



Report of the Tenure Permitted Interaction Group

Roger Chen <rbchen@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 8:32 AM

To the University of Hawai'i Board of Regents,

My name is Roger Chen and I am an Assistant Professor in the Civil and Environmental Engineering Department at UH-Manoa. I have been employed in the UH system for approximately 3 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

Regarding the report from the Tenure Task Group, I am most concerned that:

- A) No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group
- B) The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- C) The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- D) The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- E) The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,
Roger

--

Roger Chen
Assistant Professor
Department of Civil and Environmental Engineering
College of Engineering
University of Hawai'i at Mānoa

Office: 808-956-5060
Email: rbchen@hawaii.edu
2540 Dole Street, Holmes Hall 337
Honolulu, HI 96822





testimony for October 21, 2022 BOR meeting

Laura Lyons <lelyons@hawaii.edu>

Wed, Oct 20, 2021 at 10:01 AM

To: bor.testimony@hawaii.edu

Cc: Lori Ideta <ideta@hawaii.edu>, Velma A Kameoka <velmak@hawaii.edu>, Nikki Chun <nkchun@hawaii.edu>, Noelani Goodyear-Kaopua <goodyear@hawaii.edu>, Chad Walton <cwalton@hawaii.edu>, Katrina-Ann Kapa Oliveira <kapa.oliveira@hawaii.edu>, Christine Quemuel <quemuel@hawaii.edu>

Attached please find the testimony of those included here regarding the resolution of the Permitted Interaction Group on Tenure.

Best regards,
Laura E. Lyons, PhD
Interim Vice Provost for Academic Excellence
Professor of English
lelyons@hawaii.edu

"Keep your language. Love its sounds, its modulation, its rhythm. But try to march together with people of different languages, remote from your own, who wish like you for a more just and human world."

--Heldor Camara

 **PIG BOR Testimony.pdf**
149K



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Office of the Vice Provost for Academic Excellence

October 19, 2021

Board of Regents
University of Hawai'i

Dear Chair Randolph Moore and Esteemed Regents:

We are writing regarding our concerns about the Permitted Interaction Group (PIG) on Tenure report.

We stand with Provost Michael Bruno in our unwavering support for tenure and echo the thanks that he expressed in his October 06, 2021 letter to the campus for the monumental work of our faculty, particularly over the past two years. Even with the disruptions to everyday life that the COVID pandemic has created, the faculty across Mānoa has brought in record breaking amounts of external funding and used their talents to serve the communities in Hawai'i while contending with vastly changed teaching environments and serving programs critical for student success.

As administrators working within the four Vice Provost offices (all but one of us coming directly from tenured positions on the Mānoa faculty), we understand how critical the tenure system is to ensuring our ability to recruit and retain an outstanding faculty, and in turn to attract and educate students. Tenure is awarded only after a rigorous probationary period, lasting several years and culminating in a year-long evaluation of a faculty member's record in teaching, research and service, which is conducted at multiple levels of review, from the department to the President, and which also includes external assessments by leading experts in their fields outside of this institution. The awarding of tenure is not to be taken lightly.

The broadest mission of any university is the production, application and dissemination of new knowledge for the benefit of humanity, for the communities in which a university is situated and most crucially for the students whose college education must provide them with both the skills to enter the workforce and the critical capacities to thrive and face a lifetime of challenges, both personally and as citizens. If tenure is tied too exclusively to a narrower sense of the university's mission, we run the risk of limiting the knowledge needed to address those challenges.

Over the last several years, we have seen how politicized knowledge became, and frankly how deadly the consequences, especially during the pandemic. In this same period, during which climate change was debunked at the highest levels of government, progress on understanding and finding potential solutions to this complex nexus of problems was largely made by faculty at Research-1 universities, like Mānoa, where tenure afforded them some protections from the viscissitudes of federal funding and partisan politics. Imagine how much less knowledge and understanding we would have were that not the case. Tenure is often understood as that which protects professors who present unpopular political ideas in the classroom. Tenure should also ensure that the pursuit of knowledge--whether in the classroom, field, or laboratory--is not unduly constrained by the prevailing politics, and that such knowledge is tested through thoroughgoing, critical review.

The system of evaluation of faculty does not end with the granting of tenure. Rather by Regents Policy 9.213, tenured faculty must undergo periodic review once every five years with campuses implementing procedures for such review. Our concerns with the proposed changes to periodic review are twofold. First, procedures for such review already exist, and chairs and deans have partnered with UHPA as needed to address those rare

2500 Campus Road, Hawai'i Hall 209
Honolulu, Hawai'i 96822
Telephone: (808) 956-8447
Fax: (808) 956-7115

cases when faculty are under-performing. Such work can involve the development of a professional improvement plan, or the evaluation of progress made. Thus, it is not clear to us what the revision of the policy

is meant to accomplish. Second, and more importantly, we believe that evaluation systems work best when designed around multiple outcomes rather than anticipation of under-performance. Shouldn't we also be considering how to reward high performing faculty? Doing so incentivizes continued excellence at the senior ranks of the faculty and improves retention by providing the university with a tool that recognizes outstanding faculty and conveys to them how greatly their work is both appreciated and valued.

We fully support the diversity of classification of faculty: Instructional, Research, and Specialist. All contribute uniquely and significantly to the mission of our campus. All are needed to continue to provide outstanding curricular, co-curricular, research, and service to the State's only Research-1 university. For these reasons, we believe that tenure is a critical component of the professional development of faculty of all classifications, and are concerned about potentially limiting tenure to a smaller group.

Lastly, we respectfully and strongly encourage the Board to support a transparent path toward collaborative governance and shared responsibility among Board members, administrators, and faculty. To this end we ask that the Board engage the community of faculty scholars, educators, scientists, innovators in policy issues affecting the academic livelihoods and tenure of faculty.

We respectfully and strongly urge you to reject the resolution associated with adopting the findings and recommendations in the recent PIG on Tenure report.

Sincerely,

Laura E. Lyons, Ph.D.
Interim Vice Provost for Academic Excellence

Lori M. Ideta, Ed.D.
Vice Provost for Student Success

Velma A. Kameoka, Ph.D.
Interim Vice Provost for Research and Scholarship

Nikki Chun
Vice Provost for Enrollment Management

Noelani Goodyear-Ka'ōpua, Ph.D.
Interim Assistant Vice Provost for Faculty Excellence

Chad Walton, Ph.D.
Interim Assistant Vice Provost for Research and Scholarship

Christine Quemuel, Ph.D.
Interim Assistant Vice Provost for Student Diversity and Inclusion

Katrina-Ann Kapā Oliveira, Ph.D.
Interim Assistant Vice Provost for Student Academic Success

Public Testimony Form - University of Hawaii Board of Regents

Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Jenee Odani

Your Organization (optional)

UH/CTAHR/HNFAS/Animal Sciences

Your e-mail address (in case we need to reach you) *

jsodani@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

Dear Members of the University of Hawaii Board of Regents,

As a Specialist faculty member in the College of Tropical Agriculture and Human Resources (CTAHR), I am very concerned about the misconceptions about this faculty classification that exist. I acknowledge that Specialists comprise a diverse group of positions; however, in CTAHR, **Specialists like myself are actively involved in teaching**. For example, I have a 0.35 FTE teaching appointment, and I teach a required course for our major (ANSC 301 Anatomy of Domestic Animals) and three sections of the accompanying laboratory (ANSC 301L, writing-intensive) each year. I also teach one of the four required electives (ANSC 453 Animal Diseases and their Control, writing-intensive) and the required Capstone course for the major (ANSC 492, writing-intensive). I am actively involved in curriculum development and pre-veterinary advising. **I have**

received CTAHR's Excellence in Teaching and Excellence in Mentorship awards. My extension and applied research focus areas frequently overlap but serve to improve the health and production of domestic animals, especially those that provide agricultural products. To describe my position as merely “support faculty” is inaccurate and hurtful.

In CTAHR, over 30 courses have been taught by Specialist faculty. Clearly, Specialist faculty can and do provide direct instruction to UH students. It’s not clear to me what the purpose of restructuring faculty classification is, but I would argue that at the minimum, Specialist faculty with research or instruction appointments should be classified as F-faculty (using the proposed scheme) or remain at status quo, maintaining their tenure eligibility.

Thank you very much for the opportunity to share my opinions **opposing** the recommendations of the Tenure FIG. If any Regent would like to discuss this further with me, I'd welcome the dialogue!

Sincerely,

Jenee S. Odani, DVM, DACVP

Associate Specialist (Veterinary Extension) tenured, Pre-Vet Advisor

[Your Testimony \(pdf or word\)](#)

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Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Stefanie Sasaki

Your Organization (optional)

Honolulu Community College Library

Your e-mail address (in case we need to reach you) *

sasakist@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

I strongly oppose the final report and the recommendations indicated by the Tenure Permitted Interaction Group.

I have worked within the UH System as a Librarian/Associate Professor for almost 13 years and have successfully contributed to my campus, division, and department as a "non-instructional" faculty member. My contributions include teaching hundreds of face-to-face information literacy and research skills sessions as well as chairing governance committees, System committee participation, and providing extensive student academic support and community volunteer service. Information literacy is a core institutional learning outcome and supports the campus' mission and values.

My opposition is based on the following:

- The Group did not have any faculty representation. Faculty perspectives were absent from its discussion. Faculty voices were not considered or heard.
- Recommendations are not supported by any data or evidence, nor does it address how these changes are beneficial to the UH System.
- Academic freedom is under threat. Free inquiry and learning should be supported, otherwise it equates to the erosion of professional standards and shared governance with less transparency and accountability.
- Tenure-track faculty currently follow a rigorous evaluation process within its division ranks and at the campus and system levels. Tenured faculty already prescribe to and participate in regular periodic review.

