

**ROTARY CLUB OF HONOLULU  
ZOOM MEETING MINUTES  
DATE: October 27, 2020  
PRESIDING: PRESIDENT RICH PROCTOR**

**President Rich Proctor** called the October 27, 2020, ZOOM meeting of the Rotary Club of Honolulu to order at 12:00 PM with the ringing of his bell.

**Brian Dunkel** is the Virtual Meeting Maestro.

**INSPIRATION, PLEDGE, AND SONG**

**Reese Liggett** gave today's Inspiration. **Reese** stated that today's inspiration has become a Liggett Family prayer of three generations; the following is taken from a poem by Ella Wheeler Wilcox:

YOU AND TODAY

With every rising of the sun  
Think of your life as just begun.  
The past is canceled and buried deep,  
All yesterdays there let them sleep.

Concern yourself with but today,  
I say,  
Go forth brave heart, attain, attain.

If you would like to read the full version of this poem, you can find it here:

<http://www.ellawheelerwilcox.org/poems/pyouand3.htm>

**President Rich** lead us in the Pledge of Allegiance and *The National Anthem* was led and sung wonderfully by **Al Linton**.

**VISITORS**

**President Rich** welcomes **Hideo Yamanaka** once again joining us from Kyoto Japan, **Lucci Pinoliad, Del Green** (Past District Governor), **Scott Wishart** (Assistant Governor), **Paddy Griggs**, and **Robert Gelber** (Director of Communications from Punahou). Welcome all and thank you for joining!

**NEW MEMBER INDUCTION – AMANDA KELLY**

Sponsored by **Bub Wo**

**INTRODUCTION BY BUB:**

Aloha Fellow Rotarians! **Amanda Kelly** and husband Sean just moved to Hawaii on October 1st and recently completed their 14-day quarantine. Sean is with the military as

an orthopedic oncologist, so you really don't want to have to see him. And, he is the ONLY orthopedic oncologist in our entire state.

**Amanda** just started her position with the *University of Hawaii Foundation* as their Director of Corporate Compliance and Administration. Let's step back for a second; **Amanda** grew up in New Jersey and graduated from the University of Michigan. Over the past decade, Sean and **Amanda** have resided all over the world – from New York to San Antonio to Seoul Korea, to Boston, and finally, to Hawaii. In every new environment, Rotary has provided grounding for Amanda in her new situation. For example, in San Antonio, **Amanda** dedicated her full commitment and engagement to the Rotary Club of San Antonio, becoming one of their youngest *Paul Harris Fellows*, co-chairing their largest annual service project, and actively participating on numerous committees. As a member of their "Under 40" young members board, I am sure Amanda has a lot of ideas she can share with our club in helping us expand our membership to the younger generation.

In addition to the Rotary Club of San Antonio, **Amanda** has also been involved in many other community service efforts throughout the years. Serving on the board overseeing a \$2.5M Federal Housing and Urban Development Grant funding the city's Transitioning Out of Poverty program, reviewing and selecting a grant award recipient in the **Impact San Antonio** category (\$100K 2-year grant), written proposals for San Antonio Arts and Culture grants up to \$100K and managed the audit of a \$1.3M AmeriCorps grant; serving *Haven for Hope* meals at homeless shelters, instructing for the *Fairbanks Literacy Council*, delivering food for senior citizens, and coordinating *American Red Cross* blood drives. Yes, you can see that volunteering has been a large part of **Amanda's** life since she joined the Key Club in middle school. She has a heart for service in helping others throughout the community. She is a true Rotarian. **Amanda's** service orientation, high competence level, enthusiastic energy and engaged commitment will be a welcome addition to our Rotary club and our community.

As has been my tradition with new members of our club, this morning I hand-picked a cup of puakenikeni flower and dropped it at her office. **Amanda**, may your experience with Rotary bloom like the puakenikeni flower, and may your participation and engagement in our Rotary club get deeper and stronger, just as the fragrance of the puakenikeni flower grows stronger each day. **Amanda** we are so happy to have you here in Hawaii and we welcome you as a fellow member of our club!

**President Rich:**

**Amanda**, you have been invited into the membership of the Rotary Club of Honolulu because your fellow members believe you are a leader in your profession and our community. Your willingness to support the goals and objectives of our club and Rotary International is a welcomed asset. When you become involved with our service projects, you will find a sense of gratification that is grounded in sharing Rotary and helping others. This I know you already understand as you have been doing this for a number of years already on the mainland. **Amanda**, from this moment on you can proudly call yourself, again, a Rotarian!

