



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Higher Education
Tuesday, February 16, 2021, at 3:05 p.m.

by

Debora Halbert, Associate Vice President for Academic Programs & Policy
University of Hawai'i System

SB 1328 – RELATING TO ACADEMIC TENURE AT THE UNIVERSITY OF HAWAII

Chair Kim, Vice Chair Kidani, and members of the Committee:

Thank you for the opportunity to testify in opposition to SB 1328. This bill would revise Section §304A-1002, Hawai'i Revised Statutes (HRS), to limit tenure to faculty positions of which the primary duties are instructional in nature.

First, we believe this bill is unnecessary. During the 2019 legislative session, the Hawai'i State Senate passed SR 149 SD1, a resolution requesting (in part) the University of Hawai'i (University) Board of Regents "review and, as needed, conform the classification of its faculty to ensure greater alignment with the mission and purpose of the university." The resolution asks that the review "include a comparison of other comparable or like universities to determine what revisions, if any, to Board of Regents' policies are necessary to maintain the University of Hawai'i as a contemporary institution for academic instruction, research, strong undergraduate programs, and service, as well as institute oversight to ensure that students receive the benefit of tenured instruction." The resolution also requested the University consult with the University of Hawai'i Professional Assembly (UHPA) during the review.

The University established a working group composed of the Vice President for Academic Planning and Policy and the Provost/Vice Chancellors of Academic Affairs of the three 4-year campuses to review the faculty classification system in use at the three 4-year campuses. UHPA leadership was kept informed of progress throughout. We quickly recognized the fundamental need for a more structured and rigorous approach to recognizing the complex work of faculty across instruction, research and service/outreach. The reality is that our "I" (instructional) faculty also have expectations of research/scholarship depending on their campus, and many "R" (research) faculty also teach, even if it is not in their job description.

A White Paper was presented at the February 6, 2020, Board of Regents meeting, and testimony was received regarding faculty consultation. The original intent was to begin that process in the Spring of 2020, but that plan was first slowed by the 100% focus of faculty and leadership on the institutional pivot to address the pandemic. As that situation stabilized, we were then slowed by the retirement of Vice President Donald Straney, who had been on point for the University.

An update on the formal approach to recognizing faculty workload was presented to the Board of Regents (BOR) Committee on Personnel Affairs & Board Governance in January 2021. The slides from that presentation have been provided to the Senate Committees on Higher Education and Ways & Means in response to specific questions. This work will address the classification of faculty more comprehensively in the context of the teaching, scholarship and service/outreach mission of the University. It will also provide the framework for collapsing as many as five faculty classifications into one. We believe this work will offer an alternative and preferable method of addressing the issues raised in this bill.

Second, we note that an unintended consequence of this bill might be to actually decrease the rigor of extending employment security to faculty. All public employees covered by collective bargaining agreements (CBAs) in Hawai'i are provided with a form of employment security, generally achieved based on not being released during a probationary period. The tenure process requires significant effort on the part of the faculty member to demonstrate not just to a single supervisor, but to their peers and to the entire institution that they are worthy of the employment security that comes with tenure. The less rigorous approaches to granting employment security to other public employees represent the same "long term commitment of resources" that are noted with concern in this bill. In contrast, faculty employment security in the form of tenure must be earned through performance. If this bill were to pass, there is a likelihood that a provision similar to the employment security provisions in other collective bargaining agreements would have to be negotiated into the UHPA Collective Bargaining Agreement (CBA) for every non-tenurable faculty member. Tenure does not necessarily bestow any more rights to long-term job security than employment security provisions in non-faculty contracts; even with tenure, a faculty member can be terminated for misconduct and/or for failing to perform their job duties.

Third, we would like to return to the historic purpose of tenure. The origin of tenure was to provide academic freedom for faculty members as they explore controversial topics. This is just as important for a faculty member engaged in research as it is for an instructional faculty member. Tenure ensures that faculty can engage in controversial research that pushes the boundaries of their field forward without the threat of being punished for that work. To offer just one current example, research on climate change was a challenge over these past four years for federal researchers unprotected by tenure.

Finally, we note that tenure is a subject of collective bargaining as spelled out in the faculty CBA. The University believes that tenure is a "term and condition of employment subject to collective bargaining" and that attempting to change the scope of tenure through legislation may put this statute in conflict with HRS Chapter 89.

