I Mina'trentai Ocho Na Liheslaturan Guåhan
BILL STATUS

BILL NO.	SPONSOR	TITLE	DATE INTRODUCED	DATE REFERRED	CMTE REFERRED	FISCAL NOTES	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	NOTES
352-38 (COR)	Joe S. San Agustin Vincent A.V. Borja Tina Rose Muna Barnes William A. Parkinson Shelly V. Calvo	AN ACT TO *ADD* A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4 GUAM CODE ANNOTATED RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTICIONERS FOR THE UNIVERSITY OF GUAM.	8/26/26 2:08 p.m.	9/3/26	Committee on Education, Libraries and Public Broadcasting.	Request: 9/3/26 Waiver: 9/8/26	10/21/26 2:00 p.m.	11/6/26	

Office of Senator
Vincent A. V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

November 6, 2026

The Honorable Frank F. Blas Jr.
Speaker, *I Mina'trentai Ocho Na Liheslaturan Guåhan*
163 W. Chalan Santo Papa
Hågatña, Guam, 96910

Via Honorable Vice Speaker V. Anthony Ada
Chairman, Committee on Rules

RE: Committee Report on Bill No. 352-38 (COR)

Buenas yan Håfa Ådai Speaker,

Transmitted herewith for your consideration is the Committee Report on **Bill No. 352-38 (COR),** ***As Introduced*** – Joe S. San Agustin – Vincent A.V. Borja – Tina Rose Muña-Barnes – William A. Parkinson – Shelly V. Calvo – "AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM."

Committee votes are as follows:

3 TO DO PASS

_____ TO NOT PASS

5 TO REPORT OUT ONLY

_____ TO ABSTAIN

_____ TO PLACE IN ACTIVE FILE

COMMITTEE ON RULES
RECEIVED:
November 6, 2026 10:13 a.m.
Marie Crisostomo

Best Regards,

Senator Vincent A.V. Borja
Chairman, Committee on Education, Libraries, and Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guåhan

Office of Senator
Vincent A. V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

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CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

COMMITTEE REPORT

BILL NO. 352-38 (COR)

Introduced by: Joe S. San Agustin, Vincent A.V. Borja, Tina Rose Muña-Barnes – William A. Parkinson – Shelly V. Calvo

"AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM."

Office of Senator
Vincent A. V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

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TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

November 4, 2026

MEMORANDUM

To: **All Members**
Committee on Education, Libraries, and Public Broadcasting

From: **Senator Vincent A.V. Borja**
Chairperson, Committee on Education, Libraries, and Public Broadcasting

Subject: **Committee Report on Bill No. 352-38 (COR), *As Introduced***

Transmitted herewith for your consideration is the Committee Report on **Bill No. 352-38 (COR), *As Introduced*** – Joe S. San Agustin – Vincent A.V. Borja – Tina Rose Muña-Barnes – William A. Parkinson – Shelly V. Calvo – "AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM."

This report includes the following:

- Copy of COR Referral of Bill No. 352-38 (COR)
- Notices of Public Hearing
- Copy of the Public Hearing Agenda
- Public Hearing Sign-in Sheet
- Copies of Submitted Written Testimony & Other Correspondence
- Committee Vote Sheet
- Committee Report Digest
- Copy of Bill No. 352-38 (COR), *As Introduced*
- Fiscal Note Waiver

Please take the appropriate action on the attached vote sheet. Your attention to this matter is greatly appreciated. Should you have any questions or concerns, please do not hesitate to contact me.

Best Regards,

Senator Vincent A.V. Borja
Chairman, Committee on Education, Libraries, and Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guåhan

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

September 3, 2026

To: **Rennae V. C. Meno**
Clerk of the Legislature

Attorney Darleen E.H. Phillips
Legislative Legal Counsel

From: **Vice Speaker V. Anthony Ada**
Chairperson, Committee on Rules

Subject: **Referral of Bill No. 352-38 (COR)**

Håfa Adai,

As per my authority as Chairperson of the Committee on Rules and subject to §6.01(d)(1), Rule VI of our Standing Rules, I am forwarding the referral of **Bill No. 352-38 (COR)** - Joe S. San Agustin, Vincent A.V. Borja, Tina Rose Muna-Barnes, Willam A. Parkinson, Shelly V. Calvo.– "AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4 GUAM CODE ANNOTATED RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM."

Please ensure that the subject bill is referred to the Committee on Education, Libraries, and Public Broadcasting chaired by Senator Vincent A.V. Borja. I also request that the same be copied to the Prime Sponsor of the subject bill and to Management Information Services (MIS) for posting on our website.

A copy of the bill is available on our legislative website.

Should you have any questions or concerns, please feel free to contact Kamarin Nelson, Committee on Rules Director at 671-472-2461.

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

FIRST NOTICE OF PUBLIC HEARING – OCTOBER 21, 2026

2 messages

Office of Senator Borja <contact@senatorvinceborja.com> Wed, Oct 14, 2026 at 7:30 AM
To: phnotice@guamlegislature.gov, Ed Pocaigue <sgtarms@guamlegislature.gov>
Bcc: newsdirector@guamnewsnetwork.com

October 14, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A.V. BORJA
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

RE: FIRST NOTICE OF PUBLIC HEARING – OCTOBER 21, 2026

Håfa Adai! The Committee on Education, Libraries & Public Broadcasting will conduct a Public Hearing on **Wednesday, October 21, 2026, beginning at 2:00 P.M.,** in the Public Hearing Room of the Guam Congress Building.

The Committee will hear and accept testimony on the following:

I. Bill No. 257-38 (COR) - AN ACT TO AMEND ARTICLE 4 OF CHAPTER 77, TITLE 12, GUAM CODE ANNOTATED, RELATIVE TO TAX CREDITS FOR CONTRIBUTORS TO PUBLIC SCHOOL SPORTS FACILITIES.

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How to Participate: Written testimony may be delivered to the Office of Senator Vincent A. V. Borja, DNA Building Suite 502, 238 Archbishop Flores Street, Hagåtña, Guam 96910, or via email to contact@senatorvinceborja.com. The Committee requests that testimonies be submitted at least forty-eight (48) hours before the scheduled hearing.

Please confirm your attendance by contacting the office of Senator Vincent A. V. Borja via email at contact@senatorvinceborja.com or by voice call at (671) 969-8423.

Special Accommodations: All government activities, programs, and services are accessible for people with disabilities in compliance with Title II of the Americans with Disabilities Act (ADA). For assistance or special accommodations to fully participate in this public hearing, please contact the office of Senator Vincent A.V. Borja at (671) 969-8423 or via email at contact@senatorvinceborja.com.

Watch Live/Record: The hearing will be broadcast live on local television (GTA, Channel 21, Docomo Channel 117) and streamed online via *I Liheslaturan Guåhan's* live feed on YouTube. After the hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube.

