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**Notice of Special Meeting
UNIVERSITY OF HAWAI'I
BOARD OF REGENTS**

Board business not completed on this day will be taken up on another day and time announced at the conclusion of the meeting.

Date: Thursday, May 16, 2024

Time: 1:30 p.m.

Place: University of Hawai'i at Mānoa
Information Technology Building
1st Floor Conference Room 105A/B
2520 Correa Road
Honolulu, Hawai'i 96822

See the Board of Regents website to access the live broadcast of the meeting and related updates: www.hawaii.edu/bor

AGENDA

- I. Call Meeting to Order**
- II. Approval of the Minutes of the March 21, 2024, and April 18, 2024 Special Meetings**
- III. Public Comment Period for Agenda Items:**

Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received after posting of this agenda and up to 48 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board at the beginning of the meeting. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes, and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7, Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

IV. Agenda Items

A. Approval of the Proposed Presidential Profile and Selection Criteria for the President Search

V. Executive Session (closed to the public) To consult with the board's attorneys on questions and issues pertaining to the board's powers, duties, privileges, immunities, and liabilities, pursuant to Section 92-5(a)(4), HRS

A. Proposed Presidential Profile and Selection Criteria for the Presidential Search

VI. Adjournment

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE BOARD

MINUTES

BOARD OF REGENTS SPECIAL MEETING

MARCH 21, 2024

I. CALL TO ORDER

Interim Chair Lee called the meeting to order at 1:31 p.m. on Thursday, March 21, 2024, at the University of Hawai'i (UH) at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822, with regents participating from various locations.

Quorum (9): Interim Chair Gabriel Lee; Interim Vice-Chair Ernest Wilson; Regent Neil Abercrombie; Regent Lauren Akitake; Regent William Haning; Regent Wayne Higaki; Regent Laurel Loo; Regent Diane Paloma; and Regent Laurie Tochiki.

Excused (2): Regent Abigail Mawae; Board vacancy.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Affairs Debora Halbert; VP for Community Colleges Erika Lacro; VP for Legal Affairs/UH General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH Mānoa (UHM) Provost Michael Bruno; UH-Hilo Chancellor Bonnie Irwin; UH-West O'ahu Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

II. PUBLIC COMMENT PERIOD

Board Secretary Lau announced the Board Office's receipt of written comments from the Senate Executive Committee of the Mānoa Faculty Senate regarding the assignment of tasks and charge to the Presidential Search Advisory Group (PSAG).

Late written comments on the assignment of tasks and charge to the PSAG were received from Marguerite Butler.

Bronson Azama, Jazerick Hata, and Marguerite Butler, provided oral comments with respect to the presidential selection process as well as the assignment of tasks and charge to the PSAG.

Amy Warrington, Montserrat Montanes i Arbo, and Jill Nunokawa provided oral comments on the presidential selection process specifically regarding possible Title IX issues involving Wahine Track and Field at UHM.

Written testimony may be viewed at the Board of Regents website as follows:

[Written Testimony Received](#)

[Late Written Testimony Received](#)

III. AGENDA ITEMS

A. Introduction and Presentation by WittKieffer

Zachary Smith, Shelley Arakawa, and Suzanne Teer, representatives for WittKieffer, briefly spoke about their individual backgrounds and higher education experiences; presented information on a few of the services provided by their firm; and noted some of the current and previous university presidential searches their organization has been involved with including those for Kansas State University, the University of Nevada at Reno, the ongoing search at New Mexico State University, and the recently concluded search at the University of Minnesota.

Mr. Smith and Ms. Arakawa went over the presidential search process WittKieffer is envisioning for UH which consists of four distinct periods including the discernment phase, the recruitment phase, the interview phase, and the decision phase, along with the key strategies and aspects associated with each stage. They also reviewed an anticipated timeline relative to the aforementioned process; spoke about some of the specific actions WittKieffer will be undertaking during each of the noted phases as well as the organization's duties in general; emphasized their belief in the need for the PSAG to select a chair or co-chairs, noting the important part the individual or individuals will play in ensuring the effectiveness and efficiency of the process; went over several anticipated roles for the PSAG chair or co-chairs; and discussed ideas about the relationship between the PSAG and the board, in addition to the responsibilities attached to each entity, underscoring duties falling under the sole jurisdiction of the board.

Regent Paloma left at 1:59 p.m.

B. Discussion and Action on Assignment of Tasks and Charge to the PSAG

Interim Chair Lee went over a list of tasks he was proposing for the PSAG to undertake including assisting WittKieffer with community forums for each county, the updating of the position description and the drafting of a leadership profile; and reviewing, screening, and organizing initial candidate applications into three distinct groupings. Once the recommendations are submitted, the board will identify between eight to twelve candidates for first round interviews. The PSAG will then interview those candidates and make recommendations for semi-finalists, which will again be organized into groups as was previously done. The board will then select three to four finalists for on-campus, in-person interviews based upon the recommendations of the PSAG.

Regent Akitake asked if the aforementioned charges to the PSAG were closely aligned with the tasks noted in WittKieffer's presentation. Interim Chair Lee responded in the affirmative.

Several regents questioned whether the board would be limited to selecting an individual from the list of recommendations made by the PSAG. Interim Chair Lee replied that the board would not be limited to selecting a candidate from the PSAG's list.

Referencing remarks made by WittKieffer concerning the need to select a chair or co-chairs for the PSAG, as well as their responsibility to act as a spokesperson for the group, Regent Akitake inquired about the methodology by which the person or persons would be chosen to serve in this capacity and whether the role of PSAG spokesperson was in reference to communications with the board. Interim Chair Lee replied that the PSAG should be allowed to decide whether it will select a chair or co-chairs and develop the procedures necessary to carry-out this decision. With regard to the role of PSAG spokesperson, Mr. Smith responded that it was usually best practice in situations like these to funnel questions from university stakeholders, constituency groups, or the media about the entity's activities through a single contact point such as a chair or co-chair. He also noted that, historically, the majority of these requests come from the media. As such, WittKieffer will be working with the PSAG and the university's media relations team to formulate talking points for and responses to such inquiries.

Regents engaged in further conversations with Mr. Smith about WittKieffer's ideas and proposals for the presidential selection process including the development of a list of qualifications and criteria for candidates; the necessity of further clarifying the relationship of the board, acting as the committee of the whole, to the PSAG; the many opportunities for input afforded to the various university constituencies; the ability of regents to observe candidate interviews; the accessibility to individual applications for the position; confidentiality issues, particularly with respect to the formulation of the initial and final candidate lists given the constraints of Hawai'i's Open Meeting's law; and the ability to utilize an executive session to interview finalists for the position of university president.

