

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.

*****All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) *

Naava Simckes

Your Organization (optional)

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

naava@hawaii.edu

Board of Regents Agenda Item (required) *

SBCTE - IV.A. Overview of Career and Technical Education Organizational Structure

Your Position (required) *

Comments Only

Your Testimony/Comments

Aloha.

My name is Naava Simckes, and I am writing to you as a concerned UH Manoa student. I arrived on campus, November 6, 2023, at 10:00 AM, just to walk past Campus Center and see a table set up with huge signs spreading anti-Israel propaganda. It has now been about a month since I consciously removed my Jewish star necklace, my necklace of Israel, and made an effort to cover my tattoo in Hebrew in an attempt to conceal my Jewish identity on campus. Since October 7th, 2023, anti-Semitism on a global level has risen substantially, and we have seen that college campuses nationwide have become extremely dangerous places for Jewish people. Since October 7th, I have witnessed UH students posting anti-Semitic propaganda on their Instagram stories, UH RIOs promoting protests that use chants calling for the erasure of the Jewish people, students walking around with Palestinian Keffiyehs (which is now used as a symbol of Palestinian resistance) hanging out of their back pockets as though it were a bandana, and have seen posters spreading false

information plastered around campus. While I understand that these actions are done in the name of free speech, when individuals promote the erasure of Israel and the Jewish people, doesn't it cross the line from free speech to hate speech? UH Manoa is supposedly a diverse and inclusive institution, one that does not allow for the discrimination of any individual based on their race, religion, or ethnicity. When I come to campus and see individuals wearing a Palestinian Keffiyeh and see posters invalidating Israel's right to exist, how am I supposed to feel supported, included, and welcome?

On October 7th, a community member of mine was murdered at the Nova festival in Israel. While I mourn her brutal murder at the hands of Hamas terrorists and the thousands of others murdered in cold blood, while also praying for the return of the hostages, and fearing for my grandparents, cousins, sister, and friends, I come to campus to see people validating Hamas' actions in the name of "resistance," invalidating Israel's right to exist, and supporting the narrative that my blood is cheap because I am a Jew.

I am asking UH as a community member, student, and as a concerned young Black Jewish woman to do better. To not allow hate speech in the name of "free speech" and to recognize the difference between activism and anti-Semitism. I am asking UH to include Jews in their claim for inclusivity and do their part in making this campus safe for Jews, Israelis, and Arabs.

Thank you for your time.

Naava Simckes

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

No file attached

BOR Agenda Item IV.D

1 message

Kyle Kajihiro <kyle.kajihiro@gmail.com>
To: bor.testimony@hawaii.edu

Wed, Nov 15, 2023 at 1:10 PM

Aloha Board of Regents.

Thank you for the opportunity to testify on this agenda item. I am a new tenure-track faculty and a long-time lecturer at UHM. My testimony addresses BOR Agenda Item IV.D.

The sweeping changes proposed by RP 9.202 (Reclassification of faculty), RP 213 (Teaching and workload assignments), and RP 9.214 (Evaluation of BOR appointees) go beyond what was requested by the joint senate and house resolution.

Under RP 9.202 Classification Plans and Compensation Schedules, **I oppose III E**. The proposed changes would create classes of tenure-eligible and non-tenure eligible faculty. It opens the door to institutionalizing precarious non-tenure track jobs, including I2B-D (proposed in the new 4-year faculty classification). The combination of diverse faculty endeavors at UHM in the name of aligning them with other 4-year universities is ill-conceived. It abolishes S-faculty and shows no understanding of the valuable contributions that S-faculty make to the University and community.

Under RP 9.213 Evaluation of BOR Appointees, **I oppose III B**. I am concerned about the proposal to conduct periodic review of tenured faculty. These proposed changes undermine the authority of units and chairs to develop personnel policies that govern peer review and evaluation of tenured colleagues; it gives the administration excessive power over personnel policy. This top-down process contradicts the existing T&P criteria, which was approved by UHPA in 2015.