We appreciate the goal of this proposed bill in the context of the ongoing budget crisis. We believe it is problematic for the reasons noted and unnecessary based on the collaborative work already underway through existing capabilities to improve our tenure and classification systems.

We therefore respectfully request that this bill be deferred.

SB-1328

Submitted on: 2/12/2021 1:55:35 PM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Monica McLaren	Testifying for Friends of the UH Cancer Center	Oppose	No

Comments:

As a research university system, this makes little sense in terms of preserving and fulfilling UH's mission and position here and abroad, as well as attracting progressive, creative faculty. Only respecting and honoring instruction and devaluing research as a significant educational contribution is short-sighted and frankly, undermines education delivery in the end. As an educator, I know the dynamic that is created when an educational community balances research, curriculum development and delivery. Those three aspects complement and support each other, leading to more vibrant, effective education for all.

Mahalo for the opportunity to testify.

Monica McLaren



The Committee on Higher Education
February 16, 2021
3:05 pm, Video Conference, Room 229

RE: SB 1328 Relating to Academic Tenure at the University of Hawaii

Attention: Chair Donna Mercado Kim, Vice Chair Michelle Kidani and Members of the Committee

The University of Hawaii Professional Assembly (UHPA) **respectfully acknowledges and agrees with the committee's consideration to defer SB 1328 to provide the stakeholders time to address the concerns raised by the Legislature.**

SB 1328 Relating to Academic Tenure at the University of Hawaii, seeks to amend HRS, §304A-1002 by statutorily limiting academic tenure to faculty positions whose primary responsibilities are instructional in nature with a commitment to student achievement and success.

Tenure for eligible Bargaining Unit 7 members is outlined in the UHPA-BOR Agreement (CBA) which since UHPA's first contract with the State for the duration of March 1975 - June 1977 has been in the contract and was collectively bargained under Chapter 89, HRS. Article X, Tenure, Promotion and Contract Renewal and Article XII, Tenure and Service of the CBA outline definitions, requirements, as well as establishing the timelines, process, and protocols governing Tenure, Promotion and Contract Renewal. Each Department or Division in the University System outlines their own procedures which are approved by the administration and UHPA.

The primary duties of Bargaining Unit 7 members is outlined in Article IV, Responsibilities and Workload of the CBA. Excerpts of Article IV, subsection B, state the following:

The primary professional responsibilities of Faculty Members are teaching, research, specialized educational services, and community service.

Instructional activities encompass more than just classroom teaching. Other aspects of instruction include, but are not limited to: academic and thesis advising, supervision of instructional activities such as cooperative work



experiences, practica, internships, and practices; instructional management, tutoring; curriculum and course development and creation of teaching and instructional materials and supervision of laboratory activities.

Faculty workload is not limited to instruction. It may include disciplinary research, scholarly activities or creative endeavors. Service to the academic community, the government, the private sector, and other public interest groups; outreach programs...

In every case the assignment of credit hours shall take into account other aspects of the Faculty Member's responsibilities, e.g. research and service. In some cases, Faculty Members may not be assigned any course credit hour teaching.

We recognize that there is a misperception that not all Faculty members have an impact and commitment on student achievement and success based on their academic classifications which are misleading. As noted in the above referenced article, a Faculty member's workload is both dynamic and complex and the majority of Faculty Members are required to provide a multitude of services and support that have an impact on student achievement and success. As such, this matter deserves additional time, research, study, and attention in order to achieve and address concerns over academic tenure.

Finally, passage of this measure could bring about both statutory and constitutional issues and concerns since UHPA believes the proposed legislation would infringe upon the mandatory subjects of bargaining that are already embodied under our current CBA. UHPA, as the exclusive representative for Bargaining Unit 7, is ready and willing to work collaboratively with the University of Hawaii to review and address the concerns raised in SB 1328, Relating to Academic Tenure at the University of Hawai'i.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'C. L. Fern'.

