



Community in put for UH Board of Regents

1 message

aadcch aadcch.org <aadcch@aadccch.org>

Thu, Mar 17, 2022 at 11:20 AM

To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

The University of Hawaii system operates as a closed system with little or no interaction with community concerns or needs.

Through the years, I have been collaborating with individual professors on community projects that were productive engagements.

However, at the administrative level, it has been nonproductive. The Maunakea Native Hawaiian project has been a thorn in the flesh

for UH administration. Yet it sends a broad message that the University of Hawaii needs to be more involved with community needs.

When Dean Gallo was at the University, she was a promoter for community collaboration for engaging students in school to use the Urban

Garden in Pearl City to learn about gardening and plants. The sight is the Navy Supply Depot used in WWII.

Dean Gallo thought this

could be a great way to collaborate with the community.

Recommendations to be included in the reimaging of the University of Hawaii System:

1. Nonprofit organizations are open to collaboration projects: sites for undergraduate students to use for work-study credits. internships paid and/or for credit in a specific discipline; graduate students could take on projects that could help nonprofits to develop or expand community service projects.
2. Graduate and/or Doctoral candidates could assist nonprofit organizations to reimage their operations to meet current and future needs after the pandemic crisis has impacted society and changed the way future businesses will be conducted.
3. Lastly, Community collaboration is the key for the University of Hawaii system going forward. We have to work together to solve our local needs and educate our youth to ensure that have the tools to solve future community obligations.

I am an alumni of the University of Hawaii.

Molentia

**LATE TESTIMONY**

BOR Testimony <bortest2@hawaii.edu>

Testimony on UH's Future

Nakamurah002@hawaii.rr.com <nakamurah002@hawaii.rr.com>
To: bor.testimony@hawaii.edu

Thu, Mar 17, 2022 at 1:10 PM

Board of Regents:

I respectfully submit my testimony.

1. UH should be a hub for creating new industries in Hawaii. Goal: create higher paying jobs (and larger tax base) to reduce our reliance on tourism. Hawaii cannot continue to accommodate 10,000,000+ tourists per year without permanently damaging our environment, natural resources, and quality of life.

2. Education is probably the best long-term solution to preventing social problems such as homelessness, poverty, poor health, drugs, and crime. UH should institute grassroots programs in public schools to encourage more students to study seriously and to pursue post-high school education. Concurrently UH should create new institutional capabilities to accommodate the influx of a wider range of students (technical, vocational, 4-year college, grad school).

3. A better informed and educated citizenry will improve quality of life in Hawaii. This includes being aware of life outside of Hawaii, especially for those that choose to stay and live in Hawaii. Toward that end, UH should create more opportunities for exchange students to study on the mainland and even abroad as appropriate. Also, create an internship program with partners on the mainland and abroad.

4. Develop a living database to assess the effectiveness of various UH improvement initiatives. This will provide information for continuous improvements.

Thank you for this opportunity to provide my input.

Respectfully,
Herbert Nakamura
Email: nakamurah002@hawaii.rr.com

Sent from my iPad



LATE TESTIMONY

BOR Testimony <bortest2@hawaii.edu>

Testimony for BOR Meeting on March 18, 2022

Jonathan Okamura <okamuraj@hawaii.edu>

Thu, Mar 17, 2022 at 1:42 PM

To: bor.testimony@hawaii.edu

Aloha,
Attached please find my written testimony regarding the agenda item on "UH's Role in Addressing Inequities."
Best,
Jon Okamura

 **Testimony on Addressing Inequities JY Okamura.docx**
15K

Regarding “UH’s Role in Addressing Inequities in Hawai‘i”

Jonathan Y. Okamura

My testimony is submitted in my capacity as Professor Emeritus at the University of Hawai‘i where I was a faculty member for more than thirty years, twenty of which were with the UH Mānoa Department of Ethnic Studies. I also continue to serve on the UH Mānoa Commission on Racism and Bias.

Historically, the University of Hawai‘i did address racial and ethnic inequality by serving as a viable means for collective socioeconomic mobility for groups, such as Chinese Americans and Japanese Americans, that started life in the islands on the plantations. Unfortunately, for other indigenous and ethnic minorities, that is no longer the case and has not been for decades.

In order to address racial and ethnic inequities, the University first needs to recognize its own current role in perpetuating such inequality in Hawai‘i. The University itself is a site of inequality that reinforces the racial and ethnic inequities in Hawai‘i society, especially in terms of the relative socioeconomic status of groups. One of the major ways the University maintains inequality is by denying indigenous and ethnic minorities equal access to a UH education.