Under RP 9.214 Teaching and Workload Assignments, both the conceptual framework for workload equivalencies and the actual authorization of equivalencies have been moved to the Provost level. This concentration of authority breaks the long-standing precedent of Chair-level authority. Teaching and workload policies are best developed at the unit level since the assignment of teaching, research, and service varies across units. A matrix of "productivity" metrics as proposed could not possibly capture the multidimensional and complex work done by faculty at UHM. It would have the effect of siloing the work and ultimately weakening UHM.

Instead, I urge the BOR to adopt the existing language in the ["Joint Statement of the University of Hawai'i \(UH\) and the University of Hawai'i Professional Assembly \(UHPA\) on systemwide guidance for the promulgation of workload policies and workload assignments."](#)

I object to III C because it provides no protection for units and faculty that may be seen as "underperforming" under the proposed workload and work equivalency guidelines.

I object to III D. The UHPA-BOR CBA UHPA CBA Article IV B. 3 has clear language on the authority of the chair to determine workload and work assignment with faculty. The BOR proposal impacts the CBA.

Thank you for the opportunity to testify.

Sincerely,
Kyle Kajihiro
Assistant Professor, Ethnic Studies

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Your Name (required) *

jan minoru javinar

Your Organization (optional)

University of Hawaii West Oahu

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

javinar@hawaii.edu

Board of Regents Agenda Item (required) *

BOR - VI.D. Recommendation to Approve Amendments to Board of Regents Policy (RP) 9.202 Classification Plans and Compensation Schedules, RP 9.213 Evaluation of Board of Regents' Appointees, and RP 9.214 Teaching Assignments for Instructional Faculty to Address the Administration's Recommendations in Response to Hawaii'i State Legislature's Senate Concurrent Resolution 201 SD1 HD1

Your Position (required) *

Oppose

Your Testimony/Comments

Testimony presented to University of Hawaii Board of Regents, 11-16-23 by
Dr. Jan Minoru Javinar, Faculty in Student Affairs
University of Hawaii West Oahu (UHWO)

Related to AMENDING RP 9.202 CLASSIFICATION PLANS

Regents:

Good morning Chair Nahale-a, Vice Chair Lee, Vice Chair Wilson, and other members of the Board. My name is Jan Minoru Javinar, son of a father who emigrated from a rural province in northern Philippines called Ilokos Sur, and grandson on my maternal side of immigrants who hailed from Yamaguchi, a southern province in Japan who likewise worked on Hawaii's plantations. I have served in state employment since 1978 and with the University since 1982. I have proudly served as a faculty member for 35 years this fall and have been tenured for at least 30 years.

I seek your kokua and intervention **TO OPPOSE** the adoption of amendments to RP 9.202 **without a concurrent review and approval** of related amendments to EP 5.221. The amendments to RP 9.202 delegates classification of faculty personnel from the Board to the President which violates the letter of state statutes, HRS 304A-1002, that explicitly devolves authority to adopt a faculty classification schedule upon the Board and not the President.

Should you, members of the Board, approve the proposed amendments as crafted, you will contribute to the elimination of faculty in support areas like student affairs/student services which serves to teach, coach, advise, and support students in their learning, growth, development, and success. Additionally, with your approval, the primary duties and responsibilities of faculty in student affairs qua specialized educational services will be erased. Consequently, University policy will forever enshrine constricted views of faculty work and the purposes of a college education.

While the University Administration has never espoused the *intent* of the proposed changes to RP9.202 and EP5.221, as that of eliminating faculty in student affairs, the *impact* of the proposed language achieves the discriminatory effect of prohibiting professionals of color from ever becoming tenured faculty at our 4-year campuses.

Professionals of color are denied opportunities to serve as faculty in our 4-year campuses

A. The proposed collapsing of Specialist Faculty, the classification most common for faculty in student affairs, into the new F classification prevents future professionals of color from becoming faculty with tenure at the 4-year campuses without possession of a doctoral degree. Professionals of Asian & Pacific Islands descent comprise more than a majority of non-instructional and community college faculty. IRAO data for Fall 2019 thru Fall 2022 display an average 53% and an average 51% of non-instructional and community college faculty respectively, reporting Asian-Pacific ethnicities. These categories of faculty typically require a master's degree as the academic requirement. The loss of the specialist faculty classification will no doubt lower the percent of, and foreclose the likelihood of faculty reporting Asian-Pacific ethnicities after the amendments to RP9.202 are adopted.