**Amanda**, please know we are all standing and applauding heartily for you!!!! Welcome!!!!”

**Amanda**: First, I just want to thank everyone at the club who’s allowed me to join in as a very long-term guest since May of this year. Honestly, it’s made my transition to Hawaii so easy and seamless. In fact, I was just telling Bub the other day when we finally got out of quarantine, my husband and I were walking around the street, around our temporary home which is the Surf Jack Hotel downtown, and just two blocks away is the Centennial Park. It’s just such a joy to be immediately out in the community and seeing the benefits of the club. I’m just so excited to join. I just want to thank everyone, especially, Bub, Lyla Berg, Gwen Lau, and Sam Haas for going above and beyond and connecting me with people, even before I got here. It’s just been so fantastic! Thank you so much. I look forward to joining you in service and joining you for lunches and everything that comes with Rotary membership! Thank you everyone!

**Rich**: Thank you Amanda! When we all come together in person, rather than on Zoom, all new members will be invited to stand up together and be recognized!

#### **ANNOUNCEMENTS**

**Birthdays: Judy Meyer (10/27), Reed Myers (10/29), Terry Yorga (10/30), and Geoff Seymour (11/02).**

**Club Anniversaries: John Keene, 11 years, sponsored by Bob Sigall.**

#### **WORLD POLIO UPDATE**

Saturday, October 24<sup>th</sup> was World Polio Day! **Terry George** shared with us that about 125 of us gathered virtually Saturday morning to celebrate and raise money. The entire continent of Africa has been declared free of all three polio strains! There are only two countries left, Afghanistan and Pakistan, which are not yet polio free. There have been setbacks with violence from these countries towards the workers, along with the COVID-19. But good news, Pakistan just did a major vaccine push.

Saturday morning we raised over \$11,000! If you want to give, go to <https://raise.rotary.org/AnneMarie-Studer/challenge> and give generously. **Terry** thanked everyone who attended Saturday and were able to give.

**President Rich** shared that our club has dedicated a \$5,000 gift to Polio Plus, doing our part to help eradicate polio. This gift is given on behalf of all of us.

#### **BREAKOUT ROOMS SOCIAL TIME**

President **Rich**, along with **Martha**, broke us up into groups of 4-5 per room. This section of our meetings allows us to engage more personally with other group members. Today’s Breakout topic was about sharing a memorable Halloween event and time.

**GUEST SPEAKER – MICHAEL LATHEM, PUNAHOU PRESIDENT**  
***“Innovation, Equity, and the Future of Teaching and Learning”***

**Paul** was going to introduce our guest speaker, but was unable, so Alice was asked to do so with two minutes notice. **Alice** was a trooper! She joked that Mike “has the position of all positions, the President of Punahou, with everyone coming to kiss his ring, to get their kid into Punahou.” **Alice** sure has a way with words and always makes us smile!

**Martha** shared in her email this: Guest speaker **Michael Latham**, has been the President of Punahou School since July 1, 2019. Prior to returning to Hawai‘i, Mike – a 1986 graduate of Punahou – served as Vice President for Academic Affairs at Grinnell College in Iowa, a nationally ranked liberal arts college known for innovative teaching. He previously served as Professor of History and Dean of Fordham University’s College at Rose Hill in New York. Mike holds a Ph.D. in history from UCLA and is a widely respected scholar of American foreign relations.

**Mike** shared he graduated from Punahou and then was away for 33 years. While an undergraduate, he returned briefly to Hawaii and taught a summer course at Aiea High School where he discovered he loved teaching! After all his travel for education in US History, he returned to Hawaii about a year ago and stated, “After having been gone for such a long time, it’s really wonderful and exciting to be back. Hawaii has always felt like home and I’ve always enjoyed the chance to be here and be a part of this community. It is a pleasure to be with you too, so thanks so much for the invitation.”

#### **Guest Speaker Mike:**

I’m going to talk a little bit about what I think Innovation in Education requires at this point in time. I will talk about Innovation, Equity, and the future of teaching. I will do this at a fairly high level, but I think you will get a sense strategically of where I think Punahou needs to go and where I think education needs to be moving as well.

