

College of Education Building Desperately Needed (SB 2649)

This bill is being heard 01-28-08 1:15PM in conference room 225

Dear Senators,

As a citizen concerned with the future education of my children in Hawai'i, I am convinced that our state does not invest enough in public schools - nor in the preparation of teachers. The UHM College of Education is in desperate need of realistic facilities to carry out its critical mission, especially the preparation of Hawai'i's future teachers. The faculty who work at improving our educator pool, both in licensure and continued professional development, are working in deplorable conditions. Rat traps, termite wings, wood rot, and gecko droppings are the norm in many of the College's classrooms (and offices!)

Support the UHM College of Education!

It is seriously overdue!

This bill is one opportunity to establish where our priorities really stand. The UH athletic teams, while generating lots of good sentiment and goodwill, pale in comparison on my priority list. I hope the same is true of our elected representatives. Please support Senate Bill 2649 and begin rebuilding our capacity to prepare educators for a modern and accomplished public school system in Hawaii. We are counting on you.

Paul B. McKimmy
2736 Puuhonua St.
Honolulu, HI 96822

Testimony Presented Before the
Senate Committee on Education
January 28, 2008 at 1:15pm

L A T E

by

Sam Callejo

Vice President for Administration, University of Hawai'i

SB 2649 - Relating to the University of Hawai'i

Chair Sakamoto, Vice Chair Tokuda and members of the Committee:

I'm Sam Callejo, Vice President for Administration for the University of Hawai'i System to offer testimony in support of SB 2649, Relating to University of Hawai'i. This measure authorizes the issuance of general obligation bonds and appropriates funds in the amount of \$4,110,000 for plans, design and construction for a new facility for the University of Hawai'i's College of Education and University Laboratory School.

This project is included in the University's Board of Regents' approved budget for Capital Improvement and is the highest priority for the College of Education. Don Young from the College of Education can speak in greater detail on this issue.

Thank you for the opportunity to testify in support of SB 2649, and thank you for your support of the University of Hawai'i.

L A T E

Personal Testimony

Testimony Presented Before the
Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by
Donald B. Young, Acting Dean
College of Education
University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawaii

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committees:

My name is Donald Young. I am serving as the Acting Dean for the College of Education at the UH Manoa. Today I am providing personal testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS). We greatly appreciate that you are hearing testimony on this bill, which addresses a priority in the University of Hawaii at Manoa's biennium budget request, and is vital to our ability to address the State's teacher workforce development needs. While we would, of course, prefer appropriation of State funds for this purpose, we appreciate the current State fiscal situation, and welcome any support for College of Education facilities.

The College of Education serves over 1,500 University students at the undergraduate and graduate levels and approximately 420 K-12 students in the Laboratory School. We produce over 50% of the teacher education program completers in the State. The College also receives over \$20 million each year in external contracts and grants. Our productivity is restricted by the inadequate facilities at the UH Manoa campus.

As you know our University suffered a devastating fire on June 13, 2006, which destroyed the building known as University Elementary School (UES), a 20,000 gsf facility built in 1936.

Students and faculty of the College of Education and the University Laboratory School (ULS) shared UES. The Laboratory School, an essential part of the College of Education, has been a part of the College since 1931, serving as a site for education research and development. In 2001 it became a public charter school, but continues to be operated by the Curriculum Research & Development Group in the College. Much of the research and curriculum development work of the College is done within the Laboratory School setting.

UES included approximately 6 large classrooms, a theater, small gymnasium, athletic training room, weight room, and offices for some 30 faculty and staff. It also housed the University Laboratory School drama department, orchestra instruments, and music library. Fortunately, no

one was injured in the fire. But the loss was a devastating one to the College of Education, which was already short on classroom and office space.

The replacement insurance policy on UES covered transition costs that allowed us to renovate some existing spaces on campus and provided funds to purchase four modular buildings as temporary structures to house some of the activities previously held in UES. Despite these provisions, we still have approximately 25 faculty who are working from home because we do not have offices for them on campus.

Final settlement figures from the insurance company are not yet available, but estimates from the fire department are that the replacement cost for UES is in the neighborhood of \$6.5 million. However, we understand that not all the insurance funds will be released until groundbreaking occurs on a new building.