This inequality is especially evident at UH Mānoa where indigenous and ethnic minorities, including Native Hawaiians, Filipino Americans and, most recently, Micronesians are hugely underrepresented as students based on their respective enrollment in our public schools. The two largest groups, Native Hawaiians (24 percent) and Filipino Americans (23 percent) together constitute almost one-half of the almost 180,000 DOE students, but at Mānoa, they are each represented at about one-half of their public school enrollment. This problem of huge minority student underrepresentation at UH Mānoa has been allowed to persist for decades, while minority students have increased their numbers in the DOE schools.

If the Board of Regents is serious about addressing racial and ethnic inequities, you can begin by enforcing your own policy—Section 1-5, Policy on Nondiscrimination and Affirmative Action (<https://www.law.hawaii.edu/non-discrimination-policy>). This policy states that the University “is committed to a policy of nondiscrimination based on race, sex, gender identity” and many other protected classes, including disability and sexual orientation. If any of you are unfamiliar with this policy, I highly recommend that you familiarize yourself with it because implementation of this extremely significant policy can be a major first step toward addressing racial and ethnic inequalities in the University and the state of Hawai‘i.

In closing, I would like to emphasize that the University has had such a policy on nondiscrimination and affirmative action since at least 1982, which has been revised in each of the subsequent decades. After forty years, it is high time that the University demonstrates concretely that it is committed to providing equal educational opportunity to the people of Hawai‘i by implementing and enforcing its own long-term policy.



Testimony for BOR Mtng 3/18/22


1 message

Nalani Minton <bminton@hawaii.edu>
To: bor.testimony@hawaii.edu

Thu, Mar 17, 2022 at 6:48 PM

Nālani Minton, Asst Specialist
Director, `IKE AO PONO and NHHI
University of Hawaii-Mānoa
Nancy Atmospera-Walsch
School of Nursing/NAWSON
2528 McCarthy Mall
Webster 222
Honolulu, HI 96822

Ua ola loko i ke aloha
Ua ola loko mālamalama
Ā, Ē, Ī, Ō, Ū
Love gives life within, radiance of enlightenment.

 **New BOR PIG Document for 02022022.pdf**
733K

Testimony from Nālani Minton in opposition to: SB3269

Tenure is imperative to Social Justice

Tenure is imperative for the continuation, survival and sustainability of social justice initiatives and programs that empower diversity, equity, and inclusivity in the pursuit of ending systemic and structural racism as a public health pandemic that perpetuates genocide and ecocide globally.

As an Indigenous Serving University (ISU), the UH is committed to supporting the representation of Native Hawaiians and other disadvantaged and underrepresented peoples. This commitment is expressed in the UH implementation of innovative and multicultural curricula and programs that respond to the needs of all students. As an ISU, the UH has established an Office of Native Hawaiian Affairs and administrator, who also directs the advancement of the Native Hawaiian Place of Learning initiative and the Truth, Racial Healing, Transformation (TRHT) program. These initiatives are supported by the Native Hawaiian Councils and the UHM Strategic Plan to enhance the integration of cultural knowledge to prepare for the challenges of climate change, relevant sustainability practices, a vibrant economy, healthy and thriving communities, and the end of racism through Diversity, Equity, Inclusivity and Peace. Though these commitments have been made in correlation with the WASC accreditation process, they must be remembered and practiced collectively as part of a collaborative, transformational process that everyone contributes to consistently throughout the university system.

UH BOR/PIG Attack on Tenure threatens over 100-years of progress for Native Hawaiians and other underrepresented faculty and Social Justice programs across the UH System

BOARD OF REGENTS POLICY

Articulation of the University's Commitment to Native Hawaiians

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.

The University of Hawai'i is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The President, working with the Chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:

1. (i)providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
2. (ii)encouraging the increased representation of Native Hawaiians at the University of Hawai'i;

3. (iii) supporting full participation of Native Hawaiians in all initiatives and programs of the University;
4. (iv) actively soliciting consultation from the Native Hawaiian community and specifically Pūko‘a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the President;
5. (v) providing for and promoting the use of the Hawaiian language within the University of Hawai‘i system;
6. (vi) providing a level of support for the study of Hawaiian language, culture and history within the University of Hawai‘i system that honors, perpetuates and strengthens those disciplines into the future;
7. (vii) encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University of Hawai‘i campuses and providing Hawaiian environments and facilities for such activities; and
8. (viii) addressing the education needs of Native Hawaiians, the State of Hawai‘i, and the world at large, in the areas of Hawaiian language, culture and history through outreach.

