A sense of purpose, a sense of place
Preparing knowledgeable, effective, and caring educators to contribute to
a just, diverse, and democratic society

Vision and Mission of the Institution and Unit
The Mānoa campus’s overarching vision states that The University of Hawai‘i at Mānoa is a premier research institution whose scholars are leaders in their disciplines and whose students are prepared for leadership roles in society. Mānoa strives for excellence in teaching, research, and public service. Mānoa is an innovative institution, comfortable with change. Mānoa celebrates its diversity and uniqueness as a Hawaiian place of learning. We build on our strengths including our unparalleled natural environment and tradition of outstanding Asia-Pacific scholarship. (http://www.uhm.hawaii.edu/vision/)

In keeping with these ideals, the vision of the College of Education is
A community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society. (http://www.coe.hawaii.edu/about/mission)

Our vision guides the direction and work of the College in and beyond Hawai‘i and is informed by a sense of purpose and a sense of place. To achieve this vision, the College of Education has as its mission to work as a diverse, just, and democratic community in three areas:

Teaching—prepare new educational professionals and provide on-going professional development in education.

Research—increase the knowledge base in education and related fields through the production and application of educational research.

Service—serve as partners and leaders for excellence in education. (http://www.coe.hawaii.edu/about/mission)

The college also recognizes its responsibility to enhance the well being of the Native Hawaiian people, and others across the Pacific Basin, through education.

Philosophy, Purposes, Goals, and Core Values of the College
The College of Education’s philosophy is reflected in our purposes: to promote excellence in teaching and scholarship, encourage life-long learning, and develop educational leadership at all levels. We are particularly focused on serving the needs of Hawai‘i, and we invite all members of our college—candidates, faculty, staff, alumni, retirees, and friends—to join our commitment to the children, communities, and citizens of this state.
As we strive to fulfill our purposes, we must understand and respect the history and culture of Hawai‘i and honor the uniqueness of this place. The candidates we prepare are different because their sense of who they are is deeply influenced by their experiences in this place. Our candidates’ work in schools and communities in Hawai‘i and beyond should reflect that difference. The wonder, the diversity, the complexity, and the spirit of Hawai‘i make our work here different from that anywhere else on earth. Thus, we embrace a sense of place in all that we do, especially in how we prepare future educators.

Diversity and cultural plurality among the students and families in our schools brings challenge and opportunity. The college strives to meet the needs of all children. We seek solutions to our challenges through research and research-based practice, and through our efforts to increase the numbers of teachers and leaders who can work effectively and respectfully with all learners in response to their diverse needs.

Hawai‘i is the most geographically remote archipelago in the world, with the nearest landmass more than 2000 miles away. The ocean both connects and separates us. Even within the state there is a high degree of local isolation. The geographical realities create potential barriers to providing equitable educational opportunities. We are committed to the creative use of communication technologies to alleviate the effects of isolation, bring together our islands, and help us become global citizens.

Our goal as a college is to employ and prepare educators who are knowledgeable, effective, and caring professionals. COE educators must be prepared to serve in this place, nationally, and throughout the world and exemplify our core values.

• **Knowledgeable**
  The College of Education values inquiry and collaboration in the learning process. We ask critical questions and encourage others to do the same. We draw from and contribute to the knowledge bases of our disciplines, the needs of unique learners, research and development, curriculum, pedagogy, human development, assessment, and evaluation. COE educators must be prepared to respect and engage with the divergent perspectives, wide-ranging backgrounds, and distinct ways of knowing that characterize our learning communities.

• **Effective**
  The College of Education values active participation in school, community, university, and professional partnerships to enhance reflective practice. Building on a strong grounding in educational research and theory, we share our understandings, compare our experiences, and hone our skills to promote learning. Our aim is to provide, and to assist our candidates in learning to provide, quality and inclusive learning environments; deeply engaging and challenging learning opportunities; and the guidance and support that all learners need to develop intellectually, emotionally, socially, and physically. COE educators must be prepared to work effectively and responsively with a diversity of students, families, colleagues, and community members from Hawai‘i and around the world. That preparation includes the development of expertise with the full range of technological tools available to educators for teaching and learning.
• Caring
College of Education educators care deeply about education and the lives they touch through their profession. The college seeks to help its members act in the best interests of their learning communities, advancing social justice and overcoming both discrimination and oppression, and working toward a sustainable world. The college requires a high level of professionalism demonstrated through ethical behavior, competence, reflection, fairness, respect for diversity, and a commitment to inclusion and social responsibility. We build relationships to nurture safe and positive learning communities in the belief that all individuals can learn.