I do not support this agenda item's intent and request a NO vote by the Board of Regents.

Regards,

Stefanie Sasaki

[Your Testimony \(pdf or word\)](#)

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Public Testimony Form - University of Hawaii Board of Regents

Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Ehito Kimura

Your Organization (optional)

Department of Political Science, University of Hawai'i at Manoa

Your e-mail address (in case we need to reach you) *

ehito@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

Dear members of the Board of Regents,

Imagine waking up one morning, opening your email, and discovering that an important vote is going to take place regarding fundamental aspects of how your board operates. Further imagine that neither you, nor any other member of the Board was consulted on this matter, that vaguely worded plans drafted behind closed doors identified no major problems to begin with, and offered no systematic evaluation of the effects of the proposed changes.

This kind of top-down, un-consultative, externally driven decision-making -often imposed in the name of "modernization"- tends to do more harm than good. In the 19th century, scientific foresters decided to

"modernize" the forests by clearing out the understory and arranging the trees in neatly aligned rows. Although the forests were easier to manage at first, they became much less productive and eventually began dying out in large numbers. What the scientific foresters had failed to understand was how the different parts of the forest were part of a complex system, an ecosystem, and that large, sudden, external changes to the system could fundamentally undermine it.

The UH System and all its constituent parts are also an ecosystem. As others have testified, these different parts work together in support of one another. Instructional, specialist, extension and research faculty and staff -with secure tenured or tenure-track positions- work together in ways that promote the spread of knowledge and its production. Your proposals will harm that system and will undermine teaching, learning, and research in our great University of Hawai'i System.

I want to be clear that this is not an argument against change per se. It is instead an argument against sudden, sweeping, externally imposed change that ignores the knowledge and experience from within the very institutions that you seek to transform.

If you truly care about the future of our University as I believe that you do, I invite you to have some humility, some grace, and some understanding and vote no on the proposals put forth by the Tenure Permitted Interaction Group.

sincerely,

Ehito Kimura

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Ehito Kimura

Associate Professor

Department of Political Science

University of Hawai'i at Manoa

2424 Maile Way, Saunders Hall 608

Honolulu, HI 96822

T 808.956.8630 | F 808.956.6877

URL: <http://www.politicalscience.hawaii.edu>

[Your Testimony \(pdf or word\)](#)

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Testimony for 10/21 BOR

Kealani Cook <kealanic@hawaii.edu>
To: bor.testimony@hawaii.edu


Wed, Oct 20, 2021 at 12:25 PM

Aloha kākou,

I would like to submit the attached testimony on behalf of the Nālimakui Council at UH-WO. Please let me know if there are any issues with the file.

Mahalo,

Kealani Cook
Chair, Nālimakui Council

 **NC statement on PIG.pdf**
189K



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Nālimakui Council
University of Hawai'i-West O'ahu

Aloha e Nā Regents of the University of Hawai'i System,

We are writing in opposition to the proposed changes to the tenure system detailed in the Report of the Permitted Interaction Group on Tenure dated September 10, 2021. As the Native Hawaiian Council at the University of Hawai'i-West O'ahu, we are deeply concerned about both the process and the proposed changes. The lack of any meaningful discussion with the faculty senates of the different campuses, with UHPA, or with the university community at large is eroding the foundation of shared governance both within the University of Hawai'i system and within academia as a whole. We echo Director Fern's concerns that these changes seem to be emerging to meet political interests rather than educational ones.

In addition, it is important to note that a considerable percentage of the positions on our campus that would be impacted by the proposed changes to the Faculty Classification System are held by Native Hawaiians and from other groups underrepresented among the faculty as a whole. These changes would have a clear negative impact both on the voice of those groups within bodies such as the faculty senates across the system and their status and standing on their various campuses. This would ultimately weaken our ability to affect necessary responsive pivots to students' ever changing needs.

These times demand an ability to foster spaces of aloha. The foundation of aloha is a reciprocal relationship of respect and trust. We have found this to be a key component in our work with students, each other, and our community at large. We request that the Board of Regents table these changes in order to allow a more meaningful conversation with the affected faculty senates, the Pūko'a Council, UHPA, and the university community at large in order to restore trust in the Board with regards to this process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kealani Cook'.

Chairperson Kealani Cook
On behalf of the Nālimakui Council
University of Hawai'i-West O'ahu



BOR Permitted Interaction Group Draft Resolution 21-06

Cooperative Extension Secretary <extsec@hawaii.edu>

Wed, Oct 20, 2021 at 1:33 PM

To: bor.testimony@hawaii.edu

Cc: Jeff L Goodwin <extad@hawaii.edu>, Cooperative Extension Secretary <extsec@hawaii.edu>

Hello Board of Regents office, please see the attached testimony from Interim Associate Dean Jeff Goodwin.

Thank you!

Lynn Takahara, Secretary

Office of the Associate Dean/Director for Cooperative Extension

College of Tropical Agriculture and Human Resources

University of Hawaii at Manoa | [3050 Maile Way](#) | Gilmore 203B | Honolulu, HI 96822

808-956-8139 | Fax: 808-956-9105 | extsec@hawaii.edu

 **CTAHR Testimony Opposing Draft Reso 21-06.pdf**
213K



October 20, 2021

SENT VIA EMAIL (BOR.TESTIMONY@HAWAII.EDU)

University of Hawaii Board of Regents
Bachman Hall, Room 209
2444 Dole Street
Honolulu, HI 96822

Subject: Board of Regents Permitted Interaction Group Draft Resolution 21-06
"Supporting the Findings and Recommendations of the Tenure Task Group and
Requesting the University of Hawaii Administration to Facilitate the Implementation of
Board Policy Revisions Through Faculty and Union Consultation"

Dear Regents:

I would like to submit this **statement opposing** Draft Resolution 21-06.

Section E. 2. a proposes: *"Tenured and Tenure Track Faculty: Tenured and Tenure Track Faculty shall be engaged in direct instruction consisting of active engagement with students in the classroom or applied venues, and/or oversight and supervision of internships, clinical work, applied learning, theses, and dissertations...In addition to direct instruction:*

- (1) F faculty shall engage in research and scholarship that advances innovation, creates new knowledge and knowledge practices, and benefits students as well as the broader community.*
- (2) F faculty shall also engage in service inside the university and in the community."*

As the Interim Associate Dean for Cooperative Extension at the College of Tropical Agriculture and Human Resources (CTAHR), I must take this opportunity to clarify for the Board of Regents that Specialists within CTAHR are engaged in ALL of these activities.

All "S" faculty in CTAHR are Extension Specialists, a category that is very different from S faculty in some other colleges at the University of Hawaii. CTAHR Extension Specialists are equivalent to R and I faculty in CTAHR, and many CTAHR Specialists are involved with formal classroom teaching and/or research. In fact, many CTAHR Extension Specialists have official split appointments (official R and/or I FTE).

- Since January 1, 2017, CTAHR's Specialists were awarded more than 175 grants totaling over \$20 million.

- Over the past five years, CTAHR's Specialists regularly taught 31 undergraduate and 6 graduate-level courses, many of which are core courses for various CTAHR undergraduate programs.

Also, the proposal to strip Extension Agents of tenure would also degrade the ability to maintain a strong and productive Cooperative Extension System for Hawaii. Extension Specialists and Extension Agents are faculty and professional educators, just as instructional faculty are. The difference is that they work in adult education efforts in program areas such as farming, ranching, natural resources, human nutrition, and family resources.

While most faculty work on campuses, Extension Specialists and Extension Agents also work in communities across the state. For most people, especially in rural communities, Cooperative Extension is the front door to the University of Hawaii. Extension faculty are the link between many research programs and local stakeholders. The actions proposed in the Board of Regents Permitted Interaction Group Draft Resolution 21-06 will create a challenge to Cooperative Extension as we strive to enhance the lives of the residents of Hawaii.

Thank you for your time and the opportunity to voice my concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Goodwin". The signature is written in a cursive, flowing style.

Jeffery L. Goodwin

Interim Associate Dean and Associate Director



Testimony for the October 21 2021 BOR meeting the PIG Report

Patsy Fujimoto <patsyf@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 11:12 AM

Please find attached testimony regarding the PIG Report.
Thank you.
Patsy Fujimoto DDS
Assistant Professor
NAWSON

 **BOR PIG Testimony 10:2021.pages**
190K

Testimony to the University of Hawaii Board of Regents
PIG (Permitted Interaction Group) Report on Tenure
October 2021

Despite being a faculty member who is in a non tenure track, I oppose BOR 21-06 and the changes to RP 9.201, RP 9.202 and RP 9.213. These changes demean the academic efforts of our faculty and appear to downgrade their accomplishments to the level of commodities, subject to the vagaries of the academic market.

If I were a promising young scholar and were faced with the changes proposed, I would have serious reservations about applying to UH for employment. Under the proposed changes I would be working diligently, producing scholarly works and teaching excellence only to find at the end of five or six years that I would not be granted tenure, not based on my work but on a type of quota system.

Any conversation on tenure needs to include all parties involved but especially those whose lives and academic careers would be impacted. There was no inclusion of the faculty in this report.

I ask the Board of Regents to reject BOR 21-06 and its proposed changes.