Regent Abercrombie expressed his concerns about regents being confined to selecting a university president based solely upon the recommendations of the PSAG verbalizing his belief that this could be construed as the board simply affirming the desires of a particular group without performing its own due diligence. Mr. Smith explained that the idea behind WittKieffer's proposal for the PSAG to come up with three tiers of candidates through the various screening processes was intended to address this matter by providing regents with a diverse pool of multiple individuals for review. He also stressed that the noted presidential selection process does not preclude the board from selecting, based upon its own assessment, an alternative candidate not recommended by the PSAG.

In light of legal questions and concerns raised earlier in the meeting about the ability to maintain the confidentiality of candidates for the position of president, particularly during the early stages of the presidential selection process, Regent Tochiki moved to enter into executive session to discuss this issue in more detail. The motion was seconded by Interim Vice-Chair Wilson, and noting the excused absence of Regent Mawae, the motion was carried with all members present voting in the affirmative.

IV. EXECUTIVE SESSION (closed to the public)

The meeting recessed at 2:53 p.m.

Interim Chair Lee called the meeting back to order at 3:25 p.m. and announced that the board met in executive session to discuss the matters as noted in the aforementioned motion by Regent Tochiki.

III. AGENDA ITEMS (Continued)

B. Discussion and Action on Assignment of Tasks and Charge to the PSAG (Continued)

Noting the receipt of WittKieffer's presentation after a statutorily established deadline which did not allow for these materials to be posted or provided to regents prior to the start of the meeting, Interim Chair Lee remarked that regents will be provided with copies of the presentation. He also mentioned that the presentation was posted to the board's website a short time ago.

Interim Vice-Chair Wilson moved to approve the assignment of tasks to the PSAG as previously noted, seconded by Regent Abercrombie, and noting the excused absence of Regent Mawae, and the aye with reservations vote of Regent Tochiki, the motion carried with all other members present voting in the affirmative.

C. Update on Presidential Search Timeline

Interim Chair Lee referenced the search process timeline contained within WiffKieffer's presentation which provides regents with information on actions expected to take place over the next several months.

Prior to adjournment, Regent Tochiki commented on the selection of the PSAG chair or co-chairs underscoring the board's intent for this process to be carried out by the members of the PSAG. She also wanted to ensure an understanding among all parties that due consideration would be given to all of the recommended candidates regardless of their grouping by the PSAG. Interim Chair Lee concurred with Regent Tochiki's remarks.

V. ADJOURNMENT

There being no further business, Interim Chair Lee adjourned the meeting at 3:28 p.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

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MINUTES

BOARD OF REGENTS SPECIAL MEETING

APRIL 18, 2024

I. CALL TO ORDER

Acting Chair Lee called the meeting to order at 1:18 p.m. on Thursday, April 18, 2024, at Kapi'olani Community College, 220 Grille, 'Ōhi'a Building, 4303 Diamond Head Road, Honolulu, HI 96816, with regents participating from various locations.

Quorum (9): Interim Chair Gabriel Lee; Interim Vice-Chair Ernest Wilson; Regent Neil Abercrombie; Regent Lauren Akitake; Regent William Haning; Regent Wayne Higaki; Regent Laurel Loo; Regent Diane Paloma; and Regent Laurie Tochiki.

Excused (2): Regent Abigail Mawae; Board vacancy.

Others in attendance: President David Lassner; Vice President (VP) for Academic Affairs Debora Halbert; VP for Community Colleges Erika Lacro; VP for Legal Affairs/UH General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH Mānoa (UHM) Provost Michael Bruno; Honolulu Community College Chancellor Karen Lee; Kapi'olani Community College Chancellor Misaki Takabayashi; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

II. APPROVAL OF THE MINUTES OF THE FEBRUARY 16, 2024, AND MARCH 7, 2024, SPECIAL MEETINGS

Interim Chair Lee inquired if there were any corrections to the minutes of the February 16, 2024, and March 7, 2024, special meetings which had been distributed. Hearing none, the minutes for both meetings were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Lau announced the Board Office's receipt of late written comments from the Mānoa Faculty Senate in the form of a resolution related to the presidential position description and search criteria.

Erin Centeio and Marguerite Butler provided oral comments on the presidential search process relative to the contents of the abovementioned Mānoa Faculty Senate resolution.

Written testimony may be viewed at the Board of Regents website as follows:

[Late Written Testimony Received](#)

IV. AGENDA ITEMS

A. Report from Regents Tochiki and Wilson on the Presidential Search Advisory Group (PSAG)

Regent Tochiki provided a report on the activities of the PSAG stating the group has begun its work and held its first meeting earlier this week during which time discussions took place on the group's roles and responsibilities, confidentiality and ethics, the milestones needing to be met, the county forums, prospective agendas, and, in consultation with WittKieffer, future meeting dates. She also informed the board about Mr. Livingston "Jack" Wong choosing to step-away from the committee and the PSAG's decision to forge ahead with its work despite this vacancy. Additionally, PSAG members agreed with the idea of retaining Erin Centeio and Jarret Leong as Co-Chairs of the group with such action being confirmed at the entity's first formal meeting. All in all, it was a productive and thought-provoking first meeting.

Interim Vice-Chair Wilson concurred with Regent Tochiki's assessment of the meeting.

B. Guidance and Direction to the PSAG and WittKieffer on the Presidential Search Profile and Position Description

Interim Chair Lee pointed out information about the selection criteria and President's Agenda from the 2014 Regents' Committee on the Presidential Selection Final Report, as well as the most recent version of the position description for the President of the University of Hawai'i from 2019 provided in the material packet. He stated these materials were intended to assist the board in providing guidance and direction to the PSAG and WittKieffer with respect to the development of the presidential search profile, selection criteria, and position description. He then called upon Zachary Smith, an Executive Partner of WiffKieffer, to provide a broad summary of information gleaned from initial discussions with regents and others about the presidential selection process.

Mr. Smith provided an overview of some of the themes WittKieffer has come across through preliminary discussions with regents, PSAG members, and others thus far and spoke a little about the process used to gather this information. Salient topics which have arisen with relative consistency throughout these conversations have included, among other things, improving the culture across the different campuses of the university system and establishing more cohesiveness among administrators, faculty, staff, and students; increasing trust and integrity among the university constituencies, as well as between the institution and outside interests; building productive relationships with state government officials, including the Legislature; separating the position of UHM Chancellor from the University President and the impacts of this action should the board decide to go in this direction; taking into account operational matters including things like infrastructure and facility needs, academic programming, and student well-being; and respecting the institution's role in serving the community, particularly the native Hawaiian community. Additionally, individuals expressed their belief in the qualities someone wishing to serve as the next University President should possess such as the ability to work with the board and other university constituencies to develop

a vision for the entire university system and establish a strategy to accomplish these goals; personal humility and accountability; cultural competency; the aptitude to lead and manage a large organization; the capability to build productive relationships with the board and others; good communication and engagement skills; possession of an understanding of shared governance; and political savviness. Mr. Smith also emphasized that data from the presidential search survey as well as the community forums will play an important role in development of the presidential search profile.