Respectfully,

Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com

FIRST NOTICE OF PUBLIC HEARING - OCTOBER 21, 2026.pdf
256K

Ed Pocaigue <sgtarms@guamlegislature.gov> Wed, Oct 14, 2026 at 8:09 AM
To: Office of Senator Borja <contact@senatorvinceborja.com>

Hafa Adai,

Posted on calendar
[Quoted text hidden]
--

Edward S. Pocaigue, Jr.
Sergeant-at-Arms

I Mina'trentai Ocho Na Liheslaturan Guåhan
Guam Congress Building, 1st Floor
163 Chalan Santo Papa
Hagåtña, Guam 96910

1-671-969-3514
sgtarms@guamlegislature.gov

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Office of Senator
Vincent A. V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

October 14, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A.V. BORJA
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

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FIRST NOTICE OF PUBLIC HEARING – OCTOBER 21,

FIRST NOTICE OF PUBLIC HEARING – OCTOBER 21,

PUBLIC HEARING

Posted on: 10/14/2026 09:30 AM

Posted by: Caden Poblete

Public Hearing Date: 10/21/2026 02:00 PM

Department(s): GUAM LEGISLATURE (/notices?department_id=92)

Division(s): OFFICE OF SENATOR VINCE BORJA (/notices?division_id=297)

Notice Topic(s): PUBLIC HEARING (/notices?topic_id=74)

Types of Notice: PUBLIC HEARING (/notices?type_id=7)

For Audience(s): PUBLIC (/notices?public=1)

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October 14, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A.V. BORJA
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

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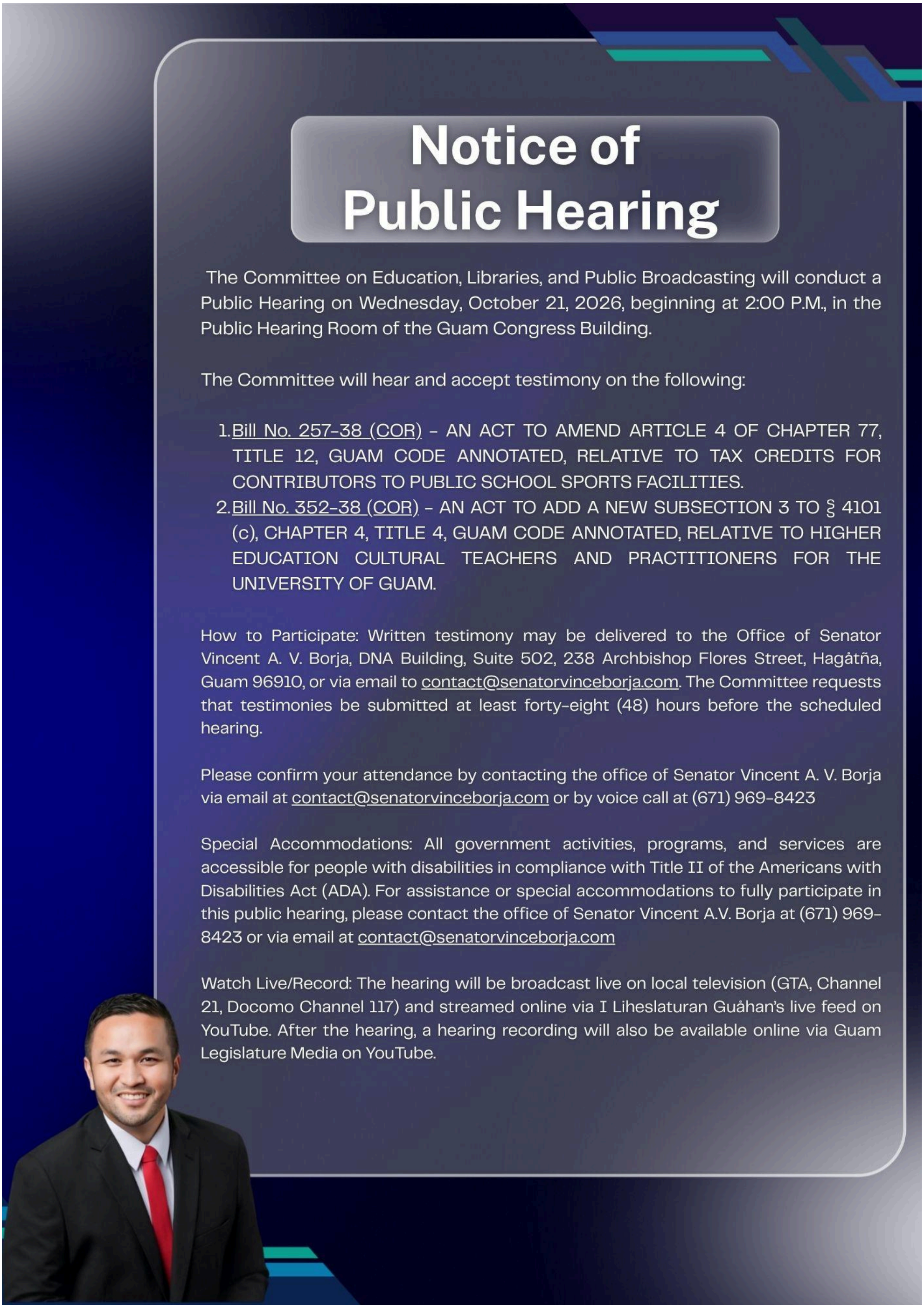

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Office of Senator Borja <contact@senatorvinceborja.com>

SECOND NOTICE OF PUBLIC HEARING – OCTOBER 21, 2026

2 messages

Office of Senator Borja <contact@senatorvinceborja.com> Mon, Oct 19, 2026 at 6:30 AM
To: phnotice@guamlegislature.gov, Ed Pocaigue <sgtarms@guamlegislature.gov>
Bcc: newsdirector@guamnewsnetwork.com, "news@kanditnews.com" <NEWS@kanditnews.com>

October 19, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

RE: SECOND NOTICE OF PUBLIC HEARING – OCTOBER 21, 2026

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Respectfully,

Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com

SECOND NOTICE OF PUBLIC HEARING - OCTOBER 21, 2026.pdf
256K

Ed Pocaigue <sgtarms@guamlegislature.gov> Mon, Oct 19, 2026 at 7:18 AM
To: Office of Senator Borja <contact@senatorvinceborja.com>

Hafa Adai,

Calendar updated
[Quoted text hidden]
--

Edward S. Pocaigue, Jr.
Sergeant-at-Arms

I Mina'trentai Ocho Na Liheslaturan Guåhan
Guam Congress Building, 1st Floor
163 Chalan Santo Papa
Hagåtña, Guam 96910

1-671-969-3514
sgtarms@guamlegislature.gov

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Office of Senator
Vincent A. V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

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HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

October 19, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A.V. BORJA
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SECOND NOTICE OF PUBLIC HEARING – OCTOBER 21, 2026

SECOND NOTICE OF PUBLIC HEARING – OCTOBER 21, 2026

PUBLIC HEARING

Posted on: 10/19/2026 08:20 AM

Posted by: Caden Poblete

Public Hearing Date: 10/21/2026 02:00 PM

Department(s): GUAM LEGISLATURE (/notices?department_id=92)

Division(s): OFFICE OF SENATOR VINCE BORJA (/notices?division_id=297)

Notice Topic(s): PUBLIC HEARING (/notices?topic_id=74)

Types of Notice: PUBLIC HEARING (/notices?type_id=7)

For Audience(s): PUBLIC (/notices?public=1)

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October 19, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