Patsy K Fujimoto DDS
Assistant Professor
Department of Dental Hygiene
Vice Chair of MFS Committee on Academic Policy and Planning



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Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Austin Anderson

Your Organization (optional)

Your e-mail address (in case we need to reach you) *

austina@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

I am a C4-rank Associate Professor of Mathematics at Kapi'olani Community College. I have a PhD from UHM, and I love Hawai'i. I am often grateful for my job, but there are occasional soul-crushing moments when an administrator half as knowledgeable and paid twice as much as my faculty colleagues gives a poor directive. Such events have occurred on hiring committees and in the math redesign process under the previous UHVPforCCs. Without tenure, the balance of power would be even more skewed, scaring away progressive faculty who can be far better paid elsewhere. Tenure at CCs is not ubiquitous of course. I have colleagues at CCs in Ohio who are paid per student and incentivized to teach large online classes of poor quality. I have others at CCs in Colorado who crank out grunt engineers to work at Raytheon. The payoff when you eliminate CC tenure is corporatization, funnelling society into a polluting, weapon-building mass of highly unequal monkeys with an elite workaholic administration and downtrodden proletariat where no one is happy. I advise against it.

Your Testimony (pdf or word)

No file attached

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Public Testimony Form - University of Hawaii Board of Regents

Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Karen Harper

Your Organization (optional)

Your e-mail address (in case we need to reach you) *

karenlh@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

From concerned faculty member who wishes to remain anonymous.

I am a Biology Instructor in the STEM fields UHCC. As a major part of the societal fabric Hawaii, UH and its associated CCs should be leading in quality and make sure the instructional faculty feel they are supported and appreciated for their leadership, ingenuity, adaptability, and devotion to the communities they serve. Instead, they are told they are worthless and replaceable! The message is coming through loud and clear during these discussions that many think that what we do as instructors and professors is not worth investing in to deepen and build long and enduring relationships. I ask: If there is not at least some level of commitment then how can we build anything that is enduring and of quality? It is frankly demoralizing, unrealistic, and not sustainable.

I am currently working on my contract renewal and feel more drained and unmotivated than ever! Yet, at the same time, the UH system insists on going through a very rigorous review process in which I outline and demonstrate the myriad of ways I support student success and build academic and community relationships through my tireless effort to build a better Hawaii and world. I am working harder than ever as an instructional faculty to educate and lead my students during the uncertainty and challenges of the pandemic. What are they doing in exchange to support me well, in fact not much? I still have to teach my students essential key biological concepts, to be empowered and critical learners and citizens despite the extra anxiety, while also teaching without all the tools that are needed.

None of us wished this pandemic were happening! It is awful that during this time of uncertainty it has become apparent that many seem to think that we are unworthy and want to further destabilize the quality of life for the people who use and work in this institutional system. Again I ask: how can you expect faculty like myself to invest in the community and system when they don't invest in you in return?! This will be reflected in our constituents, in areas of job placement, student success in the classroom at first, and then continue through our society as a whole. I think it marks a time of disintegration of not just academic integrity to ensure quality education, but also degradation of our long-term vision that reflects our highest human ideals as thoughtful and engaged global citizens. These memos and this discussion clearly says that quality and lasting strong connections are not valuable. It says taking resources and money from people is more important than what is given in exchange. Even if our institutions give us bare minimum, short term, and low quality, we all better just take what we can get! It comes from a scarcity mindset, not a creative visionary one.

[Your Testimony \(pdf or word\)](#)

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Report of the Tenure Permitted Interaction Group

Michaelyn Nakoa <mnakoa@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 2:04 PM

To the University of Hawai'i Board of Regents,

My name is Michaelyn Nākoa and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for 16 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. Additionally, my role as support for Native Hawaiian student support is critical to help support Hawaiian students in reaching their academic and personal goals, while supporting the University of Hawai'i System's goals of fulfilling the [Hawai'i Papa O Ke Ao](#) commitment to the indigenous people of Hawai'i. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide

- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Michaelyn Nākoa, PhD
Kapo'oloku Program for Native Hawaiian Student Success Coordinator/Counselor
Kapi'olani Community College

--

Michaelyn Nākoa
Coordinator/Counselor, Kapo'oloku Program for Native Hawaiian Student Success
Kapi'olani Community College
[4303 Diamond Head Road](#), 'Iliahi 231 'ekolu
Honolulu, HI 96816
Phone: 808 734-9700
Book an appointment with me at <https://www.star.hawaii.edu/appointment/login.jsp?groupId=435>

['Ua lehulehu a manomano ka 'ikena a ka Hawai'i](#)
[Great and Numerous is the knowledge of the Hawaiians](#)
[Pukui, 2814](#)

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UNIVERSITY
of HAWAII
SYSTEM

LATE TESTIMONY

BOR Testimony <bortest2@hawaii.edu>

testimony on PIG report

Scott Rowland <scott@soest.hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 3:08 PM

...attached - Mahalo for your time and consideration

 **BOR_PIG_report_SKR.pdf**
62K

University of Hawai'i at Mānoa

School of Ocean and Earth Science and Technology

Department of Earth Sciences



University of Hawai'i Board of Regents

October 20, 2021

Dear Board of Regents members,

I am writing to urge you to ignore the recommendations of your Permitted Interaction Group (PIG) report. It is a solution in search of a problem and indicates a very poor understanding of how a Research-1 State university works.

I teach 3-4 classes every semester and have done so since Spring 2005 when I was hired by the Dept. of Geology & Geophysics (now called Earth Sciences). I have developed or resurrected 6 courses that are now taught regularly in the department. I also happen to be a Specialist faculty, so the PIG recommendation that S-faculty should not be able to earn tenure (or should have tenure taken away?) hits pretty close to home. Why should my faculty designation be the one reason I am treated worse than my colleagues?

There are two other S-faculty in our Dept. who are more important than me, and it would be even more ludicrous to deny them tenure. One runs our electron microprobe lab and the other runs our mass spectrometer. Many many faculty in our Dept. and other Depts. depend on both of these labs to collect important research data which answer fundamental questions about how the Earth works. Moreover, the extramural research money that this research in turn attracts supports graduate students, technicians, and local businesses. Why should these important faculty members be denigrated merely because teaching is not their primary job?

I would ask the same question regarding R-faculty, who the PIG-report writers seek to lump in with all the I-faculty into one category. What seems to have escaped the PIG-writers is an understanding that a top-notch Research-1 university is a very complex enterprise. There is a huge diversity in the work that we do and it is the height of short-sightedness to expect that every faculty member does the same amount of all the same tasks. No large organization, public or private, will be successful if everybody does the same things and (importantly) is rated using the same criteria. At a top university, some faculty teach a lot and do a little bit (or no) research. Other faculty conduct a lot of research but do little (or no) teaching. So what? What matters is the overall achievement of well-educated students (of all levels), top-notch research, and excellent service to the community. Just the variety of fields that UH teaches and researches should tell you this. Psychology is important to Hawai'i because we need many more trained psychologists, especially during these trying times. We need trained geologists too, but nowhere nearly as many. However, we definitely need to understand geological processes (floods, sea-level rise, earthquakes, etc.) better because all of these impact society here. Judging the Psychology faculty and Earth Sciences faculty on the same criteria makes no sense, and yet that is the apparent goal of the PIG report.

The multiple faculty designations are not a problem for us at the university – why should they be a problem for you folks? In fact, those multiple designations actually make it easier to assess the

success of individual faculty. There is one set of criteria for judging the promotion or tenure value of Instructor faculty, and as long as a particular I-faculty person is excelling at those criteria, s/he should be promoted or granted tenure. Similarly there is one set of criteria for R-faculty, L-faculty, etc. If the current system is changed so that there is only one set of criteria for all faculty, those criteria will be necessarily vague because even if everybody is given the same designation that won't change the fact that a well-functioning faculty has members who do different amounts of different things. Vague criteria are a disaster when it comes to making important tenure and promotion decisions. The PIG-report writers seem to think that multiple faculty designations are somehow in and of themselves a bad thing, but they provide no reason why this is the case. Instead, they cite a State Senate bill that shows an even lower amount of understanding; it compares UH's 7 or so faculty designations to what supposedly most other universities have, namely Assistant, Associate, and Full. But those are ranks, not faculty designations – we have those ranks too. Clearly whoever wrote that Senate bill did not do their homework on this matter.

I apologize for rambling on so long, but I feel it would be a very bad mistake for you folks to even discuss the PIG report, let alone adopt it. The faculty already feel threatened by the State Legislature despite the fact that the great majority of us are doing our jobs to the best of our abilities and went into our jobs specifically because we want to teach and study and help society here in Hawai'i. You folks need to see through the poorly-disguised (and incomprehensible) legislative attacks on the university and stand up for us. Please.

Mahalo for your time and consideration,



Scott Rowland



Testimony regarding the PIG report

Narayana Santhanam <nsanthan@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 3:32 PM

Hello,

I would like to strongly advocate against the PIG report diluting tenure via changing the post-tenure review process.

University education is not rote learning, and the emphasis, selection of topics, experience provided, as well as the subject matter must constantly change to reflect and to enable the current state of the art in research. The state of research evolves with funding priorities, nature of publications, and general interaction among professionals in the field. It is not a static document that one can access, rather something gleaned by participating in the process.

The proposed policies stifle both teaching and research by removing review of tenured faculty from the hands of their peers who can best understand the efforts (and with the most incentive to do a fair review), and by putting it in the hands of people who, despite their possible best intentions, will not see faculty on a day to day basis and will only have semi-relevant metrics occasionally to do a review.

Tenured faculty also put a lot of effort into writing bigger proposals (that almost never get funded, but drive the conversation in research regardless), put effort into longer term research (that is the fundamental reason for university research to be distinct from research in industry, but also one that generates fewer, though higher quality publications) that is also higher risk and higher reward, and spend time in adding and adapting courses to the future, even if it means dragging material away from the comfort zone of both students and teachers.

