has been willing to subject itself to the highest standards for teacher education. An audit next year will distract the College from its attention to the site visit and could, therefore, jeopardize accreditation. The College will be reviewed under a new set of very rigorous standards. Last year, fewer than 70% of the programs which sought accreditation through NCATE succeeded in their review. We must not do anything to distract the College from attending to the NCATE standards.

Second, NCATE is well known among accrediting agencies for its rigorous standards related to diversity. We believe that the information you seek will be addressed more than adequately through the accreditation process. One of the six NCATE standards is devoted entirely to diversity and an entire chapter of the college's institutional report will be written on that topic and will be accompanied by many supporting documents. We will be pleased to present all of the relevant materials and information prepared for accreditation to the legislature next session.

In order to give you some idea of how the college is doing with regard to addressing diversity issues, we have attached the very brief summaries provided by the college to the Chancellor in its annual review. Frankly, we are proud of the work of the College of Education, especially in the work they do related to diversity. We will be pleased to discuss with you these summaries and any other questions you have.

Again, we share your interest in diversity and the intent to make sure that the College of Education is adequately addressing diversity issues. We think, however, that we can provide you with the information and accountability you seek better through the accreditation process than through an audit.

Attachments

College of Education--Summary Program Planning and Budget Preparation for the Fiscal Biennium 2007-2009

Overview

Vision

The College of Education (COE) consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education and prepare educators to contribute to a just and democratic society.

Mission

The mission is to work as a diverse and democratic community in the following:

Teaching—prepare new educators and provide ongoing professional development in education.

Research—increase the knowledge base in education and related fields through the production and application of research related to teaching, learning, and assessment.

Service—serve as partners and leaders for excellence in education.

The COE consists of nine academic units and two organized research units. Over 1300 students are enrolled in the COE and two-thirds of these are graduate students. Each year the COE graduates roughly 550 students and awards another 100 post-baccalaureate certificates in secondary education.

Accreditation

Following is a list of the national accreditations currently held in the COE:

- National Council for the Accreditation of Teacher Education.

This includes accreditation of the entire college plus approval of 30 teacher preparation programs in various disciplines. Next onsite visit is 2007.
- Council for the Accreditation of Counseling and Related Educational Programs.

School Counseling is up for review in 2008 and the Community Services Counseling program is up for review in 2012.
- Council for Rehabilitation Education Review in 2007.
- American Alliance for Health, Physical Education, Recreation and Dance.
The Athletic Training program is up for review in 2010.

National Rankings

In 2004, the COE became nationally ranked by U.S. News and World Report among the best graduate schools of education in the nation. In 2005 our ranking went from 72 to 63.

Degrees and Certificates Awarded

B.Ed. (elementary and secondary education)
B.S. - Kinesiology and Leisure Science
Post-baccalaureate Certification in Secondary Education
Post-baccalaureate Certification in Special Education
M.Ed.T
M.Ed.
M.S. - Kinesiology
Ph.D.- Educational Psychology
Ph.D. Education

The COE has six major goals, and every year, each unit updates their long range plans based on those goals (Appendix A). The COE has an elaborate assessment system which requires each unit to: (1) track and assess students throughout their programs, (2) gather information from graduating seniors, (3) conduct follow up surveys and/or focus groups, and (4) obtain feedback from employers. Each unit also has an assessment plan created to meet NCATE standards. Assessment plans can be made available if requested.

Diversity

The COE has made consistent and continuous efforts during 2001-2006 to enhance and promote diversity, equality, and equity for our students, faculty, and staff. In Fall 2005, the COE was awarded the Michelli Award for Social Justice from the National Network for Educational Renewal. The COE has a Diversity Committee to address the most prominent issues in diversity and quality within the college (Appendix B).

Twice each year the COE also publishes a newsletter entitled, *Celebrating Diversity*. It highlights innovative multicultural programs, projects, and research in the college, provides information regarding newly admitted students' composition, and introduces the new minority faculty member to the COE community.

The Native Hawaiian Faculty Committee also meets regularly to discuss, guide, and lead COE's efforts to improve our services to native Hawaiian students. They meet twice each year with a community advisory group consisting of leaders of Hawaiian descent.

The COE has made strides in employing diverse faculty and staff of high quality. We have increased the number of Native Hawaiian faculty from three to nine in the last six years. Also in the last six years, we have hired one Filipino, three Chinese, two African

Americans, one Hispanic, in addition to other minorities. Over 40% of our faculty are minority and over 50% are female.