The Nancy Atmospera-Walch School of Nursing (NAWSON) Mission Statement

The NAWSON mission is to provide an innovative, caring, and multicultural environment in which faculty, students and staff work together to generate and transmit knowledge, wisdom, and values to promote quality of life and health for present and future generations. To better reflect Hawaii’s unique cultural diversity and heritage, NAWSON is committed to increasing the representation of Native Hawaiian and other underserved people in all nursing and dental hygiene programs.

‘IKE AO PONO is a leading model of a social justice program that primarily exists because of the **tenure** of the first Native Hawaiian faculty at NAWSON in over 100-years. Without **tenure**, social justice programs would not be able to exist, expand, and evolve. During Covid pandemic, many positions were frozen and eliminated. Some of these **tenure** positions will hopefully be unfrozen and returned to provide tenured positions for the next generation of program leaders. Also, some of the frozen positions were in the middle of hiring processes which should be respected as already approved hires to meet the needs of the program. Without **tenure** positions, transformational successes and achievements are not able to continue to improve higher education at the University of Hawai‘i for the enrichment of all.

For many of the Native Hawaiian positions/programs, and other Social Justice initiatives, **tenured** positions provide stability/consistency as the programs expand and evolve. They also protect the years of development of processes, priorities, and policies that are essential to providing effective education and learning experiences for the students and the school. Without **tenure** positions, transformational successes and achievements are limited by the lack of essential people, such as **Specialists**, that are needed to sustain quality education at the University of Hawai‘i for the enrichment of all.



INTRODUCTION

'IKE AO PONO envisions lasting improvement, advancement, and promotion of health for Native Hawaiian, Pacific Islander, and Native American communities, and for all peoples of Hawai'i and the Pacific, with special attention to at-risk, underrepresented and under-served peoples and communities.

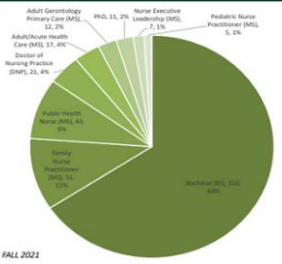
OBJECTIVES

- By increasing the number of Native Hawaiian, Pacific Islander, and Native American nurses in Hawai'i, we will also increase the number of culturally informed and sensitive health professionals committed to improving health and healthcare.
- 'IKE AO PONO focuses on:
 - Recruitment, retention, and graduation
 - Academic support services and advocacy for 'IKE AO PONO undergraduate and graduate students at the UH Mānoa Nancy Atmospera-Walch School of Nursing (NAWSON), formerly the School of Nursing & Dental Hygiene (SONDH)
 - Scholarship support

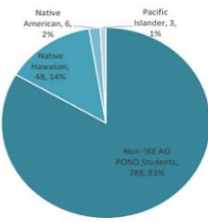
PARTICIPANTS

'IKE AO PONO is a support program for Native Hawaiian, Pacific Islander, and Native American nursing students pursuing Bachelor, Master's, and Doctoral degrees at the University of Hawai'i at Mānoa NAWSON. Since its inception in 2001, as a HRSA pilot project with six students, 'IKE AO PONO became a permanent program in 2004, and has graduated 487 native nurses as of May 2021.

GRADUATED BY DEGREE & FOCUS



CURRENT 'IKE AO PONO ENROLLMENT



'IKE AO PONO has successfully contributed to workforce diversity by increasing the number of native nursing students from 3% to 17% at the NAWSON. Yet, native peoples make up 26% of Hawai'i's population.

54% of 'IKE AO PONO students are undergraduate and 46% are graduate students. This data is based on students self-identifying their ethnicity and cultural identity.

PARTNERSHIPS

- The Queen's Health Systems
- Kua'āina
- College of Health Sciences & Social Welfare
- Kamehameha Schools
- Kiā'i'i & Pūko'a Councils
- Department of Native Hawaiian Health (IABSONM)

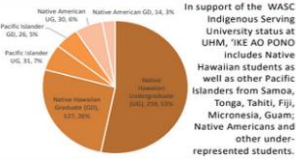
AWARDS

The collective support from partnerships has contributed to the success of 'IKE AO PONO, which received the American Association Colleges of Nursing (AACN) national award for nursing education innovation and has been cited with the most native nurses graduating within the United States. U.S. Senator Inouye recognized these unique achievements in the U.S. Congressional Record in 2010.