=====
Narayana P. Santhanam,
Professor | Department of Electrical and Computer Engineering
College of Engineering | University of Hawaii at Manoa

O (808) 956 9741
POST Building 205F, 1680 East-West Rd | Honolulu, HI 96822
=====

[Mānoa Faculty Senate] Resolution Requesting that the BOR Reject the Report of the Permitted Interaction Group on Tenure...

UHM Faculty Senate <uhmfs@hawaii.edu>

Wed, Oct 20, 2021 at 4:33 PM

To: BOR Testimony <bor.testimony@hawaii.edu>, David Lassner <david@hawaii.edu>, Michael Bruno <mbruno@hawaii.edu>, Alexandra French <afrench@hawaii.edu>

Cc: Brent Sipes <sipes@hawaii.edu>, Penny-Bee Kapilialoha Bovard <pennybee@hawaii.edu>

Aloha,

The Mānoa Faculty Senate approved the **Resolution Requesting that the Board of Regents Reject the Report of the Permitted Interaction Group on Tenure and the Proposed Resolution 21-06 and the Recommended Revisions to Regents Policies 9.201, 9.202, and 9.213** at the October 20, 2021 Senate meeting with 50 votes (100.00%) in support; 0 votes (0.00%) opposed and 1 abstention. The transmittal and resolution are attached.

Please feel free to contact me if you have any questions or need additional information.

Brent S. Sipes, Chair
Senate Executive Committee

John Kinder for Brent S. Sipes, Ph.D.

Administrative Officer

Mānoa Faculty Senate Office | [2500 Campus Road](#) | Hawai'i Hall 208 | Honolulu, HI 96822 | Ph: (808) 956-7725 | uhmfs@hawaii.edu | Senate Website: www.hawaii.edu/uhmfs

2 attachments

 **20211020 Transmittal Reso Requesting that the BOR Reject the Report of the Permitted Interaction Group on Tenure.pdf**
303K

 **20211020 CAB Reso Requesting BOR to Reject the Report of the Permitted Interaction Group on Tenure.pdf**
157K



October 20, 2021

MEMORANDUM VIA E-MAIL

TO: Randolph Moore, Chair
Board of Regents

David Lassner, President & CEO
University of Hawai'i

Michael Bruno, Provost
University of Hawai'i at Mānoa

Sandy French, Chief Business Officer
University of Hawai'i at Mānoa

FROM: Brent Sipes, Chair
Mānoa Faculty Senate Executive Committee

RE: **Resolution Requesting that the Board of Regents Reject the Report of the Permitted Interaction Group on Tenure and the Proposed Resolution 21-06 and the Recommended Revisions to Regents Policies 9.201, 9.202, and 9.213**

The Mānoa Faculty Senate approved the **Resolution Requesting that the Board of Regents Reject the Report of the Permitted Interaction Group on Tenure and the Proposed Resolution 21-06 and the Recommended Revisions to Regents Policies 9.201, 9.202, and 9.213** at the October 20, 2021 Senate meeting with 50 votes (100.00%) in support; 0 votes (0.00%) opposed and 1 abstention. The transmittal and resolution are attached.

Please feel free to contact me if you have any questions or need additional information.

A handwritten signature in blue ink that reads 'Brent Sipes'.

Brent S. Sipes, Ph.D.
Mānoa Faculty Senate Chair

A handwritten signature in black ink that reads 'Penny-Bee K. Bovard'.

Penny-Bee K. Bovard, Academic Advisor
Mānoa Faculty Senate Secretary



Presented to the Mānoa Faculty Senate by the Committee on Administration and Budget (CAB); the Committee on Policy and Planning (CAPP) and the Committee on Professional Matters (CPM) for a vote of the full Senate on October 20, 2021, a resolution requesting that the Board of Regents reject the Report of the Permitted Interaction Group on Tenure and its recommendations for changes to RP 9.201, 9.202, and 9.213. Approved by the Mānoa Faculty Senate with 50 votes (100.00%) in support; 0 votes (0.00%) opposed and 1 abstention.

RESOLUTION REQUESTING THAT THE BOARD OF REGENTS REJECT THE REPORT OF THE PERMITTED INTERACTION GROUP ON TENURE AND THE PROPOSED RESOLUTION 21-06 AND THE RECOMMENDED REVISIONS TO REGENTS POLICIES 9.201, 9.202, and 9.213.

WHEREAS, the UH Board of Regents (BOR) on February 18, 2021 approved the appointment of a “Permitted Interaction Group to Investigate Issues and Make Findings and Recommendations to the Board Related to Tenure,” with the purpose and scope “to review and investigate the issue of tenure in areas including the history and purpose of tenure at IHEs, particularly regarding the University of Hawaii (UH); the evolution of, and current views and developments on, tenure at institutions outside of UH; and the current process, criteria, and decision making on tenure at UH”; and

WHEREAS, the Permitted Interaction Group (PIG) on Tenure did not carry out that mandate, but instead decided to focus on “1. The University’s current tenure classification system; 2. Practices on periodic review; and 3. The alignment of tenure with the mission and priorities of the University” (Report of the PIG on Tenure, September 10, 2021, p. 2); and

WHEREAS, the BOR Chair noted that the Task Group “would include representatives of the major stakeholders concerned with tenure including faculty and administrators involved in research and tenure, a college dean, and UHPA”; but

WHEREAS, the PIG did not include any faculty members; and

WHEREAS, the Handbook of the Western Association of Schools and Colleges (WASC), by which UH Manoa is accredited, states that:

“The institution does not experience interference in substantive decision or education functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.” (WASC Handbook of Accreditation 2013, Criteria for Review 1.5); and

WHEREAS, the Tenure PIG acknowledged that, having been made aware of Hawaii Senate Resolution No. 166, S.D. 1 (2021), “which requested the establishment of a task group to examine and assess UH’s tenure system and the compensation structure of faculty engaged in activities supported by extramural funding and grants,” the PIG decided to address “issues relevant to S.R. No. 166,” thus violating WASC’s criterion on external influence; and



WHEREAS, the PIG recommended problematic “revisions to:

1. RP 9.201 to establish policy direction in conducting promotion and tenure to ensure that University priorities and mission are met.
2. RP 9.202 to simplify and reduce the number of faculty classifications.
3. RP 9.213 to clarify responsibilities and provide policy guidelines regarding the periodic review process”; and

WHEREAS, CAPP’s resolution presented at today’s *Senate*, opposing changes to RP 9.201, persuasively argues that tenure is awarded, and must continue to be awarded, based on the professional record of the faculty member being evaluated, and not strategic growth priorities of the university or the state; and

WHEREAS, CAB has submitted testimony to the BOR arguing many of the above points, as well as that the PIG failed to understand either UHM’s multifaceted mission or the variety and workload distribution of faculty classifications, and arguing that all faculty involved in teaching and research require tenure protection (CAB, Statement on UH BOR PIG Report on Tenure, Oct. 5, 2021); and

WHEREAS, the changes proposed to RP 9.213 would move the oversight of periodic review from academic peers to administration, contrary to Manoa Faculty Senate Resolution of 2014, which puts forth guiding principles on periodic review that remain valid; and

WHEREAS, the American Association of University Professors pointed out that:

“Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability” (AAUP 1940 Statement of Principles on Academic Freedom and Tenure); and

WHEREAS, the US Supreme Court has identified academic freedom as a First Amendment right and declared that:

“Our nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned” (US Supreme Court in *Keyishian v. Board of Regents*, 385 US 589 (1967)); and

WHEREAS, the Report of the PIG and the evidence of external influence on the University and the Board of Regents threaten the WASC accreditation UH Manoa is currently undergoing;

THEREFORE, BE IT RESOLVED that the Manoa Faculty Senate requests that the Board of Regents reject the report of the Tenure PIG, and reject Resolution 21-06 supporting the findings and recommendations of the PIG, and reject the recommendations flowing from it.

Supporting documents:



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MĀNOA FACULTY SENATE

[CAB testimony on Tenure PIG](#)

[CPM/MFS 2014 Resolution on Periodic Review of Faculty](#)

[AAUP 1940 Statement of Principles on Academic Freedom and Tenure](#)

[Mānoa Faculty Senate] Resolution Opposing the BOR Resolution 21-06...

1 message

UHM Faculty Senate <uhmfs@hawaii.edu>

Wed, Oct 20, 2021 at 4:35 PM

To: BOR Testimony <bor.testimony@hawaii.edu>, David Lassner <david@hawaii.edu>, Michael Bruno <mbruno@hawaii.edu>, Alexandra French <afrench@hawaii.edu>

Cc: Brent Sipes <sipes@hawaii.edu>, Penny-Bee Kapilialoha Bovard <pennybee@hawaii.edu>

Aloha,

The Mānoa Faculty Senate approved unanimously the **Resolution Opposing the Board of Regents Resolution 21-06 “Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai‘i Administration to Facilitate the Implementation of Board Policy Revisions” and Attendant Changes to Regents Policy 9.201** at the October 20, 2021 Senate meeting with 51 votes (100.00%) in support; 0 votes (0.00%) opposed and 0 abstentions. The transmittal and resolution are attached.

Please feel free to contact me if you have any questions or need additional information.