Two of the remaining buildings on the site, University High School building 1 (UHS1) and University High School building 2 (UHS2) were built in 1943 and 1948 respectively. Together, these two buildings occupy approximately 20,000 gsf. They are of the same wood construction as UES, completely termite eaten, rat and cockroach infested, and generally unhealthy places to work, and certainly not enjoyable and conducive places to learn. While the useful life of public school buildings are estimated at 30 years, these buildings already are double that figure and are beyond repair.

Yet these buildings house approximately 50 faculty and staff and 5 classrooms that are of third-world quality. For example, the only classroom available to train future science teachers was last remodeled in the 1960s and does not have any of the features of a modern science classroom at the high-school level. These are the classrooms in which we prepare the elementary and secondary teachers for Hawaii's schools. They are fire hazards that would be destroyed as quickly and completely as UES if a fire should occur.

Our planning and construction request in the University of Hawaii biennium budget is to replace UES and demolish UHS1 and UHS2, and on the same footprint construct a 60,000 gsf, state-of-the art, LEED compliant classroom and office building. The proposed building will contain approximately 20 classroom and 75-100 offices to be shared with the Laboratory School, as was the case with UES, and is now the case with UHS1 and UHS2.

Constructing a new building on a smaller footprint will optimize use of existing land in the education complex and open currently occupied land for other future development. It will provide state-of-the art classrooms in which to prepare tomorrow's teachers for Hawaii, and house the faculty and staff displaced by the fire and proposed UHS1 and UHS2 demolition. In addition, it will provide space for future growth and/or use by other UH Manoa units.

The benefits of constructing a new College of Education facility include:

- Providing healthy, safe, and comfortable work and learning spaces to replace destroyed and old buildings;
- Increasing classroom and office space for the College, Laboratory School, and others;
- More efficiently using available land;

- Increased ability to attract excellent students, faculty, and staff;
- Increased number of highly qualified teachers;
- Strengthening research and training functions within the College and throughout the State;
- Fostering a sense of place and pride among students, staff, and the community;
- Maximizing the use of technology in education;
- Providing a model, energy efficient building for others to emulate.

With improved facilities, we can increase both the quantity and the quality of our productivity significantly. I urge your support for issuing general obligation bonds that will enable the University to move forward with planning and construction of the new College of Education building.

Thank you for the opportunity to testify.

Personal Testimony

Written Testimony Submitted to the

Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by

Donna Grace, Co-director
Institute for Teacher Education
College of Education

University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawaii

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committees:

My name is Donna Grace. I am serving as the Co-director of the Institute for Teacher Education, in the College of Education, at the UH Mānoa. Today I am providing personal written testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS).

As a faculty member in the COE, I teach both undergraduate and graduate courses for pre-service and in-service teachers. I frequently teach these courses in the University High School building 1 (UHS1). Over the years, I have lost count of how often, while holding class, a rat has run through the classroom totally disrupting teaching and learning. In addition, the chalk board in this room is too bumpy, weak, and worn to write on due to extensive termite damage. The two small, window air conditioners in the room are so loud that it is almost impossible to hear anyone speak unless they are practically shouting. If we shut the air conditioners off in order to hear one another, we suffer not only from heat and dust blowing into the room, but from the loud noises of cars going in and out of the parking lot, and people talking as they pass by the classroom. Although faculty members who use these rooms spend hours every semester cleaning them and trying to make them more presentable, there is only so much one can do with rooms that are over 65 years old.

Building conditions such as these, which are unhealthy, unsafe, uncomfortable, unattractive, and non-conducive to learning, send a strong message to our current and future teachers about the perceived value and importance of their education at the UHM.

I urge this senate committee to support SB 2649 for issuing general obligation bonds to enable the University to move forward with long-standing plans to construct a desperately needed new College of Education building. Increasing college space and improving classroom conditions would go a long way in strengthening our students' pride and satisfaction in obtaining their COE degrees.

Thank you for the opportunity to testify in writing.

I respectfully submit the following personal testimony in support of SB 2649 to be heard Monday, January 28, 2008 in conference room 225 at 1:15 p.m.

I wish this testimony to be submitted to the Education Committee and the Ways and Means Committee. I am unable to be present at the hearing.

This bill creates a window of opportunity for our College of Education to do something about the desperate plight of our facilities and the fact that not only do we have insufficient teaching space, we simply cannot house the faculty we have now let alone those we soon hope to hire as essential to our mission of preparing teachers for our state.

I wish to provide something of a personal history as a way to indicate how serious our situation is.