ACHIEVEMENTS

- Graduates are working throughout Hawai'i in urban, rural, community, public health, and Native Hawaiian clinical, cultural and community health settings
- 320 BS, 135 MS, 21 DNP, and 11 PhD degrees awarded
- Graduates serve in nursing leadership and administrative positions
- Relevant nursing research including CBPR initiatives
- 17 graduates of MS in Public Health Nursing through E Ala Pono program
- 29 Robert Wood Johnson Leadership in Nursing scholarship recipients (LEPN)
- 6 NHPI faculty within the NAWSON
- The program director is the first Native Hawaiian faculty tenured at the NAWSON

GRADUATED BY ETHNICITY*



In support of the WASC Indigenous Serving University status at UHM, 'IKE AO PONO includes Native Hawaiian students as well as other Pacific Islanders from Samoa, Tonga, Tahiti, Fiji, Micronesia, Guam; Native Americans and other under-represented students.

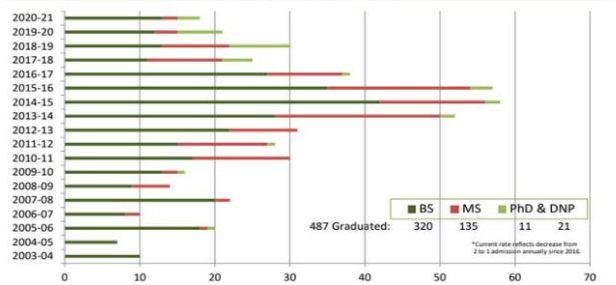
FUTURE COLLABORATIONS

Collaborations with the Department of Native Hawaiian Health and UH Schools of Medicine, Public Health, Social Work, Law and Hawai'i maui, will work together to address health disparities and inequities. To provide leadership in advancing social justice in health through higher education we can begin by tracking/mapping graduates, sharing data and research, and creating initiatives: cultural health, community health, Pacific Regional health, indigenous health, critical care, family health, public health, global health, rural health, telehealth and improving Native Hawaiian health & healthcare.

ACKNOWLEDGEMENTS

- Mahalo to these individuals and organizations for their support of 'IKE AO PONO and Native Hawaiian programs:
- NAWSON: Dean Mary Boland, Dr. Clementina Ceria-Ulep, Dr. Kristine Qureshi, Riet COU Stephanie Marshall, Dr. Katherine Finn Davis, Jane Taafaki, Dr. Lois Magnusson, Dr. Debra Mark, Dr. Bee Molina Kooker, Department Chairs, faculty & staff
 - UH System: Presidents Lassner, Greenwood, and McClain
 - Kiā'i'i & Pūko'a Councils (UH)
 - UHM: Provost Bruno & Chancellors Bley-Vroman, Apple, Hinshaw, Kanan, and Engler
 - UHM Native Hawaiian Place of Learning: Dr. Punihai Lipe
 - UHM Native Hawaiian Student Services: Dr. Willy Kauai & Nāiani Balutski
 - UHM Kua'āina Program: Ku'umealoa Gomes
 - UHM Native Hawaiian Leadership Program: Manu Kaiama
 - The Queen's Health Systems: Dr. Jill Hoggard Green, Art Ushijima, Cindy Kamikawa, Barbara Mathews, Shariene Tsuda, Dr. Diane Paloma, QHS Board: Connie Black, Dr. Noreen Mokuau, Dr. Keawe Kahalokula & Dr. Maenette Benham
 - Ke Ola Mau: David Sing, Kinohi Gomes, Kehau Bishaw
 - Kamehameha Schools: Dr. Deejay Mailer & Joy Kono
 - UH Foundation: Malia Peters & Tanya Olegario
 - The Hans and Clara Zimmerman Foundation
 - The Dr. Naleen Andrade Endowed Scholarship
 - The Louise 'Iwāiani Minton Memorial Fund