Brent S. Sipes, Chair
Senate Executive Committee

John Kinder for Brent S. Sipes, Ph.D.
Administrative Officer

Mānoa Faculty Senate Office | [2500 Campus Road](#) | Hawai‘i Hall 208 | Honolulu, HI 96822 | Ph: (808) 956-7725 | uhmfs@hawaii.edu | Senate Website: www.hawaii.edu/uhmfs

2 attachments

 **20211020 Transmittal Reso Opposing the BOR Resolution 21-06.pdf**
306K

 **20211020 CAPP RESO OPPOSING PIG October 11.pdf**
144K



October 20, 2021

MEMORANDUM VIA E-MAIL

TO: Randolph Moore, Chair
Board of Regents

David Lassner, President & CEO
University of Hawai'i

Michael Bruno, Provost
University of Hawai'i at Mānoa

Sandy French, Chief Business Officer
University of Hawai'i at Mānoa

FROM: Brent Sipes, Chair
Mānoa Faculty Senate Executive Committee

RE: **Resolution Opposing the Board of Regents Resolution 21-06 “Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions” and Attendant Changes to Regents Policy 9.201**

The Mānoa Faculty Senate approved unanimously the **Resolution Opposing the Board of Regents Resolution 21-06 “Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions” and Attendant Changes to Regents Policy 9.201** at the October 20, 2021 Senate meeting with 51 votes (100.00%) in support; 0 votes (0.00%) opposed and 0 abstentions. The transmittal and resolution are attached.

Please feel free to contact me if you have any questions or need additional information.

A handwritten signature in blue ink that reads 'Brent Sipes'.

Brent S. Sipes, Ph.D.
Mānoa Faculty Senate Chair

A handwritten signature in blue ink that reads 'Penny-Bee K. Bovard'.

Penny-Bee K. Bovard, Academic Advisor
Mānoa Faculty Senate Secretary



Presented to the Mānoa Faculty Senate by the Committee on Academic Policy and Planning (CAPP), the Committee on Administration and Budget (CAB) and the Committee on Professional Matters (CPM) for a vote of the full Senate on October 20, 2021, a resolution opposing proposed changes to tenure outlined in the Board of Regents resolution 21-06 and attendant proposed changes to Regents Policy (RP) 9.201. Approved unanimously by the Mānoa Faculty Senate on October 20, 2021 with 51 votes (100.00%) in support; 0 votes (0.00%) opposed and 0 abstentions.

RESOLUTION OPPOSING THE BOARD OF REGENTS RESOLUTION 21-06 “SUPPORTING THE FINDINGS AND RECOMMENDATIONS OF THE TENURE TASK GROUP AND REQUESTING THE UNIVERSITY OF HAWAII ADMINISTRATION TO FACILITATE THE IMPLEMENTATION OF BOARD POLICY REVISIONS” AND ATTENDANT CHANGES TO REGENTS POLICY 9.201

WHEREAS, at its regular meeting on February 18, 2021, the University of Hawaii Board of Regents (BOR) appointed a Permitted Interest Group (PIG) to “fully explore tenure, including its history and purpose, how tenure has evolved, current views of tenure from those outside the University of Hawai‘i system, and a review of current processes, criteria and decision-making on tenure”; and

WHEREAS, the BOR PIG to explore tenure issued a report recommending revisions to RP 9.201 “to establish policy direction in conducting promotion and tenure to ensure that University priorities and mission are met” (Report, Regents Materials for the 9/16/21 BOR meeting); and

WHEREAS, the Mānoa Faculty Senate has broad concerns with the PIG report, including proposed changes to RPs 9.202 and 9.213, this resolution is primarily concerned with the proposed changes to RP 9.201; and

WHEREAS, proposed changes to RP 9.201, Paragraph III, B., 2. (Attachment B, Regents Materials for the 9/16/21 BOR meeting) read as follows:

“Before recruitment for tenure-track positions occurs, and before award of tenure, the administration shall ensure that: (1) the position fulfills current enrollment requirements and strategic growth priorities for the university and the State; (2) there are no qualified faculty in other units that are available and that could meet the needs of the hiring unit; (3) the balance of tenure-track and other faculty is appropriate given enrollment, mission, and accreditation standards; and (4) the unit is successful and relevant in contributing to the institutional mission and goals.”; and

WHEREAS, the awarding of tenure has been historically based upon the assessment by the faculty of the professional record of the faculty member being considered for tenure and/or promotion, and not budgetary concerns; and

WHEREAS, the proposed changes to RP 9.201 would require administrative certification of the continuing programmatic need for the position, thus setting aside the quality of the faculty member’s record when being



considered for tenure or promotion if the administration were to judge that there was no programmatic need for the position; and

WHEREAS, the proposed changes to RP 9.201 move control of curriculum from faculty in the disciplines to the administration; therefore

THEREFORE, BE IT RESOLVED that the Mānoa Faculty Senate asserts that decisions about tenure shall remain based upon assessment of the professional record of the faculty member being considered for tenure and/or promotion and any decisions regarding tenure by administrators including but not limited to deans, provost, and president will be based exclusively on the faculty member's record as presented in the dossier, regardless of external budgetary needs; and

BE IT FURTHER RESOLVED that the Mānoa Faculty Senate sustains that the quality of a faculty member's record as presented in the dossier shall be the primary consideration in determining qualification for tenure or promotion; and

BE IT FURTHER RESOLVED that the faculty retain control of the curriculum, which includes the sole right to assign specific teaching duties, and to evaluate the qualifications and experience of other faculty from their unit, or other units, for that purpose; and

BE IT FINALLY RESOLVED that the Mānoa Faculty Senate rejects the changes to RP 9.201 proposed by the BOR FIG.



Submission of Testimony for the 21 October Board Meeting

1 message

Kristen Roney <ksroney@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 4:57 PM

Aloha,

Please find attached testimony from the deans, directors, and I on the report from the Tenure Permitted Interaction Group.

Mahalo.

Yours,
Kris

--

Kris Roney, Ph.D.
Vice Chancellor for Academic Affairs
Acting Dean, College of Business and Economics
University of Hawai'i at Hilo
ksroney@hawaii.edu



BoR Tenure Statement_UH Hilo VCAA and Deans.pdf

142K



20 October 2021

Aloha Regents,

In light of report from the Tenure Permitted Interaction Group and the news out of the University System of Georgia last week, the deans and directors of the University of Hawai'i at Hilo and I collectively want to share with you what we shared with our faculty last week. We wish to make clear that we are in full support of tenure at the University of Hawai'i and in AAUP's essential 1940 statement on [Academic Freedom and Tenure](#), where we are reminded that tenure serves a very specific set of functions: "Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society." That we have a very high tenure density at Hilo--that is, the percentage of tenure-line faculty as a total of the faculty body--is and should be a point of pride.

Tenure and the peer review process that supports and sustains it allows Hilo to recruit, support, and retain the dynamic and engaged faculty we have and those who will be joining us. Tenure is an essential part of the ability to model the kinds of informed and creative thinking that allows us to build student competency in writing, speaking, and mathematics, thinking critically, analytically, and creatively, problem solving and design thinking, entrepreneurship, etc.--all those outcomes we celebrate and hope for. It is not merely, as it had become in systems such as Georgia, little more than the assurance of due process (a bare minimum of AAUP's point two). As of last week, the situation for our USG colleagues was further eroded.

There is no doubt UH Hilo will need to continue to meet the changing needs of our state and island, and those changes will demand courage and creativity from us all. Such changes, radical as they may be, do not obviate the importance of robust and holistic tenure review processes--and tenure itself--to excellence in educational practice.

Yours,

Kris Roney, Vice Chancellor for Academic Affairs
(and Interim Dean of the College of Business and Economics)
Michael Bitter, Interim Dean of the College of Arts and Sciences
Keiki Kawai'ae'a, Director of Ka Haka 'Ula O Ke'elikōlani
Carolyn Ma, Dean of Daniel K. Inouye College of Pharmacy
Bruce Mathews Dean of the College of Agriculture, Forestry, and Natural Resource Management
James Mike, Dean of the College of Natural and Health Sciences
Joseph Sanchez, Director of Edwin H. Mookini Library



Report of the Tenure Permitted Interaction Group

Chai Blair-Stahn <chaibs@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 8:01 PM

To the University of Hawai'i Board of Regents,

My name is Chai Blair-Stahn and I am a lecturer in Pacific Islands Studies (Division of Arts and Humanities) at Leeward Community College. I have been employed in the UH system for approximately 3.5 years.

I am submitting this written testimony in strong opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a lecturer, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- From personal experience of my colleagues, the roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- The proposed report goes against State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. We must prioritize college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

Regarding the report from the Tenure Task Group, I am very distressed that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Chai Blair-Stahn
Lecturer, Pacific Islands Studies
Leeward Community College



BOR Testimony <bortest2@hawaii.edu>

Submission of written testimony

William Castillo <wkcastil@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 5:47 PM

re: PIG Tenure Task Group in opposition of accepting the PIG report.

--

William K. Castillo

Early College Academic Liaison and Workforce Coordinator
Leeward Community College

 **BoR Testimony 10.20.21.pdf**
63K

To the University of Hawai'i Board of Regents,

My name is *William Kahoku Castillo* and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

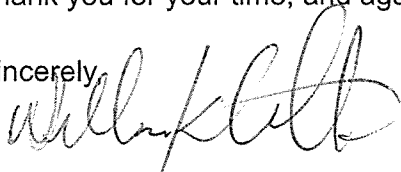
As a non-instructional faculty member, I am a *Workforce Development Coordinator* and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 8 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,



William Kahoku Castillo
Workforce Development Coordinator
Leeward Community College



Testimony Opposing BOR Resolution 21-06

Sarah Gray <skgray@hawaii.edu>
To: BOR Testimony <bor.testimony@hawaii.edu>

Wed, Oct 20, 2021 at 8:36 PM

Dear Regents,

My name is Sarah Gray and I have been a UHCC non-instructional faculty member for eight years. I am submitting this testimony in strong opposition to the recommendations made in the Report of the Permitted Interaction Group on Tenure. Over 600 pages of testimony have already been submitted by others, addressing the many problematic elements of the report and the flawed nature of this entire process. Instead of rehashing those, I'd like to highlight one of the most concerning pieces of information that has come to light in the past few weeks.