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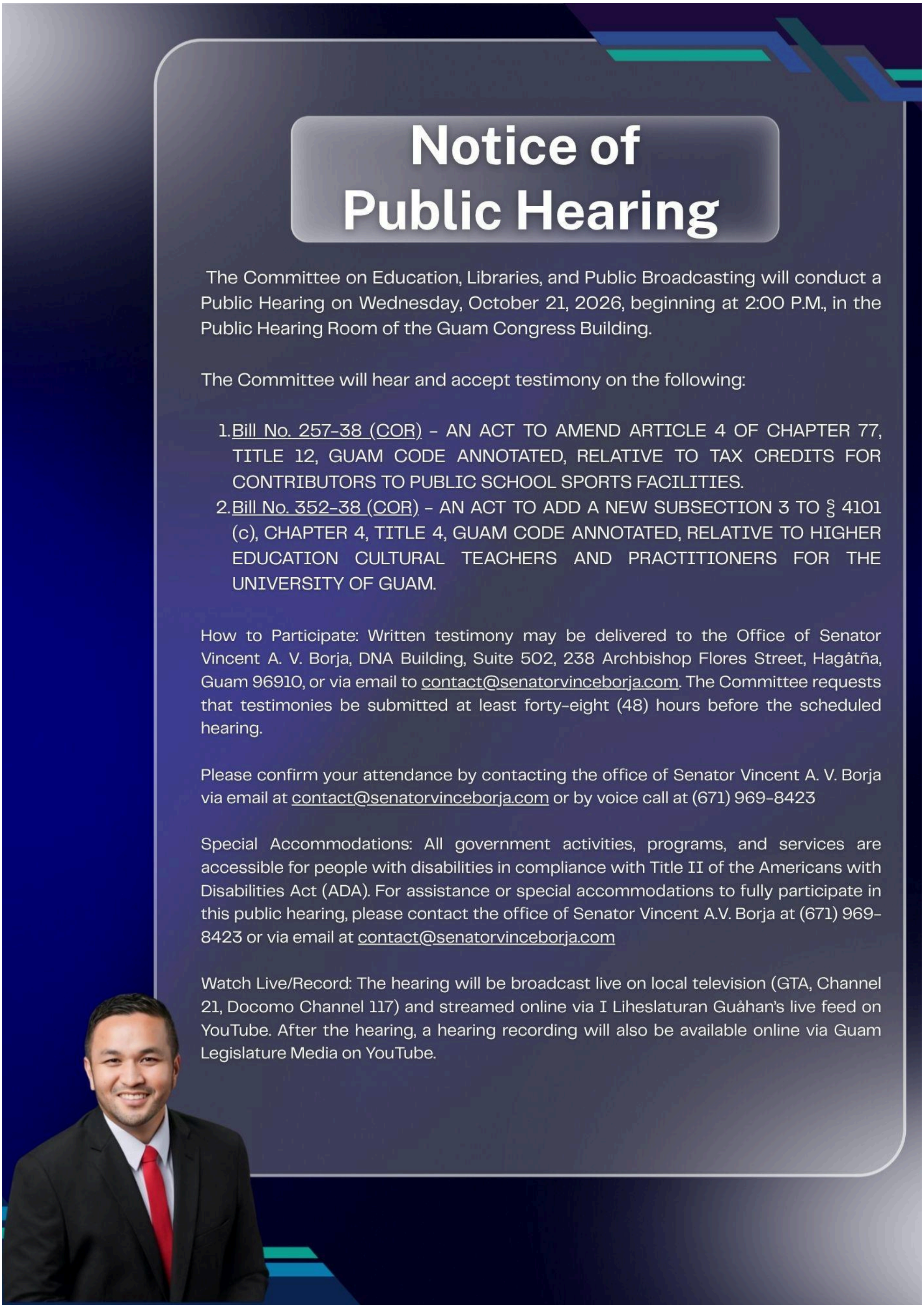

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Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 352-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com> Tue, Oct 13, 2026 at 11:15 AM
To: "Dr. Anita Enriquez" <abe@triton.uog.edu>

October 13, 2026

Dr. Anita Borja Enriquez
President, University of Guam
303 University Drive, UOG Station
Mangilao, Guam, 96023
VIA EMAIL: abe@triton.uog.edu

Subject: Invitation to Provide Testimony for Bill No. 352-38 (COR)

Dear Dr. Enriquez,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 352-38(COR)** for **October 21, 2026, at 2:00 P.M.**

I. Bill No. 352-38 (COR) - AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

Your agency's insights and expertise are invaluable in shaping the discussion around this important topic.

The public hearing will take place at the Guam Congress Building and will provide an opportunity for agencies, organizations, and members of the community to voice their opinions and share relevant information concerning the legislation.

We would like to have a representative from your agency present to provide testimony and engage with other participants. If you have any questions or require additional information, feel free to contact my office at 671-969-8423 or contact@senatorvinceborja.com.

Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **October 21, 2026, at 2:00 P.M.**

Respectfully,

Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com

Invitation to Provide Testimony for Bill No. 352-38 (COR) - UOG President.pdf
343K

Office of Senator
Vincent A.V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

October 13, 2026

Dr. Anita Borja Enriquez
President, University of Guam
303 University Drive
Mangilao, Guam, 96923
VIA EMAIL: abe@triton.uog.edu

Subject: Invitation to Provide Testimony for Bill No. 352-38 (COR)

Dear Dr. Enriquez,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 352-38 (COR)** for **October 21, 2026, at 2:00 P.M.**

I. Bill No. 352-38 (COR) - AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **October 21, 2026, at 2:00 P.M.**

Sincerely,

Senator Vincent A.V. Borja
Committee on Education, Libraries, and Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guåhan

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 352-38 (COR)

2 messages

Office of Senator Borja <contact@senatorvinceborja.com> Tue, Oct 13, 2026 at 11:15 AM
To: angie.taitague@caha.guam.gov

October 13, 2026

Ms. Angie Taitague
Director, Guam Council on the Arts and Humanities Agency
DNA Building, Suite 202
238 Archbishop Flores Street
Hagåtña, Guam 96910
VIA EMAIL: angie.taitague@caha.guam.gov

Subject: Invitation to Provide Testimony for Bill No. 352-38 (COR)

Dear Ms. Taitague,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 352-38 (COR)** for **October 21, 2026, at 2:00 P.M.**

I. Bill No. 352-38 (COR) - AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

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Respectfully,

Office of Senator Vincent A.V. Borja
Committee on Education, Libraries, & Public Broadcasting
38th Guam Legislature
Suite 502, DNA Bldg. 238 Archbishop Flores St.
Hagåtña, Guam 96910
T +1 (671) 969-8423
E contact@senatorvinceborja.com

Invitation to Provide Testimony for Bill No. 352-38 (COR) - CAHA Director.pdf
342K

Angie Taitague <angie.taitague@caha.guam.gov> Wed,
To: Office of Senator Borja <contact@senatorvinceborja.com>

Håfa Adai, Office of Senator Borja,

I confirm receipt of your notice regarding the public hearing for Bill No. 352-38 (COR). The Guam Council on the Arts and Humanities Agency (CAHA) will be submitting testimony for this hear

Additionally, I have forwarded the invitation to the CAHA Board of Directors.

Si Yu'os Ma'åse,

Angie Taitague
Director
Guam Council on the Arts and Humanities Agency
DNA Building, Suite 202
238 Archbishop FC Flores Street,
Hagatña, Guam 96910
Phone: 671-300-1207
Email: angie.taitague@caha.guam.gov

[Quoted text hidden]

Office of Senator
Vincent A.V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

October 13, 2026

Ms. Angie Taitague
Acting Director, Guam Public Library System
254 Martyr Street
Hagåtña, Guam 96910
VIA EMAIL: angie.taitague@caha.guam.gov

Subject: Invitation to Provide Testimony for Bill No. 352-38 (COR)

Dear Ms. Taitague,

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Sincerely,

Senator Vincent A.V. Borja
Committee on Education, Libraries, and Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guåhan

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No. 352-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com> Tue, Oct 13, 2026 at 11:15 AM
To: [redacted]
Cc: Mary Okada <mary.okada@guamcc.edu>, paa@gdoe.net, Angel Sablan <[redacted]>, cetorres@gdoe.net, magutierrez@gdoe.net, govguam@gmail.com

October 13, 2026

Dr. Judith Guthertz
Chairperson, Guam Education Board
501 Mariner Ave.
Barrigada, Guam, 96913
VIA EMAIL: [redacted]

Subject: Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No. 352-38 (COR)

Dear Dr. Guthertz,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 257-38 (COR)** and **Bill No. 352-38 (COR)** for **October 21, 2026, at 2:00 P.M.**

I. Bill No. 257-38 (COR) - AN ACT TO AMEND ARTICLE 4 OF CHAPTER 77, TITLE 12, GUAM CODE ANNOTATED, RELATIVE TO TAX CREDITS FOR CONTRIBUTORS TO PUBLIC SCHOOL SPORTS FACILITIES.

