

Public Testimony Form - University of Hawaii Board of Regents

Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.

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

Your Name (required) *

Kawena Lorenzo

Your Organization (optional)

Lauhoe Cohort Program

Your e-mail address (in case we need to reach you) *

chad6442@hawaii.edu

Board of Regents Agenda Item (required) *

Other

Your Position (required) *

Support

Your Testimony/Comments

Aloha mai kākou,

I am writing to share my testimony on behalf of the Lauhoe Cohort Program at Leeward Community College. I first heard about the program in 2021 from the former coordinator, Lance Namihira. As a non-traditional student, my goal was to graduate from college with the least amount of in person interaction. With

encouragement from Lance, he was able to convince me to join the program. I can honestly say the Lauhoe Cohort Program changed my life.

The academic advisors nurtured my passions and helped me connect with my native Hawaiian roots. I realized my purpose in college through the program. I obtained invaluable resources, acquiring multiple scholarships along with peer mentorship and mental wellness support. My peer mentor kept me focused on academic goals, which helped me to graduate with a 4.0 GPA and get inducted into the Phi Theta Kappa National Honor Society along with graduating as a Ke Ala 'Ike Hawaiian Scholar.

With the faculty, staff, and peer mentors' support, I was able to win one of the largest LGBT scholarships in the nation. After going through multiple, rigorous application rounds and thousands of applicants, The Point Foundation awarded only 23 students nationwide . I was fortunate enough to be one of the 23 awardees, AND only the third Hawai'i student to receive this prestigious award since 2008. My achievement was even featured in a University of Hawai'i news article (<https://www.hawaii.edu/news/2023/06/19/lorenzo-lgbtq-scholarship/>).

None of this would have been possible without the Lauhoe Cohort Program's support. Now in the role as a kua'ana (peer mentor) of the Lauhoe Cohort Program, I find it to be my kuleana to give back to the next cohorts with the resources and opportunities that I received from the program. Please do not let this invaluable program disappear. It would be a tremendous disservice to Leeward CC and UH students.

[Your Testimony \(pdf or word\)](#)

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Your Name (required) *

Jordan Echiberi

Your Organization (optional)

Lauhoe Cohort

Your e-mail address (in case we need to reach you) *

jrme21@hawaii.edu

Board of Regents Agenda Item (required) *

Other

Your Position (required) *

Support

Your Testimony/Comments

Aloha mai kākou,

My name is Jordan Echiberi and this is my submission of a testimonial regarding the Lauhoe Cohort, The Kipuka Native Hawaiian Center, and my personal experiences within the program.

A highlighted memory I would like to bring up is providing support throughout my first year of college. Meetings with our Kua'ana (Peer Mentors) offered us the opportunity to connect with the 'āina, our peers, and our cultural sense of being Native Hawaiian. As well as giving us a safe space to be ourselves, a place of comfort, and academic support. The Lauhoe Cohort provides their students with financial aid, resources such as textbooks, scholarships, and classes as

cohorts. Getting to know the people in your cohort helps to give you an easier time transitioning into classes as well as getting involved in giving back to the community.

Now as a second year, we are still being provided the much needed benefits and academic guidance/help we need. Navigating through college would have been tough without this program, and personally I think this cohort improved me as a person. I've had many opportunities to bring those who don't know of our Kipuka Native Hawaiian Center and introduced them to it. I always enjoy sharing our lounge because of the welcoming environment, and the readily available staff that are happy to answer your questions.

I enjoy this program and the people in it, even if it was without the benefits. I hope that the Board of Regents take all of our experiences into account before making their decision.

Thank you,
Jordan Echiberi
Leeward Community College Student

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Your Name (required) *

Xavier Gamundoy

Your Organization (optional)

Lauhoe

Your e-mail address (in case we need to reach you) *

xavierg8@hawaii.edu

Board of Regents Agenda Item (required) *

Other

Your Position (required) *

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Your Testimony/Comments

The Lauhoe Cohort is a very valuable resource to Leeward Community College, I say this due to how much people the program as a whole brought people together. I got to meet many different people from many different backgrounds. Not only that, with the resources that are provided, with the peer mentoring, and the weekly workshops and seminars. It helps give a new perspective on education as a whole. Due to this program, I have straight A's at the moment due to the guidance and advice provided to me by the Lauhoe members. Because of my peer mentor, I got introduced to opportunities that I would've never even found out about if Lauhoe wasn't present. Lauhoe is a very valuable program as it brings in people from many different backgrounds and helps them succeed in any endeavor, and showing them relevant opportunities to their goals. Lauhoe has provided me the skills and mindset to insure success in my academic endeavors as well as my financial endeavors.