Per the admission of one Task Group member, the Group's recommended redlining of the C faculty classification in RP 9.202 was inadvertent. As such, no discussion about the ramifications of this on community college operations- or how detrimental this would be to achieving our community college missions- occurred. Additionally, not a single member of the Task Group noticed that the C classification had been eliminated before the final report was submitted to the Board. Despite this, the Group is now asking for the Board to adopt a resolution in support of their findings and recommendations, as detailed in the report.

This carelessness is deeply troubling. What else was inadvertently omitted (or included) without a thorough examination of its impact? The stakes are far, far too high for the Board to give its support to this half-baked report. Regents, I implore you to do the right thing for UH faculty and the students we serve: vote "NO" on Resolution 21-06.

Thank you,
Sarah Gray

--

Sarah Gray, Reference & Collection Management Librarian
Windward Community College Library
<http://library.wcc.hawaii.edu>
808.235.7450

Report of the Tenure Permitted Interaction Group

Lauren Kodani <ampong@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 5:57 PM

To the University of Hawai'i Board of Regents,

My name is Lauren Kodani and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to **vote no on accepting the report of the Tenure Task Group**.

As a non-instructional faculty member, I am an instructional designer and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately four years and three months.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Lauren Kodani

Educational, Communications and Technology Developer

Information Technology - IT - Instructional Design

[310 W. Ka'ahumanu Ave. | Kahului, HI 96732](#)

Office: Ka'a'ike 206A | Phone: (808) 984-3747



testimony opposing the report of the Tenure Task Group

Erika Molyneux <erikaj@hawaii.edu>
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:38 PM

To the University of Hawai'i Board of Regents,

My name is Erika Molyneux and I am a New Media Arts Instructor in the Art Department at Leeward Community College. I have been employed in the UH system for approximately eight years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look

outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Erika Molyneux
New Media Arts Instructor
Leeward Community

--

Erika Molyneux
Instructor, New Media Arts
Leeward Community College



Public Testimony Form - University of Hawaii Board of Regents

Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Gay Satsuma

Your Organization (optional)

Center for Japanese Studies, School of Pacific and Asian Studies, CALL, UHM

Your e-mail address (in case we need to reach you) *

gsatsuma@gmail.com, gay@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

To: Members of the UH Board of Regents

Thank you for serving on the UH Board of Regents.

I respectfully ask you to reconsider the conclusions of the final report by the PIG on tenure for the following reasons. 1) Faculty were not adequately represented on the committee and were not consulted. 2) Owing to the lack of representation and consultation, specialists were not properly identified, and presented as "not primarily engaged in direct instruction," when many specialists are in fact engaged in instruction and work directly with the education of students. Based on this misidentification, the report proposed to eliminate tenure for all specialists. 3) Report proposes uniform faculty classifications for the entire UH system, when

the missions of the campuses are not all the same, such as UHM as a R-1 institute vs. UH community colleges.

At a time in our country when science is being questioned to the point where people are refusing climate change and refusing to get vaccinated, the University of Hawaii must protect academic freedom.

Thank you for considering my testimony.

Sincerely yours,

Gay Satsuma

Associate Specialist

Center for Japanese Studies, SPAS

CALL, UHM

[Your Testimony \(pdf or word\)](#)

No file attached

Actions

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testimony for Oct 21, 2021 Meeting On Tenure Task Force Resolution

Andrade, Naleen <AndradeN@dop.hawaii.edu>
To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Thu, Oct 21, 2021 at 2:53 AM

I have attached a PDF of my Testimony and include it here below. Thank you very much!

Date: 10/20/2021

Testimony on: UH BOR Resolution 21-06: Supporting the Findings/Recommendations of the Tenure Task Group and Requesting the UH Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation

Submitted by: Naleen N. Andrade, M.D., Professor of Psychiatry,
UH John A. Burns School of Medicine, Department of Psychiatry.

I do not support the Resolution and proposed policy amendments because they lack an essential policy statement/reference to a statute that protects the Academic Freedom of the University of Hawai'i (UH) to uphold the four essential freedoms set forth by Supreme Court Justice Frankfurter, for academic institutions: "1) to determine for itself on academic grounds who may teach, 2) what may be taught, 3) how it shall be taught, and 4) who may be admitted to study."

For over three decades, the intrusion of Hawai'i State Government leaders from the legislative and executive branches have steadily eroded the Academic Freedom of our State University system. Without the protection of the four essential freedoms—and secure, equitable State Government funding—UH governance and executive management leaders will continue to be placed in the untenable position of expecting faculty/staff to work more hours with less resources to rise above being mired in provincial mediocrity.

The work of the Tenure Task Group is commendable for completing the huge task of clear concise language revisions, reorganizing faculty categories, and restricting tenure to Instructional and Librarian faculty, while placed Specialist faculty under the State-system of secure employment. However, underpinning this huge task was and is the unrelenting pressure and overreach of a State Government System that expects to have a premier State University system without providing the academic freedom *and* required funding to make it so—and worst, many of these public servants blame UH BOR/Administrative leaders and disparage faculty for not meeting their expectations.

As a Native Hawaiian tenured UH Professor who was educated at UH-Hilo and UH-Mānoa School of Medicine campuses. I have been a part of exceptional academic programs, research and scholarly advancement that have brought renown to UH and made a difference in improving the lives of Hawaii's people. In all of these advances that are the makings of a superb University, State funding was only 25-28% of the budget—the rest was paid for with extramural funding. Former UH President Fujio Matsuda asserted

that to have UH realize its tremendous potential, funding needs to be at least 55-58% of the UH budget. He was right!

Having State Government legislative and executive branches uphold the Academic Freedom of UH with sound policy and sufficient sustained funding, in turn, enables the UH BOR and Administration to protect the Academic Freedom—reinforced by tenure—of faculty members to pursue scholarly research, teach and speak in the class room/learning environments, and discover, test and expound on new knowledge without the threat of “institutional censorship or discipline” because it is the primary function of institutions of higher education to promote the interests of its faculty *and* the institutions that support them, and further the public well-being through the search for truth.

Naleen N. Andrade, M.D.

Professor of Psychiatry, Clinical Director

& Senior Mentor Research Division


Department of Psychiatry,

John A. Burns School of Medicine

[1356 Lusitana Street](#), 4th Floor

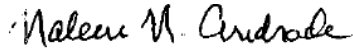
Honolulu, HI 96813

Email: andraden@dop.hawaii.edu

 **Naleen_Andrade_BOR_testimony for Oct-21-2021.pdf**
43K

Date: 10/20/2021

Testimony on: UH BOR Resolution 21-06: Supporting the Findings/Recommendations of the Tenure Task Group and Requesting the UH Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation



Submitted by: Naleen N. Andrade, M.D., Professor of Psychiatry,
UH John A. Burns School of Medicine, Department of Psychiatry.

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For over three decades, the intrusion of Hawai'i State Government leaders from the legislative and executive branches have steadily eroded the Academic Freedom of our State University system. Without the protection of the four essential freedoms—and secure, equitable State Government funding—UH governance and executive management leaders will continue to be placed in the untenable position of expecting faculty/staff to work more hours with less resources to rise above being mired in provincial mediocrity.

The work of the Tenure Task Group is commendable for completing the huge task of clear concise language revisions, reorganizing faculty categories, and restricting tenure to Instructional and Librarian faculty, while placed Specialist faculty under the State-system of secure employment. However, underpinning this huge task was and is the unrelenting pressure and overreach of a State Government System that expects to have a premier State University system without providing the academic freedom *and* required funding to make it so—and worst, many of these public servants blame UH BOR/Administrative leaders and disparage faculty for not meeting their expectations.

As a Native Hawaiian tenured UH Professor who was educated at UH-Hilo and UH-Mānoa School of Medicine campuses. I have been a part of exceptional academic programs, research and scholarly advancement that have brought renown to UH and made a difference in improving the lives of Hawaii's people. In all of these advances that are the makings of a superb University, State funding was only 25-28% of the budget—the rest was paid for with extramural funding. Former UH President Fujio Matsuda asserted that to have UH realize its tremendous potential, funding needs to be at least 55-58% of the UH budget. He was right!

Having State Government legislative and executive branches uphold the Academic Freedom of UH with sound policy and sufficient sustained funding, in turn, enables the UH BOR and Administration to protect the Academic Freedom—reinforced by tenure—of faculty members to pursue scholarly research, teach and speak in the class room/learning environments, and discover, test and expound on new knowledge without the threat of "institutional censorship or discipline" because it is the primary function of institutions of higher education to promote the interests of its faculty *and* the institutions that support them, and further the public well-being through the search for truth.



