**Title:** Chancellor’s Administrative Staff Council Agenda  
**Place:** ‘Ilima 202A  
**Date:** Monday, November 16, 2015  
**Time:** 1:30-3:30 p.m.

Administrative Staff Members: Maria Bautista, Brian Furuto, Kelli Goya, Carol Hoshiko, Ann Ishida-Ho, Brenda Ivelisse, Salvatore Lanzilotti, Nawa’a Napoleon, Patricia O’Hagan, Louise Pagotto, John Richards, Leon Richards, and Joanne Whitaker

Members Absent: Brian Furuto

Guest: Kahelelani Clark, Brandon Higa, Kapulani Landgraf, Keolani Noe, and Veronica Ogata

**King Kalākaua’s Birthday - November 16: Nawa’a Napoleon**

King Kalākaua’s birthday was November 16, 1836. He married Julia Nāpelakapuokakā’e Kapi‘olani on December 19, 1863, and he was elected king on February 12, 1874. In March 1874, the King toured the Hawaiian Islands. On January 20, 1881, he started traveling around the world first to San Francisco, then to Japan, China, Hong Kong, Bangkok, Malaysia, Siam, India, Egypt, Italy, England, where Queen Kapi‘olani attended Queen Victoria’s Jubilee, Belgium, Austria, Spain, Portugal and Paris, back to London, and returned to Hawai‘i. The King had a formal coronation on February 12, 1883. Queen Kapi‘olani was given her own flag on Feb. 12, 1885, with the words Kalāualani, which means the day of heavenly rain.

Many of King Kalākaua’s achievements relate to the College. Our faculty, staff, and administrators travel around the globe. KCC is recognized for having the largest Japanese student enrollment in the nation. The king is honored as the “Father of Japanese Immigration to Hawai‘i.”

**The Nu‘u Model: Kalāualani (Appendix A and B)**

The Model of Understanding: “The foundation of this model is a learning, experiential, and supportive process that is rooted in Hawaiian values, practices, and traditions.” The model has proven to increase enrollment, persistence, and graduation. The focus will be to address the needs of Native Hawaiian students and all students. The STEM program has a track record of student success, and now it is time to implement it campus-wide. Bringing the strengths and gifts of Native Hawaiian students to the forefront transforms students, faculty, and staff. Every child needs the right environment to persist in college, a sense of place and trust in relationships. The Nu‘u model is culture based.

The Nu'u model is that a kuaola (verdant mountain where all thrives and grows), which represents the entire College, shares in the goal of fostering student success. Students, like ua (rain) gifted from ao (clouds) enter the kuaola and like kahawai (streams) begin their journey down the mountain to the ocean. The nine tributary streambeds represent faculty and academic support within respective academic pathways. The ocean represents degree, certificate, or transfer. As rain flows down the mountain, the flow of the water changes the streams. Our students will carve a different path for our faculty. The faculty are kuana (stream bank) that guide our students. If the administration takes care of the faculty and staff, it will rain and take care of the mountain. It’s inclusive for every program and involves everyone.

**Nu‘u Model and Title III: Kalāualani**

In collaboration with the Office for Institutional Effectiveness, the Queen Kapiolani Student Success Campus Council and the Kalāualani Council secured three Title III grants totaling over $19 million. To increase the success of Native Hawaiian students
and all students campus-wide, each of the grants must utilize the Nu'u Model. There are 9 new positions that play an essential role in the successful implementation of the Nu'u Model.

The Kalāualani Council and the Queen Kapi'olani Student Success Campus Council ask that the Chancellor and Administration Team:

1. Adopt the Nu'u model as the model to carry out the goals objectives and deliverables of the three Title III grants and to implement campus-wide student success;
2. Appoint/hire a Nu'u Director;
3. Commit to institutionalizing the key positions in the Nu'u model; and
4. Collaborate with the Councils when making decision related to the Title III grants.

I ke kua nō ke ola, I ke kua nō ka make
(In the Kua is life, In the kua is death.)