I have been a faculty member of the College of Education since Christmas 1989. I recall my feelings on entering the classroom where I was to teach my undergraduate and graduate mathematics education classes for the next 8 years. Those feelings amounted to disbelief in comparison with the first-rate facilities I had left behind in Australia. UHS105 is in one of the 1940s "temporary" buildings described in the testimony of others. It is right opposite UHS 107, the "science" room, whose inadequacies for the purpose of teaching our students about science and science teaching are legendary. Rats however love these buildings and roam freely from 107 to 105 in spite of all extermination efforts.

Necessity IS the mother of invention and one learns to make accommodations and to do the best one can--that is the way of education and educators. We managed to get two air conditioners installed that made the afternoon heat almost bearable although their work was made all the more difficult by the large gaps between the ancient wooden louvers that serve as windows. The more cynical among us claim that our students are being done a service in that by learning in these rooms we are preparing them for the conditions in many of the schools in which they will work but that is another story entirely.

The hope of a new building was raised when the university actually broke ground for a fairly modest facility that would have been most welcome and would have suited our purposes at that time. Our hopes were soon dashed--the building was never actually begun. In all probability we would already have outgrown that facility now.

In 1997 after sharing UHS 105 with teachers of other subject areas, those of us teaching mathematics education courses learned that a room was available in the UES wing, UES 104, which had more space than UHS 105 for the large number of mathematics manipulatives and library materials that we use in our teaching. The actual room was in worse condition than the one we left--it was dismayingly easy to kick a substantial hole in the wall; the wrinkled ill-fitting carpet moved alarmingly in places, evidence of the condition of the floorboards beneath. But it was a space of our own so we accepted it.

Ten years on UES 104 was part of the wing that became a blazing inferno on July 14, 2006. From the moment my secretary told me there was smoke coming from the lab school until around 6 p.m. that evening I stood transfixed as part of the crowd that watched, disbelievingly, as

from the smoke enormous flames raced from one end of the building to the other. Imagine my mixed emotions as I watched what I had come to know as my classroom engulfed by fire. Along with other faculty I lost a significant part of the journals and books that I had accumulated over many years--we lost much equipment. A personal computer of mine and a printer were also lost. But that horrible building was gone--good riddance, I thought. Perhaps now the building we had needed so badly for years would quickly be built.

That wing was supplanted by a group of four portables to be shared between the laboratory school and the college of education. To be honest the portable assigned to store our (new) mathematics manipulatives and to act as our teaching space is excellent. But we knew that these portables would do little to alleviate our space crunch with many instructors forced to work from home.

The speed with which we were able to replace our materials and quickly return to a state approaching normalcy was very impressive and led us to believe that our legislators would be quick to act and that a new building would soon be in planning. Unfortunately such has not been the case with neither the governor or the legislature regarding our situation as of sufficient merit to fast track a building for us.

It is ironic that it took the public furore surrounding the loss of the coach of our wonderfully successful football team, purportedly because of lack of action on improving facilities, to move legislators to visit the campus, including the college of education, to see firsthand how bad things are. It is even more ironic that although legislators commented that our facilities are the worst that they had seen, the only mention in the press and on television was of the athletic facilities.

I support this bill and urge the legislature to do likewise. But I also would like legislators to ask themselves whether this bill does enough.

I thank you for this opportunity.

Yours sincerely,

Neil Pateman

Neil A. Pateman
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L A T E

Dear Committee Members,

I currently work for the Curriculum Research and Development Group- College of Education. I am a curriculum specialist working on a curriculum piece known as Physics, Physiology and Technology (PP&T). I work on curriculum used in the 10th grade physics classes at the UH Lab School (ELS). I worked as a science teacher in the DOE for over 21 years and retired in 2000. I ran an elementary school science lab (K-5) for 3 years at the Taylor Ranch School in Venice, Florida. I have been president of the Hawaii Science Teachers Association 3 times and am currently on the High School Science Committee for NSTA. Last year I was on the planning committee for the National Congress on Science Education and was Hawaii's chapter representative. I am also the section representative for Hawaii's section of the American Association of Physics Teachers. I present this curriculum vitae only as background to my 30+ years in science education.