For the edification of regents, Interim Vice-Chair Wilson requested Mr. Smith, as well as his colleagues, Shelley Arakawa and Suzanne Teer, to speak about their past work experience and some of the projects they have worked on. Mr. Smith, Ms. Arakawa, and Ms. Teer briefly spoke about their individual backgrounds and higher education experiences and noted some of the current and previous university presidential and chancellor searches they have been involved with including those for the University of Hawai'i at Hilo, Kansas State University, the University of Nevada at Reno, the University of California - Berkeley, the ongoing search at New Mexico State University, and the recently concluded search at the University of Minnesota.

Referencing comments received about the separation of the UHM Chancellor and University President positions, Interim Chair Lee suggested clarifying the board's intentions in this matter. He then summarized previous board discussions on this topic noting his recollection that current regents felt the University President should be primarily focused on the university system and as such, expressed a desire to transition away from the president serving a dual role as University President and UHM Chancellor. Given the complexity of the process to achieve the separation of these roles, regents decided to initiate the search for the position of University President, as the job is presently articulated, with the understanding that separation of the duties of the University President from those of the campus chancellor for UHM would be given due consideration in the future. He also noted previous concerns raised by regents about the impacts this issue could have on size of the applicant pool.

Regents concurred with Interim Chair Lee's remarks.

Regent Tochiki and Interim Vice-Chair Wilson shared their personal experiences with periods in the university's history when the roles of the University President and UHM Chancellor were distinct and when they were united. Interim Vice-Chair Wilson also provided some historical context to the last time this question about having a University President with a singular or dual role was debated as he was serving on the board at that time.

Citing the presidential search survey results which appeared to indicate a strong desire among respondents for the positions of the University President and UHM Chancellor to be split, Regent Akitake asked if data from the survey would be synthesized and how this would be done. She also inquired as to whether the PSAG has been provided with the survey data. Mr. Wilson replied that Wittkeiffer is synthesizing the information garnered from the presidential search survey to develop themes for the presidential profile, search criteria, and individual qualifications, such as

those spoken about earlier, but it is not quantifying the data. He also stated that the PSAG has access to all of the survey results.

V. ADJOURNMENT

There being no further business, Acting Chair Lee adjourned the meeting at 1:51 p.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

May 10, 2024

MEMORANDUM

TO: Board of Regents

CC: David Lassner
President

VIA: Yvonne Lau
Executive Administrator and Secretary of the Board of Regents

FROM: Erin E. Centeio and Jaret KC Leong
Co-Chairs, Presidential Search Advisory Group (PSAG)

SUBJECT: Recommend Approval of the Proposed Presidential Profile and Selection Criteria for the President Search

Aloha Interim Chair Lee and members of the Board of Regents.

The members of the Presidential Search Advisory Group (PSAG), with the guidance of Regent Liaisons Tochiki and Wilson and the assistance of search firm WittKieffer, worked together to submit this Proposed Presidential Profile and Selection Criteria for the Presidential Search for your consideration, review, and approval. With the anticipated approval of this Profile and Selection Criteria, recruitment can begin on or before the end of May.

This proposed Presidential Profile and Selection Criteria went through numerous phases before being submitted to the Board for approval.

1. The PSAG met as a group, along with the BOR liaisons and WittKieffer, to discuss the process. During the initial meeting, WittKieffer asked the PSAG a series of reflection questions that focused on the important qualities of the next President. WittKieffer also shared themes that they had gathered from the community survey feedback as well as from the meetings that they had with each of the Regents at that time.
2. After the initial meeting, the PSAG was provided with the survey data and asked to review the information as well as old presidential profiles and job descriptions.
3. WittKieffer wrote an initial draft and outline of the proposed presidential profile
4. Listening sessions occurred in each of the counties. PSAG members and WittKieffer either attended live (in-person or through Zoom) or they watched the recording.

5. After most of the listening sessions were completed, the PSAG was asked to contribute to the draft profile document based on the feedback received through the various methods of gathering community feedback.
6. The PSAG had a second meeting. They went through the entire document together, with a facilitator, to discuss every section in detail. During that time, many discussions occurred, opinions were stated, and the draft was updated collectively.
7. Based on the feedback provided, a second draft document was created and the PSAG was asked to provide one more round of edits. During this period of time, decisions were made on what to keep in the final draft of the profile and what to omit. A final version was completed.
8. It is important to note that this document is the collective voice of both the PSAG and all of the feedback that was submitted through the various outlets. Although there was not 100% consensus on every item, the PSAG feels that this document represents many collective voices, including its own.

The proposed Presidential Profile and Selection Criteria for the President Search are attached as Exhibit 1. Please note that this is a basic text version of the profile. We anticipate providing the Board with a marked-up copy of the Presidential Profile with graphics prior to the Board of Regent's Meeting on May 16, 2024.

**The University of Hawai'i
President
Leadership Profile**

**Prepared for the BOR Meeting on 5/16/24
Developed By:**

The UH Presidential Search Advisory Group

Erin E. Centeio, Co-Chair
Jaret KC Leong, Co-Chair
Kamakanaoikealoha Aquino
Dominique Bonifacio
Jerris R. Hedges
Brandon Marc T. Higa
Duane K. Kurisu
Lindsey Millerd
Tammi Oyadomari-Chun
Dirk Soma
Noe Noe Wong-Wilson

and [WittKieffer](#)

Executive Summary

The University of Hawai'i System (UH System) and its Board of Regents seek an experienced, inclusive, authentic, and community-minded leader with an unwavering drive and passion to serve the UH System and Hawai'i as its next President.

Founded in 1907, the UH System includes [10 campuses](#) and [learning centers](#) across the Hawaiian islands. It enrolls over 49,000 students from all 50 states and more than 105 countries. As the only provider of public higher education in Hawai'i, the UH System embraces its unique responsibility to the Indigenous people of Hawai'i and Hawai'i's Indigenous language and culture. The UH System is the state's leading engine of economic growth and diversification, stimulating the local economy with jobs, research, and skilled workers. Additionally, Hawai'i's location in the northern Pacific Oceania region, between the eastern and western hemispheres, continues to create opportunities for Hawai'i to engage internationally in research and leadership opportunities while influencing scholarship and policy.

The UH System's ten campuses serve students and communities across the island state. The University of Hawai'i at Mānoa, located on the island of O'ahu, is home to more than 19,250 students, a land grant institution, and the System's flagship institution. The Carnegie Foundation classifies UH Manoa as an R1, a very high research activity university. The University of Hawai'i at Hilo on the Island of Hawai'i enrolls approximately 2,700 students. It has been consistently ranked No. 1 among the "Most Diverse National Universities" by *U.S. News & World Report*. The University of Hawai'i - West O'ahu in Kapolei, with over 2,760 students, primarily serves students who reside in O'ahu's western and central suburban communities. The University of Hawai'i Community College System comprises four community college island campuses on O'ahu and one each on Maui, Kaua'i, and Hawai'i with a collective enrollment of 22,744. In addition, UH campuses serve a large number of continuing education students in non-credit programs (21,021 in 2022-23). The UH System primarily serves residents (75.5% of classified students - Fall 2023) but also attracts international students (2,235 - Fall 2023). The UH System education centers provide physical satellite locations in less populated areas across the islands, supporting rural communities.