Program Description
The University of Hawai‘i at Manoa’s College of Education is the cornerstone of Hawai‘i’s educational community. The COE is primarily responsible for preparing the teaching force for the state, providing leadership training at the master’s and doctoral levels, and providing specialized training in selected areas. In addition, faculty provide professional development opportunities, conduct research, and provide community service in their areas of expertise. The doctoral programs within the college include educational psychology and a college-wide degree with specializations in curriculum and instruction, educational foundations, educational administration, educational policy, educational technology, kinesiology, or special education. Classes are hands on, practical, and informative with many options available online. Programs include extensive partnerships with local schools. The College is a leader in distance education within Hawai‘i and nationally. The diverse faculty and staff share a common goal—to advance and generate knowledge in the fields of education, human development, educational administration, assessment, evaluation, research, technology, special education, and other education-related disciplines.
College of Education Strategic Goals 2011–2016

1. Improve educational opportunities, accessibility and outcomes for the state of Hawaii, and in particular for its Native Hawaiian and Pacific Islander populations

2. Prepare educational leaders able to transform organizations while being sensitive to socio-cultural, historical and philosophical contexts

3. Sustain a community of scholars that conducts and disseminates high quality research and applications, contributing to the global knowledge base in education and serving state, regional, national and international communities

4. Nurture a culture of innovation and continuous improvement including the use of technology to enhance and sustain excellence in teaching and learning

Overall Performance Measures
For Hawai‘i’s students, and in particular for Native Hawaiian and Pacific Islander populations, increases in P-12 student achievement and graduation rates as well as post-secondary attendance and completion rates and a decrease in percentage of students enrolled in remedial courses at all levels

Increased percentage of Native Hawaiian, Pacific Islander, and other under-served groups applying to, enrolling in, and successfully completing COE programs and improved representation of these groups in teaching and educational leadership roles in the state
1. Strategic Goal #1: Improve educational opportunities, accessibility and outcomes for the state of Hawaii, and in particular for its Native Hawaiian and Pacific Islander populations

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<tr>
<th>Strategy</th>
<th>Performance Measures</th>
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| Increase and improve recruitment strategies to meet annual targets for student enrollment  
- Improve website navigation, update information, include social networking  
- Promote an inviting, welcoming and responsive College climate  
- Provide scholarships and financial aid offers to incoming freshmen when they commit to pursuing a career in education  
- Expand recruitment efforts to high school (HAFT, HATA) UHM undergraduates and community college students (GET FIT, outreach advising)  | Trend data showing increases in applications and enrollment for:  
- Undergraduate, post-baccalaureate, and graduate students in teacher preparation programs over 2010 baseline by 3% each year  
- Students in masters and doctoral programs preparing educational leaders over 2010 baseline by 2% each year  
- Native Hawaiian, Pacific Islander, and other under-represented and underserved populations over 2010 baseline | Spring 2011  
- Document 2010 baseline data  
- Establish trends to 2010  
Fall 2011  
- Begin data collection and monitoring  
Annually  
- Ongoing data collection  
- Include results in COE Annual Report |
| Increase access for all students  
- Aggressively pursue, implement, and maintain articulation agreements with community colleges  
- Negotiate program/course sharing across UH system  
- Seek out and initiate new P-12 and community partnerships  
- Increase and improve online and hybrid courses/programs  
- Provide creative and flexible schedules for taking courses (especially on-line courses)  
- Ensure universal design (UD) for all activities | Trend data showing increased numbers of community college transfers applying to and enrolling in COE undergraduate programs  
Trend data showing completion rate of transfer students consistent with students beginning at UHM  
Increased enrollments in online/distance programs and programs offered through partnerships  
Website accessibility rating of good to excellent  
At least 75% of courses incorporate universal design for learning principals  
Facilities meet ADA compliance requirements | Spring 2011  
- Document trends to 2010  
- Establish database and reporting process to gather appropriate data  
Annually  
- Ongoing data collection  
- Include results in COE Annual Report |
1. Strategic Goal #1: Improve educational opportunities, accessibility and outcomes for the state of Hawaii, and in particular for its Native Hawaiian and Pacific Islander populations