I have also taught the 7th grade FAST program and the Summer Science Enrichment Program at the Laboratory School. I am familiar with the classrooms and the other facilities at CRDG and the Lab School. I also have taught in the Hawaii Youth Correctional Facility (13). I think I have a good basis from which to speak on the conditions and facilities of the lab school and the College of Ed. . The condition of the offices, classrooms, and facilities is abysmal. There are so many dedicated teachers, students, and staff working in these unfit conditions, that it boggles the mind as to how the State of Hawaii has let these conditions persist.

I have personally, been confronted by: rats, ants, termite damage, water leaks, leaking roofs, dripping sinks, sinking floors, lack of window screens, hot and miserable working conditions, and offices stacked to the ceilings with junk and cardboard boxes. The list goes on and on. The College of Ed. needs up-to-date, clean, and safe labs to model modern science techniques and pedagogy for their students, who will be the teachers of tomorrow in Hawaii's classrooms. We need to lead in science education and to do so we need to have state of the art science classrooms and lab facilities to match, what I believe to be, state of the art curriculum being developed at CRDG and the College of Ed. If we are to follow the Governor's proposals and initiatives on STEM education, robotics, and etc., we need the facilities in which to make these plans become reality. We need a facility we can all be proud of and attract prospective top level teacher candidates to the College of Ed. We need a bright and modern facility to continue the curriculum development and the development of students from all sectors of our community in our Lab School. The students, teachers, staff and community need something other than our run down 1939 vintage buildings and facilities. The talk and rhetoric need to stop and the state needs to come through for our future. The time for action on this matter is long past. I strongly encourage you to pass SB2649 to start the long trek to bright future for our University and community.

Respectfully submitted,

James L. Redmond, CRDG-Science Section
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L A T E

COMMITTEE ON EDUCATION
Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair

COMMITTEE ON HUMAN SERVICES AND PUBLIC HOUSING Senator Suzanne Chun
Oakland, Chair Senator Les Ihara, Jr., Vice Chair

DATE: Monday, January 28, 2008
TIME: 1:15 pm
PLACE: Conference Room 225
State Capitol
415 South Beretania Street

SB 2649

Testimony

RELATING TO THE UNIVERSITY OF HAWAII.

Authorizes the issuance of general obligation bonds and appropriates funds for the University of Hawaii college of education and University laboratory school.

SB 2649: Relating to the University of Hawaii
Chair Sakamoto, Vice Chair Tokuda, and Members of the Committees:

I am writing in support of the proposed bill to begin to fund the desperately needed College of Education building.

I am one of the UH Manoa instructors who was displaced by the fire in June 2006. One evening in the spring before the fire, a colleague and I were holding an interview session in a UES classroom, talking with prospective Elementary Teacher Education students. We were suddenly swarmed by termites, and had to run for it. We ended up meeting in the open hallway in Wist Hall first floor because no other meeting space was available. I'm not sure any of those interviewees opted to join our program. Don Young's testimony referring to the UES as a third world building is entirely correct. It was. And the remaining UHS buildings are, too.

It's time for the College to have modern facilities in which we can teach and learn in a safe, healthy environment, in facilities designed to prepare future educators. We need classroom space, meeting space, and office space. The current science classroom in which we prepare tomorrow's educators has equipment that qualifies as antique. Meeting space is at a premium and often unavailable. I currently share an "office" with about 20 other people.

We can do better than this. We can place value on education in our state by committing the money it takes to build and maintain appropriate structures. Please properly fund the College of Education building.

Thank you for your time,
Deborah Mawhar

+++++

Deborah Mawhar, Cohort 405 Coordinator; Instructor Institute for Teacher Education College of Education
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L A T E

JEAN L. JOHNSON

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January 27, 2008

The Honorable Norman Sakamoto Chair
Senate Committee on Education, and
Committee Members

Aloha: RE: SB:2649, Relating to the University of Hawai'i

As a faculty member in the College of Education, I wish to submit personal testimony to share with you how very important this proposed legislation is for the training of future educators in our state. The Board of Regents has included the construction of a new building for the College of Education as a priority item in the biennium budget and in its listing of critically needed Capital Improvement Projects.

This proposed building is to replace the dilapidated building that burned in June 2006 as well as a number of other buildings of the same vintage that are termite infested and beyond repair. This proposed new building would provide a healthy and safe facility for the college to use in preparing future teachers for our community. It would provide opportunities to create a sense of place and pride among the students, staff, and community. It would provide a model, energy efficient building.

Support for this legislation sends a strong message that the legislature does truly care about education and wants to support the college's efforts to address the state's teacher workforce development needs.