Christian L. Fern
Executive Director
University of Hawaii
Professional Assembly

University of Hawaii
Professional Assembly

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SB-1328

Submitted on: 2/10/2021 7:29:29 PM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Lynne Wilkens	Individual	Oppose	No

Comments:

I oppose SB1328. It represents a micromanagement of UH by the legislature and it is misconceived. I have heard many times that other universities do not tenure to researchers. This is NOT TRUE. My alma mater University of North Carolina had tenured faculty lines, all with instructional classification. However, these individual faculty could move EASILY between primarily research and primarily teaching, depending on funding sources and their research interests. The UH Manoa has the instructional I classification that requires teaching AND research AND service, as befitting a research I university, and the researcher R classification that requires research AND teaching AND service, as befitting a research I university. UH also has the S classification, and some of these positions are tenurable. These are often faculty that do curriculum development, counseling, and advising or are librarians. Did you know that most of these individuals are Hawaii born and raised, often female, who are smart and hardworking and are trying to contribute to Hawaii and UH? Isn't that what the ever-desired "economic diversification" should look like?

SB-1328

Submitted on: 2/10/2021 9:52:18 PM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ronald Taniguchi, Pharm.D.	Individual	Comments	No

Comments:

"positions whose primary duties are instructional in nature" is too vague. Spell out more clearly what qualifies and disqualifies as instructional in the bill up front rather than leave it to regulators or administrators to do it later. Mahalo.

SB-1328

Submitted on: 2/11/2021 2:52:53 PM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Brian Powell	Individual	Oppose	No

Comments:

Senators,

Based upon Sen. Kim's explanation, the intent of this bill is to limit tenure only to those University faculty designated at "I" (or Instructional) to make UH have similar policies as peer/benchmark institutions and as a measure to reduce costs at UH. First, I would like to say that it is untrue that peer/benchmarks have similar policy. What is true at many universities is that faculty are not designated into categories, such as "I", "R", "S", "L", "A", etc. that exist at UH. At most universities, you are either tenure-track faculty or temporary (non-tenure track) faculty.

The historical reasons for the UH system designation are varied, some due to legislative forcing, some due to beauracracy, etc. For instance, my understanding is that some classifications were moved into BU-07 by the legislature, making them eligible for tenure. All members of these faculty designations contribute as faculty do at all other universities: in research, in teaching, and in service. The distribution between the three contributions varies for every faculty based on their hiring, but they are all (as in our peer/benchmarks) tenure-track faculty.

The net outcome of this bill would be to eliminate the classifications and all new faculty hired would simply be designated as "I" with their contribution distribution (between research, service, instruction) set when hired. It would, in fact, make it less transparent, and save no money.

So, what is the bill trying to solve? It seems purely to attack individuals that had no say in their designation when they were hired. Most "R" faculty also teach and train graduate students. Many "S" faculty conduct research and teach. Some "I" faculty do very little research and are primarily educators. Not a single faculty within the UH system fits the assumption what a faculty in a given classification is defined as.

SB-1328

Submitted on: 2/13/2021 2:03:52 PM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
MIRIAM STARK	Individual	Oppose	No

Comments:

Aloha Honorable Colleagues,

I write as a 25-year resident of Honolulu and the state of Hawai'i to object strenuously to Donna Mercado Kim's attempt to strip tenure from non-instructional positions at the University of Hawai'i. Many reasons underlie my strong objection to this bill (including the remarkably inappropriate legislative micromanagement that it involves), but the central point is that passing this bill will remove **key institutions that help the state function**. Perhaps you are not aware that our state relies on UH for economic forecasting (UHERO), key water resources management issues (Water Resources Research Center) and weather forecasting (we host NOAA facilities), medical research (like the UH Cancer Center), and agricultural extension (throughout CTAHR). We are a land grant school; we provide services; and the state of Hawai'i must have these resources to function.

I have been an instructional faculty member since my 1995 hire, but some of our colleagues have left instruction to work in these units: and they provide a major service to the state. And I have occasionally reduced my teaching to assume administrative roles that bring funding to the state (not just the university, and certainly not my own research) to support outreach activities to K-12 DOE locations. Sometimes we teach; sometimes we forecast; and sometimes we research. These are all key activities for UH faculty members.

