

CPM Meeting Minutes

5 October 2023

Meeting Time 2:00pm via Zoom

60 minutes - Zoom meeting

- I. Call to Order
 - A. Began at 2:10 pm (Johansen, Kostetskaya, Siegman, Wallsgrove)
 - B.
- II. Approval of Minutes
 - A. Awaiting appointment of Secretary to assist with minutes
- III. SEC Liaison Report
- IV. Chair's Report
 - A. Report on revised SCR 201 policy proposals and VP Halpert's request to consult with MFS (referred to CAB, CPM, CAB, COR, CAPP?)
 - 1. Faculty feedback and SCR 201 2nd consultation policy revisions 9.1.23 submitted to MFS
 - 2. See Roy Gal (CAB) BOR testimony below
- V. Unfinished Business
 - A. Appoint CPM Secretary
- VI. New Business
 - A. Proposal from COR to collaborate on MFS resolution re SCR 201 proposal (CAB, COR, CPM, CAPP).

Roy Gal BOR Testimony:

Chair Alapaki Nahale-a and Members of the University of Hawaii Board of Regents,

My name is Roy Gal. I'm an Associate Specialist at the UH Manoa Institute for Astronomy. Today I'm not here to say anything about the challenging situation on Maunakea. I'm testifying today in my role as Chairperson of the Manoa Faculty Senate's Committee on Administration and Budget (CAB), regarding the proposed faculty classification policy changes arising from SCR201. The Senate's Committee on Professional Matters, and the Committee on Research

have also reviewed and approved this testimony.

These proposed changes were first referred to CAB, the Committee on Professional Matters, and the Committee on Research, back in Spring of this year. It was -and still is - the consensus of our three committees that these proposed policy changes are extensive and are likely to impact all faculty and units across the Mānoa campus. These policies are also likely to have diverse and complex implications for different academic units and faculty members. The committees also understand the need to respond to the SCR201 Task Force recommendations and other issues related to recent legislative requests, and that our complex faculty classification scheme may need updating.

To appropriately balance these considerations, the committees believe that it is imperative that all faculty members are provided with robust opportunities for successful and meaningful consultation on the detailed text of the proposed policy changes. The opportunity for meaningful consultation has been lacking - we were provided one set of proposed changes in the spring, and by the time our committees had evaluated them and provided some feedback, they had already changed. And the UH faculty as a whole has never had an opportunity to discuss with administration their concerns - indeed, most faculty do not understand why the changes are being proposed at all, much less the rationales for specific changes.

Now, we have again been presented with a new set of revisions just at the start of this month, and asked to provide feedback in 4 weeks (now extended to October 19 after pushback from MFS) - again with no clear rationales, no conversation, no discussion. This has resulted in policies with clear negative consequences.

For example, the impact of the proposed changes on the University's and various units' ability to hire and retain a diversity of faculty will require very close consideration.

The revised policies put an extremely heavy emphasis on teaching duties. Teaching is an essential duty of the faculty AS A WHOLE, but is not every individual faculty member's top priority. Our contract states "The primary professional responsibilities of Faculty Members are teaching, research, specialized educational services, and community service." Some of us focus on one or two of these, and not every faculty member is primarily doing classroom teaching. And our university is a land-, sea-, space- and sun-grant Research 1 institution. Working with farmers to save crops, saving our marine life, proposing for and running large and complex research projects, developing new curricula, providing and maintaining access to library resources - these are just some of the vital roles of faculty who might not teach -such as Specialists, Extension Agents, Librarians, and Researchers. Limiting what we define as faculty makes it impossible for the University to fulfill its mission and be an integral part of improving our State. And much of this work is supported by federal grants which bring revenue to UH and the state.

We do not see how today's faculty categories can be evaluated equitably in T&P procedures, when there is only one new faculty classification. Currently, there are different criteria for these categories. Consolidation would require detailed consideration of how it will impact T&P procedures, to ensure that faculty will be fairly evaluated by fellow faculty with appropriate expertise in the role being evaluated. And the policies for non-tenure-track faculty are even worse, with vague promises to develop procedures for evaluation. Combining so many faculty classifications implies that there would need to be clear position/job descriptions and/or hire letters ("PDs") describing the expected duties for each faculty member. However, defining faculty duties in a static manner would be antithetical to academic freedom, creativity, growth, and evolution.

Finally - putting on one of my other hats as an UHPA faculty representative, some of the proposed policy changes appear to conflict with language in our current collective bargaining agreement, which is valid for two more years - yet the implementation of this new classification by the administration is slated for Spring 2024. I understand UHPA is addressing that issue, but it seems to me that the University would be better served by sitting at the table with all stakeholders and coming to a consensus on these policies, rather than putting forth a proposal that is essentially guaranteed to be mired in contractual and legal challenges.

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EXTRA MATERIAL

As above, this is likely to have implications for the T&P process. If the proposed changes create a need to regularly update PDs to reflect individual faculty's changing roles during their time at UH, that could create a new administrative burden on units.

There needs to be clarification of the role of Cooperative Extension positions. As a Land-grant institution UH-Manoa must include Cooperative Extension as a function of the University. The current position descriptions are inadequate with regards to Cooperative Extension Agents and Cooperative Extension Specialists. Traditionally, Agents are county based and provide extension programming (education and service outreach) at the county level to their stakeholders (generally within an area of expertise, i.e. commercial crops, Livestock production, etc.) and do not conduct research or teach (in the traditional academic classroom sense). Extension Specialists have statewide responsibilities, generally have a

split appointment, which can vary, but generally always includes Extension and Research appointments, and sometimes Teaching. Specialists therefore conduct research within their area of expertise (i.e. Rangeland Management, Soil Fertility, Entomology, etc.), provide expertise for Agents, and conduct extension outreach and service within their area of expertise for their stakeholders (which include Extension agents, federal, state, county agencies, private organizations, and the public). The current descriptions of Teaching and Service do not begin to address the nuances of Cooperative Extension work, we teach, but not necessarily in a formal setting, our work is service, but also much more, than what is in the description, and Agents don't conduct Research, in the formal sense. Moreover there is a distinction between Extension Agents and Extension Specialists that is not necessarily captured in the current document; where for example do extension specialists fit in the faculty descriptions, if they have an Research/Extension split, but no Teaching appointment (0:30:70(E))? Are they 11-month, tenured Faculty (F); or are they Agents (A) with a research appointment. Do Extension Agents need to Teach? Does that teaching include non-formal settings (i.e. providing workshops to stakeholders), or is Teaching only in formal, academic settings? There needs to be more clarity on these issues and the unique role of Cooperative Extension needs to be addressed and included in the position descriptions.