I would like to ask that the Senate consider amending the legislation to utilize State funds for this purpose instead of the general obligation bonds. But however it is funded, it is critical to begin the process of the design phase of this building, knowing that it will be many years before the building is ready for occupancy. The sooner the design phase can be completed and groundbreaking occurs, the sooner the state will be able to access the insurance funds for the building that was lost to fire.

Your support will be greatly appreciated by the faculty and students of the College of Education.



L A T E

Personal Testimony
Testimony Presented Before the
Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by
Beth Pateman, Interim Associate Dean for Academic Affairs
College of Education
University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawai'i

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committees:

My name is Beth Pateman. I serve as the newly appointed Interim Associate Dean for Academic Affairs in the College of Education at UH Manoa. I am providing **personal** testimony in support of SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS). I deeply appreciate your hearing testimony on this bill.

Testimony from Acting Dean Don Young does a thorough and excellent job of providing the details on our building needs. As the former Elementary Director of the Institute for Teacher Education and an instructor for more than eleven years in our College, I want to provide my personal experiences related to my own teaching, my faculty, and my students in COE facilities.

When I first came to Manoa as an Assistant Professor in 1996, I used to hear people say about our facilities, "Oh, don't worry about how bad the buildings are. It's good practice for the students to work in DOE schools." Statements like this shocked and puzzled me—but I soon learned what they meant. In University High School Building 1, where I've taught most often, I found the classrooms hot, dirty, termite-infested, and teeming with roaches and rats. Faculty and students constantly were reminded not to leave a speck of food in the classrooms, lest we draw more vermin into the mix. Having come from the large state universities of Georgia, Florida, and Indiana, I could hardly believe that our own flagship university, where excellent education programs were taking place, had buildings like the old wooden barracks where we were teaching. Still, educators are a courageous group who don't generally make a fuss, and we all made the most of it. I went into those rooms on many weekends and in the weeks before classes started to clean, armed with mops, brooms, rags, and many buckets of soapy water and strong cleaners. I soon learned that I almost always developed a sore throat and bronchitis after one of these cleaning bouts. I believe this was from what I inhaled as I cleaned. A custodian shared with me one morning, "I'm glad they took those old fans off the wall in room 105. Most mornings, I see rats in them when I open the building."

The most memorable experience of my time in building UHS1, however, came in room 107—our "science room." I noticed large rat-traps (cage-like contraptions) placed around the

classroom and up high on shelves that held science materials. Students told me that a rat had gotten caught in one of the traps the previous semester and scurried around in it for days. They thought the rat had died in the trap before it finally was removed. My experience in the room came about 9:00 in the morning one sunny Hawai'i day. As my students and I were beginning class, a rat ran right through the middle of the classroom, headed for some hole in the wall. What did my students do? They merely picked up their feet and squealed—and then we went right on with class. Can rats in a classroom become the norm? Faculty members and students have reported these kinds of experiences over and over, and we do try having pest control efforts. In buildings so old and dilapidated, however, there's just not much hope of keeping the critters out. Whenever I teach in any room in that building, I unlock the door, stomp my feet and bang on the door to scare away anything that might be lurking, and only then reach in to turn on the light. I wouldn't dare put my hand into a dark room in UHS1.

The raging fire that consumed University Elementary School a year and a half ago was one of the most horrific things I've ever beheld. Although I have said many times, and only half in jest, that I wanted to be among the first to drive the bulldozer to knock down the old buildings, the reality of watching our facilities burn before our eyes was dreadful. We watched tensely, wondering if the other buildings would go, too, which looked a distinct possibility. Thankfully, the fire department was able to contain the destruction to one building, which was out of control in seconds. As we picked through the ashes after the fire, trying to salvage math materials and anything else that might have survived, I thought about what this meant—lost classroom space and the fear that it could happen again, with injuries or even death possible if it did.

My field of study is school health for children and adolescents. I often have wondered whether a faculty member, UHM student, or child attending the UH Laboratory School will have to get a rat bite before action will be taken. In a related conundrum, I wonder where we will we teach if our old wooden buildings are condemned, which they should be. We were fortunate to gain a four new modular buildings are a result of the UES fire. While clean, cool, and comfortable, these small buildings don't begin to address our needs in terms of state of the art classrooms to provide future educators, counselors, and administrators for Hawai'i.