If Senator Kim and her colleagues see this bill as a way to make UH more efficient, then I urge them to undertake more research on how land grant institutions like UHM contribute to their communities. To be clear here: UH Manoa is a Research I institution. We bring millions of dollars in federal and other extramural funding to the state at a fraction of the cost it would take to hire us in the State. Most of us would, in fact, leave to work elsewhere: including (and especially) kamaaina who find Hawai'i's cost of living prohibitive.

So I ask you to take a long-term and informed view of how our university works. Supporting Senator Kim's bill will weaken UHM, and that will hurt the state. It might make her and her colleagues feel as if they have won a long-fought battle, but what they -- for reasons I can't fathom -- do not understand is that doing so will lose the war, and hurt the state. Please support our university. Please work with us, not against

us. Please do not give us reasons to want to abandon this very important public university and the state's children who we teach.

We want to work with you and teach your children, or your neighbor's children, or maybe that Foodland cashier's children. But we can only do this if you support us.

Mahalo nui loa

Miriam Stark

Professor, Anthropology

500 University Avenue Apt. 1437

Honolulu, HI 96826

To: Senate Committee on Higher Education
Senator Donna Mercado Kim, Chair
Senator Michelle N. Kidani, Vice Chair

RE: OPPOSITION TO SB 1328 RELATING TO ACADEMIC TENURE AT THE UNIVERSITY OF HAWAII

My name is Maura Stephens-Chu, and I am a Ph.D. Candidate and lecturer in the Department of Anthropology at the University of Hawai‘i at Mānoa. I **strongly oppose SB 1328**, which would limit academic tenure to faculty whose duties are primarily instructional.

SB 1328 states, “The ability to instruct, educate, and prepare students to enter the workforce are paramount skills that should be supported by public funds” (Section 1, lines 10-12). I agree with this statement. However, I disagree that only faculty who primarily work in the classroom possess and apply these abilities. Students can learn and grow with faculty outside of the classroom just as much as they can with faculty in the classroom. For example, librarians provide research support, and they teach students how to navigate complex databases and parse information from a variety of sources - skills that are necessary for “the success of students enrolled at the university” (Section 1, lines 19-20).

Additionally, in my opinion, this bill reflects a lack of awareness of how graduate students receive education and prepare to enter the workforce, as well as a disregard for the impact of academic tenure and tenure-track opportunities on UH’s status as a premier, international R1 research institution. While graduate students do have coursework, our primary means of professional training takes place in research labs or in the field. It is the research of graduate faculty - and the opportunity to contribute to that research - that draws many of us to UH in the first place. Tenure-track opportunities attract top-tier faculty to our institution, and academic tenure for research faculty helps to ensure continuous innovations and progress that can benefit the state’s economy and its residents’ quality of life.

In conclusion, both UH students and Hawai‘i residents benefit greatly from ‘non-instructional’ faculty who provide essential services, training, and research opportunities. Academic tenure for these faculty makes UH a competitive, successful institution on the international stage. I thank you for the opportunity to testify.

Sincerely,

Maura Stephens-Chu
Lecturer & Ph.D. Candidate
Department of Anthropology
University of Hawai‘i at Mānoa
maura4@hawaii.edu

Date: Tuesday, February 16, 2020

Time: 3:05 PM

Place: Conference Room 229 and videoconference

To: Senate Higher Education Committee
Senator Donna Mercado Kim, Chair
Senator Michelle Kidani, Vice Chair

Re: Opposition of SB 1328 Relating to Academic Tenure at the University of Hawaii

My name is Robyn Tasaka, and I am a Faculty Specialist at the University of Hawai'i--West O'ahu. I am writing to oppose SB 1328, relating to academic tenure at the University of Hawai'i, which would limit tenure in the UH system to so-called "instructional" faculty.

Section 1 of SB 1328 acknowledges that, "The university plays a pivotal role in preparing its students for productive employment in the State's workforce and to become engaged citizens of our community." I want to make clear that this is what I and other specialist faculty do. We teach students skills that prepare them for the workforce and to engage as citizens.

While faculty specialists may not be labeled as instructional faculty, the work we do is indeed instructional. As Tutor Coordinator, my primary role is teaching college students to become tutors. Similar to credit courses, we meet for a couple of hours every week (in addition to two days at the beginning of each semester). Just like instructional faculty, I consider what students need to learn and what is the best way to convey this information. Just like instructional faculty, I develop lesson plans, mixing lecture with activities, discussion, and practice. Other specialist faculty across the university also teach my tutors--about working with distressed students or students with disabilities; building community; drafting resumes, cover letters, or scholarship essays; or preparing for job interviews. The work of all these specialist faculty is instruction.