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Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Jason K P Higa

Your Organization (optional)

University of Hawai'i at Mānoa - JABSOM

Your e-mail address (in case we need to reach you) *

jkenjih@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

Dear University of Hawai'i Board of Regents,

My name is Dr. Jason Kenji Higa and I am an Assistant Professor and Medical School Course Director in the Dept. of Anatomy, Biochemistry, & Physiology and Office of Medical Education at the UH Mānoa John A. Burns School of Medicine. I have been employed in the UH system for approximately five and half years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, including researchers and specialists. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns and would like to emphatically support my fellow research, specialist, and non-instructional colleagues:

- **The roles and responsibilities of researchers, specialists, and non-instructional faculty members are critical to the success of students**
- **The roles and responsibilities of non-instructional faculty support the ability of instructional faculty like myself to focus on teaching** by absorbing various aspects of providing services to students and university infrastructure
- **The work of researchers, specialists, and non-instructional faculty are essential** for the functioning of the medical school and the greater Mānoa campus
- **Researchers teach students skills that go beyond the standard curriculum.** When I worked as a research lab assistant during my undergraduate years at UH Mānoa, I experienced the increased mentorship, opportunities to learn more advanced skills, and the thrill of discovery that provided an enriching educational experience that no standard undergraduate lab could match.
- **Research faculty provide mentorship and opportunities to undergraduate and graduate students.** I refer undergraduate students who are interested in medical research to research faculty, who are more than eager to have them. If researchers are demotivated or disincentivized by removing tenure or the possibility of tenure, we will lose the ability to have stable research labs. **Without dedicated researchers, undergraduate students will lose the opportunity to experience working in world-class research labs.** UH Mānoa is *the* only Carnegie Classification R1 (Doctoral Universities – Very high research activity) University in Hawai'i- the highest Carnegie Classification of Institutions of Higher Education possible. Some states don't even have an R1 university - a lack of support for our researchers could threaten our status on the national and global stage.
- **Specialists and research-focused faculty are experts with decades of experience.** Instructional faculty like me do not have the additional time, nor training to absorb all of the workload, duties, and responsibilities that our researchers and specialists perform.
- **Specialists at the medical school run core facilities, services, and programs that are essential to the medical school curriculum.** For example, we have anatomy, histology, and medical simulation labs that are run by specialists who have years of real-life work experience in their respective fields. Specialists have to coordinate and accommodate the curricula of multiple medical and graduate classes - even if they are not listed on the official course catalog listings, their services are essential for medical education. **Removal of tenure from specialists would threaten our ability to retain these experts and inadequately recognize the years they have devoted to coordinating these facilities and programs with our medical school curriculum.**

Mahalo for your consideration, and at the very least, I ask that you recognize how research and specialist faculty provide a variety of essential educational services that benefit all levels of education and campuses in our UH community.

With sincerity and aloha,

Dr. Jason Kenji Higa
Assistant Professor- Dept. of Anatomy, Biochemistry, & Physiology
Course Director - Office of Medical Education
John A. Burns School of Medicine
The University of Hawai'i at Mānoa

[Your Testimony \(pdf or word\)](#)

No file attached



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Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Nicole Reyes

Your Organization (optional)

UHM Department of Educational Administration

Your e-mail address (in case we need to reach you) *

reyesn4@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

Please see attached letter.

Your Testimony (pdf or word)

[BOR Testimony - Reyes, Nicole \(Oct 2021\).pdf](#) (157.3 kB)



UNIVERSITY
of HAWAII
MĀNOA

October 19, 2021

To Chair Moore and the Board of Regents:

My name is Nicole Alia Salis Reyes, and I am an associate professor in the Department of Educational Administration at the University of Hawai'i at Mānoa. Having recently earned tenure, I have been employed in the UH System for just over five years now. I am writing this **statement in opposition** to the Board of Regents Permitted Interaction Group (PIG) Draft Resolution 21-06 "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation." I share the myriad concerns that many of my colleagues across the UH System have outlined in detail in their testimony on this issue. To these, I would like to add my perspectives as a scholar in the field of higher education research and as an instructor of graduate students in our higher education program.

As my fellow faculty from the COE Faculty Senate have outlined in their letter of testimony, "Tenure is not about job security. Tenure is about protecting academic freedom." Academic freedom, moreover, entails the free and unencumbered pursuit of knowledge. In their 1940 Statement of Principles on Academic Freedom and Tenure, the American Association of University Professors along with the Association of American Colleges described tenure as "a means to a certain end" (p. 14). More specifically, through its provision of full academic due process, tenure provides a vital means for ensuring that faculty have the autonomy to engage in scholarly pursuits that they merit worthy, even when these pursuits may be politically unpopular. The AAUP and AAC further explained the imperative of academic freedom in the academy:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. (p. 14)

This statement was foundational in the establishment of tenure at academic institutions across the U.S. and it remains relevant today. While the number of tenured faculty positions may be shrinking across the U.S. due to institutions' increasing reliance on adjunct faculty for cost savings, literature suggests that this may be at the peril of higher education as we know it. This is not because adjunct faculty do not strive to do good work but because, due to their lack of

tenure, they are often placed in precarious positions with minimal resources or support to complete their job duties. From this trend, we may see that academic freedom remains elusive without the protections and security provided through tenure. If the BOR were to vote yes on the PIG report recommendations, this would effectively end tenure for several faculty classifications, including specialist, research, and extension classifications. In addition, though the stated possibility of tenure for instructional and librarian classifications of faculty might remain, its integrity would be greatly weakened. Such conditions could erode academic freedom across our University of Hawai'i System, preventing the system as a whole from fulfilling its mission to serve Hawai'i and the Pacific.

The work of faculty is complex and it seems often never done. In his work with the Carnegie Foundation for the Advancement of Teaching, Ernest Boyer (2016) posited that the work of faculty is four-fold, encompassing:

- the scholarship of discovery, which involves the pursuit of new knowledge through research;
- the scholarship of integration, which interprets knowledge through interdisciplinary perspectives;
- the scholarship of application, which seeks to apply knowledge to consequential problems in the real world; and, finally,
- the scholarship of teaching, which enables the transmission, transformation, and extension of knowledge.

Acknowledging and elevating the importance of *all* of these forms of scholarship, Boyer argued, "What we urgently need today is a more inclusive view of what it means to be a scholar" (p. 75). Unfortunately, the recommendations of the PIG Report on Tenure do just the opposite. They neglect to see that all classifications of faculty in the UH System engage in these various forms of scholarship, though perhaps to different degrees. Given my previous experiences as an academic advisor and my current experiences as an instructor in our higher education program, I would especially like to call attention to the work of faculty specialists. This faculty classification seems perhaps to be least understood of any other, perhaps by design. The work of faculty specialists can vary considerably, depending on the needs and responsibilities outlined in their letters of hire. However, many faculty specialists are charged with academic advising and/or student services program administration. Such work often requires that faculty specialists engage in all four areas of scholarship noted above. They must remain versed in the latest theories and best practices of their professional fields and must be prepared to evaluate the efficacy of their programs. They must be able to work across units and to apply their knowledge of theories and best practices to support the retention and success of students, especially those from backgrounds underrepresented in higher education. And, they must be able to teach students, empowering them with knowledge and skills to unlock their potential success in college. In our higher education program, we teach master's students and doctoral students who look to our program as a source of personal enrichment and professional development. Many are either in faculty specialist positions or aspire to gain faculty specialist positions. So, with this in mind, our courses must cover a broad range of topics and concepts, from quantitative and qualitative research methods to college student development theories,

from organizational theories to issues of diversity, equity, and access. To put it plainly, faculty specialists *are* scholars and, with tenure, they may be able to engage in their scholarship to the fullest extent. They play key roles in supporting our students and programs and ultimately in shaping our university for the better.

Thank you for your time and consideration. I sincerely hope that you will VOTE NO on the PIG Report on Tenure. Our university deserves better. Hawai'i deserves better.

Me ka 'oia'i'o,

Nicole Alia Salis Reyes

Associate Professor

Department of Educational Administration

University of Hawai'i at Mānoa

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Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Aya H. Kimura

Your Organization (optional)

UH-Manoa

Your e-mail address (in case we need to reach you) *

kimuraa@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

My name is Aya H. Kimura and a sociology professor at UHM. I am deeply concerned with the proposed changes to the tenure system at the University. This institution has enabled people in Hawai'i to obtain great education and pursue their dreams even when they are not wealthy. Publicly-supported higher education is important in many respects. It gives opportunities and hopes to the youth from different backgrounds, reduces inequality in society, and helps nurture vibrant community. Such mission of the institution depends crucially on academic freedom. The proposal destabilizes the tenure system, and by doing so, it endangers academic freedom. This will mean a real threat to the creative and reflective environment that the University, faculty, and students have fostered over many years.

My expertise is in Environmental Sociology and I and my students research on potentially controversial issues such energy, resource extraction, and pollution cases. Destabilizing tenure would mean not only a chilling effect on faculty research but also on research conducted by students. For instance, it is a faculty member who is a principal investigator to the dissertation research proposal submitted to the National Science Foundation. Academic freedom is crucial for students whose creativity and audacity often propel the field forward to address important and emergent questions.

Second, the proposed changes to the “performance evaluation” are questionable. There seems to be a misunderstanding that there is no review after tenure, but there already is. The proposed change implies that it will be done by the more-removed level of administration so as to compile “an annual report” at the campus or university level. The likely format of the proposed evaluation at the higher administrative level would be one-size-fits-all and quantifiable if it is forced to aggregate data. It is important to point out that sometimes our research and teaching not only meet the present demands; we also work in a way that anticipates the *future* needs. My field of Environmental Sociology did not exist several decades ago. But today, there is no denying that the environmental problems are serious issues and that the solutions require the understanding of social and political dynamics. If the burgeoning environmental sociology researchers had been judged on the matrix that privileged the quantifiable and standardized indicators that only measured the short-term performance when the field was taking off, I am not sure if we have the discipline that is vibrant as is now today.

Third, the proposed performance evaluation, as is done by the more removed level of administration, would fail to capture many works that the faculty do as educators. For instance, I have a former student who was an undergraduate at Manoa several years ago. She is a local girl. A bright student, she was a Sociology major at Manoa. She is now in a prestigious MA program in an Ivy League school. Last year, she contacted me because she was interested in going further and pursuing a Ph.D. She is interested exploring the intersections of health and sustainability- which I think we can agree that an extremely important question to be addressed today. I met with her online to discuss different ideas, exchanged emails and will likely write recommendation letters for her Ph.D. applications. How would that appear in the proposed “performance evaluation”? It would likely be something like “1 recommendation letter written.” But does this kind of “matrix” capture the time that faculty members spend in mentoring and training students?