As the UH System begins its 117th year of service, it must anticipate what is coming and act with agility and compassion to maintain a vital role in shaping the future of Hawai'i as Hawai'i's only public higher education system for today and tomorrow. The President reports to the UH Board of Regents, an 11-member board appointed by the Governor and confirmed by the Senate. The Board of Regents governs the UH System and helps guide the UH System in providing broad educational opportunities and other imperatives of the board-approved strategic plan. The next President will provide vision, strategic planning, and accountability across the System, ensuring alignment with the UH System's Strategic Plan to achieve institutional goals. The next President will develop strong relationships with internal and external constituents, including faculty, staff, students, government officials, community members, donors, and alumni, among others; work effectively with the Board of Regents to achieve strategic goals; ensure efficient and effective operations and improved systems and infrastructure across the System; fulfill the System's responsibility to the people of Hawai'i as the sole provider of public higher education in the state; support, strengthen, and advocate for a culture of equity, diversity, and inclusive excellence creating opportunity for students and the people of Hawai'i; and elevate the University by promoting its distinctive programs and opportunities.

The incoming President must be a culturally responsive leader who demonstrates inspiring and authentic leadership qualities. They should have significant administrative and leadership experience at an institution or organization, preferably of comparable size and scope, and a demonstrated track record of success as a leader. Of utmost importance is a President who understands and embraces their personal [kuleana](#) and the UH System's Strategic Plan, "[Kuleana imperative](#)," to the Indigenous people of Hawai'i and to Hawai'i as a multicultural community. The President must be a global leader who can leverage UH Systems' strengths in international education to synergize well with the UH Systems Indigenous-serving commitments.

The President should be accomplished and humble with strong interpersonal, collaboration, and communication skills. It will be critical for the President to be committed to student access, success, and overall well-being while supporting research and teaching excellence that positively impacts local, national, and international communities. The President should have the requisite skills to manage a highly complex, multi-site System, and demonstrate facility in managing an annual budget of over \$1.2 billion in appropriated funds and more than \$550 million of extramural grants. The President should have demonstrated the ability to form strong and productive

relationships with the state legislature and possess an ability to oversee the opportunities and complexities involved with NCAA Division I and Division II athletics programs. The President must be a committed and motivational leader with a clear vision toward accomplishing strategic goals and objectives through actions in the UH System and community. Additionally, the President should be experienced in resource development, including philanthropy, and be prepared to engage donors, alumni, and business and community leaders. The President should be a highly visible, engaged, and accessible leader who values transparency in decision-making processes. Additionally, they should be committed to shared governance and have a steadfast commitment to diversity, equity, and inclusion.

For information on how to apply or to submit nominations, please refer to the section “Procedure for Candidacy” at the end of this document.

Opportunities and Expectations for Leadership

Provide leadership, vision, and strategy across the System.

The incoming President will provide executive-level leadership, vision, and strategic thinking to advance the interests of faculty, staff, students, and the community/state. Additionally, the next President will embrace and articulate the UH System's critical role as Hawai'i's sea, space, and land grant public institution of higher education while advancing its reach locally, nationally, and internationally. The incoming President will engage with various System and state-wide communities and strengthen ties between the UH System and various community organizations. Furthermore, the President will embrace a shared System-wide strategy that better defines future goals and objectives at the System and campus levels.

As part of this process, it will be necessary for the President to help shape and brand a System-wide identity while acknowledging and supporting the individual contributions of each of the 10 unique campuses. Each UH campus currently operates under the leadership of its own Chancellor, except for the Mānoa campus that currently operates under the leadership of the Provost and President. However, the Board of Regents expressed a desire for a new leadership structure that transfers the President's day-to-day responsibilities over the Mānoa campus to a new Mānoa Chancellor who will report to the President, pending a formal action by the Board and in consultation with Mānoa stakeholders. The incoming President should be cognizant that such a transfer of duties may occur and, if so, will be responsible for guiding such a transition and ultimately hiring a new Chancellor for UH Mānoa.

Establish and develop productive relationships with external constituents.

The incoming President is expected to be a strong advocate, communicator, and champion for the UH System, promoting and advancing the strengths of each campus while articulating how the UH System as a whole is responding to the needs of the state. The President should have the demonstrated ability to cultivate and maintain strong relationships with state legislators and elected officials, advocating effectively for the UH System's interests and fostering collaborative partnerships to support its mission and strategic goals. Additionally, the President should prioritize and cultivate relationships with K-12 schools, Native Hawaiian, Indigenous, and community leaders, policy think tanks, and advocacy groups. The President will be responsible for serving as the external representative of the UH System and tasked with building strong and productive relationships to share knowledge, understanding, and appreciation for the UH System, resulting in increased public support and investment and ultimately communicating its return on investment for the people of Hawai'i.

The UH System seeks a visionary President capable of harnessing our strengths in international education while seamlessly integrating this mission with our strategic imperatives to diversify Hawai'i's economy, prepare UH students for global careers, and serve Indigenous communities. The ideal candidate will possess strategic foresight to ensure that our international endeavors align with and enhance our Indigenous-serving commitments, fostering mutually beneficial relationships with local and global stakeholders. These efforts will include synergistic partnerships with the East-West Center, as well as leveraging institutional expertise of the National Resource Centers for the Pacific, Southeast Asia, and East Asia.

Work closely with the Board of Regents to advance the System's goals and objectives.

Per the state constitution, the University of Hawai'i Board of Regents has “jurisdiction over the internal structure, management and operation” of the UH System. Statutorily, “the affairs of the university shall be under the general management and control of the Board of Regents.” The next President should have the experience, skills, and temperament to work effectively with a UH System-wide Board. The President will ensure strategic

alignment between their executive team and the Board of Regents, maintaining appropriate and timely communication protocols between the President's Office and Board members. The President will provide leadership for implementing the [UH System's strategic plan](#) (currently 2023-29). Fostering strong Board and administration relations will bolster the public's confidence in the overall leadership and management of the UH System.

Ensure System-wide operations are managed effectively and efficiently across all campuses.