B. Research findings posit that students from racial minority and lower socio-economic backgrounds increase their sense of belonging and mattering when the faculty and staff in the college environments reflect their own under-represented backgrounds (Cole, D. et al, 2019; Hoyt, J.E., 2021; Kezar, A. & Kitchen, J., 2019; & Moore, M, 2022). With this greater sense of belonging and mattering, students from under-represented backgrounds persist towards college completion.

C. Students learn, grow, and develop best when their faculty members not only look like them, but also recognize the challenges they face, understand their ways of doing, and welcome and work with their differing expectations.

D. UHWO's faculty, described as the most diverse in the nation (Chronicle of Higher Education Almanac, 2020-2021) with diversity seen as an asset for "providing students a diverse and fulfilling experience" (ibid) will be impacted with the imposition of the new F classification.

E. By eradicating faculty positions in student affairs and replacing it with the new F classification which carries the requirement of a doctoral degree to be tenure eligible, the University Administration is moving towards erasing faculty diversity in the student support arena since 100% of faculty in student affairs at UH West Oahu come from similar under-represented upbringings as the students they serve.

F. With less diverse faculty in student affairs, this move across the 4-year campuses will foster an environment that reduces students' sense of belonging and mattering to the 4-year campus and thus, adversely affect their persistence towards college completion.

Unfair, inequitable, and discriminatory classification system of faculty will result from the adoption of the proposed amendments to RP9.202 and EP5.221

A. While the proposed amendments succeed in reducing the alphabets in the soup of faculty categories, it sets up a discriminatory system that privileges one category over another.

B. The proposed amendments discriminate against faculty in support areas at the 4-year campuses with elimination while comparable faculty in support areas at the 2-year campuses are allowed to remain.

C. Whereas the 2-year faculty in support areas only require a bachelor's degree with 3 years of work experience and remain tenure-eligible, their 4-year counterparts will require a doctorate to even be considered tenure-eligible.

D. Inequity abounds even within the 4-year faculty group in support areas as some categories like Extension Agents and Librarians are favored and privileged to exist while faculty performing other specialized educational services are erased, never acknowledged, and rendered extinct.

E. The most injurious impact that will result from the proposed amendments is that a caste system of faculty is created and allows for different qualifications in terms of credential and years of work experience required. This discrimination in qualifications underscores the inequity that faculty at the 2-year campus receive the same base wage rates as faculty at the 4-year campuses even though the academic credential they require is less than a master's degree. The disparity of qualifying to become faculty at the 2-year campus over the 4-year campus is exacerbated for the CC faculty who unfairly receive the same base pay as the proposed F faculty.

F. If the category of faculty working in support areas at the 4-year campuses is proposed for deletion and/or collapsing into the F category, shouldn't all faculty working in support areas be treated the same such that the F category would apply even at the 2-year campuses and to those Agents and Librarians at the 4-year campuses? Additionally, since the University negotiated the same base annual salary amounts for all faculty categories, shouldn't the credential requirement and minimum years of work experience not be discriminately applied and made different?

The "ASK"

I seek your kokua and intervention **TO OPPOSE** the adoption of amendments to RP 9.202 **without a concurrent review and approval** of related amendments to EP 5.221. If the Board moves to approve the amendments, you collectively will create a system of discrimination among the different faculty categories and work to oppose the University's commitment to non-discrimination, fairness, and equity.

Thank you for your support of the work of our university faculty in meeting student needs. Please feel free to contact me via email (javinar@hawaii.edu) or work landline (808.689.2671) if you have any questions or require additional information.

References

Chronicle of Higher Education Almanac, 2020-2021, as reported in UH News, 10-16-20.

Cole, D., Newman, C. B., & Hypolite, L. I. (2020). Sense of Belonging and Mattering Among Two Cohorts of First-Year Students Participating in a Comprehensive College Transition Program. *American Behavioral Scientist*, 64(3), 276-297.

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

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