When visitors from Hawai'i, the mainland, or other countries visit the College of Education, I watch their expressions of disbelief when they tour our campus. As Elementary Director of our teacher preparation programs for PK-6 educators, I have been so proud of the hard work of our faculty and students that make our program nationally accredited. The elementary program is field-based—our faculty and students are out in the DOE schools every week, learning to make a difference in the lives of children. There are no “ivory towers” in the College of Education. Our cohort program is located in schools across Oahu, including the Leeward Coast, and on the islands of Maui, Kauai, Molokai, Lanai, and Hawai'i. I want our students to be proud to say they graduated from the College of Education and I want them to support COE and UHM as alumni. I am truly and deeply grateful for your support to help us get new facilities, where our students can link their learning on campus to the work they do in DOE classrooms, to become the **very best teachers they can be**. Mahalo nui loa.

L A T E

To: Committee on Education
RE: SB 2649, Hearing 1/28 at 1:15 pm

I am providing personal testimony in support of SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS). Our small campus suffered a destructive fire on June 13, 2006, which destroyed one building and raised concern about two similarly built wooden structures adjacent to the decades-old building that was destroyed in just a few moments.

The loss of classroom and office space has had a ripple effect throughout the College of Education and University Laboratory School. Many teachers are now forced to teach in rooms inappropriate to their instructional needs. For example, I had to teach my English classes in two separate locations, causing me to haul two sets of books up and down staircases each day so my students wouldn't miss out on important learning materials. My inconvenience is small in comparison to that of our drama teacher, who now must convert out small orchestra room to a "stage" so our students can perform.

Besides my teaching duties at University Laboratory School, I also do project work, developing curriculum materials for use in DOE classrooms. My office is housed in one of the buildings adjacent to the fire site. Besides the personal stress I experienced while being forced to evacuate from the building during and immediately after the fire, my colleagues and I constantly worry about the health and safety of our office and the building. We have rats in our offices, as well as termite-eaten walls. I suffer from allergies that are aggravated by the deteriorating conditions of the building. I have had to miss a few days of work this year due to illness from my allergies. We do not work in a safe environment, physically or mentally, which is sad because we are working to prepare curriculum for Hawaii's teachers.

The new College of Education building would provide enough much-needed modern space for classrooms and offices. This building is crucial to the future of the College of Education, as well as the state of Hawaii, because if education is truly a priority, we need to provide students and curriculum developers with safe and adequate conditions, so that our concern is focused on improving education, instead of feeling like we are dealing with third-world conditions where safety concerns come before any kind of work or learning.

I strongly urge your support of SB 2649. Hawaii's future teachers deserve the best our state can provide since teachers educate our future. Thank you for your time.

Marybeth Hamilton
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L A T E

Personal Testimony

Written Testimony Submitted to the

Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by

Jennifer Herring, Coordinator
Statewide Teacher Education Program, Elementary

College of Education

University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawaii

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committees:

My name is Jennifer Herring. I am serving as the Coordinator for our Statewide Teacher Education Program in Elementary Education for the College of Education at the UH Mānoa. Today I am providing personal testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS).

We welcome your support for College of Education facilities. I have been teaching the visual arts in University High School building 1 (UHS1) since 1988. This building is completely termite eaten, rat and cockroach infested, and generally an unhealthy place to work and learn. Each semester I diligently clean my classroom to make it into a productive learning environment. Through this process I become intimately aware of the high level of damage that has occurred through the termite infestation of this building.

I am interested in creating a more aesthetic environment for our teacher candidates. I think it is important to communicate visually through the built environment that we value teacher education. We need a College of Education campus that is an inviting and welcoming place for our students to learn and grow as professionals. I am also interested in a facility that allows our college to host workshops and seminars for professional educators who are interested in integrating the arts into their curriculum to create more relevant, active and engaging experiences for their students. Support for our facilities can make these types of experiences possible for professional educators who look to our

college and university as leaders in education who implement best practices and have created appropriate facilities.

In my work in our distance-learning program, we prepare teacher candidates who live on islands other than Oahu and want to live and teach in their rural communities. We want to host them on our campus for their weekend sessions and offer an opportunity for them to experience high quality facilities that communicate visually our commitment to their education as teachers. While we model best practices in our approaches to teaching and learning, we also want to model the best practices through our teaching and learning environments.