The UH System is a complex system that includes three four-year campuses, seven community colleges, and community-based learning centers across the state. The UH System is broad, diverse, and complex, serving over 49,000 students, 3,952 faculty (Fall 2022), and 3,456 staff (Fall 2022), with 14% of staff who are located at the UH System level. The scope and scale of its business activities require significant support and ongoing review of its delivery systems, practices, and operational policies. It will be necessary for the incoming President to ensure System-wide operations are managed effectively, productively, and efficiently and with a high degree of service excellence and a vision for expansion. Issues such as deferred maintenance, student needs (e.g., financial aid, student housing, basic needs, and mental health services), management of space, infrastructure, and capital projects are of particular importance. Although the President is not expected to serve as the day-to-day hands-on operator of the UH System functions, the President should have a keen understanding of the needs and challenges of a large and complex organization that is spread across multiple islands within dynamic, unique, and diverse environments and demographics. Likewise, the President should balance time and resources across all 10 campuses, considering current needs and the potential for future growth.

[Fulfill kuleana to Native Hawaiians and Hawai'i.](#)

The UH System recognizes its [kuleana](#) to Native Hawaiians and Hawai'i, modeling what it means to be an Indigenous-serving and Indigenous-centered institution. The UH System also strives to differentiate itself as a system of higher education where Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced and embedded within the institution, and UH scholarship and service advance all Native Hawaiians and Hawai'i.

The President will play an integral role in fulfilling this kuleana by supporting and enhancing the strategies that support the success of Native Hawaiians in learning, teaching, service, and research across the campuses and nurturing Native Hawaiians as leaders. The President shall work to create opportunities for all UH students, faculty, staff, executives, and Regents to learn the Hawaiian language, culture, knowledge, and the past and present impacts of colonization, with the goal of improving the lives of Native Hawaiians and others in Hawai'i.

Support students, faculty, and staff and further strengthen the UH System's culture of equity, diversity, and inclusive excellence.

An effective leader will demonstrate authenticity, cultural responsiveness, humility, generosity, and genuineness in their interactions. They will build trust and adeptly handle sensitive issues, communicate clearly, honestly, and transparently, and be action-oriented, striving for continuous progress.

The incoming President will be a staunch advocate for the people who make the UH System the special place it is - its students, faculty, and staff - who have come together to create a culture of diversity, belonging, and collaboration that distinguishes the UH System.

The next President will be a learner-focused leader who prioritizes transparency, accessibility, and understanding. The President will embody a commitment to educational access, to meet the changing needs and concerns of students (e.g., the cost of education, mental health support, food insecurities, student housing, campus safety, Title IX education and application, post-pandemic engagement, new program development) and to address career and workforce opportunities. Ensuring all students have the resources to succeed should be a high priority while identifying and reducing achievement and outcome gaps across learners from all backgrounds. Likewise, the President will seek to expand opportunities to transition to career and service and partner with community and business leaders to enhance job opportunities across the state.

Furthermore, an exceptional university is built on outstanding faculty and staff. The President should foster a culture of equity and personal success for the advancement of faculty and staff. The next President will bring a deep commitment to enabling opportunities for faculty success in their research and scholarship, their desire to deliver high-quality educational programs, and their effectiveness in service, outreach, and engagement.

Likewise, the President will bring a similar commitment to enabling opportunities for staff success, ensuring ongoing professional development and development of career pathways.

The President will recognize the importance of sustaining positive relationships with faculty, staff, and employees. The President will appreciate the opportunity to collaborate with unions that represent UH System employees and the value of working together to address employees' needs and concerns effectively, promoting a unified and supportive university community.

Elevate the University by promoting and supporting its distinctive research, programs, and opportunities.

The next President will be committed to elevating the UH System by enhancing its visibility and supporting its distinctive research, programs, and opportunities. This effort includes meeting the workforce and economic needs of the state while promoting the UH System's recognized comparative strengths. These programs leverage the unique geographical and cultural attributes of Hawai'i, positioning the UH System as a leader in both local, national, and global contexts. The next President will also emphasize the importance of the knowledge held by the Indigenous people of Hawai'i and the broader community. As the State Higher Education Executive Officer, the President will represent Hawai'i's interests on the national stage, advocating for the UH System's initiatives and accomplishments. The goal is to enhance the University's global leadership in teaching, research, and public service, thereby increasing visibility, public support, enrollment, and financial backing.

Professional Qualifications and Personal Qualities

The next President will have superb leadership experience and skills, demonstrating the ability to successfully lead large, complex, and diverse organizations in settings that value individual and collective achievement, innovation, and accountability. The ideal candidate will have the following minimum and many of the desired professional qualifications and personal qualities:

Minimum Qualifications:

- A track record of significant and successful leadership that aligns with the University of Hawai'i's traditions of academic excellence, access, and shared governance.
- Outstanding communication skills, including the ability to serve as UH System's chief advocate, effectively articulating the value of a UH education and research, and the value it plays in the UH System and within the state, and the UH System's vision and opportunities to contribute to the state economy for audiences internal and external.
- Excellent operational skills and experience that will transfer into leading a large, complex organization.
- Demonstrated history of working with multicultural and diverse populations.
- A well-developed understanding of academic values, culture, and emerging issues in higher education.
- A commitment to academic excellence and support for research, scholarship, and teaching with a strong sense of ethics and high integrity.
- Demonstrated fiscal and strategic acumen, including experience and accountability for budget decisions and a record of success in creating financially sustainable budget models for a large, complex organization and its key components.
- Demonstrated leadership qualities capable of leveraging UH's strengths in international education.
- Experience working with a governing board (e.g., board of regents, trustees, board of directors for a nonprofit organization or business).

Desirable Qualifications:

Academic

- A Ph.D. or other terminal degree is strongly preferred; candidates without a terminal degree should have credentials and/or experiences sufficient to warrant the respect and confidence of the academic community.
- A strong record of scholarly achievement (e.g., research, publications, intellectual leadership, and extramural funding).
- Demonstrated commitment to academic freedom and academic integrity of an institution of higher education.
- Demonstrated success as a faculty member at either a four-year university and/or community college.
- Demonstrated commitment to teaching and research excellence.

Vision and Leadership

- Proven ability to lead complex institutions and contribute to a strategic vision that fosters innovation, growth, and long-term success.
- Demonstrated political and diplomatic acumen in engaging with policymakers at all levels of government and success in advocating for the organizational interests in a multifaceted social and political milieu.
- A history of success in building strong, diverse leadership teams and demonstrating accountability and performance.
- Success in developing systems for the recruitment, development, and retention of exceptional executive management, faculty, staff, and students.
- A strong commitment and demonstrated success in ethical leadership and integrity, with a track record of upholding the highest standards of conduct.
- Proven success in fundraising and growing philanthropic support, as well as in outreach and engagement with elected officials, alumni, community members, private organizations, and others to advance long-term support for the University's mission.
- Exceptional listening, [laulima](#), and consensus-building skills to develop strategic and implementation plans.

- Show evidence of embracing the [Hawai'i Law of the Aloha Spirit](#) in everything they do: [Akahai](#), [Lōkahi](#), ['Olu'olu](#), [Ha'aha'a](#), and [Ahonui](#) .
- Demonstrated understanding and respect of the Indigenous culture and people of Hawai'i and Hawaiian traditions, values, and language and an appreciation of Hawai'i's multi-ethnic population and unique way of life.
- Demonstrated success working in a shared governance environment.