487 GRADUATED 2003-2021*



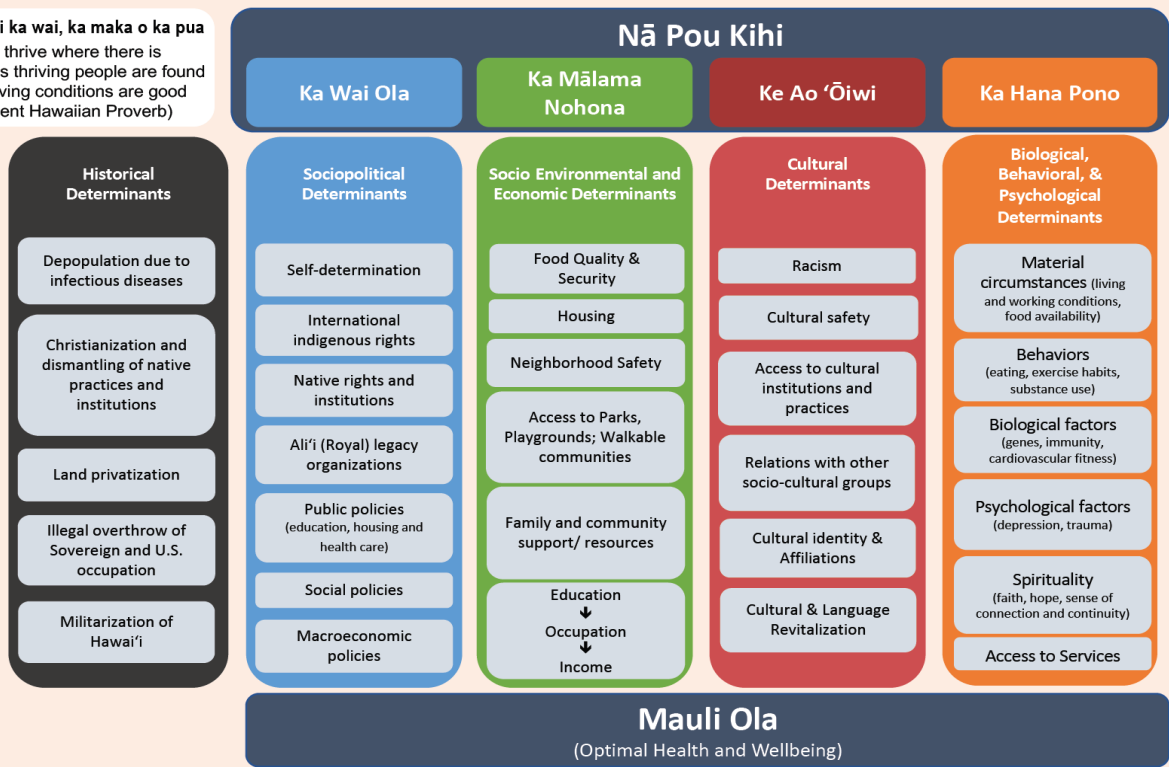
With the leadership of the first Native Hawaiian faculty/program director ever **tenured** at NAWSON, the 'IKE AO PONO Program has supported the graduation of 320 BSN, 135 MSN, and 32 doctorly prepared Native Nurses for the first time in history. These numbers will surpass 500 as of May 2022.

NIMHD Minority Health and Health Disparities Research Framework

Adapted to reflect social and cultural influences of Native Hawaiian health

Keawe'aimoku Kaholokula, PhD, University of Hawaii at Manoa

Mohala i ka wai, ka maka o ka pua
Flowers thrive where there is water, as thriving people are found where living conditions are good (an ancient Hawaiian Proverb)



Nā Pou Kihī (the corner posts)	Principles/Strategies	Examples of Goals
Ke Ao 'Ōiwi (Native Place and Space)	Achieving optimal health for Kānaka 'Ōiwi (Native Hawaiians) requires the preservation and access to cultural spaces and places to support their preferred modes of living and aspirations.	<ul style="list-style-type: none"> Positive cultural identity development Hawaiian/English linguistic landscape Positive 'Ōiwi (Native)-focused media Strong 'Ōiwi political representation and influence Cultural-based public education
Ka Mālama Nohona (Nurturing environments)	Achieving optimal health for Kānaka 'Ōiwi requires the environments in which they live, work, learn, play, and age to be culturally safe and well-resourced to set a strong foundation for healthy living.	<ul style="list-style-type: none"> Economic self-sufficiency Food sovereignty and security Strong civic participation Access to walking/biking/hiking trails Leveraging of Ali'i (Royal) legacy organizations' resources for sustained collective impacts
Ka Hana Pono (Healthy lifestyle)	Achieving optimal health for Kānaka 'Ōiwi requires healthy patterns of living that are supported by the development of a strong cultural, spiritual, (Ke Ao 'Ōiwi), and physical environments (Ka Mālama Nohona).	<ul style="list-style-type: none"> Community-based health promotion programs Access to technology to enhance lifestyle goals Affordable/accessible Hawaiian foods Tax benefits to promote healthy living Leveraging of traditional practices for health promotion.
Ka Wai Ola (Benefits of society)	Achieving optimal health for Kānaka 'Ōiwi requires a focus on social justice (equitable share to the benefits of society) and the ability to exercise their Indigenous prerogatives.	<ul style="list-style-type: none"> 'Ōiwi values/practices applied to policy making and enforcement Livable wages Kānaka 'Ōiwi equitably represented in business, education, politics, and media Access to high quality primary and secondary education

Tenured faculty throughout the university provide consistency to programs that emphasize and advocate for social justice and the changes that will improve society and the economy by

establishing relevant programs. Social justice programs like 'IKE AO PONO inform and transform the schools, processes, and policies that promote positive change such as the end of racism, prejudice, bias, and discrimination. These programs for underrepresented students help to fulfill the stated missions and visions of the UH/ISU to become a reality in integrating cultural wisdom in the process of healing the past and unifying the diverse knowledge and peoples who represent the present and future of Hawai'i and the world.