In short, I oppose the proposed changes as they are likely to stifle innovative research and teaching and discourage mentoring of students.

Sincerely,

Aya H. Kimura

[Your Testimony \(pdf or word\)](#)

No file attached



DO NOT WEAKEN TENURE AT UH

1 message

mak221@aol.com <mak221@aol.com>

Thu, Oct 21, 2021 at 7:20 AM

Reply-To: mak221@aol.com

To: "bor@hawaii.edu" <bor@hawaii.edu>, "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Aloha Randolph G. Moore and other Regents,

I am writing as a retired University faculty member to ask you not to weaken tenure at UH.

Tenure's purpose is not to guarantee any teacher a job. It is to protect any teacher from undue influence of Government, Corporations, or Private Interest Groups.

We are in an unprecedented time of attacks on college teachers, both from the Left and Right. The right to research a subject is under siege. Professors must know they will be protected if their views are attacked by malicious individuals or groups.

It is hard enough to get qualified faculty to move to Hawaii. Don't ruin UH by making it even harder.

Mahalo,

Mark A. Koppel, Ph.D.
Umauma

Public Testimony Form - University of Hawaii Board of Regents

Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

Your Name (required) *

Carolyn Stephenson

Your Organization (optional)

individual -- member of UH Manoa faculty

Your e-mail address (in case we need to reach you) *

cstephen@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Stephenson testimony opposing Tenure PIG.docx](#) (16.8 kB)

Testimony of Carolyn Stephenson 10/21/21 in opposition to the Report of the Tenure PIG

Esteemed Chair Moore, and members of the Board of Regents,

I write to express my opposition to the report, resolution and recommendations of the Permitted Interaction Group on Tenure. I am a tenured faculty member of the Political Science Department, where I have served since 1985. I have also served for many years on the Manoa Faculty Senate, including on the Senate Executive Committee, the Committee on Academic Policy and Planning, and I currently serve on the Committee on Administration and Budget. I speak in my individual capacity.

Academic freedom is a bedrock of institutions of higher education. It is critical to the pursuit of truth which is a fundamental principle of education. It is critical to the creation and dissemination of knowledge that are basic purposes of higher education. Tenure is a foundational system that helps to guarantee academic freedom. Yet the Tenure Permitted Interaction Group (PIG) treats tenure as if it were a problem, rather than a foundational underpinning of higher education. It undermines that very system that is fundamental to academic freedom.

An overwhelming number of individuals, administrators, faculty committees, and faculty senates from across the UH system have written to oppose the report and conclusions of the PIG report. I want to express my appreciation to those faculty and to Deans and other administrators who have clearly and cogently testified in opposition, and my sadness about those who have not. I want to thank Christian Fern of UHPA for the only dissent to the PIG report and for alerting the faculty to the disastrous conclusions of the PIG.

To reiterate and stress key points already made in written and oral testimony briefly, the Tenure PIG had both **procedural** and **substantive** problems.

The Tenure PIG:

1. did not follow the mandate given to it by the BOR February 18, 2021 and instead decided to present another agenda and recommendations,
2. did not have the membership the Board minutes state for it, but instead did not include faculty members,
3. violated the strictures against governmental or other external interference in substantive or educational decision-making put forth by the Western Association of Schools and Colleges (WASC), the organization that is conducting our re-accreditation this fall (see WASC Handbook of Accreditation 2013, Criteria for Review 1.5),

With respect to substantive problems, the Tenure PIG:

4. recommended changes to the tenure system that would weaken tenure, by introducing criteria unrelated to professional merit to the tenure review, by moving periodic review from a peer-review process to administrative review, and by reducing faculty classifications, and
5. failed to demonstrate its understanding of the importance of tenure to academic freedom and the basic mission of the university in the production and dissemination of knowledge.

In addition, it may be important to note that, while the percentage of tenured faculty appears to have gone down nationwide, the universities that have continued to have high percentages of tenured faculty are the best universities. Tenure is critical to recruitment and retention of top faculty. If we restrict the number of tenured faculty, we run the risk of being in a “race to the bottom,” rather than to continuing to aspire to be among the top research and teaching universities.

The Board of Regents has the responsibility, along with faculty and administration, to ensure the continued excellence of the University of Hawaii. Instead, the Tenure PIG has brought an attack on tenure and on faculty, when the BOR should be supporting them. The problem at the University of Hawaii is not tenure, but the continued reductions in state support for university education, as Dean Osorio has pointed out in his written testimony.

Higher education is both a private good, in that it provides benefits, both intellectual and financial, to students who take courses and receive degrees, and a public good, in that it leads to an educated society, citizenry, and workforce. Similarly, tenure is both a private good, in that it provides job security for faculty but also, more importantly, a public good, in that it provides for the academic freedom that underpins the creative production and dissemination of knowledge.

I ask you to read the two resolutions that were passed UNANIMOUSLY yesterday by the UH Manoa Faculty Senate, both of which ask the Board to reject the report and recommendations of the Tenure PIG. This is the first time I can remember that resolutions passed the Senate unanimously. Faculty members, often a fractious and creative group, often find it difficult to agree, but they agreed unanimously that the report of the PIG is unacceptable.

Finally, I urge the Board and the highest levels of UH administration to be aware of the dangers of the PIG report and other actions to the ongoing re-accreditation of the University of Hawaii at Manoa by the Western Association of Schools and Colleges (WASC). A significant WASC accreditation criterion is that: “The institution does not experience interference in substantive decision or education functions by governmental ... or other external bodies”

(WASC Handbook of Accreditation 2013, Criteria for Review 1.5)

WASC also requires that the faculty of an individual campus “exercises effective academic leadership.” (WASC CFR 3.10). I hope that the Board will not kowtow to the legislature’s attempts at interference, and will also not allow the highest levels of the UH administration to move curricular decisions from the Manoa campus faculty to the UH System level, both of which will threaten UH Manoa’s re-accreditation.

I urge that the work to be done by the Board Committee on Personnel Affairs and Board Governance, as proposed by Chair Moore, keep in mind that tenure is an asset, not a problem, for the university and the state. While the legislative requests for data on tenure are appropriate, their attempt to meddle in recommendations for the tenure system are not. I hope that the Board of Regents will ensure Manoa’s re-accreditation by not allowing legislative interference.



Importance of Tenure in a Political Environment

1 message

Wade <tanakawa@hawaii.edu>

Thu, Oct 21, 2021 at 8:11 AM

To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Dear Board Members,

My name is Wade Tanaka and I am a Range 5, Non-Instructional Faculty, more importantly a Counselor at Kauai Community College. I have dedicated nearly 32 years to Kauai Community College and to the University of Hawaii. During my tenure, I have witnessed amazing changes within the University of Hawaii and believe that I have made continuous contributions throughout.

I will begin my statement with an acknowledgement that Academic Counselors are Curriculum experts at college campuses. Working with students to effectively navigate through academic programs at his or her home institution while being cognizant of articulation needs to effectively and efficiently transfer to potential programs within and outside of the University of Hawaii requires a counselor to be very competent and knowledgeable on many levels.

To evidence this statement, I believe it is necessary to share that I have been involved with the initial development of the course prerequisite rules system for our UH System Student Information System, Banner. My knowledge of course prerequisites made it easy for me to quickly develop the Banner rules for Kauai Community College which allows students to seamlessly register for their courses. Years later, when STAR Academic Essentials started, I wrote all of the program rules and maintained the program for Kauai CC for at least 8 years. I also served on the STAR Steering Committee as one of the founding members.

I served on the University Council on Articulation for 3 separate terms, the most memorable experience was impacting the articulation policy E5.209. One of the guiding principles of this policy is to not hold our students' hostage in the matriculation process.

I served Kauai Community College as Curriculum Committee Co-Chair for two separate terms, the first in a very critical time for the college as Kauai Community College was facing exile from the University of Hawaii General Education agreement as we were a few years behind in aligning our AA Degree with the System structure.

These few examples, I hope, illustrate to you the value of Counselors on a macro level, not to mention my daily work in helping my students reach their goals on the micro level. As others will testify, Counselors are crucial in all onboarding, retention and completion student development phases.

I do realize that Non-Instructional Faculty are the "lowest hanging fruit" in doing away with the tenure system and Unions in the University of Hawaii. It did make me chuckle when I read your policy disqualifying Librarians from this discussion. No offence to my Librarian friends and colleagues, but this illustrated to me how "in-touch" the Board is and how active politics is at all levels.

With all of this said, I fully believe that my Tenure to Kauai Community College and University has afforded me the ability to speak my mind and always work to improve programs and systems we work with which ultimately impact the students I work for. I know that professionally, I would not have weathered through a few of our Administrators that I have worked

under, nor would have been able to engage at the levels or shown leadership on campus without Tenure as I would be seen as a second class citizen to Instructional Faculty.

In closing, I urge you to please be careful when wielding such a big hatchet as you may accidentally cut off your foot.

Sincerely,
Wade Tanaka
Professor Counselor, Kauai Community College

Sent from [Mail](#) for Windows

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Your Name (required) *

Hannah Tavares

Your Organization (optional)

Your e-mail address (in case we need to reach you) *

hannaht@hawaii.edu

Board of Regents Agenda Item (required) *

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) *

Comments Only

Your Testimony/Comments

I would like to go on record that I am against and oppose the Tenure PIG's report and recommendations. I am deeply troubled by the lack of faculty representation on the Tenure PIG and stand firmly with the points raised provided by UHPA Executive Director, Christian Fern.

Your Testimony (pdf or word)

No file attached