Chancellor’s Administrative Staff Council  
Meeting Notes  
Monday December 11, 2017  
2:30 p.m. – 4:30 p.m.  
‘Ilima 202A  
Facilitator: Louise Pagotto

Administrative Staff Members: Brian Furuto, Carol Hoshiko, Brenda Ivelisse, Susan Kazama, No‘eau Keōpūhiwa, Nāwa’a Napoleon, Patricia O’Hagan, Louise Pagotto, John Richards, Joanne Whitaker

Members Absent: Susan Kazama and No‘eau Keōpūhiwa

Guests: Shirl Fujihara and Louise Yamamoto

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<tr>
<th>AGENDA ITEM</th>
<th>DISCUSSION</th>
<th>ACTION/ RECOMMENDATION</th>
<th>PERSON RESPONSIBLE</th>
<th>DUE DATE</th>
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<tr>
<td>Previous Meeting Notes</td>
<td>Review &amp; approve November 27, 2017 meeting notes</td>
<td>The meeting notes were approved.</td>
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<td>New Business</td>
<td>FY 18 General Fund and Tuition and Fees Special Fund allocation reports and the Research and Training Revolving Fund report for the period from July 1, 2017 to October 31, 2017 were disbursed and discussed:</td>
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<td>• If there are no General Funds for personnel, can you use Tuition and Fees? Yes, but it depends on the position and its original MOF (means of financing). Tuition and Fees, via non-imposed funds (referred to as S397), can be used to pay for General Fund</td>
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salaries for board appointed positions (administrators and faculty; excl. civil service and APTs).

- Is there a system in place to stay abreast of the current budget? Absolutely, there has always been a way to track your budget. You can do so simply by knowing your account number and using KFS. What we do in developing these quarterly budget reports makes it that much easier to keep track of your budget, however, the reports are not necessary if you use KFS. Please note that what confuses people is when they use a "second set of books" to keep track of their budget. KFS is THE official financial system of the UH, it doesn't matter what your "second set of books" says. However, if your program or office makes a lot of purchases or you simply want to track your budget more closely, we suggest using a simple spreadsheet tracking system. When a purchase is made you log it, when the payment is processed you log it, etc. Anything more complex then that to me is not effective.

- How do you address negative allocation balances? Refer to the There are no negative allocations made. This is actually an oxymoron. If an account shows a negative balance there could be multiple reasons why; the usual reasons are: 1) you've charged the wrong account, 2) you've charged the right account, but an allocation was not made yet, 3) you've charged the right account, but have spent more than your allocation. All of these reasons can be prevented simply by using KFS on a weekly (and in some cases bi-weekly or monthly) basis to track your budget.

- If entire Tuition and Fees are spent by Dec. 31, does balance go down to zero? Based on the way we have been allocating budgets (which is twice per FY - once in September and once in January) then if you spend your entire TFSF allocation by 12/31 then yes, your balance will be zero.

CTE Civil Rights Review – Louise P. and Louise Yamamoto

Ryan Tanaka from the state office for Career & Technical Education (CTE) will be reviewing all required courses for CTE programs and requested that all materials be organized by programs. He will also review manuals and handbooks used for recruiting students and will look into the process of how students are accommodated in terms of campus resources and how we are providing follow-ups with these
It was recommended that if there are any last minute changes, to notate on the summary that changes are being corrected. Ryan is scheduled to be on campus on Jan. 14, 2018 for two weeks, but has requested that all printed materials and URLs be available to him by Jan. 7th. His final report will be sent to John Morton only.

### Draft Convocation Agenda – Joanne W.
- A focus on accreditation and increasing performance measures that is centered on engagement.
- Pam Cox-Otto is available for a 1-hour presentation.
- Extend convocation to discuss Quality Focus Essay (QFE).

### Chancellor Updates – Louise P.
- CCCC meeting updates:
  - Met the new DOE Superintendent, Dr. Christina Kishimoto. *(See Appendix A for information on the DOE Implementation Plan 2017-2020)*
  - The results of the climate survey on domestic and dating violence will be publicly released in January.
  - Nominations for the President’s Emerging Leaders Program (PELP) will close Feb. 26.
  - There will be a 2-day meeting for the Systemwide Initiative about Returning Adults held at the Aulani and UHWO on January 18-19, 2018.
  - The chancellors proposed to stop purging students effective fall 2018. There are follow up discussions.
- Chancellor responsible to identify a team of 8 to attend.

### Prof. Dev. RTRF – Michelle Dela Cruz, Satoru Shinagawa, Bob Vega, No’eau Keopuhiwa
- All requests have been approved. Prior requests from Sharon Fowler and Amy Cook have been approved.
- Louise P. will send out new guidelines for RTRF funding.