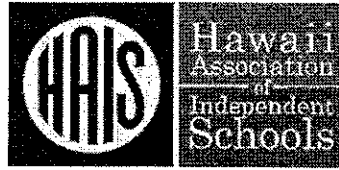
Constructing a new building will provide an opportunity to:

- * model healthy, safe, and welcoming work and learning spaces;
- * create professional teaching and learning spaces for teacher education and on-going education for teachers;
- * develop a strong sense of place and pride among students, staff, and the community;
- * create state of the art use of technology in teacher education
- * model energy efficient building for others to emulate.

With improved facilities, we can increase both the quantity and the quality of our productivity significantly. I urge your support for issuing general obligation bonds that will enable the University to move forward with planning and construction of the new College of Education building.

Thank you for the opportunity to testify in writing.

LATE TESTIMONY



January 28, 2008
1:15 p.m.
Conference Room 225

TESTIMONY TO THE SENATE COMMITTEE ON EDUCATION

SB 2649 – Relating to the University of Hawaii

Dear Chair Sakamoto, Vice Chair Tokuda, and Members of the Committee:

My name is Robert Witt, executive director of the Hawaii Association of Independent Schools, which represents approximately 100 private and independent schools and educates over 30,000 elementary and secondary school students across our state.

Our association strongly supports SB 2649, which authorizes general obligation bonds for the planning and design of new buildings for the College of Education at the University of Hawaii at Manoa, including the University Laboratory School.

Our association believes that now is the time to make an unprecedented capital investment in all of our schools. We must modernize our early learning, elementary, secondary and higher education campuses with infrastructure capable of supporting 21st century instruction.

We also believe that an urgent need exists at the College of Education for a multi-purpose facility, as described in detail in the testimony of Dr. Donald Young, which would serve as a model of excellence and a symbol of our state's commitment to enhanced teaching and learning in all of Hawaii's schools, both public and private.

We believe that teachers, principals, school officials and state policy-makers, working together to improve all of our schools, require a gathering place to solve complex problems of practice and to envision new policies capable of supporting the continued work we are all doing to implement Act 51. We believe that such a new facility must embody the best learning environment possible, to both represent our commitment to providing Hawaii's students with the highest-quality education and to serve as a laboratory in which we can create a school system that will serve our state well in the future.

We strongly urge that a commitment be made this session to fund this imperative through general obligation bonds and any other means available, including appropriations from the general fund and private funding.

Thank you for this opportunity to testify.

LATE TESTIMONY

I am writing to support SB2649 for the purpose of building a new building for the College of Education at UH Manoa. I have been a professor in the College of Education for 23 years and have had to teach in classrooms at other colleges for most of my career here at UH. There are very few classrooms available in Everly Hall which houses a large faculty in the Institute of Teacher Education, and also the Curriculum Studies Dept., the two departments that play the major role in educating future teachers. Some of the facilities in the old elementary and secondary lab school are obsolete fire traps, and are hardly the kind of classrooms that will inspire our University students to enter the field of education. The time is long past due when the College of Education should have a large building primarily devoted to classrooms for the education of future teachers, and for the professional development of teachers and administrators through our master's and doctoral degree programs.

Sincerely, Helen Slaughter, Ed D, Professor and Chair of the PhD in Education Program,
College of Education, University of Hawaii, Manoa.

The opinions expressed in this testimony are my own, and do not represent that of the University of Hawaii, Manoa.

Personal Testimony

LATE TESTIMONY

Testimony Presented Before the
Senate Committee on Education

January 28, 2008, 1:15 pm, Room 225

by
Eva Ponte, Assistant Professor
College of Education
University of Hawai'i at Mānoa

SB 2649: Relating to the University of Hawaii

Chair Sakamoto, Vice Chair Tokuda, and Members of the Committees:

My name is Eva Ponte. I am an assistant professor at the Masters of Education in Teaching Program in the College of Education at UH Manoa. Today I am providing personal testimony in support SB 2649, which authorizes general obligation bonds for planning and design of new buildings for the College of Education (COE), including the University Laboratory School (ULS). I appreciate that you are hearing testimony on this bill, which addresses a high priority in the UH Manoa's biennium budget request, and is decisive to our ability to address the State's teacher workforce development needs.

The COE serves over 1,500 University students at the undergraduate and graduate levels and approximately 420 Elementary, Middle, and High School (K-12) students in the ULS. The COE produces over 50% of the teacher education program graduates in the State. Because of the poor state of our facilities, the COE's productivity is currently being restricted by the inadequate facilities at the UH Manoa campus.