In the several months since I started working as Punahou’s President, I’ve really been excited to be at a school that is thinking very seriously about the future and where we need to go. Punahou is the largest independent school on a single campus in the United States. It has 3,771 students this year and 775 faculty and staff. The challenge is to innovate from a position of real strength. How do we take what is, in many respects, already a terrific school and making it better? My short answer to that question is, we are going to do our best by leaning into the future, thinking carefully about what our graduates will need to thrive in their own lives and what they will enable them to make social contributes to the world they live in. The world is not standing still, nor can we do so. There are three areas I feel are especially important.

The first area has to do with *inquiry-led, life-long learning*: this is an invitation for us to think carefully about the abilities and competencies the students will need to have and develop that will serve them well where ever they go and in whatever they do. The underlying fact is that today’s students will graduate in a very different world from the one many of us came of age in. There are major technological shifts underway. Transformations in the way intelligence and information are developed,

processed, and shared; cognitive revolutions in fields like artificial intelligence and in automation.

The world is far more globally interconnected than ever before with the concentration of traffic in goods and services, in addition to greater human mobility, have made that the case. We've seen real transformations in different kinds of markets and in the economy itself evolve over time. I think we will see increasing geographic disparities. There are parts of the world, some regions of the United States, for example, especially some cities, that have terrific technical platforms, resources of terrific highly educated young people available, opportunities for growth and innovation, and others, especially in many rural or less resourced areas where that won't be the case.

We are seeing people talk about what the recovery from the COVID-19 will be like. Probably not a V-shape recovery, but many are arguing it will be like a K-shaped recovery: a recovery where greater degrees of *inequality*, which are already present, will only accelerate over time. There is interesting literature looking at growing social, political, and economic inequality within the United States as well as many parts of the world.

Employers are increasingly looking for people who will be able to do strategic thinking, design thinking: who can take and learn across different technical platforms. The share of professional work that is routine in nature is decreasing significantly. So what this means, is for students to do well, schools need to educate them to succeed, not only in higher education, and prepare them for their first and second job, but for careers that do not currently exist. We have to think very carefully about the skills that will enable them to adapt, to learn and to constantly relearn throughout their entire lifetimes. That requires that we think carefully about the abilities and competencies they will have to have.

Some of those are familiar – their classic liberal arts competencies or abilities; critical thinking; the strength and necessity for outstanding quantitative reasoning skills; the ability to make a compelling oral argument, and the ability to write beautifully – are not new in nature. But there are some that I think are invitations for us to think differently. The great premium I think will be placed collaborate mission, the need and ability to collaborate with those with very different backgrounds from your own to work as part of teams working on a goal-focused way; the need to promote creativity, the development of inward process, by working through a problem and continually thinking of new ways to solve or approach it; a willingness to embrace challenges and to develop a growth mindset which we know is important for originality. And something I think is called translational capacity – a connection you can draw from one field into another field - something you are seeing in your own area of expertise you may discover has direct relevance to another, but if you don't understand how to recognize those parallels and draw those connections, you will be struggling. And finally, as the world becomes far

more diverse, and certainly as our country become far more diverse, the ability to think and draw across cultural borders will be especially important too.

So ultimately we are thinking very carefully about what things employers cannot teach and the things machines cannot do. Employers may be able to teach you specific technical aspects of the job, but they can't teach you how to think, to write, deliver a compelling argument, nor can they teach how to collaborate, promote originality and creativity, and think across cultural borders. So increasingly we need to build those things into the teaching and learning that we do.

In the Elementary grades at Punahou, we developed a new and an integrated approach to literacy, which is promoted at Teachers College at Columbia University, which is a sequential approach enabling students to do much more individually direct work around reading comprehension, around inference, not just reading itself, but learning how to draw connections across different sources, how to apply and explain what is seen to people. In the Academy in our high school, we have worked hard to begin to define a set of competencies, a set of key abilities that are firmly integrated in the knowledge we teach. For example, if I'm teaching American history, my own field, I certainly want my students to be able to write well, to handle evidence well, and I want to integrate that directly into the content I am teaching and make that transparent and as visible as possible; and put my students with curiosity with the habits in mind to do this throughout their entire life. This is one of our crucial challenges.