II. Bill No. 352-38 (COR) - AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **October 21, 2026, at 2:00 P.M.**

Respectfully,

Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com

Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No. 352-38 (COR) - GEB Chairwoman.pdf
346K

Office of Senator
Vincent A.V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

October 13, 2026

Dr. Judith Guthertz
Chairwoman, Guam Education Board
501 Mariner Ave.
Barrigada, Guam, 96913
VIA EMAIL: [redacted]

Subject: Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No 352-38 (COR)

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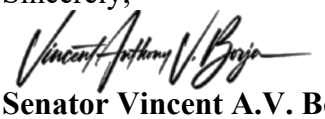
Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **October 21, 2026, at 2:00 P.M.**

Sincerely,



Senator Vincent A.V. Borja
Committee on Education, Libraries, and Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guåhan

CC: Dr. Mary Okada – mary.okada@guamcc.edu
Peter Alecxis D. Ada – paa@gdoe.net
Angel Sablan - [redacted]
Carl E. Torress II – cetorres@gdoe.net
Maria A. Gutierrez – magutierrez@gdoe.net
Dr. Ron L. McNinch – govguam@gmail.com

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No. 352-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com> Tue, Oct 13, 2026 at 11:15 AM
To: "Dr. Judith T. Won Pat (Superintendent)" <jtwonpat@gdoe.net>

October 13, 2026

Dr. Judith T. Won Pat
Superintendent, Guam Department of Education
501 Mariner Ave.
Barrigada, Guam, 96913
VIA EMAIL: jtwonpat@gdoe.net

Subject: Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No. 352-38 (COR)

Dear Dr. Won Pat,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 257-38 (COR)** and **Bill No. 352-38(COR)** for **October 21, 2026, at 2:00 P.M.**

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Respectfully,

Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com

Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No. 352-38 (COR) - GDOE Superintendent.pdf
342K

Office of Senator
Vincent A.V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

October 13, 2026

Dr. Judith Won Pat
Superintendent, Guam Department of Education
501 Mariner Ave.
Barrigada, Guam, 96913
VIA EMAIL: jtwonpat@gdoe.net

Subject: Invitation to Provide Testimony for Bill No. 257-38 (COR) and Bill No. 352-38 (COR)

Dear Dr. Won Pat,

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I. Bill No. 257-38 (COR) - AN ACT TO AMEND ARTICLE 4 OF CHAPTER 77, TITLE 12, GUAM CODE ANNOTATED, RELATIVE TO TAX CREDITS FOR CONTRIBUTORS TO PUBLIC SCHOOL SPORTS FACILITIES.

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Sincerely,



Senator Vincent A.V. Borja
Committee on Education, Libraries, and Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guåhan

Office of Senator
Vincent A. V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

PUBLIC HEARING AGENDA
Wednesday, October 21, 2026
Guam Congress Building, Public Hearing Room

AGENDA FOR 2:00 P.M:

~~I. Bill No. 257-38 (COR) - AN ACT TO AMEND ARTICLE 4 OF CHAPTER 77, TITLE 12, GUAM CODE ANNOTATED, RELATIVE TO TAX CREDITS FOR CONTRIBUTORS TO PUBLIC SCHOOL SPORTS FACILITIES.~~

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How to Participate: Written testimony may be delivered to the Office of Senator Vincent A. V. Borja, DNA Building Suite 502, 238 Archbishop Flores Street, Hagåtña Guam 96910, or via email to contact@senatorvinceborja.com. The Committee requests that testimonies be submitted at least forty-eight (48) hours prior to the scheduled hearing.

Please confirm your attendance by contacting the office of Senator Vincent A. V. Borja via email at contact@senatorvinceborja.com or via voice call at (671) 969-8423

Special Accommodations: All government activities, programs, and services are accessible for people with disabilities in compliance with Title II of the Americans with Disabilities Act (ADA). For assistance or special accommodations to fully participate in this public hearing, please contact the office of Senator Vincent A.V. Borja at (671) 969-8423 or via email at contact@senatorvinceborja.com

Watch Live/Record: The hearing will be broadcast live on local television, (GTA, Channel 21, Docomo Channel 117), and streamed online via *I Liheslaturan Guåhan's* live feed on YouTube. After the hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube.

Chairperson on Education, Public Broadcasting & Libraries
Vincent A.V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

PUBLIC HEARING SIGN-IN SHEET
Wednesday, October 21, 2026 – 2:00 PM
Public Hearing Room, Guam Congress Building

Bill No. 352-38 (COR) - AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

NAME:	AGENCY/ ORGANIZATION	POSITION	TESTIMONY	CONTACT INFORMATION
1. Sharkey Santos-Bamba	UOG	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☒	
2. Anthony Charfauros	UOG/ Mañe'lom Marianas	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☒	
3. Mary Cruz	UOG	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☒	
4. Kisha Borja-Quichocho-Calvo	UOG	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☒	
5. Nolan Flores	UOG	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☒	
6. Velma Yamashita	UOG	SUPPORT ☑ OPPOSE ☐	WRITTEN ☑ ORAL ☐	
7. Angie Taitague	CAHA	SUPPORT ☒ OPPOSE ☐	WRITTEN ☒ ORAL ☒	
8. Mark Dunn	CAHA	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
9.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
10.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	

Chairperson on Education, Public Broadcasting & Libraries
Vincent A.V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA Building
Suite 502
238 Archbishop Flores St.
Hagåtña, Guam 96910
Tel 671-969-8423

PUBLIC HEARING SIGN-IN SHEET
Wednesday, October 21, 2026 – 2:00 PM
Public Hearing Room, Guam Congress Building

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NAME:	AGENCY/ ORGANIZATION	POSITION	TESTIMONY	CONTACT INFORMATION
1. Nolan Muna	UOG: Chamoru Studies major	SUPPORT ☑ OPPOSE ☐	WRITTEN ☐ ORAL ☑	[redacted]
2.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
3.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
4.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
5.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
6.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
7.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
8.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
9.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
10.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	

GUAM COUNCIL ON THE ARTS & HUMANITIES AGENCY
Kahan I Kutturan Guahan

Honorable Lourdes Leon Guerrero
Maga' håga'
Governor of Guam

Honorable Joshua Tenorio
Segundo Maga' lahi
Lieutenant Governor of Guam

Angie R. Taitague
Eksåkåtibu Direktot
Executive Director

The Honorable Senator Vincent A.V. Borja,
Chairperson of the Committee on Education, Libraries and Public Broadcasting
38th Guam Legislature

REGARDING BILL NO. 352-38 (COR)

AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

Håfa adai, Mr. Chair and Committee Members,

My name is Angie Taitague, and I serve as the Director of the Guam Council on the Arts & Humanities Agency (CAHA). I am submitting this testimony in **strong support** of **Bill No. 352-38 (COR)**.

The Preservation of Our Heritage
Our indigenous Chamorro culture, traditional arts, chanting, weaving, seafaring, master craftsmanship, and oral histories are the bedrock of who we are as a people of Guåhan. For generations, the transmission of these vital practices relied heavily on informal community teaching. However, as our island modernizes, securing a permanent, respected, and properly supported place for our cultural masters and practitioners within our premier institution of higher learning, the University of Guam, is critical.

Bill No. 352-38 (COR) takes a meaningful step forward by addressing how cultural teachers and practitioners are integrated and valued within the statutory framework of Title 4 of the Guam Code Annotated.