### Admin Updates
- Nāwa’a – Attended the ISS workshop at WCC and learned that when CC students finish their degree, almost 50% are not transferring to UH but to other campuses. Also, many of our 100 and 200 level courses are changing to 300 level courses offered at UHMH.
- Lē‘ahi Concept Kitchen is transitioning to the campus on Jan. 8.
- Brian - Reminder about FY17 equipment replacement. FY18 list previously disbursed. Monies have been set aside for CIP
- Louise P.
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<th>equipment purchases. Brian will need to reconvene a meeting with IT, O&amp;M, and Ron T. to discuss what they will be requesting.</th>
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<td>• Both EV stations are inoperable and Admin Srvcs is currently researching price quotes for repair. HECO recommended reserving 8 stalls for EV.</td>
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<td>• Ne'epapa will not be held in the ʻŌhiʻa cafeteria next year due to major renovations.</td>
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<td>• Upcoming renovations: Naio, Manono, Mokihana, ʻŌhelo kitchens, ʻŌhiʻa kitchens, cafeteria and dining room.</td>
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<td>• There has been many changes at O&amp;M &amp; Aux. Srvcs. A special thanks to the janitors, groundskeepers, Chris and Aric for a great job in sprucing up the campus.</td>
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<td>• Cont. Ed. is working on recruiting students for spring.</td>
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<td>• The Cont. Ed. registration office is losing one of its cashiers at the end of the month.</td>
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<td>• Carol will be attending a DOCET meeting at WCC this Friday.</td>
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<td>• Helping Hands will be on campus for training on Dec. 22 to prepare for the soft roll out of HINET.</td>
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<td>• A resolution has been prepared regarding the need for student support for Cont. Ed. students that will be discussed at the next admin meeting.</td>
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<td>• Patricia – EMT class graduation on Saturday. Two CNA classes’ graduations this morning. ADN class graduation on Wed. afternoon. RAD advisory board meeting tonight. Patricia will see the DLI board tomorrow to apply for (4) grants to sustain the clinic on campus.</td>
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<td>• Brenda - Study with a Buddy starts tonight for 3 nights. Enrollment is up 6.4% from last year. There are over (100) Student of Concerns this term.</td>
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| A separate meeting will be scheduled to discuss renovations. |
Appendix A

HIGH LEVERAGE ACTION ITEMS

1. Create opportunities for students to engage in design thinking collaboratively.
2. Include as an annual district design thinking celebration.
3. Engage student schools in identifying ways to integrate STEAM into the student’s daily experience.
4. Include student presentations at annual Leadership Day and set a rubric for student to model.
5. Include student-based, small-group Social Emotional Learning (SEL) framework.
6. Increase student choice in the classroom and school—incorporate projects, podcasts, digital collaborations.
7. Develop student voice for school feedback and student learning.
8. Increase student learning opportunities in the school and community—encourage creativity and innovation.
9. Provide opportunities for students to share their public education story by highlighting their authentic work.
10. Structure opportunities for students to bring community language and culture into school.

Teacher Collaboration

HIGH LEVERAGE ACTION ITEMS

1. Document time schools are currently creating time to collaborate on curriculum development.
2. Create a learning leadership program aligned with CCSS and content area leaders and industry partners.
3. Identify best practices for teaching, learning, and professional learning.
4. Identify quality models of co-teaching and professional learning practices, in both face-to-face and online learning environments.
5. Provide professional growth opportunities for learning about highly effective instructional school models.
6. Identify structures to support the school’s leadership in the student’s daily learning.
7. Design and implement systems of practice and professional learning, including teacher, leader, and staff communities.
8. Develop a technology approach to advance collaborative practices around data, best practices, and planning.
9. Create effective teacher leadership in the professional learning, alignment with student outcomes, and data-based decision-making.
10. Support teacher communities, collaborative and data-based professional learning and community engagement.
To advance the goals of the Strategic Plan, the HEFOF will engage in targeted work around three High Impact Strategies:

**GOAL 1: Student Success**
- **TEACHER COLLABORATION**
- **STUDENT VOICE**
- **Hawai'i School Design**

**GOAL 2: Staff Success**
- **SUCCESSFUL SYSTEMS OF SUPPORT**

**GOAL 3: Successful Systems of Support**
- **SKILLS MOVEMENT**

**HIGH LEVERAGE ACTION ITEMS**
1. Define school governance & accountability structure; embed into leadership training.
2. Define school design models; identify high/low performing schools; identify potential models/systems.
3. Define career pathways; advance CTE partnerships; improve early childhood education.
4. Define expectations for student achievement; improve English learners (EL) equity and outcomes.
5. Create Career Technical Education aligned models and system efficiencies.
6. Evaluate and define special education program approaches; develop program support.
7. Develop and implement district-wide career exploration initiatives.
8. Identify, support, and reduce educational needs for students with special learning needs.
9. Create P-3 expansion plan; focus on early learning outcomes; identify multiple models for early readiness.
10. Develop district leadership development plan; focus on school leaders; student voice; community engagement; prevention.

**CONDITIONS FOR SUCCESS**
- Community engagement
- Government and education leadership
- Capacity building for implementation
- Legislative support
- Statewide collaborative plan

**STUDENT SUPPORT SERVICES**
- Social Services
- English Language Learners

**SCHOOL DEVELOPMENT PRIORITIES**
- New initiatives
- Recruitment
- Retention
- Early learning initiatives

**SCHOOL DESIGN**
- Strategic initiatives
- Alignment and support
- Community engagement
- Student voice