Eliminating people of diversity from opportunities to advance in education and society and to improve their quality of life is a violation of social justice, civil rights, and Native rights, indigenous rights, and human rights. This is a form of selective racism.

Given that the Hawaii legislature provides the benefits for the UH System faculty earnings and is responsible for the support for the only public land, sea, wind, solar research university in Hawaii during an intense surge in climate change challenges, extinction of rare species, pandemic, and urgent attempts to prepare the next generations to adapt and manage sustainability and resiliency practices for survival of life sources, nature, and humanity. The attack on tenure creates an attack on life itself and the sources of life in Hawaii and on planet earth.

For tenure throughout the UH System provides the stability, consistency transmission of knowledge, science, and wisdom necessary to nurture the regenerative nature of life on earth and everything needed to sustain life, nature, and human beings for the future and future generations. Therefore, senator Donna Mercado-Kim and her mercenaries are creating a conflict of interest in attempting to eliminate survival capacity and thriving subsistence and reciprocal ways of life that are the foundation for the cultural wisdom and practices of sustainability that have developed in Hawaii for thousands of years. They are clearly on a suicide mission which impacts all the peoples, life forms, species, and 'āina that sustain life, including common sense. This is a racist, genocidal, ecocidal act of destruction and self-destruction that must be stopped.

If at all possible, please read before the meeting

1 message

drkionidudley@hawaii.rr.com <drkionidudley@hawaii.rr.com>
To: bor.testimony@hawaii.edu

Thu, Mar 17, 2022 at 8:06 PM

Notes from my September 13, 2017 article in



Major Food Crisis Coming For Hawaii By Mid-Century

We must prepare for this fact or we will die.

by Kioni Dudley, Ph.D.

We desperately need farmland on UH campuses on each island, and classes to teach farming, to prepare for businesses that import and sell farm supplies, and businesses to process all foods for sale.

Warnings by the United Nations are growing more frequent, more insistent, and more dire. But America is not paying attention. And few in Hawaii are even aware. We have two great problems 1) World population explosion. 2) We are running out of water.

In 1940, world population reached 2 billion. In 1980 it had doubled to 4 billion. In 2020 it was nearly 8 billion. We now add 1,600,000 new people every single week. The UN projects that growth will slow, reaching only 9.7 billion instead of 16 in 2050. But to feed them, the UN states that we must *double* world food production by 2050. For every bite of food produced in the entire world today, there must be two — in just 30 years.

The UN also predicts that we will have 370 million people without food in 2050. That's more than the entire population of the United States.

Growing more food takes more ground water. But NASA satellites have found that 22 of the world's 37 largest aquifers are already irreparably below the water needs of all their users, and they will only keep shrinking. Meanwhile, global demand for fresh water will be grow by 40 percent by 2050, according to the UN.

America will be hard hit. The San Joaquin Aquifer under the great California croplands is in desperate shape with thousands of dry wells. The Ogallala Aquifer, running under America's bread basket, all the way from North Dakota to Texas, will be completely dry in 40 years. No water for food. No water to drink.

A number of countries, particularly in North Africa, the Near East and South Asia, have already reached the absolute limits of land available for agriculture. This, at a time when the populations of 28 African countries will more than double by 2050. The UN predicts mass migrations and battles for food.

Hawaii imports 90 percent of what we eat, and keeps only one week's supply of food on-island. As food becomes more scarce, prices will skyrocket. It eventually will become too expensive to import most foods. Worse, it is likely that by 2050 there will be no outside food available, from anywhere. No wheat, potatoes, rice, beef, pork, chicken, eggs, milk, fresh fruits — none of it! We must prepare for this fact or we will die. In just 30 years, we must be totally self-sufficient in food.

The prime farmlands at UHWest Oahu are scheduled for a solar farm, but must be kept open and farmed – by university students. They are the last part of the Golden Triangle, known from sugar times as the highest producing land on Oahu. They are also the last undeveloped lands on Oahu that get full sun. While some crops will grow in the rainier uplands, many others need sunny climate to thrive. As we start to grow the great number of fruits and vegetables that we now import, we will find many that need full sun to flourish. Once this land is gone, we will have no place on Oahu to grow them.

We need farms for teaching on every island. We need classes. We need a true Agricultural Renaissance. And we need the UH system to lead it.