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| Increase graduation rates of all students, especially from Native Hawaiian and Pacific Islander and other under-represented and underserved populations  
- Focus student services to promote academic success, retention, and timely graduation  
- Continue to monitor student progress and provide supports as needed  
- Implement additional cohorting where feasible to better ensure efficiencies and on-time completion  
- Streamline program requirements to reduce cost and time requirements | Trend data showing improved completion rates and on-time completion for all programs  
Trend data showing improved completion rates and on-time completion for Native Hawaiian, Pacific-Islander and other under-represented and underserved populations | Spring 2011  
- Document trends to 2010  
- Establish database and reporting process to gather appropriate data  
Annually  
- Ongoing data collection  
- Include results in COE Annual Report |
| Develop, disseminate, and implement research-based applications to improve PreK–20 teaching, learning, assessment, and community education  
- Research, create, develop, and evaluate innovative PreK–20 curricula  
- Provide research-based professional development to support educator change and innovation  
- Enhance college and individual faculty support and advocacy for high quality P-12 educational opportunities, especially for early childhood education as supported by research  
- Continue to support learning by researching and developing improved assessment approaches, techniques/strategies, indicators, and tools, including both formative and summative  
- Increase and improve approaches in evaluating program outcomes for impact on teaching, learning, assessment, and organizational change | Increased emphasis in research conducted by COE faculty and staff on improvements in P-20 teaching, learning, and assessment  
Adoption/implementation of COE-developed innovations, curriculum, materials, and instructional strategies by the P-20 community  
Positive external reviews of COE-developed applications and educational approaches related to P-20 teaching, learning, and assessment  
National recognition for research on teaching, learning, and assessment related to Native Hawaiian, Pacific Islander, and other underserved populations  
Adoption/implementation of policies and actions at the state level consistent with the research in P-20 | Fall 2011  
- Create database of current COE faculty research-based applications  
- Establish reporting process and formats  
Annually  
- Ongoing data collection  
- Include results in COE Annual Report |
2. **Strategic Goal #2:** Prepare educational leaders able to transform organizations while being sensitive to socio-cultural, historical and philosophical contexts

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<tr>
<td>Develop college-wide collaborations with public and private institutions following the Professional Development School (PDS) and community-based models</td>
<td>Peer reviewed reports consistently document positive impact of collaborations on</td>
<td>Spring 2011</td>
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<tr>
<td></td>
<td>• student learning</td>
<td>• Document current and proposed collaborations and partnerships</td>
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<td></td>
<td>• leadership development</td>
<td>Fall 2011</td>
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<td></td>
<td>• organizational changes that improve educational outcomes</td>
<td>• Establish database and process for reporting on impact</td>
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<td>Increase in the number and amount of funding to support PDS-type partnerships and formal international partnerships</td>
<td>Annually</td>
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<td>Develop sustained local and international partnerships to strengthen educational outcomes for the state and region</td>
<td></td>
<td>• Ongoing data collection</td>
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<td>Increase mentoring and support of graduates, including involving them in collaborative research</td>
<td>Formally gathered feedback from practitioners and constituent communities indicates mentoring and support activities positively impact leadership development and resulting organizational change</td>
<td>Fall 2011</td>
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<tr>
<td>Continue, expand and create programs that prepare leaders for practice in educational and community settings</td>
<td>Increase in number of participants and effectiveness of leadership development programs/activities over 2010 baseline data</td>
<td>Spring 2011</td>
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<td>Percentage of graduates holding leadership roles in P-20 organizations</td>
<td>• Establish database of 2010 activities, participation, and leadership roles</td>
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<td>Formally gathered feedback from participants indicate positive impact on their leadership development</td>
<td>Fall 2011</td>
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<td>Peer-reviewed reports document impact on leadership development and resulting organizational change</td>
<td>• Create and pilot feedback form and process</td>
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<td>• Create process for collecting reports of impact</td>
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<td>Annually</td>
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<td></td>
<td></td>
<td>• Ongoing data collection</td>
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<td></td>
<td></td>
<td>• Update database; analyze, summarize and report results</td>
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2. Strategic Goal #2: Prepare educational leaders able to transform organizations while being sensitive to socio-cultural, historical and philosophical contexts