Why Bill No. 352-38 Matters

- **Institutionalizing Cultural Knowledge:** Academic credentials alone do not always capture the lifelong dedication, lineage, and master-level proficiency required to be a traditional cultural practitioner. This bill helps bridge traditional wisdom with academic recognition.
- **Empowering the Next Generation:** When students at the University of Guam see cultural teachers and practitioners elevated, respected, and properly classified within the

university system, it validates indigenous knowledge as a rigorous and essential academic discipline.

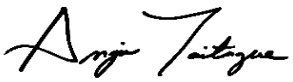
- **Aligning with CAHA's Mission:** Through initiatives like the Guam Masters Award (*Guam National Treasure*), CAHA works to ensure that our traditional artists and cultural guardians are honored. Supporting legislative measures that protect and elevate these practitioners in public institutions strengthens the entire cultural ecosystem of Guam.

Conclusion

Our culture is not merely a relic of the past; it is a living, breathing identity that must be actively supported, funded, and institutionalized. I thank the author and sponsors of Bill No. 352-38 (COR) for championing our cultural teachers.

I urge the Committee and the 38th Guam Legislature to pass Bill No. 352-38 (COR) favorably

Si Yu'os Ma'åse for your continued commitment to the arts, humanities, and cultural heritage of Guåhan.



Executive Director

UNIVERSITY OF GUAM
UNIBETSEDÅT GUAHAN

COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES
Office of the Dean

October 21, 2026

The Honorable Vincent Borja
Senator, 38th Guam Legislature
Guam Congress Building
163 Chalan Santo Papa
Hagåtña, Guam 96910

Håfa adai,

Thank you for the opportunity to provide testimony in support of Bill 352-38, which would allow the University of Guam to recognize and hire traditional cultural teachers and practitioners to teach our students.

I am the Interim Dean of the College of Liberal Arts and Social Sciences, which houses our CHamoru Studies Program, and together with Dr. Velma Yamashita, the Interim Associate Dean of the College, we strongly support Bill 352-38. First and foremost, we are educators who have witnessed firsthand the profound impact this program has had on our students and our community.

For more than a decade, our CHamoru Studies Program has provided students with opportunities to learn about their language, history, identity, and cultural heritage. Over the years, we have watched our students flourish. We have seen students enter the program and leave with a deeper understanding of who they are, where they come from, and the responsibilities they carry to their families and communities. Some have gone on to become teachers, researchers, cultural practitioners, and community leaders. Others have developed a stronger sense of identity and belonging. Both outcomes are equally meaningful because the value of this education extends far beyond earning a degree. It shapes how our students understand themselves and their place in the world.

One of the most valuable aspects of our CHamoru cultural heritage is the way knowledge has been passed from one generation to the next. For generations, our elders and cultural practitioners have taught through storytelling, observation, mentorship, and practice. This knowledge is rooted not only in what they know, but in what they have experienced, practiced, and learned from those who came before them.

As our older generations age, we are reminded of the importance of creating opportunities for this knowledge to be shared with younger generations. There is a responsibility to ensure that the knowledge they carry continues to be taught, practiced, and sustained. And we believe our university has an important role to play in that work.

into research, education, and public policy. It is the possibility that knowledge passed down over countless generations will continue to live through generations yet to come. And it is the University fulfilling its responsibility not only to educate students, but also to serve as a place where the knowledge and wisdom of our island are valued, shared, and carried forward.

The question before us is not simply whether our traditional knowledge bearers belong in the university. *They do.* The question is whether we will create the pathways necessary for their knowledge to reach the next generation before it is too late. This legislation is an important step toward making that vision a reality. It recognizes that the people who have dedicated their lives to sustaining our cultural traditions have much to teach us, and that our students and our university have much to gain from their presence in our classrooms. Let us ensure that our students do not inherit only the memory of our cultural knowledge, but the opportunity to learn it, practice it, carry it forward, and one day pass it on themselves.

We have an opportunity to continue building a university where our students can learn from the wisdom of those who came before them, develop a deeper appreciation for their heritage, and carry that knowledge into the future.

We appreciate your continued leadership in improving educational opportunities for our community and prioritizing language and cultural preservation for future generations. We look forward to a favorable outcome for Bill 352-38.

Sincerely,

Mary Therese F. Cruz, Ph.D.
Interim Dean
Associate Professor of Political Science,
CHamoru Studies and Micronesian Studies

Velma J. Yamashita, Ph.D.
Interim Associate Dean
Professor of Art

MAÑE'LON MARIÅNAS

Anthony Charfauros *on behalf of* Mañe'lon Mariånas
Unibetsedåt Guåhan
303 University Drive, Mangilao, Guam 96923
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21 Oktubre 2026

Senator Vincent A.V. Borja
Office of Senator Vince Borja
Suite 502, 238 Archbishop Felixberto Camacho Flore Street, Hagåtña, Guam, 96910
(671) 969 - 8432
contact@senatorvinceborja.com

Testimony *in support of* Bill 352-38

Manana si Yu'os, Chairperson Borja, Vice Chairperson Muna-Barnes, Senator San Agustin, and members of the 38th Guam Legislature's Committee on Education, Libraries, and Public Broadcasting.

Guahu si Anthony Charfauros, i Presidenten Mañe'lon Mariånas ginen i Unibetsedåt Guåhan. Gaige' yu guini para bai hu nåna'i hamyo iyon-måmi Testimony Mañe'lon Mariånas put sinapotten-måmi para i Priniponen 352-38. *I am here today to give you all the testimony of Mañe'lon Mariånas in support of Bill 352-38.*

As a student of the CHamoru Studies program, I, along with many other students who are deeply interested in the CHamoru culture, have seen and lived the struggles of not fully knowing our culture.

Today, the CHamoru culture is often taken for granted. From outside voices claiming we don't know what it means to be an islander or that our culture only replicates others, to our own people not understanding how connected we truly are to the rest of Micronesia and the Pacific, our heritage as CHamorus has long been a point of tension. This is changing, however.

With the establishment of the CHamoru Studies program at the University of Guam, so many students have been able to reclaim what they were told has been lost, forgotten, and not worth paying attention to: that is our CHamoru culture. Though many students enroll in the program for the sake of reconnecting and hoping to fluently speak our language, the students of the program grow more firm in their stance as holders of our CHamoru culture. This is not a surprise.

With the employment of several master practitioners who are a part of the CHamoru studies program, our classmates and alumni now can firmly say they know our culture. They know it is more than bbqing, tribal tattoos, slang that has no meaning in our islands, or reciting the novenas every December.

My classmates know how to sing the Kantan CHamorritas, they know the process of seafaring, they know how to make åmot, they know how to build the huts, and more importantly, they know more about who they are as islanders, as people of Micronesia, and as Chamorus in the great sea of islands.

With this bill, we recognize the invaluable work of these individuals who carry thousands of years worth of our culture and traditions.

Pues put fåbot, we are asking for our leaders to support this bill which helps those who seek out more than just education but also connection to our culture as an essential piece of our identity. Please support this bill for the sons and daughters of this island who come to UOG in hopes of learning something that they weren't afforded growing up: their culture. Our culture was passed through oral and practiced traditions, so please join us in ensuring those hands and mouths continue to carry our culture. Please hear our support for this bill to continue the good work the cultural practitioners have done at our campus.