Strategic Plan for 2023 to 2029

1 message

Jimmy Kuroiwa <kuroiwaj@earthlink.net>
To: UH Board of Regents <bor.testimony@hawaii.edu>

Thu, Mar 17, 2022 at 10:08 PM

The University of Hawaii Board of Regents
Board Chairman Randolph Moore

Subject: strategic plan for 2023 to 2029

To begin, the University of Hawai'i Mission is: The common purpose of the University of Hawaii system of institutions is to serve the public by creating, preserving, and transmitting knowledge in a multi-cultural environment. The University is positioned to take advantage of Hawaii's unique location, physical and biological environment, and rich cultural setting.

Thus, the regents must be critical at finding and publishing the "true" Hawaiian history. The publishing of the "true" Hawaiian history will provide the University of Hawaii students and faculty a understanding of the university playing "a greater role" for the citizens of Hawaii and the United States understanding the American influence and the acceptance of the many different cultural influence in Hawaii.

The "One Larger Class of Hawaiian Citizens":

The United State Senate Committee on Foreign Relations submitted Report No. 227 on the overthrow of Queen Liliuokalani to Congress on February 26, 1894, finding the U.S Military, Minister Stevens and Commissioner Blount not complicit in removing the Queen and her Cabinet by the Committee of Safety on January 17, 1893.

The Senate Report was accepted by the full Senate and on March 5, 1894, by unanimous consent, approved by concurrent resolution to print of 6,000 copies of the Report to be distributed at 2,000 copies for the Senate, 4,000 copies to the House, with required copies for State Libraries, Universities, and States.

The American of Kanaka Maoli ancestry is not recognized by Congress as indigenous and they are a part of the "One Larger Class of Hawaiian Citizens". The "One Larger Class of Hawaiian Citizens" consists of all ethnic classes who are residents in the Islands of Hawaii as recognized in the July 4, 1894 Constitution of the Republic of Hawaii and the United States as described in the April 30, 1900 Organic Act.

"Although the Hawaiian Homes Commission Act of 1920 (passed in 1921) is now well-settled law, it is not stare decisis -- no court has ever litigated its (un)constitutionality"-- Bill Burgess. In my not-so-humble opinion HHCA was unconstitutional when it was passed in 1921 and remains unconstitutional today; and by now should be "ripe" for action. 14th Amendment equal protection clause.

The United States has never abused the Kanaka Maoli:

The United States legally and historically has never abused the Kanaka Maoli. The visitors from Polynesia were probably the first to make the Islands of Hawaii their home arriving between 1219 CE to 1266 CE. The Kanaka Maoli have never been recognized by the United States Congress as an Indigenous people of the Islands of Hawaii. The Akaka Legislation attempted and failed.

The United States Congress on July 9, 1921 created and recognized, in conflict with the U.S. Constitution's Fourteenth Amendment, the sub-group "native Hawaiian" in the Hawaiian Homes Commission Act. The sub-group "native Hawaiian" is the only Congressionally recognized citizen in addition to the "One Larger Class of Hawaiians Citizen" as in the Organic Act.

The Hawaii "Revisionists" attempt to change legal and established Hawaiian history:

Hawaii does recognize the existence of "Revisionists", who are American's of Kanaka Maoli ancestry, who continue their attempts to change the legal and historical facts relating to the political evolution of the Islands of Hawaii in becoming the State of Hawaii. The "Revisionists" for the past one hundred twenty-six years attempted to avoid recognizing the July 4, 1894 adoption of the Republic of Hawaii's Constitution, that replaced the 1887 Kingdom Constitution.

Hawaii's Ceded Lands is owned by the State of Hawaii in absolute fee:

The Ceded Lands issue is also settled law, as decided by the U.S. Supreme Court on March 31, 2009 in the Hawaii v. OHA case. The U.S. Supreme Court stated clearly; "The Apology Resolution did not strip Hawaii of its sovereign authority to alienate the lands the United States held in absolute fee and granted to the State upon its admission to the Union." Also, the 37 whereas clauses of the Apology Resolution carry no weight and standing in the Federal Courts.

The United States Federal Courts; The Court of Claims on May 16, 1910; the Supreme Court on February 23, 2000 and on March 31, 2009, decided after a complete review of legal historical documents and cross examination of witnesses the constitutional outcomes of each case. The "Revisionists" have continued to revise and amend the intent of those decisions on Crown Lands, on the "One Larger Class of Hawaiian Citizen", and on the Ceded Lands.

James Kuroiwa, Jr.