The second area we spend a lot of time thinking carefully about is how we encourage innovation and the application of knowledge to real world problems. Education cannot remain within the walls of the discreet classroom or a library. We have to give our students increasing opportunity to work in teams and to collaborate, applying what they learned to authentic real world challenges. If you stop and think for a moment about the really daunting challenges that our society faces, things like sustainability and climate change, or renewable energy, or food security, or something that we are spending a lot of time worrying and thinking about now – global public health. All of these are what Sociologists call “Wicked Problems.” They are complicated, multifaceted, and interdisciplinary. None of them fits within the specific walls of a given area of knowledge. The fact is, very rarely in life, do we encounter a challenge or a problem that is exactly within a specific discipline that we teach. We don't tend to encounter things that are solely history problems, or chemistry problems, or English problems – although I have to admit, sometimes I have encountered a math problem or a Spanish problem. But for the most part, what we discover is we discover a world in which there are kinds of deeply interdisciplinary and multidisciplinary challenges.

The best way to educate students it to prepare them for that kind of world, to give them more and more practice working in teams, collaborating with others, drawing knowledge from multiple fields, and applying it to specific challenges. I think this is an increasing important challenge for us to meet. At Punahou we do that with a

curriculum that is built around design thinking and engineering that begins in our earliest grades. We developed some exciting learning common spaces where students go to enter process of design, drawing methodologies that came out of Stanford's design school, developing specific projects, applying what they are learning to concrete challenges. We do it in our student entrepreneurship projects, which is something we are excited about, as students work in teams often in collaboration with local businesses, solving problems, applying, experimenting. We do it in outdoor education, as we begin to give kids more opportunities to recognize their impact on the national world around them. We certainly do it in international education, . . . where they leave the United States and they work on a project with kids from another country. And Punahou is increasingly working in community based learning, which is a huge opportunity for us. Young people today, I think, are seeking a deeper sense of meaning and purpose. I've encountered that again and again in the conversations I've had with high school students. They're very interested and very worried about the environment. They're very worried about sustainability. Things which, for our generation, were sort of abstract problems or things off in the future, they're seeing changing and erupting in their immediate lifetimes and these things are very pressing for them. They very much want to make a difference and want the opportunity to see what they're doing, what they're learning, and how it can be applied to authentic immediate challenges. We have to give them the opportunity to do that. These generations of students are more motivated, are deeply invested in what they are learning, and are excited about making the social contributions they can be a big part of. This is very exciting for us!

The third area has to do with caring for the whole student with Social, Emotional and Ethical Learning – how we educate the whole student. Punahou has for generations, graduated students who are academically very well prepared. They have fantastic academic skills. They go off and attend some of the best colleges and universities in the world, which is exciting to see and reflects the hard work they invest. But I can tell you as somebody who worked for over a decade as a college student that it's not enough for us to graduate students who are academically primed. We need to graduate kids who are also resilient, self-confident, understand themselves well enough to make lasting and meaningful social relationships, and who are also mature enough to ask for help when they need it; who recognize that asking for help when you need it is never a sign of weakness but in fact is a sign of maturity; that you recognize your encounter in a challenge or problem is greater than you are; kids who know how to manage stress and anxiety. These kinds of skills/adaptive behaviors are crucial. I can't tell you how many times I've encountered students at the college level who are just brilliant, academically very well prepared, have great quantitative abilities, can read and write beautifully, but were also remarkably fragile, who had a hard time making that transition into a new environment.

COVID-19, I think, is a workout for all of us in terms of resilience and adaptability – that ability to tolerate uncertainty and ambiguity is absolutely vital. I believe these things can be taught. While many of us have learned and developed these skills the

hard way, but these are things we can teach. At Punahou we've made it a commitment to teach emotional intelligence. We've imported a program from Yale University called the **RULER** Model – **R**egulating, **U**nderstanding, **L**abeling, **E**xpressing, and **R**ecognizing emotion. Giving kids as young as five years old a vocabulary, they will tend to explain how they are feeling, but even more so, to understand why they are feeling the way they are, and to develop a sense of empathy that enables them to understand why others are responding as they are.

I'm struck by the extent to which our country is so deeply politically polarized. And I think a big part of the approach to that has to turn on empathy. How do you have a meaningful disagreement? How do you have a meaningful rational argument with someone who . . . different to the problem? The only way to really do that is by developing a degree of emotional intuition and understanding to try and figure out why that person is feeling the way they are. How can you begin to understand their emotions are and how can that shape your ability to develop meaningful social relationships?