Sinseramente yan Kon Respetu,

Anthony Charfauros
Presidenten Mañe'lon Mariånas

Gabriel Lane

Veronica Cruz

Caleb Baleto Cruz

Aaron Suba

Arianna Cruz

Devin Santos

Linda Camacho

Chelsea Manibusan

21 Oktubre 2026

Senator Vincent A. V. Borja
Committee on Education, Libraries, & Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guåhan
38th Guam Legislature

Subject: An Act to Add a New Subsection 3 to § 4101 (c), Chapter 4, Title 4 Guam Code Annotated Relative to Higher Education Cultural Teachers and Practitioners for the University of Guam

Buenas yan håfa adai Senator Borja yan honorable senators,

Guahu si Linda Camacho, i estudiante ginen i Prugråman Inestudian CHamoru gi Unibetsedåt Guåhan. Hu nåna'i hamyo iyo-ku testimony put sinapotte-ku para i Priniponen 352-38. I am Linda Camacho, a student from the CHamoru Studies Program at the University of Guam. I am giving my testimony of support for Bill 352-38.

As a CHamoru Studies student, I had to adapt quickly to a learning environment that is not limited to the four walls of a classroom. This was something I once struggled with because it seemed beyond the structure I was used to. However, I know now that dedicating myself to the CHamoru culture and language sometimes requires me to learn apart from a screen and a board. I have to absorb information from the elders in their gardens, their kitchens, their first language, and more. Although this seemed unorthodox at first, it is necessary for culturally competent ways to learn the beautiful complexity that is CHamoru Studies.

My instructors throughout my time here at the university have provided me with invaluable information about multiple aspects of their cultural expertise. Much of our cultural knowledge has been passed down through generations through storytelling, quality time, guidance from our elders, and hands-on experiences. Throughout my undergraduate journey and personal cultural journey, I have deemed this practice wisdom to be as valid and useful as textbook knowledge. When I look at some of my educators, I do not see a person who may or may not have a master's degree or Ph.D. I see a person who has dedicated years of their life to our culture and the community who is willing to learn it. The experiences and wisdom of a cultural practitioner deserves to be recognized and worthy to hold a position as a higher education instructor.

Someone who has dedicated years to practicing and preserving cultural aspects of who we are is beneficial to university students in search of further connection to CHamoru culture. This bill allows the university community to formally place their trust in cultural practitioners to keep the traditions and customs alive in a time where people might believe it is dead. It is not dead. It is

loud and vibrant and alive. I'm confident in this because of my time in the CHamoru Studies Program, where I have realized the different forms of exchanging knowledge.

I have spent my time as a student with many cultural practitioners who have taught me what it means to be a lifelong learner, a CHamoru learner. I humbly learn about CHamoru culture through the classrooms that look like weaving on the floor, chanting in the grass, building huts on the courtyard, or tasting fresh åmot. The different instructors and methods I used to think were "unorthodox" are exactly what I needed to return back to who I am meant to be as a CHamoru and as someone who is dedicated to preserving who we are. My learning journey, as well as many of my classmates', would not be possible nor meaningful without the cultural practitioners and teachers who are willing to share their expertise.

The evaluation and preferred qualifications mentioned in this bill demonstrate competency needed to consider cultural expertise as a valid qualification to be a higher education instructor. Supporting this bill supports the university's CHamoru Studies Program in remaining strong in fostering connection between the community and the culture. By creating opportunities for knowledgeable practitioners, we open doors for students in search of cultural knowledge and for customs to continue throughout future generations.

I respectfully ask the Legislature to support Bill No. 352-38.

Si Yu'os ma'ase',



Linda Camacho
CHamoru Studies Student
University of Guam

Written Testimony in Support of Bill No. 352-38 (COR)

Presented by: Kennith C. Sabalboro
CHamoru Language and Cultural Arts Teacher
Guam Department of Education
Apprentice of Master Carver Julie "Jill" Benavente

To: Members of the 38th Guam Legislature
Re: Bill No. 352-38 (COR) – Relative to Higher Education Cultural Teachers and Practitioners for the University of Guam

Håfa Adai Honorable Senators,

My name is Kennith C. Sabalboro, and I am a CHamoru Language and Cultural Arts teacher with the Guam Department of Education. As an educator, I teach my students to speak our CHamoru language and provide them with hands-on instruction in traditional carving. My goal is not only to help preserve our language and culture but to ensure that our students develop the knowledge, values, and practical skills needed to carry our traditions into the future.

I am writing to express my strong support for Bill No. 352-38 (COR), which recognizes the importance of cultural teachers and practitioners in higher education.

Since 2017, I have had the honor and privilege of being an apprentice under Master Carver Julie "Jill" Benavente. Throughout these years, she has shared with me her traditional carving skills, techniques, and cultural knowledge. What I have learned from her has become an important part of what I teach my students today. I can confidently say that without her guidance, skills, and traditional knowledge, I would not be able to provide my students with the carving education and experiences that I currently offer.

The knowledge I gained from Master Jill did not come from simply reading a textbook or sitting in a classroom. It came from years of hands-on learning, observing, practicing, making mistakes, and learning directly from someone who has dedicated her life to mastering and preserving traditional carving. She taught me not only how to carve but also the patience, discipline, respect, and responsibility that come with being a cultural practitioner.

Through this apprenticeship, I have also come to better understand the importance of our CHamoru values, particularly **inafa'maolek**, the practice of maintaining harmony, cooperation, and helping one another, and **inagofli'i**, the expression of love, kindness, and genuine care for others. These values are not simply words we teach our students to memorize. They are values we must demonstrate through our actions, relationships, and the way we share our knowledge.

Master Jill demonstrated these values by taking the time to teach me, guide me, and share the knowledge she has gained throughout her life. In return, I have a responsibility to continue that

same practice with my students. When I teach them how to carve, I am also teaching them to be patient, help one another, respect their materials, and take pride in their work. This is how our cultural values continue to live through the next generation.

Today, I take the knowledge passed down to me and use it to teach the students of Guam. My students learn actual carving skills, including how to properly use tools, work with different materials, develop designs, and create their own pieces inspired by our CHamoru heritage. These are skills they can continue developing long after they leave my classroom.

I believe that traditional carving is more than just a cultural activity. It is a practical skill that can create opportunities for our students in the future. Some may eventually become skilled artisans, start their own businesses, sell their handcrafted work, or become cultural educators themselves. By teaching these skills, we are helping our students develop confidence, creativity, discipline, and the ability to become productive members of society.

However, none of this would be possible without the traditional knowledge keepers who continue to share what they know. Many of our cultural practitioners have dedicated decades of their lives to mastering their skills, yet some may not have the formal degrees or academic credentials typically required to teach at a university. Their lack of a degree does not take away from the value of their knowledge or their ability to teach others.

This is why I believe Bill No. 352-38 (COR) is important. It provides an opportunity to recognize the value of traditional cultural practitioners and the role they can play in higher education. Our University of Guam should be a place where academic knowledge and traditional cultural knowledge can come together to educate future generations.

I am a living example of the impact that one cultural knowledge keeper can have. Master Jill shared her knowledge with me, and today I am passing that knowledge on to my students. The skills she taught me are now being learned by young people who may one day teach them to their own children, students, or apprentices.

When we give our cultural knowledge keepers opportunities to teach, we are not simply preserving a skill. We are creating a future for that knowledge to continue living through our people.

As someone who teaches our students to speak CHamoru and develop traditional carving skills, I see firsthand how important it is to keep our language and culture alive through actual practice. Our students need more than stories about what our ancestors once did. They need opportunities to speak our language, learn our traditional skills, and become active participants in continuing our culture.

I respectfully ask the members of the 38th Guam Legislature to consider the important contributions of our cultural knowledge keepers and practitioners as you deliberate on Bill No. 352-38 (COR).

Our traditional knowledge should not be overlooked simply because it was learned outside of a university. It is knowledge that has been passed down through generations, and it deserves recognition and respect.

The knowledge that Master Jill passed down to me is now being passed down to my students. That is how our culture continues, and that is why this bill matters to me.

Si Yu'os Ma'åse' for your time and consideration.