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Your Name (required) *

Wailana Crivello Ho

Your Organization (optional)

Lauhoe Cohort Program Leeward Community College

Your e-mail address (in case we need to reach you) *

wkch@hawaii.edu

Board of Regents Agenda Item (required) *

Other

Your Position (required) *

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Aloha Board of Regents, I am submitting this testimony about the Lauhoe Cohort Program at Leeward Community College. As a non-traditional student and a mother of 3 children, this program has been invaluable in helping me balance academics while managing life's demands. Having the resources, encouragement, and support from the Lauhoe Cohort has given me the confidence to continue pursuing my degree in nursing. I currently work in healthcare, but without my peer mentor and program coordinator cheering me on, I would not have imagined getting to where I am today. This program provides a critical network of support for me and all of its students. It has empowered me to believe I am capable of achieving my academic goals amidst the challenges of being a busy parent. The Lauhoe Cohort has impacted my educational journey in such a positive way. I humbly ask that you maintain this highly important program at Leeward Community College for future cohorts of students. It truly makes a difference in helping non-traditional and diverse students like myself succeed. Mahalo for considering my testimony and the invaluable impact of the Lauhoe Cohort Program

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Your Name (required) *

Mariah Grace Mundon

Your Organization (optional)

Lauhoe Cohort Program

Your e-mail address (in case we need to reach you) *

mgmundon@hawaii.edu

Board of Regents Agenda Item (required) *

Other

Your Position (required) *

Support

Your Testimony/Comments

Aloha mai kākou,

My name is Mariah Grace Mundon and I am writing my testimony in support of the Lauhoe Cohort program. The Lauhoe program has provided many opportunities such as participating in mālama 'āina , learning more about 'ōlelo Hawai'i, and building a sense of pilina (belonging). I was grateful to find a program that provides me with a sturdy foundation for my first year of college.

I was first introduced to the program by my college counselor, Leilani Puchalski. At first, I was only interested in the financial benefits, however I soon realized that Lauhoe was more than just financial assistance. During my time in

Lauhoe, I was able to build relationships with other first-year students that I now call my best friends. The program allows me to connect and learn from others.

Now as a second year student, I feel confident in continuing my academic journey. Although I am still a bit unsure what I will be doing in the future, Lauhoe will always provide me with support mentally, academically, and financially. I am thankful to be a part of Lauhoe as a mentee and now as a peer mentor. It is now my job to help provide support, applicable resources, and a safe place for the new first year students to call home. I am beyond proud to be part of the Lauhoe Cohort Program and hope that I could provide assistance to those who were in my shoes.

**Mahalo nui loa,
Mariah Grace Mundon**

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Your Name (required) *

Kai Roig

Your Organization (optional)

Lauhoe cohort program at Leeward Community College

Your e-mail address (in case we need to reach you) *

kroig@hawaii.edu

Board of Regents Agenda Item (required) *

Other

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Support

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The Lauhoe cohort program has been a pleasure to be in. It has taught me many things, not only about college but about the Hawaiian culture. It has also introduced me to many peers that are focused on the same goal and be able to connect and share stories and goals. The support from my peer mentors and program coordinator is very helpful and the resources available make college a fun and enjoyable experience.

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Your Name (required) *

Phoeberly Ungos

Your Organization (optional)

Lauhoe Cohort Program, Leeward Community College

Your e-mail address (in case we need to reach you) *

pungos@hawaii.edu

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My experience with joining the Lauhoe Cohort Program is valuable that helped my academics because It was a great opportunity for me to branch out what they offered in getting to know the program ever since I joined as a first year student in 2022. I was very committed to the program in attending seminars, field trip events, and other activities which it made me feel like a better role model that helped my growth throughout Lauhoe. I receive so much support from my peer mentor who assisted with me in scheduling, organization, and tutoring. I did very well in the program within assignments to keep up to obtain my grades and attending peer-mentor sessions as well the activities. I'm always active and being able to bring together with students and mentors that help me complete a task to keep me motivate and encourage to show work ethics what I have brought to the program. I did community service I've participated for projects like working on the Malama Aina. Other than that, the Lauhoe program helped me in the guidance of my career and financial assistance from their support

as the resources they've offered me. Overall, Lauhoe program made me learned a lot which It felt more like they are a family to me as we come together as whole and help each other with care.

[Your Testimony \(pdf or word\)](#)

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BOR Testimony <bortest2@hawaii.edu>

Written testimony for Sept. 21 meeting

1 message

Roy Gal <roygal@hawaii.edu>
To: bor.testimony@hawaii.edu

Thu, Sep 21, 2023 at 9:42 AM

Note: This testimony was also given orally

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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