According to the U.S. Department of Education (2005), the UHM ranked 16th nationally in the total number of baccalaureate degrees awarded to minority students in all academic disciplines combined for 2002-2003. For the same year, the COE ranked 5th in the nation in total baccalaureate degrees in education granted to minority students, and ranked 1st in total Asian American baccalaureate degrees granted (*Diversity Issues in Higher Education*, 2005). During 2000-2004, the COE student enrollment continues to grow steadily, with a 13% increase.

The enrollment of Native Hawaiian students increased from 10.9% to 12.2%. The total number of native students in 2005 increased by 30% compared to that in 2000. The total enrollment of pacific islanders in 2004-2005 increased 0.5% and the total number is 23% more of that in 2000. The college also sees some increase in the enrollment of African American and American Indian (0.4% higher) and the number of students increased by 78%. For Hispanic students, the enrollment went up 0.3% and the total number of students increased by 43%.

Self-Assessment

Each year the COE produces a productivity report which includes information about enrollment, SSH production, graduation rates, research, and fundraising. A thorough self-assessment can be found in that attached report (Appendix E).

In general, enrollment has grown considerably over the last five years, as have SSH production and graduation numbers. In fact, the COE reached a record level of graduates in 2004 with nearly 600 graduating. The faculty student ratio for the COE is 11.5, comparable to the UHM ratio of 11.35 in spite of the fact that the COE is an upper division and graduate college. The efficiency of the COE can be measured by the high graduation rate and an SSH production that is increasing more rapidly than enrollment.

Faculty scholarship is summarized in each of the unit reports. It is also available for the entire college on our web site through two retrospectives, a five-year and a one-year retrospective completed last year. Grant and contract receipts for the COE are consistently over \$20 million per year, one of the highest amounts for teacher education colleges in the nation. This year we already have \$20 million received.

Addressing EEO/AA and Diversity Issues In the College of Education

The work we do in this area is far too extensive to report well in this brief report. As a highlight, I would say that 25% of all of our scholarship relates to diversity issues, as do many of our grants and contracts (at least \$5 million per year just for diversity issues). Our student population is very diverse. No racial or ethnic group constitutes more than 25%. We have 25% Japanese, 24% Caucasian, 24% Hawaiian/pacific islander, and 6% Filipino. We have specific programs in place to recruit under represented minorities, especially Native Hawaiians.

Our faculty is probably the most diverse of any college of education in the country. Over 40% of our faculty members are minority. Fifty-one percent of our faculty members are women. We have worked hard to recruit under represented minorities, and we have had some good success recruiting Hawaiians (8 altogether and five recruited in the last five years), individuals of African descent (3 altogether and two recruited in the last five years), and Chinese (we just recruited two individuals from China).

We offer a wide variety of programs designed to attract minority teacher candidates and to prepare all teacher candidates to work well with minority populations. For example, our elementary education Ka Lama cohort directed by Alice Kawakami and Katherine Au has operated on the Leeward Coast for over ten years. That program is designed to recruit teacher candidates from the Leeward Coast with the hope that they will remain in teaching there. Margaret "Margie" Maaka and Joseph Zilliox also have close ties with the Leeward Coast and have designed elementary education cohorts and masters degree programs for that region. Margie is in the process of building our capacity through her collaboration with the Ku ulii Council. Part of that work has led to the creation of a Hawaiian focused cohort in our Masters of Education in Teaching program.

Last year, we started a Hawaiian Advisory Committee which works with our nine Hawaiian faculty members to give us advise on how we can better meet the needs of Hawaiian teacher candidates and Hawaiian P-12 students. Our first-ever Herbert Everly Scholar is a wonderful young Native Hawaiian faculty member, Julie Kaomea. Her project for this two-year appointment was to facilitate the creation of a Hawaiian culture curriculum for the DOE.

Our CRDG does considerable work in the area of diversity. We produced the widely-used textbook on the History of Hawai'i, and we recently produced textbooks on the History of Modern Japan and a History of China designed for use in high schools. Most recently, the CRDG is just completing a series of booklets designed for use in K-12 schools called the Ka Wana Series which offer new insights into the philosophy and the way of life of Native Hawaiian culture.

A population that is all too often overlooked is the disabled. We have one of the most vibrant organizations in the nation dedicated to improving life for the disabled. Our Center on Disability Studies brings in over \$7 million annually to promote better education, health, and social services for disabled individuals and they sponsor one of the largest education conferences in the state each year. The Pac Rim Conference has an attendance of over 1,200 participants.