Respetuosamente,

Kennith C. Sabalboro
CHamoru Language and Cultural Arts Teacher
Guam Department of Education
Traditional Carving Apprentice under Master Carver Julie "Jill" Benavente
Apprentice since 2017

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

Bill 353-38 Written Testimony Submission Gabriel Lane

1 message

GABRIEL LOGAN LANE <laneg@gotritons.uog.edu> Tue, Oct 20, 2026 at 9:53 PM
To: "contact@senatorvinceborja.com" <contact@senatorvinceborja.com>

Buenas yan håfa adai,

Guåhu si Gabriel Lane, and I am writing to you in support of Bill 353-38. The CHamoru culture is defined not just by its values but by its practices as well. We stand at the precipice of a new era for Guåhan with one of its defining moments being whether or not the old practices and knowledge are passed down or die with the manåmko. Bill 353-38 provides this opportunity to not just provide for experienced and knowledgeable community members but also the equally as important opportunity of passing down that knowledge so that it not only continues into the next generation but grows with them. As governing officials, you all claim to be about culture, both its protection and proliferation. If this bill is not signed into law, undoubtedly, it will show that the CHamoru culture is not something to be safeguarded for the sake of our community but commodified for foreign visitors.

If we truly seek, as an island, to protect and grow our culture we must recognize that the western systems and institutions, which have long been deferred to as arbitrators of academia, are not built for people like us and most certainly are not built to ensure our traditional knowledge, and beliefs are maintained. If nothing more, we may look back at the long history of colonial powers instituting bans on cultural practices for fear of paganism or in attempts to coerce the CHamoru people into giving up their identities in favor of new American ones. Bill 353-38 is a step in the right direction, in that it circumvents an unnecessary rule that does not fit our current climate and context. Instead, it privileges those who, even without western documentation, still undoubtedly have the knowledge and experience to teach. Our manåmko are our lifeline to the past and future,

and if we do not give them the chance to speak, we will lose it, and if it is lost, we may never recover it. That is why I am in favor of this bill, and I encourage its quick approval. Si Yu'os ma'åse.

Gabriel Lane

October 20, 2026

To: Senator Vincent A.V. Borja, Chair of the Committee on Education, Libraries, & Public Broadcasting

From: Dr. Kisha Borja-Quichocho-Calvo, Associate Professor, University of Guam

Re: Testimony in Support of Bill No. 352-38 (COR)

Buenas yan Håfa Adai Senator Borja:

Guåhu si Dr. Kisha Borja-Quichocho-Calvo, and I am an associate professor and program coordinator of the CHamoru Studies Program at the University of Guam. I am submitting this testimony in support of Bill 352-38. The views articulated here in this testimony are my own and do not represent the views of the University of Guam.

Part of the mission of the CHamoru Studies Program is to revitalize the CHamoru language through nurturing students who can speak and write in the language. To achieve this, students engage in studies of the CHamoru language, culture, and CHamoru-based systems of knowledge. What makes our program unique is that we offer courses not only in CHamoru language and history, but CHamoru culture as well. It is these courses that provide our students and community members with the opportunities to learn cultural practices — including måmfok (weaving), åmot (traditional medicine), kåntan Chamoritta (call and response), carving, seafaring, baila (dance), and lålai (chant) — from community elders and cultural practitioners (fáfa'na'gue).

Our cultural classes are in demand, both by University students and community members. This tells us that there is a need in our community, a desire to learn the knowledge and ways of our ancestors and a responsibility to perpetuate these ways of knowing and doing. To meet this need, and to go beyond mere introductory level knowledge, our program created a series of courses for students to learn cultural practices (namely seafaring and åmot), where students can take and complete multiple courses related to their selected cultural practice. Students are able to apprentice under an elder or practitioner and eventually earn a certificate of completion. While they will not be considered master practitioners upon completion of the certificate, that is not the intended goal in just 3 semesters. The goal is for students to begin their journey with us, in a formalized course setup (with an instructor), and to motivate them to continue their journey of learning and of strengthening the cultural skills and knowledge over time.

These days, most people in our community do not have access to elders who possess and can pass down cultural knowledge and practices. Many of our elders have passed away or do not know these practices. In relation to åmot practices, I recently had a discussion with some of my colleagues about how there are only about 3 recognized yo'åmte in our island community. What does this mean for åmot practices? When the last few yo'åmte pass away, will they take their knowledge with them? Who will be left, and what will we know? These kinds of cultural classes bring together different generations, bridging the gaps between manåmko' and manhoben, connecting multiple generations to cultural practices and knowledge, ensuring that they will continue to be practiced and perpetuated for future generations.

Moreover, while cultural courses have been created and formalized in the post-secondary institutional setting, we have faced challenges in the hiring and compensating of our cultural teachers. Based on the current law, there are certain academic credentials that instructors must possess in order to teach at the University. However, several of our community elders and cultural practitioners do not possess these academic credentials and are unable to be hired and are therefore unable to teach and share their cultural knowledge. And while these elders and practitioners may not possess the academic credentials, they do possess knowledge that is before their time, tiningo' taotaomo'na, the millenia-old knowledge of our ancestors, of the first people. We cannot put a price on this knowledge because it is invaluable. But, in line with our hinengge of inagofli'e' and a'adahi, we should demonstrate to our cultural teachers that we see them and we are looking out for them; we honor and recognize their knowledge and cultural contributions and will properly compensate them, just as we would any other teacher.

After centuries of colonial attempts to erase our people, to rid of our language and our cultural practices, we are still here. And we still have people who courageously carry the language and cultural knowledge of our ancestors. But we are living in a critical time, where we have lost a lot, where many of us are fighting to hold on to what we have left, and where we have to make thoughtful, careful decisions about our culture so that it can continue to be taught and learned now, with the goal of having it thrive in the future. That being said, malago' yu' faisen hao: Yanggen tåya' i kotturå-ta yan tåya' i Fino'-ta, pues håyi hit?
Pot fabot. Supota este i Bill 352-38. Gof impotantte este para i fáfa'na'gue, para i kutturå-ta, para i komunidåt-ta, yan para i taotao-ta, på'go yan mamaila na tiempo.

Sen dangkolo na si Yu'os ma'åse' para i tiempo-mu.

Kon respetu,

KishaBQCalvo

Kisha Borja-Quichocho-Calvo, Ph.D.

October 27, 2026

Written Testimony in Support of Bill No. 352-38 (COR): AN ACT TO ADD A NEW SUBSECTION 3 TO §4101 (c), CHAPTER 4, TITLE 4 GUAM CODE ANNOTATED RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

Buenas yan Håfa Adai,

My name is Caley Jay Chargualaf, and I respectfully submit testimony in strong support of Bill No. 352-38 (COR). Professionally, I am involved in work related to environmental policy, social science, and ethnobotany, through which insights from cultural practitioners have enhanced the understanding of native animal and plant species. Academically, my ongoing graduate research focuses on *åmot*, traditional CHamoru medicine. Through this, I have been exposed to the high degree to which our traditional healers deeply understand medicinal plants and their properties. Personally, I am from the southern village of Inalahan. As a child, I saw Master Weaver Tan Floren Paulino work the malleability of coconut leaves as we sat in a *Gef På'go* hut with a *nipa*-thatched roof protecting us; or how a few hours crabbing or fishing with *talåya* put a meal on the table.

In all capacities, I have learned firsthand the importance of traditional knowledge. Simply put, we as Indigenous peoples would not be here today without it. I greatly recognize that the connections to and teachings of my elders have had the most significance in my foundational understanding and respect for our natural environments. This knowledge has provided the basis for our livelihood for thousands of years and continues to be a source of cultural connections with the environment, each other, and ourselves.