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<td>Provide on-going effective professional development with in-service educators to transform PreK–20 classrooms and organizations to improve learning</td>
<td>Professional development evaluation reports document positive impact of professional development on</td>
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<td>• participant learning • leadership development • implementation of research-based practices • student learning • organizational change</td>
<td>Fall 2011 • Create and pilot reporting formats and process • Create college-wide database on professional development provided • Create process for collecting reports of impact Annually • Ongoing data collection • Update database; analyze and summarize results • Include examples of professional development impact results in COE Annual Report</td>
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3. Strategic Goal #3: Sustain a community of scholars that conducts and disseminates high quality research and applications, contributing to the global knowledge base in education and serving state, regional, national and international communities

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| Increase extramural funding to support faculty scholarship  
- Create and maintain a grant support center capable of assisting faculty and graduate students in obtaining extramural funding by providing contract/grant finding, proposal development, and budget preparation services  
- Develop sustained local, regional, national and international partnerships to strengthen educational outcomes in identified communities.  
- Sustain and create new revenue streams through innovative, entrepreneurial applications of expertise (DCDC, conference planning and support, publication and marketing, co-publishing agreements, technology transfer, etc.) | Increased number of contracts and grants submitted over 2010 baseline  
Success rate for contracts and grants awarded at 40% or higher annually  
Increase in funding through extramural contracts and grants awarded over 2010 baseline data by 2% per year  
Increase in sustained alternative revenue streams from entrepreneurial activities over 2010 baseline by 3% per year | Spring 2011  
- Establish database on 2010 grant submissions, success rates, and baseline funding  
Annually  
- Update database; analyze, summarize and report results  
- Include results in COE Annual Report |
| Communicate and disseminate faculty and graduate student research and policy-related outcomes to practitioners, policy makers, and the local community  
- Conduct ongoing symposia on research and applications within COE  
- Sponsor education conferences showcasing COE research and applications  
- Promote the applications of faculty research and dissertation findings through public presentations, dissemination of policy briefs (HEPC), public service announcements on radio and public access channels, and news releases  
- Evaluate frequency and effectiveness of current publications  
- Create and evaluate new communication strategies | Formally gathered feedback from practitioners, policy makers, and local communities indicates the work of the COE is visible, supported, valued, and seen as having a positive impact on education, in particular from a Native Hawaiian and Pacific Islander perspective  
Increased percentage of COE faculty and staff presenting and publishing in highly respected national and international venues  
Increased contacts with the local media and agencies and inclusion of COE perspectives on local educational topics | Fall 2011  
- Create data collection instruments and process  
- Pilot reporting formats and process  
- Create college-wide database on communications outputs and venues; establish baseline  
Annually  
- Collect data  
  - on communications and dissemination artifacts  
  - from practitioners, policy makers, and communities  
- Update database; analyze and summarize results  
- Include results in COE Annual Report |
4. **Strategic Goal #4:** Nurture a culture of innovation and continuous improvement including the use of technology to enhance and sustain excellence in teaching and learning.

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| Provide incentives, supports, and expectations for research productivity, creative applications of research-based findings, and innovations that improve learning across the life-span  
- Support collaborations both internal and external to the COE focused on innovation and continuous improvement  
- Provide on-going effective professional development with COE faculty and staff, students, and in-service teachers  
- Modify departmental promotion/tenure/hiring criteria to recognize the application of technology and other innovations to teaching and research  
- Continue program evaluation, documentation, and assessment that meet or exceed accreditation requirements and result in continuous program improvement | 100% of programs routinely collect, analyze, and use data for decision-making and have sustainable systems in place to ensure continuation of the program improvement process  
100% of programs meet national accreditation standards  
Faculty and staff report increased support for collaboration, innovation, and improvement through available technology, workload assignments, course releases, shared positions, travel for professional activities, graduate assistantships, overload, grant acquisition and monitoring over 2010 baseline | Spring 2011  
- Establish 2010 baseline data  
- Identify areas and plans for improvement  
Annually  
- Ongoing data collection and reporting |

| Integrate and use technology and other innovations to expand educational opportunities and learning  
- Research, develop and implement promising ideas to improve teaching, learning, assessment, program evaluation, and organizational supports | Increase in availability and usability of data that can inform continuous improvement over 2010 baseline  
100% of programs show appropriate infusion of technologies in teaching, learning, and assessment  
Increased number of students participating in programs, activities, and events made available through appropriate technology-based approaches | Spring 2011  
- Establish 2010 baseline data  
- Identify areas and plans for improvement  
Annually  
- Ongoing data collection and reporting |