In order to make this change, the campus needs to unite and work together. Everyone plays a part, and everyone is welcome. The Chancellor requested that the members talk to other areas of the campus. The administrative team was grateful for the work the members did for this proposal. A request was made to include the administration going forward to coordinate efforts. It needs to be a campus-wide initiative with everyone on board. Some concerns include possible faculty resistance. How do we integrate this with the other initiatives on campus? This model will need to take into consideration what we are currently doing and what we need to do.

**RCUH Project Development Initiative Fund: Brandon Higa**

The College is encouraged to apply for the RCUH Project Development Initiative Fund. It is a seed grant for innovative projects. More forward thinking initiatives are appropriate for this program. The award is up to $500,000 for 2 years of funding, and the deadline is December 31, 2015. The following criteria will be used for evaluating project proposals:

- Feasibility of project concept
- Potential for continuation funding from external sources
- Potential for generating inventions or revenue generating
- Qualifications of investigators
- Appropriateness of budget

**Travel Requests: Leon Richards**

Travel requests were discussed.

**Developmental Education Update: Louise Pagotto and Brenda Ivelisse**

For math, the “My Math Test” placement tool will be researched. The test can be used to show areas of remediation. All community colleges requested a final math sequence. However, there are a few colleges who are not in favor of the initiative. Math faculty who were successful using this model will be asked to present in March. For English, they are considering Ed Ready as a placement tool.

Gary Rodwell will work with Louise Pagotto, Brenda Ivelisse, and Kelli Goya to implement STAR and link it to Banner and degree pathways. It will be important to have people in key places making decisions.

**Non-smoking Campus Guidelines Update:**

Patricia O'Hagan met with UPW representatives. Arbitrator didn’t agree with them to ban our smoking guidelines. The UPW asked to informally make an agreement to designate
three smoking areas on campus. KCC will speak with UH Mānoa to be consistent with them.

* For accompanying documents and/or access to all Administrative Staff Council minutes and documents, please go to the Ohana website, (https://ohana.kapiolani.hawaii.edu/groups/administrative-staff-council/) under Groups, Administrative Staff Council.

Submitted by: Joanne Whitaker
2015.11.16 _Admin_Staff_Council_Minutes
Appendix A

Date: November 16, 2015

To: Leon Richards, Chancellor

From: Nāwae Napoleon, Kalāualani Council, Chair
       Veronica Ogata, Queen Kapiʻolani Student Campus Council, Chair

Re: Adoption of the Nuʻu Model for Kapiʻolani Community College

Overview of the Model of Understanding

Kapiʻolani Community College effectively impacts the success of Native Hawaiian students through Keolani Noa’s successful implementation of the Model of Understanding in our College’s STEM program. The foundation of this model is a learning, experiential, and supportive process that is rooted in Hawaiian values, practices, and traditions. The primary intent is to strengthen students’ own cultural/indigenous knowledge and the contextual relationship to their academic, social, and personal success. Providing cultural/indigenous and ʻāina-based experiences with on-going dialogue, critical thinking, reflection, and active, personal participation (learn by doing) meaningfully engages Native Hawaiian students in their own learning. As a result, students’ cultural/indigenous knowledge strengthens, and the relevance and connection to their academic pursuits transpires. This intentional, unique process unlocks their academic minds, gives them purpose, and fosters their commitment to achieving their goals. An internal transformation unfolds and ignites students’ passion, interests, and their discovery of their strengths and gifts that lie within themselves. Students are guided, mentored, and supported throughout the process. The Model of Understanding acknowledges, manifests, and reinforces the intellectual, cultural, and human capital that Native Hawaiian students possess; and supports and strengthens their successes in college and in life. The effectiveness of this model has been tried and proven to increase student enrollment, retention, persistence, degree completion, and transfer rates. Furthermore, faculty and staff, who engage in this process with students, experience a cognitive shift. They realize that they have unintentionally and unexpectedly contributed to the success of Native Hawaiian students. This new understanding changes their perspectives, and they begin to recognize the potentiality and promise of Native Hawaiian students, resulting in increased faculty/staff-student engagement. Therefore, scaling up the Model of Understanding beyond the College’s STEM program will undoubtedly have a far-reaching and positive impact on Native Hawaiian students, and all students, faculty, and staff campus wide.
Appendix B