As you know, our University suffered a devastating fire on June 13, 2006, which destroyed the building known as University Elementary School (UES), a 20,000 gsf facility built in 1936. Students and faculty of the College of Education and the University Laboratory School (ULS) shared UES. UES included approximately 6 large classrooms, a theater, small gymnasium, athletic training room, weight room, and offices for some 30 faculty and staff. It also housed the ULS drama department, orchestra instruments, and music library. Fortunately, no one was injured in the fire. However the loss was devastating to the College of Education, which was already short on classroom and office space, and to the University Laboratory School, which not only serves hundred of students, but is also a key site for the research and curriculum development work of the COE.

The replacement insurance policy on UES covered transition costs that allowed us to renovate some existing spaces on campus and provided funds to purchase four modular buildings as temporary structures to house some of the activities previously held in UES. Despite these

provisions, the COE still has approximately 25 faculty who are working from home because there are not sufficient offices for them on campus. As someone who had to work as a new faculty without an office for a full semester, I can directly testify to the challenges this represents to faculty and the relationship to the school, faculty, and staff. The most challenging part for me was to find an appropriate place to hold office hours for my students. I mostly held my office hours on a coffee shop near campus, but the setting was not conducive to very fruitful meetings, so I noticed a reduction in the amount of office visits from my students. It was also harder for me to meet with my colleagues and just have informal chats that make the invisible but very important fabric of academic life. Taken care of administrative duties was also harder.

Final settlement figures from the insurance company in relation to the damage produced by the fire are not yet available, but estimates from the fire department are that the replacement cost for UES is in the neighborhood of \$6.5 million. However, it appears that not all the insurance funds will be released until groundbreaking occurs on a new building.

Two of the remaining buildings on the site, University High School building 1 (UHS1) and University High School building 2 (UHS2) were built in 1943 and 1948 respectively. Together, these two buildings occupy approximately 20,000 gsf. They are of the same wood construction as UES, completely termite eaten, rat and cockroach infested, and generally unhealthy places to work, and certainly not enjoyable and conducive places to learn. While the useful life of public school buildings are estimated at 30 years, these buildings already are double that figure and are beyond repair. Yet these buildings house approximately 50 faculty and staff and 5 classrooms that are of third-world quality.

I have had the “honor” of teaching most of my seminars in two classrooms in UHS1. While my colleagues did a big effort to organize, clean, and decorate the classrooms that made the classrooms “habitable,” the facilities are so poor and antiquated that it was a little embarrassing to teach in this setting to graduate students who want to become teacher (professionals such as lawyers, actors, journalists, etc. who have decided to made a career switch into teaching, and come from competitive fields of work). Especially awkward was when we addressed the issue of integrating technology in the classroom: We did not have many of the technological devices (e.g., computers, ELMO projectors, or digital projectors with speakers) on which we try to train our students to become 21st century teachers.

The COE planning and construction request in the University of Hawaii biennium budget is to replace UES and demolish UHS1 and UHS2, and on the same footprint construct a 60,000 gsf, state-of-the art, LEED compliant classroom and office building. The proposed building will contain approximately 20 classroom and 75-100 offices to be shared with the Laboratory School, as was the case with UES, and is now the case with UHS1 and UHS2.

Constructing a new building on a smaller footprint will optimize use of existing land in the education complex and open currently occupied land for other future development. It will provide state-of-the art classrooms in which to prepare tomorrow’s teachers for Hawaii, and house the faculty and staff displaced by the fire and proposed UHS1 and UHS2 demolition. In addition, it will provide space for future growth and/or use by other UH Manoa units.

The benefits of constructing a new College of Education facility include:

- Providing healthy, safe, and comfortable work and learning spaces to replace destroyed and old buildings;
- Increasing classroom and office space for the College, Laboratory School, and others;
- Increased ability to attract excellent students, faculty, and staff;
- Increased number of highly qualified teachers;
- Strengthening research and training functions within the College and throughout the State;
- Fostering a sense of place and pride among students, staff, and the community;
- Maximizing the use of technology in education;
- More efficiently using available land;
- Providing a model, energy efficient building for others to emulate.

With improved facilities, the COE can increase both the quantity and the quality of its productivity significantly. I urge your support for issuing general obligation bonds that will enable the University to move forward with planning and construction of the new College of Education building—our students, teacher candidates, and Education faculty need it!

Thank you for the opportunity to testify.

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