All of you out there who are work in a variety of business applications, can immediately recognize how important that component of emotional intelligence is for leadership, for the kind of organizational work you all do in your companies, and the businesses you are a part of. We teach this in a number of ways. We teach it our Health and Wellness curriculum, Hawaiian Studies, athletics, arts, music, and theater where kids discover meaningful relationships and discover what their truly good at. Ultimately, what we want to promote is a growth mindset where students recognize that their capabilities are not fixed, but they are capable of growing and learning throughout their lifespan. They ultimately develop at the point where they are capable of shifting from 'What am I good at?' which many of us ask in high school, what's my thing, what distinguishes me, to another questions which is 'What do I care about?' which is actually a very different question, what matters to me, what might I be willing to commit myself to – answering that questions requires a greater degree of self-knowledge and emotional understanding. That has to be a part of the work we do.

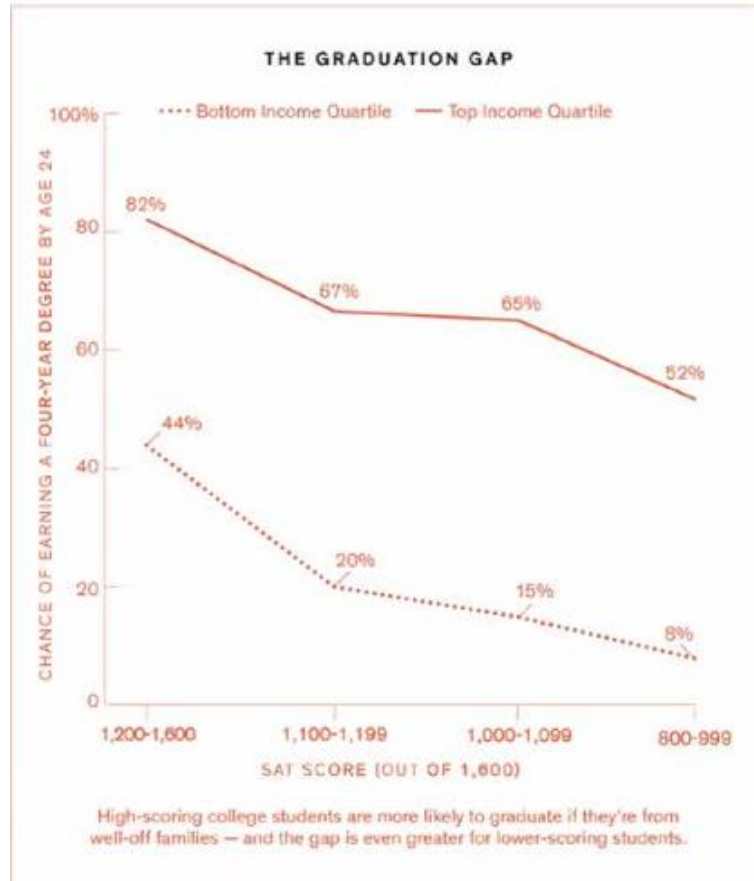
Those are the three areas we are especially and pivotally interested in. I want to point to one last issue, which I think is really crucial for the future of education, which has to do with access, diversity, and inclusion. As a school I think that matters for us in two ways: the first is an internally focused way, having to do with teaching and learning itself. One of the things we know, shown in a great deal of research and in study after study, is that the best learning and problem solving takes place when people come together from a wide range of different backgrounds and experiences, and learn together to apply their knowledge for a solution. Diverse teams are more efficient teams, better problem solving teams, and they are more creative and original teams.

So, in many ways for a school, which is all about the creation and transmission of knowledge, we do that best when we have the most diverse student body that we



are capable of enrolling, and everyone benefits in that environment. So for Punahou to continue to be . . . blind in admissions and for us to meet the demonstrate financial need to bring together using extensive amounts of financial aid, the most diverse population of students we can, benefits everyone who learns on this campus whether they are financial aid recipients or not. The second thing I think is important to us is the Wider Contributions we make in terms of social responsibility.

In closing, the graph titled “The Graduation Gap” on the vertical axis shows the possibility of earning a college degree by age of 24. On the horizontal axis you have SAT scores. Then you have two lines; the top line is the top income core tile in the United States. The dotted bottom line is the bottom income core tile in the United States. What’s remarkable and disturbing to me, is the students with the *highest* SAT scores from the bottom core tile only have only a 44% chance of completing a college degree by age 24. The students with the *lowest* SAT scores from the top income core tile have a 52% chance. In some ways, again the SAT itself is a debatable measurement, but by at least one major metric, one commonly used metric, in terms of your potential to perform in college, students who academically may be far more prepared have a lower chance of completing a college degree than those who are lesser prepared who come from far more affluent families. This to me is a real problem and a real challenge. I keep thinking about that group of students for who access and opportunity are limited due to the reality of their family’s financial circumstances. What do we do to tap that band of talent? How do we continue to promote access and inclusion such that we can realize the full potential of the population that we have.