Students and Community

- Evidence of successful collaboration with PreK-12 education and workforce development.
- Evidence of being student-centered and working with diverse student demographics, demonstrated by a track record of addressing challenges affecting mental health, retention, and graduation.
- Demonstrated ability to adapt to changing circumstances, as well as a strong awareness of diverse needs of the state and how higher education addresses the needs.
- Comfortable serving in an environment with strong sunshine laws.
- Experience and deep understanding of intercollegiate athletics and how Name, Image, and Likeness (NIL) relates to the current intercollegiate athletic setting.
- Ability to lead an Indigenous-serving and Indigenous-centered institution, including a dedication to sustainability and understanding the importance of caring for and honoring the land.
- A vision and clearly articulated plan to eliminate workforce shortages in Hawai'i while preparing students for a future different from the present.
- Experience working with a unionized environment and labor relations.

Institutional background

The University of Hawai'i 10-campus system is the world's premier integrated higher education system, advancing the quality of life for all the people of Hawai'i through robust educational offerings and world-class discovery while modeling how institutions must fulfill responsibilities to Indigenous people and place in the 21st century. The UH System enrolls nearly 50,000 students a semester at its three universities, seven community colleges, and community-based learning centers across the State of Hawai'i.

The 10 UH Campuses

University of Hawai'i at Mānoa

University of Hawai'i at Mānoa (UH Mānoa) is the flagship campus of the UH System located on the island of O'ahu. An R1 research university of international standing, UH Mānoa creates, refines, disseminates, and perpetuates human knowledge; offers a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine; and extends services to the community. It is a land-, sea-, sun-, and space-grant research institution.

UH Mānoa has widely recognized strengths in tropical agriculture, tropical medicine, oceanography, astronomy, electrical engineering, volcanology, evolutionary biology, comparative philosophy, comparative religion, Hawaiian studies, Asian studies, Pacific Islands studies, and Asian and Pacific region public health. UH Mānoa offers instruction in more languages than any U.S. institution outside the Department of State.

Today, nearly 20,000 students representing 122 countries are enrolled in UH Mānoa courses, on campus or via distance delivery, studying toward bachelor's degrees in 99 fields of study, master's degrees in 87, doctorates in 57, first professional degrees in architecture, law, and medicine, and a total of 70 undergraduate and graduate certificates. UH Mānoa also offers 3 post-baccalaureate certificates. There are 316 degrees and certificates offered.

The beauty of Mānoa valley serves as a backdrop for a unique yet inviting campus. Wander through the campus and find an authentic Japanese tea house and garden located on the East-West Center grounds, a studies center that is a replica of a Korean king's throne hall, and a Hawaiian taro patch. Other structures include the Student Recreation Center on campus and a privately donated marine biology facility on Coconut Island.

UH Mānoa is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. Professional programs are individually accredited by appropriate agencies.

University of Hawai'i at Hilo

The University of Hawai'i at Hilo is located on the east side of Hawai'i Island.

UH Hilo inspires its students through an educational experience designed for discovery and steeped in Hawai'i's unique cultural tradition. Using Hawai'i Island's geological, biological, and cultural diversity, UH Hilo combines today's technology, creativity, critical thinking, and practical application with cultural understanding to prepare graduates to tackle 21st-century challenges.

Working hand-in-hand with faculty, students enjoy unique opportunities to engage in cutting-edge research in a wide range of areas—from restoring native forests and revitalizing Hawaiian language and culture, to improving the health of the local community.

Approximately 3,000 students attend UH Hilo, and the campus ranks in the top 10 for both ethnic diversity and the low percentage of students with debt at graduation, according to *U.S. News and World Reports*. UH Hilo offers 36 bachelor's degrees, seven master's degrees, two doctoral degrees, two professional degrees and 46 university certificates.

'Imiloa Astronomy Center, a UH Hilo community outreach, multi-service organization, brings together members of the Native Hawaiian and astronomy communities to share a common vision for the future, bringing information about the cultural and natural history of Maunakea to students, teachers, local residents, and visitors from around the world. 'Imiloa links to early Polynesian navigation history and knowledge of the night skies, and

today's renaissance of Hawaiian culture and wayfinding with parallel growth of astronomy and scientific developments on Hawai'i Island.

As a designated U.S. Department of Education Title III Native Hawaiian Serving Institution since 2000, UH Hilo is considered a worldwide leader in advancing Hawaiian and Indigenous language and culture revitalization. In 2023, a three-university consortium led by UH Hilo was awarded a \$6.6 million, five-year grant from the U.S. Department of Education to establish a National Native American Language Resource Center. The award is the first of its kind to lead, advocate for, and implement training and resource development for Indigenous language education pathways in the U.S.

UH Hilo is accredited by the Western Association of Schools and Colleges Senior College and University Commission.

University of Hawai'i–West O'ahu

The University of Hawai'i–West O'ahu is a four-year, comprehensive university located in Kapolei on the island of O'ahu. With an emphasis on baccalaureate education founded in the liberal arts, serving professional, career-related, and applied fields, based on state and regional needs, UH West O'ahu is committed to providing access to residents of the State of Hawai'i through its partnerships with the UH Community Colleges and its delivery of distance education programs.

The University's curriculum offerings are founded on the principle that career training, the humanities, and social sciences are complementary. Through three [hopena](#)/strategic outcomes, UH West O'ahu hopes to create a campus that embodies Sustainability/[aloha 'āina](#), innovation and transformation, and '[Ōiwi](#)' (Native Hawaiian) leadership. These distinct outcomes generate a transdisciplinary focus that produces citizens who possess strong 'Ōiwi leadership skills that are grounded in the history of place and people as we build just, purposeful, caring, and celebrative communities; innovative and transformative thinkers with the ability to generate and apply knowledge to address the pressing issues of our times; and those with a commitment to sustainability/[aloha 'āina](#), who have acquired the skills to care for all that nurtures our spirit, bodies, relationships and [honua](#)/Earth.

Nearly 3,000 students attend UH West O'ahu, and the campus offers nine bachelor's degrees and 14 university certificate programs.

UH West O'ahu is accredited by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Senior Colleges and Universities.

University of Hawai'i Community Colleges

The University of Hawai'i Community Colleges (UHCC) is a statewide system of seven separately accredited institutions that is part of the 10-campus UH System.

UHCC annually serves more than 24,000 credit students composed of a mix of traditional and non-traditional, full-time and part-time, and provides an accessible, affordable, and high-quality education in a variety of programs from career and technical education to liberal arts.

Students who have demonstrated financial need at all community college campuses are eligible for the state-funded Hawai'i Promise Scholarship. The "last dollar" scholarship covers direct costs that are not accounted for by federal financial aid and other scholarships. Since the program started in 2017, Hawai'i Promise has helped nearly 9,000 students and yielded impressive results in credits attempted and earned, higher passing rates and grades, and overall persistence.