If the goal of SB 1328 is to limit academic tenure to those faculty who support “student achievement and success,” I want to make clear that this is the work of so many specialist faculty--ensuring that students are provided instruction to make the transition from high school (or the workforce or the military) into college, to make the most out of their classes, and to successfully enter (or reenter) the workforce.

Instruction is much bigger than what happens in credit courses. The instruction that specialist faculty do may happen in credit courses, or it may happen through student employment, student government, advising, or career counseling. If the legislature feels that, as stated in SB 1328, “an educated workforce is a critical determinant of the economic and social health of the State” and that “The ability to instruct, educate, and prepare students to enter the workforce are paramount skills that should be supported by public funds,” then tenure for specialist faculty must be supported. I therefore oppose SB 1321.

Respectfully submitted,

Robyn Tasaka

rtasaka@gmail.com

SB-1328

Submitted on: 2/15/2021 3:03:38 PM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Donavan Albano	Individual	Oppose	No

Comments:

LATE

Sen. Donna Mercado Kim, Chair
Senator Michelle N. Kidani, Vice Chair
COMMITTEE ON HIGHER EDUCATION

Testimony in OPPOSITION to SB1328
RELATING TO ACADEMIC TENURE AT THE UNIVERSITY OF HAWAII

Submitted by:
Donald Thomas

Hawaii's political leaders talk at length about attracting high technology industry to Hawaii – yet the University of Hawaii's research (and teaching) faculty bring in more than \$400 million per year of extramural funding for technology development and basic scientific research and is the single largest high technology industry Hawaii has. This legislation can only be viewed as a statement of unwillingness by Hawaii's leaders to support sustenance and expansion of a technology industry in any material way.

With Hawaii's extraordinary cost of living, it is increasingly difficult to attract young talent to the University of Hawaii where, due to its isolation from industrial/technical centers, start-up costs for a research program are higher, overall research costs are higher, and the level of administrative and start-up support offered is, at best, only comparable to that offered by peer institutions. In my opinion, removal of the protection afforded by tenure for their research endeavors for R-faculty would make the University of Hawaii even less attractive as a career choice for young capable researchers.

The claim made, that research does not need the protections offered by tenure, is false. I say that from my own experience at the University of Hawaii: my research has come under attack multiple times by individuals and groups for whom those research results were unwelcome. During the four decades that I have been affiliated with the University of Hawaii I am familiar with many instances when other research faculty were challenged by peers as well as outside interest groups over the work that they chose to pursue and who needed the protection of tenure to allow them to conduct that work without fear of reprisals from faculty or administrators who did not support their work.

If the University of Hawaii is to maintain and expand the research enterprise, that contributes substantially to our economic activity and our future technology development efforts, academic tenure is essential. Without that protection, I would not recommend to any young researcher that they take a position at the University of Hawaii.

Thank you for this opportunity to offer testimony.

LATE

SB-1328

Submitted on: 2/16/2021 9:40:11 AM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Michael Kato	Individual	Oppose	No

Comments:

To whom it may concern,

I am writing to speak against SB 1328. I am a former student who attended 3 community colleges in the UH system and obtained my BA and MEd from the University of Hawai'i at Mānoa. During that time, faculty such as counselors were crucial in helping me plan my courses to obtain my degree in a timely manner. The campus librarians were also important in helping me conduct research. Other faculty in the duplicating centers and media production were just as helpful providing services (e.g. printing, audio, video) that allowed me to meet the requirements of various projects and assignments. Please do not pass SB 1328. A bill of such, would be doing a huge disservice to students and the faculty of the University of Hawai'i. Thank you, Michael Kato

LATE

SB-1328

Submitted on: 2/16/2021 12:10:58 PM

Testimony for HRE on 2/16/2021 3:05:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Monisha Das Gupta	Individual	Oppose	No

Comments:

As a tenured professor at the University of Hawaii at Manoa, I strongly oppose this bill as an overreach on part of the legislature. Passage of such laws violates the cornerstone of Hawaii's collective bargaining law under Chapter 89, HRS. And, just in case Sen Donna Meracado Kim is unaware, as she seems to be about many issues involving higher education and university professors, 1) excellence in instruction is already a part of the decision to grant tenure; 2) UH Manoa is a R1 university. which means that our primary responsibility as university professors is to engage in research.