Written testimony

1 message

Kuawela Aiona <kuawelaa@hawaii.edu>
To: bor.testimony@hawaii.edu

Fri, Mar 18, 2022 at 12:39 AM

Aloha 'o Kuawela ko'u inoa no Hana Maui Mai au,

I am testifying today because of my absence from the last workshop. My wifi connection at my house is usually alright, but when trying to

Join the meeting i was never able to get all the way In. My screen would have to refresh and by that time I wasn't able access these rows we.

Mahalo for recognizing my problem and hopefully this can be resolved.

Mahalo,
Kuawela Aiona

Public Testimony for University of Hawaii Board of Regents - Brooks Robinson

1 message

bwrobinson@verizon.net <bwrobinson@verizon.net>
To: bor.testimony@hawaii.edu

Thu, Mar 17, 2022 at 1:29 PM

Dear University of Hawaii Board of Regents:

Thank you very much for the opportunity to submit this public testimony.

This testimony serves as a fervent appeal to the Board of Regents (BOR) to incorporate the following thrusts into the vision and plans that are established for the University of Hawaii's (UH's) future:

- The UH should serve, essentially, as an interdisciplinary think tank for the State of Hawaii to contribute to an overarching long-term (at least 25 years in length) strategic plan that does not, to my knowledge, exist today. Various state departments and programs have strategic plans, but there appears to be no publicly available overarching and integrated long-term strategic plan for the state. (Please correct me if this is incorrect.) The UH's contributions to the proposed integrated long-term strategic plan should feature recommendations for completely reshaping Hawaii's economy. Of course, this has been advised before. However, it is important to emphasize that Hawaii's continued reliance on tourism may end badly. Efforts to combat climate change in support of maintaining tourist venues will become increasingly costly and will reduce net returns from tourism. In addition, expenditures to sustain tourism will occur at the expense of existing residents, who could very well be transitioned toward other, more promising, industries and activities. Also, the state's continued heavy economic reliance on US military operations may prove to be an inappropriate strategy.
- The UH should redouble its diversity efforts to produce, recruit, hire, and retain more Black Americans, who have an over 200-year historical presence in these islands. The UH's current record in this regard is abysmal. As you know, the academic literature is replete with evidence on the efficacy of diversity.
- The UH should consider dialing back its support for, and investments in, athletic programs—including the construction of new sports facilities. Our world of tomorrow will likely de-emphasize physical sports entertainment. If Hawaii desires to improve its position in the country and the world as a knowledge source and resource, then more resources should be dedicated to this proposition. Currently, there are not enough resources for the UH to achieve superiority in academics and athletics. The state's youth can adjust accordingly and refocus their future life vision.

Thank you very much for receiving this public testimony.

Sincerely,

A handwritten signature in blue ink, appearing to be 'B. Robinson', with a large, stylized initial 'B'.

Dr. Brooks B. Robinson

bwrobinson@verizon.net



UH Strategic Plan Testimony

1 message

Wilfredo tungol <tungolw@gmail.com>

Fri, Mar 18, 2022 at 12:53 AM

To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Aloha Chair Moore and members of UH Board of Regents:

I am submitting my testimony regarding the BOR's strategic plan for the UH system for 2023 to 2029. My focus is on how the plan will address UH's role in addressing inequities in Hawaii. As an alumni of UH Manoa I have had personal experience of how the system can be instrumental in lifting people's lives economically and socially. When I attended the UH Manoa in January 1972, there were less than 2% full time students of Filipino ancestry. Faculty members of Filipino ancestry is less than 1%. Now almost 50 years later, the percentage of Filipino students at UH Manoa has increased to around 10% of the enrollment. That is good but not good enough considering that almost 22% of public education students are of Filipino ancestry. The UH System has to encourage our public students to attend this great institution. There should be coordination between UH and DOE to increase enrollment of underrepresented groups such as Filipinos and Hawaiians to the four year campuses, including UH Manoa.

Financial assistance such as tuition waivers or grants will be crucial in helping these underrepresented populations to attend this great institution. Students will not be able to focus on their education if they have to work full-time in order to pay for their tuition. Most students work two part-time jobs while attending college because of the high cost of tuition. I was able to attend UH Manoa because the tuition at that time was affordable and one part-time job was sufficient to support me financially. I was also fortunate to be granted tuition waivers when I attended the Richardson School of Law, something that would not be possible today because of the skyrocketing cost of tuition. The opportunities that a higher education provided me gave me a rewarding career as an attorney and a contributing member of society.

Please do everything you can to ensure that our university is accessible to those who aspire for an education and a better future.

Aloha,

Wilfredo Tungol
BBA 1976, JD 1979.
Pear City, HI