

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'WZ' id'XaZVgnj' cYZghiVcY'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'lg'zfj g'ZYf'Ū

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'XVhZ'1 Z'cZZY'id'g'VX] 'ndj f'Ū

cWkV5] VI V'ZYj

7dVgY'd[°GZ\Zcih'6\ZcYV' s'Zb' lg'zfj g'ZYf'Ū

H78I : °°K# #DKZg'Zl' d[°8Vg'Zg'VcY'1 ZX] c'XVa: Yj XVI' d'c' Dg\ Vc' bVi' d'c'Va'Hi'g' Xij g'

Ndj g'Edh'↑d'c' lg'zfj g'ZYf'Ū

8db b Zcih'Dcan

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

6ad] V#Ū

B n'cVb Z'h'cWkV'Hb X Zh!VcY'>Vb' 1 g'f'c' id'ndj 'Vh'V'XdcXZg'ZYŪ = 'B VcdV'hij YZci' #Vgg'kZY'dc'XVb' ej' h!'CdkZb VZg'+!
' % (!'Vi'&%%%6B!'j' hi' id'1 Vā' eVhi'8Vb' ej' h'8ZciZg'VcY'hZZ'V'i'WZ'hzi' j' e'1' 1]] j' \Z'h'ch'heg'ZY'c' \Vci' ^'hg/Zā
egle\ VcYV#s'] Vh'cdl' VZZc' Wd] i' V'b' dci] h'cXZ'>XdchX'dj' han'g'zb' dkZY'b' n'Zi' h] 'hiVgcZX' d'XZ!' b' n'cZX' d'XZ'd[°hg/Zā'
VcY'b' WYZ'Vc'Z[[dg' id'XdkZgb' n'i'Viidd'c' = ZVZl' °c' Vc' ViiZb' ei' id'XdcXZVab' n'Zi' h] °YZci' ↑n'dc'XVb' ej' h#H'cXZ'DXidVZg'
, i]!' % (!'Vci' ^'HZb' ↑hb' d'c' V\ad'Wāā'kZā] Vh'ghZc'hj' Vhi'Vci' Van'VcY'1 Z'] VkZ'hZZc'ī] Vi' XdaZ\Z'XVb' ej' hZ'h'c'Vi' d'cl' 'YZ'] VkZ'
VZXdb Z'Zni'g'Zb' Zan'YVc\Zg] h'ea'XZh'[dg'Zi' h] °eZdea' #H'cXZ'DXidVZg, i]!'>] VkZ'1' ↑cZhhZY'J = 'hij YZci'h'edhi'c' \Vci' ^'

č[dg Vi čc`ea/hiZgY`VgJj cY`XVb ej h#L] ž`šj 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 eedhZYanVY`kZghZ`VcY`cXaj h`kZ`c`hi`↑j` 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`čkVaYVi`č`\\`hg/Zah`g`\\] i`i`d`Zm`hi!] dl` `Vb` `>hj eedhZY`i`d[`ZZāhj eedgZY!`Q

BOR Agenda Item IV.D

Kyle Kajihiro

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 WestM 0 Td(Bo)-5.9 .9 (d)TJ0d(6)Tj-16.1 lySj6T3 (-0.031 Tw 0.185 0

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 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?