TESTIMONY IN OPPOSITION OF SB 1328
Senate Committee on Higher Education
February 16, 2021, 3:05pm



To: Senator Donna Mercado Kim, Chair
Senator Michelle N. Kidani, Vice Chair
Senator Gilbert S.C. Keith-Agaran, Member
Senator Kurt Fevella, Member
Senator Glenn Wakai, Member

From: Rouel Velasco, individual citizen

Thank you for the opportunity to provide written testimony in opposition of SB 1328. I am a faculty specialist at UH West O'ahu and writing to you as an individual citizen. I offer personal insights and my experiences as a faculty specialist and the implications of passing SB 1328 from these particular lens - Hawai'i-born Ilokano (2nd generation Filipino American) raised along the Wai'anae and Leeward Coast.

I have been a part of the UH System for about 20 years, from my time as an undergraduate student, master's graduate student and now, as a mid-level professional. An observation about the faculty representation and the UH System is this - predominantly older, white, and men. Coming to the University was a culture shock to see older white men manage and control the university. It was a disconnect for me to come from a community that was accepting of difference, to being an institution where my difference was made known and set me apart. As a faculty specialist whose work is centered on leadership education development and empowerment of students through co-curricular programs and experiences, the role of faculty specialist broadens and adds great value to being a faculty member, especially when it comes to institutional governance.

Specifically, this work of leadership education and development has been my calling and vocation since 1998 when a leadership experience afforded me to find my voice within and to enact it for a greater purpose. My greatest and deepest learning was not in the academic classroom, it was through my involvement in student government, student activities, and student organizations. From serving, mentoring and engaging students, to understanding group processes and dynamics, and learning about university, state and federal policies, these were my most memorable college experiences that made me feel belonged and find home at UH. This type of learning is instructional, intentional and meaningful. These experiential learning opportunities provided me with a wealth of skills recognized today as 21st century skills. The work of faculty specialists, specifically student life professionals are educators who facilitate the lifelong learning of life skills and reflection. They are also community builders who foster inclusive, just and emergent environments for each student to be seen, heard and made valued; and as advocates who serve and address the needs of students by amplifying student concerns in faculty-only-led spaces or with administration. This is done by teaching credit and non-credit courses, coaching of students in small groups or individually

beyond the 8am-5pm time frame, advising in organizational settings, and so on. Because of our complicated and often misunderstood role, I assure you that teaching and learning occurs in these settings. As a faculty specialist, I am privileged to understand the complexity of the student learner profile beyond the classroom. And because of this work, I am in a great position to serve and be a change agent for students when it comes to participation in institutional governance.

However, SB 1328 would significantly limit my role and the roles of others as a change agent. In the structure of the overall university, institutional governance is key to assisting and further advocating on the interests of all students. Institutional governance in the UH System acknowledges the role and influence of faculty members through participation in faculty senate. Recent years reflected a diverse faculty senate as a result of a diverse number of faculty specialists, this bill attempts to retract and limit the participation of minoritized and marginalized ethnic groups in Hawai'i, particularly Native Hawaiians, Filipinos and other Pacific Islanders, and colleagues who were born and raised in Hawai'i. Furthermore, SB 1328 leaves a lasting impression that does not value the participation of other persons of color, specifically Native Hawaiian, Filipino, and other Pacific Islander in institutional governance. I am aware that you are supportive of these groups and mahalo for your support to achieve parity among all ethnic groups.

It is my hope that this bill is a call to state leaders that while diversity and representation has increased in our university, inclusion and equity has not been achieved just yet. I wish to continue my participation in the faculty senate to provide diverse perspectives while amplifying student voices and concerns. Mahalo for your consideration of these personal insights and implications of SB 1328.

If you would like to further discuss my opposition for SB 1328, I may be contacted by email, rouel.velasco@gmail.com.