I think in many ways then, this is a moment of huge opportunity for education and the pandemic is a good lesson for us. It forces us to recognize our human fragility, and it forces us to recognize that while we can't control *what* happens to us, we can control *how* we respond to those challenges. This is a chance for educators to think and to act, and to create, what I hope will become a much more vibrant and just future for all of us. That is a big picture outline, but I think it reflects a real opportunity of what we face together.

### COMMENTS, QUESTIONS, AND ANSWERS WITH MICHAEL

**Rick Towill:** Thanked Mike for joining and giving of his time. He informed Mike he would be happy to sponsor him in joining out wonderful club.

**Mike:** "I'd be delighted to join you all, given my father's history with Rotary. Thank you!"

**Lyla Berg:** She shared she met Mike previously in San Francisco at the Presidio – she was the only song leader leading "O'ahu-a". She stated that all he talked about is exactly what she and her son experienced when attending Punahou "even though it wasn't spoken that way; we didn't have that contemporary vocabulary."

**Q:** How is Punahou now integrating a sense of place? We talk about changing the visitor industry from 30,000 people a day to whatever. My curiosity is, how are you, the teachers,

helping the students understand that the responsibility of a global citizen starts with community, with education in our various islands economically and also as the environmental changes occur?"

**Mike's A:** "Those are really great questions. There are two ways that stand out for me. One is that we now have as a requirement for graduation from Punahou, a community service expectation and that is designed to get all of our kids, at least in that capacity, directly engaged with some sort of significant and sustained volunteer opportunity which widens their experience. That didn't exist when I was a student; it was implemented afterwards. The other, in terms of turn-arounds, we have developed a thriving Hawaiian studies center, which gives students the opportunity to participate in many trips and excursions. Hawaiian Now is one of the languages we teach on campus and a significant number of our high school students pursue that language. And we do a lot of outdoor education from the time the kids are very small to develop that stronger sense of identification with place. It's actually one of the things that contribute as well to that sense of social and emotional resilience. I think that sense of knowing from whence you came, that sense of being connected to a community can be very grounding for kids, so when they move to the mainland and into different circles, they recognize this is always a place where they are anchored and have a firm sense of ties. I hope that is the beginning of an answer to a really good question."

**Reese Liggett:** "I've watched my daughter, who is 24 now, in these collaborative situations, collaborate learning in HS and college, and she told me in a disappointed way, that one or more always cruised, to the point where she would prepare their part of the presentation. In hindsight, she agrees that it was really good for her, but it makes me wonder about the collaborative learning system."

**Mike:** I think you can structure that in such a way that you can make it really hard to cruise. You have to build the accountability into it and there are different ways the teachers can do that. In addition to having all the students work on a common projects, you can have the students evaluate each other's performance and define expectations for that, so people are holding each other accountable. All of us, as we work on teams, I think professionally, come to recognize we can't allow too much free riding. All of us have to recognize this is something we are obligated to do together. The key is for the instructor to design an approach, which handles that problem and builds in as much accountability as possible, with students evaluating each other openly and honestly, and ensuring that the specific contributions of each individual are defined. This maybe a collective project, but now tell me which people worked on which pieces, with the expectation that kids evaluating each other. Part of it is building the culture where that can happen. In our own professional lives, so much of the work we do is collaborative, and I think giving students direct experience with building up that social and emotional capacity is important."

**President Rich** and everyone who had a statement or question thanked **Mike** for joining and sharing with us. He was a wealth of information! Round of applause for **Mike**! He was also invited to stay after our club meeting to continue answering questions by members.

**Robyn McCreary** took screen shots of everyone in attendance.

### **CLOSING**

**President Rich** announced that next week our guest is going to be Steven Levinson, former Associate Justice of the Hawaii Supreme Court. Steve will present, *Serendipity and Me*.

**Rich:** "Have a great week and if you haven't gone out to vote, please do so!" **Brian** takes us out with *Hawaii Aloha* music video. **President Rich** jingled his bell at 1:00pm to adjourn our meeting.

Mahalos,

**Lee LaBrash**, Your Humble Scribe