UHCC also serves its communities and industries by offering a variety of non-credit classes for professional training or personal enrichment through each college's Office of Continuing Education and Workforce Development.

During the COVID-19 pandemic, UHCC and industry partners helped to alleviate the economic impact to Hawai'i residents through the Good Jobs Hawai'i program, which provided free job training to upskill and attain industry certifications, opening doors to employment opportunities, paid internships, and apprenticeship pathways. UHCC continues to offer these training classes due to their popularity and effectiveness.

Hawai'i Community College is based in Hilo on Hawai'i Island, with a branch campus in Kona named Hawai'i CC – Pāalamanui, and a UH center in Honoka'a.

The uniqueness of the Hawai'i CC experience is the focus on four complementary elements that frame the learning climate: community work-based learning; using and learning technology; perpetuation of Hawaiian culture; and caring for the environment.

Honolulu Community College is a short distance from the heart of downtown Honolulu and has facilities near Daniel K. Inouye International Airport for the aeronautics maintenance and commercial aviation programs, automotive and heavy equipment shops on Kokea Street, and the Marine Education and Training Center at Sand Island.

Honolulu CC is recognized as the premier career and technical training institution in Hawai'i, with programs built around careers that are in demand, and taught by instructors who have real-world experience.

Kapi'olani Community College, on the slopes of Lē'ahi (Diamond Head), is home to the Culinary Institute of the Pacific and programs in business, hospitality, health, legal education, and arts and sciences.

The college empowers all learners to achieve their personal, educational, and career goals in a global community that promotes excellence, innovation and diversity. To honor 'āina, 'Ōiwi, and the legacy of Queen Kapi'olani, the college is committed to teaching, learning, and practicing Hawaiian values and culture.

Kaua'i Community College is a primary resource center and gathering place in Līhu'e, Kaua'i for residents and visitors. Kaua'i CC offers business, technology, hospitality, health, early childhood education, and liberal arts courses and administers the UH center on Kaua'i.

In addition to its credit programs, Kauai CC has accredited CTE programs, including Nursing, Building Construction Technology, and Culinary Arts. Through its Office of Continuing Education and Training, Kauai CC meets the needs of the county's workforce development, union apprenticeship, and community enrichment programs.

Leeward Community College overlooks historic Pu'uloa, Pearl Harbor and offers comprehensive opportunities from career training to four-year transfer pathways. Approximately 7,000 students are enrolled each semester at Leeward CC in liberal arts and career and technical education programs offered on campus, off-campus in the community, and through distance education courses. Leeward CC Wai'anae Moku is a full-service education center located on the Wai'anae coast.

Leeward CC also features the Leeward Theatre, which has provided Central and West O'ahu a performance venue with professional staff, state-of-the-art sound and lighting equipment, and a recently renovated auditorium.

UH Maui College serves three islands, providing comprehensive opportunities and special programs on Maui, with additional education centers on Lāna'i and Moloka'i. UH Maui College offers three bachelor of applied science degrees, a wide variety of associate degrees and certificates, as well as distance learning degrees.

After the Lāhainā wildfires, UH Maui College became a hub for food preparation for survivors, first responders, and volunteers. Culinary faculty and students, as well as many members of the college community, came together to support recovery efforts.

Windward Community College is located at the base of the Ko'olau mountain range on O'ahu and offers supportive education in visual and performing arts, veterinary technology, natural and environmental sciences, Hawaiian studies, and exploratory programs in marine and aerospace fields.

Unique among Windward CC's outreach programs, the Hawai'i Music Institute features local entertainers and industry professionals sharing their knowledge about music and the business of music.

UH System Strategic Plan: Hawai'i's University for Today and Tomorrow

With a focus on creating a healthy and thriving future for all, the University of Hawai'i provides broad educational opportunities as the higher education destination of choice in the Pacific that nurtures the personal success, leadership capacity, and positive engagement of every resident of Hawai'i. It achieves global impact by enriching the fundamental knowledge of humankind through engagement in world-class research, scholarship and service that promotes the welfare and sustainability of Hawai'i's people and environment. Woven through all it does is an appreciation of and commitment to Indigenous Hawaiian people, culture, values, and wisdom.

The UH mission has four initiatives:

- 1. Fulfill kuleana to Native Hawaiians and Hawai'i**
Model what it means to be an Indigenous-serving and Indigenous-centered institution: Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawai'i.
- 2. Develop successful students for a better future**
Educate more students, empowering them to achieve their goals and contribute to a civil society.
- 3. Meet Hawai'i's workforce needs of today and tomorrow**
Eliminate workforce shortages in Hawai'i while preparing students for a future different than the present.
- 4. Diversify Hawai'i's economy through UH innovation and research**
Build and sustain a thriving UH research and innovation enterprise that addresses local and global challenges by linking fundamental scientific discovery with applied research necessary for technological innovation to create jobs and advance a knowledge-based economy.

A Native Hawaiian Place of Learning

Integral to the mission of the UH System is appreciation of and commitment to the Indigenous people of Hawai'i, their host culture, values, and wisdom. One of the initiatives in the UH System's strategic plan is to model what it means to be an Indigenous-serving and Indigenous-centered institution: Native Hawaiians thrive, traditional Hawaiian values and knowledge are embraced, and UH scholarship and service advance all Native Hawaiians and Hawai'i.

Each of the 10 UH campuses is committed to creating a Native Hawaiian place of learning that best serves its community, and each has the integration of Native Hawaiian cultural values and practices as part of its strategic plans.

In the 2023 fiscal year, [29 UH programs serving Native Hawaiian students](#) were awarded a total of \$19,369,050 in federal grants.

Also, in 2023, [UH Hilo was selected to lead](#) a three-university consortium that was awarded a \$6.6 million five-year grant from the U.S. Department of Education to establish a National Native American Language Resource Center. The award is the first of its kind to lead, advocate for, and implement training and resource development for Indigenous language education pathways in the U.S.

UH Research

The University of Hawai'i is the state's premier research institution and is home to world-renowned programs in astronomy, earth and ocean sciences, energy, health sciences, and tropical agriculture.

UH Mānoa

The flagship campus of UH's 10-campus system, is one of 141 universities in the nation to hold the distinction of being a Carnegie Research 1 university. It is also one of an elite group of land-, sea-, space- and sun-grant universities, and is nationally and internationally recognized for its pioneering research in oceanography, astronomy/space exploration, medicine/cancer, genetics, microbiomes, sustainable agriculture, engineering, data sciences, and more.

UH Hilo

With an unparalleled backdrop of geographic diversity that includes active volcanoes, frozen summits, tropical rain forests, and the deep ocean, UH Hilo boasts notable research programs in marine biology, conservation biology and agriculture. The campus is home to the 'Imiloa Astronomy Center, the only science center in the world created explicitly to promote contemporary science education within the context of an Indigenous culture.

