

Public Testimony Form - University of Hawaii Board of Regents

EāVhZ°egdk'YZ'ndj gīZhi' b dcn'dc'ī] h' [dgb [dgi] Z'cZmi' J c'kZgh'↑n'd[°= VI V^{xx}
7dVgY'd[°GZ\Zcih' b ZZi' c\#B V' Z'hj g'ndj °cXaj YZ'Vaai] Z'g'zfj ZhiZY°
c[dgb Vi' d'c'hd'ī] Vi' i] Z'7dVgY'd[°GZ\Zcih' h' W~~W~~id' XaZVgnj' cYZghi VcY'ī] Z'
iZhi' b dcn'egdk'YZY#

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

Ndj g'CVb Z' g'zfj g'ZYf' 

CWkV'Hb X Zh

Ndj g'Dg\ Vc' bVi' d'c' d'ei' d'c'Va

Ndj g'Z'b V'aVYYg'zh'h' c'c'XVhZ'1 Z'cZZY' id' g'VX] 'ndj f' 

cWkV5] VI V^{xy}ZYj

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8db b Zcih'Dcan

Ndj g'l' Zhi' b dcn' \$8db b Zcih

6ad] V#J

B n'cVb Z' h' CWkV'Hb X Zh! VcY' >Vb 1 g' f' c' d' id' ndj Vh' V' Xdc' XZg' c' ZYU = 'B VcdV' hij YZci' #Vgg' kZY' dc' Xvb ej h' CdkZb VZg'+!
' % (!Vi' &%%%6B !j hi' id'1 Vā' eVhi' 8Vb ej h' 8Zci Zg' VcY' hZZ' V'i W~~W~~ hZi' j e'1 f'] j \Z' h' ch' heg' VY' c' \ Vci' ^' hg' /Zā
egle\ VcYV# #j] Vh' cdl' VZc' Wdij i V' b dci] h' c' XZ' > Xdch' X' d'j han' g' b dkZY' b n' ?Zl' h] 'hi Vgc' ZX' d' /XZ! 'b n' c' ZX' d' /XZ' d[° hg' /Zā
VcY' b WYZ' Vc' Z' [[dg' id' XdkZgb n' i' Viidd' c' = ZVg'Zl' °c' Vc' ViiZb ei' id' Xdc' XZVab n' ?Zl' h] °YZci' ↑n' d'c' Xvb ej h' H' c' XZ' D' Xid' WZg'
, i] !' % (!Vci' ^' HZb ↑ h' b' d'c' V' \ ad' Wāā' kZā] Vh' gh' Zc' h' j Vhi' Vci' Van' VcY'1 Z'] VkZ' h' ZZc' i] Vi' Xda' Z' \ Xvb ej h' Zh' c' Vi' d' cl' 'YZ'] VkZ'
VZ' Xdb Z' Z' n' i' g' Zb Zan' YVc' \ Zg' j h' ea' /XZ h' [dg' ?Zl' h] °eZdea' #H' c' XZ' D' Xid' WZg, i] !' >] VkZ'1 ↑c' Zh' h' ZY' J = 'hij YZci' h' edhi' c' \ Vci' ^'

č[dg Vi čc`ea/hiZgY`VgJj cY`XVb ej h#L] ž`>j cYZghVcYi] Vi i] ZhZ`VXi`đch`VgZ`YdcZ`c`i] Z`cVb Z`d[(`gZZ`heZZX] !l] Zc`
čY`k`Yj Vh`eglb diZ`i] Z`Zg/hj g`d[`hg/ZaVcYi] Z`?Zl` h] `eZdeā!`YdZhcfl`↑`Xgllh`i] Z`acZ`[gpb` [gZ`heZZX] i`d] ViZ`heZZX] 4
J = `B VcdV`h`hj eedhZYan`V`Y`kZghZ`VcY`cXaj`h`kZ`c`hi`↑] i`đcl`dcZ`i] Vi`YdZh`cdi`Vadl` [dgi] Z`Y`hXgb` čVi`čc`d[`Vcn`čY`k`Yj`Vā
WwhZY`dc`i] Z`g`g/XZ!`g`a`đc!`dgZi] c`X`↑`n`#L] Zc`>Xdb Z`id`XVb ej h`VcY`hZZ`čY`k`Yj`Vah`l` ZVgč`\\`V`E`Vāhi`č`Vc`@ZĀ`nZ] `VcY`
hZZ`edhiZgh`č`kVaYVi`č`\\`hg/Zah`g`\\] i`i`d`Zm`hi!] dl` `Vb` `>hj eedhZY`i`d[ZZāhj`eedgZY!`Q

BOR Agenda Item IV.D

Kyle Kajihira

I oppose III E

I oppose III B

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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 aff

<https://doi.org/10.1177/0002764219869417>

Hoyt, J. E. (2021). Student Connections: The Critical Role of Student Affairs and Academic Support Services in Retention Efforts.

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 M O Td(Bo)-5.9 .9 (d)TJ0d(6)Tj-16.1 lySj6T3 (-0.031 Tw 0.185 0
and grandson on my maternal side of immigrants who hailed from Yamaguchi
likewise worked on Hawaii's plantations. I have served in state employment s
1982. I have proudly served

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 minimum requirement. The loss of Specialist 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

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.