UH West O'ahu

UH's newest campus has become a nationally recognized leader in cybersecurity education and sustainable community food systems. The campus' state-of-the-art Academy for Creative Media Student Production Facility has uniquely positioned UH as one of the preeminent creative media programs in the world and the first with a majority Asian Pacific American student enrollment.

Innovation Centers at other Campuses

Innovation is not only limited to UH's major campuses. **The Maui Food Innovation Center at UH Maui College** is Hawai'i's first in-state agribusiness and food entrepreneurship accelerator, while the **Innovation Center at Kaua'i Community College** aims to create a more sustainable community via interdisciplinary projects. Both programs typify the **UH Community Colleges'** mission to equip students with the necessary skill sets to be successful in today's modern workforce.

With expertise in technology transfer and commercialization, UH is continually exploring ways to provide new conduits for UH-based research and innovation to reach local, national, and international companies and organizations looking to solve real-world problems. In addition to cultivating and nurturing its relationship with the local business community, UH has recently established partnerships with the National Security Innovation Network and the Hawai'i Tech Bridge to develop a tech-based startup sector in Hawai'i that will provide the U.S. Department of Defense with solutions to some of their technological challenges.

Extramural funding

Bolstered by over \$515 million in extramural funding in fiscal year 2023, UH remains at the forefront of leading competitive research in science and technology to improve the quality of life throughout the state, around the Pacific Rim, and beyond. In 2024, UH is set to exceed half a billion dollars for the third straight fiscal year.

Much of UH's success can be attributed to its strategic focus on "research that matters," including an expansive range of cross-disciplinary projects in land and ocean conservation, renewable energy, food and agroforestry, space science, and engineering, health disparities and cancer research, sea level rise, wildfire mitigation, and education.

[Here is the 2023 Annual Report and Extramural Awards](#)

Sustainability

Hawai'i is one of the most isolated locations in the world, with dramatic differences in geology, climate, and biology. As an island chain, Hawai'i is particularly susceptible to the effects of climate change, and the University of Hawai'i is committed to sustainability through research, scholarship, and community outreach.

As seafaring and wayfinding peoples, Pacific peoples traversed the vast Pacific Ocean—5,000 miles away from the nearest land mass. Native Hawaiians created a thriving, vibrant, and flourishing culture and society living within the archipelago's ecological boundaries, and in kinship with the natural world. Today, each of the 10 UH campuses are committed to wide-encompassing sustainability initiatives that include cultural and social resources in addition to natural resources.

The UH System offers three sustainability-focused degrees—a BA in sustainable studies at UH Mānoa, a BAS in sustainability science management at UH Maui College, and a BAS in sustainable community food systems at UH West O'ahu.

UH Mānoa and the UH Community Colleges offer certificates in sustainability. In a survey from 2019, 95% of students at UH Mānoa were concerned or very concerned about climate change. Many students showed

interest in being part of the effort toward a sustainable future, and the certificate allows them to integrate sustainability with a wide range of disciplines.

Institutionally, UH is committed to being a leader in renewable energy and has a goal to become net-zero energy by 2035, exceeding and in full support of the State's goals to be 100% renewable by 2045.

Athletics

The University of Hawai'i has two athletics programs: an NCAA Division I program at UH Mānoa and an NCAA Division II program at UH Hilo.

UH Mānoa

The UH Mānoa Athletics Department supports 21 major sports (seven men's, 12 women's, and two coed teams), approximately 125 full-time coaches and staff, and more than 450 student-athletes. UH Mānoa is affiliated with the Big West Conference, Mountain Pacific Sports Federation, Mountain West Conference, and the Pacific Coast Collegiate Sailing Conference. Their teams are named the Rainbow Warriors and Rainbow Wahine.

UH Hilo

The UH Hilo Vulcans compete as members of the Pacific West Conference in 12 varsity sports. Conference-approved athletic programs for men at UH Hilo include baseball, basketball, golf, soccer, and tennis. Women are offered competition in basketball, cross country, golf, softball, soccer, tennis and volleyball.

Workforce Training

The University of Hawai'i strives to eliminate workforce shortages in Hawai'i while preparing students for the future and empowering them to achieve their goals and contribute to civil society.

Each of the 10 UH campuses has credit and non-credit classes geared toward degrees and certification with the objectives to:

- Prepare professionals to fulfill statewide needs in occupations that are essential to community well-being, including education, health, technology, skilled trades, and sustainability/resilience.
- Enhance non-traditional offerings, including micro-credentials serving the needs of specific student groups and industry-certified credit and non-credit credentials for those seeking upskilling or career change opportunities.
- Partner with employers to ensure the necessary preparation and support for students to succeed in their careers.
- Prepare graduates for life-long learning, innovation, and entrepreneurship.

General Hawai'i Information

Hawai'i is known worldwide for its beautiful beaches and lush paradise views. However, most outside the state do not know it is also an archipelago of more than 100 islands that stretches thousands of miles and is home to the host culture of Kanaka 'Ōiwi (Native Hawaiians); a people deeply rooted in culture and place.

The University of Hawai'i is the only public institution of higher learning in the state. Its 10 campuses mirror Hawai'i, the most multicultural state in the U.S. The university has a presence on seven of the eight major islands. Honolulu County, which comprises all of the island of O'ahu, is home to 70% of the 1.4 million people in the state (the state population ranks 40th in the U.S.).

The 50th state in the union has two official languages, English and 'ōlelo Hawai'i (Hawaiian). The economy has several main drivers, such as tourism, construction, defense, and agriculture. While those industries have historically provided jobs and growth, the COVID-19 pandemic added urgency to the work of diversifying Hawai'i's economy and workforce.

The isolated location highlights the dramatic differences in geology, climate, and biology. Hawai'i has 10 of the 14 climates, the highest geographic concentration of climes in the world. There is an active volcano, rainforests,

arid desert land, and a high number of endangered species, from the Hawaiian monk seal and 'i'iwi (honeycreeper bird) to the 'āhinahina (silversword plant) and Hawaiian tree snail. All of these are areas of learning and research for UH teams.

The islands are rich with history and have archaeological sites dating back to the 900s. The Polynesians are believed to have voyaged across the Pacific Ocean sometime between the 3rd and 7th centuries.

The islands have ties to other island cultures around the Pacific. The Polynesian Voyaging Society and the voyaging canoes of Hōkūle'a and Hikianalia are symbols of the Hawaiian renaissance and culture. They call Honolulu Community College's Marine Education Training Center home.

'Iolani Palace, completed in 1882, became the official royal residence of the Hawaiian monarchs. This royal palace was fitted with electricity before the U.S. White House and received dignitaries and luminaries from around the world and held official functions. In 1893, the Hawaiian Kingdom was overthrown by the Republic of Hawai'i with the backing of the U.S military.

Item V.

Executive Session

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**