This bill provides an invaluable opportunity to continue fostering such rich relationships. The inclusion of cultural teachers and practitioners into the University of Guam's curriculum would position traditional knowledge in an institutional setting and underline the inherent value of these educators in our community. Additionally, this bill would address the global decline of traditional knowledge by providing increased access for community members to learn information directly from these practitioners through an otherwise inaccessible mode of learning.

Furthermore, mastering a cultural practice takes decades of learning and experience, and this would provide a structured platform to appropriately compensate cultural teachers for their time, resources, and willingness to share and perpetuate their knowledge.

In closing, I thank you for proposing this bill and supporting the necessary preservation of our cultural practices and knowledge. Thank you for your time and consideration.

Respectfully,

Caley Jay Chargualaf

Testimony in support of Bill 352-38
To whom it may concern:

Buenas yan håfa adai. Guahu si Lula Blas Fox yan CHamoru yu', lao sumåsaga yu' giya Chicago. Familian Eka, Malåte', yan Balaku yu'. I am writing this testimony in support of the passage of Bill 352-38, which would allow for cultural practitioners to teach at UOG regardless of whether or not they have certain degrees or qualifications obtained through higher education. The passage of this bill is essential in ensuring that CHamoru, Pacific Islander, and all other students enrolling at UOG have the opportunity to take CHamoru studies courses taught by community members and cultural practitioners. Ensuring that community members can provide instruction at UOG, regardless of their personal educational backgrounds, creates increased economic and career opportunities for manåmko' and cultural practitioners that may not otherwise be available. Further, this bill affirms our own Indigenous understandings of fa'nå'gue or learning, in that we have always been taught and shaped by our elders, our manåmko'. As CHamoru peoples navigate through the world of academia, it is essential to continue reminding us that our culture belongs in all spaces that we are in, and that our knowledge is vast and important enough to be taught at an institution such as a university in the first place. The enactment of this bill and the incorporation of i kostumbren CHamoru in the CHamoru studies program will help cultivate the next generation of CHamoru advocates, politicians, leaders, cultural practitioners, and land/water defenders who will continue to maintain our deep respect for our lands and peoples within the Marianas. Mobilizing this next generation requires opportunities to learn from cultural practitioners directly, who hold deep knowledge that has been passed down through generations.

I hope that this testimony may be heard.

Si Yu’os ma’åse’,

Lula

[redacted]

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

Written Testimony in favor of Bill No. 352-38

1 message

EVELYN R FLORES <evelynrflores@triton.uog.edu> Tue, Oct 27, 2026 at 7:44 PM
To: "contact@senatorvinceborja.com" <contact@senatorvinceborja.com>

To Whom It May Concern:
I write to support Bill No. 352-38 for the following reasons:

1) This bill would provide a pathway for the Chamoru Studies Program to search for, identify, and recommend expert practitioners of Chamoru knowledge and skills.
2) It would go far to challenging the devaluing of Chamoru cultural epistemologies and ontologies that Western systems of knowledge often, by default, promote.
3) It would add to indigenous education efforts to reverse the damage to Chamoru youth's cultural self-image resulting from intense post-war Americanization programs and legislations.
4) Finally, but just as importantly, it would begin the work of insuring equal and just pay for expert practitioners and teachers of Chamoru skills and knowledge.

Saina Ma'åse for your attention,
Evelyn Flores

Si Yu'os Ma'åse'

UNIVERSITY OF GUAM
UNIBETSEDÅT GUÅHAN

Evelyn SM Flores, PhD
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The University of Guam is an equal opportunity provider and employer.

October 28, 2026

To: The Honorable Members of the 38th Guam Legislature

Re: Written Testimony in Support of Bill No. 352-38 (COR) – Fafa'någue Bill

Håfa Adai Honorable Senators:

My name is Tricia A. Lizama, Ph.D., LCSW, and I am a Professor of Social Work at the University of Guam. I am submitting this written testimony in my individual capacity as an educator, researcher, and longtime advocate for the recognition and preservation of CHamoru indigenous knowledge. The views expressed in this testimony are my own and do not necessarily represent the official position of the University of Guam.

I strongly support Bill No. 352-38 (COR), commonly referred to as the Fafa'någue Bill, which seeks to recognize the expertise of indigenous cultural practitioners and establish alternative pathways for their knowledge and skills to be acknowledged within our educational institutions.

For more than a decade, I have had the privilege of working alongside and learning from CHamoru traditional healers, including Saina Lourdes Manglona, Mama Chai, Uncle Emil (+) and Auntie Frances (+) and many other respected cultural practitioners throughout Guam. Through my research and relationships with these healers, I have witnessed firsthand the extraordinary depth of indigenous knowledge they possess. Their expertise extends far beyond what can be taught in a traditional classroom or measured through academic degrees and professional certifications.

These practitioners carry generations of knowledge about medicinal plants, traditional healing practices, spirituality, relationships with the natural environment, family and community responsibilities, and the cultural values that have sustained our CHamoru people for centuries. Their knowledge has been developed through lived experiences, years of observation, mentorship, practice, and teachings passed down from their elders and ancestors.

A high school diploma, college degree, or professional certification should not be the sole measure of a person's expertise, particularly when that expertise comes from generations of indigenous knowledge and cultural practice.

As an educator and researcher, I recognize the importance of formal education. However, I also recognize its limitations. There are lessons that our cultural practitioners can teach that cannot be replicated through textbooks, lectures, or university coursework. The ability to identify and prepare medicinal plants, understand traditional healing protocols, recognize the spiritual dimensions of healing, and honor the responsibilities associated with indigenous knowledge requires years of experiential learning and cultural mentorship.

Equally important are the indigenous values embedded within these teachings. Values such as *inafa'maolek* (maintaining harmonious and reciprocal relationships), *respetu* (respect), and our responsibility to honor our *manåmko'* are not simply concepts to be discussed. They are ways of living, teaching, caring, and sustaining our communities. Our traditional practitioners embody these values through their everyday actions and their willingness to share knowledge with future generations.

Too often, institutions invite cultural practitioners to share their knowledge, conduct demonstrations, provide cultural guidance, or educate students and professionals without recognizing their contributions at the same level as individuals who possess formal academic credentials. Although their participation may be appreciated, appreciation alone does not adequately recognize the time, expertise, preparation, and cultural responsibilities associated with their work.

We cannot continue to ask our elders and cultural practitioners to preserve, teach, and share our culture while failing to recognize the professional and economic value of their contributions.

Bill No. 352-38 (COR) provides an opportunity to address this disparity by recognizing indigenous expertise beyond conventional educational qualifications. Cultural practitioners should have meaningful opportunities to serve as educators, mentors, consultants, trainers, and subject matter experts, with compensation that reflects the depth of their knowledge and the significance of their contributions.

In addition to recognizing alternative qualifications, I respectfully encourage the Guam Legislature and the University of Guam to consider establishing an equitable compensation structure for indigenous cultural practitioners. Such a structure should recognize years of cultural practice, demonstrated expertise, community acknowledgment, mentorship, and the cultural responsibilities associated with preserving and transmitting indigenous knowledge.

Compensation should not be determined solely by whether an individual possesses a high school diploma, bachelor's degree, master's degree, or doctorate. Instead, institutions should have a mechanism to recognize cultural practitioners whose expertise is equivalent in depth, experience, and contribution to that of formally credentialed educators and professionals.

This does not diminish the value of academic qualifications. Rather, it broadens our understanding of what constitutes expertise and acknowledges that there are multiple legitimate pathways through which knowledge is acquired, demonstrated, and transmitted.

This recognition is especially important within education, healthcare, social services, and community-based programs, where culturally grounded knowledge can strengthen our understanding of healing, wellness, identity, family relationships, and community resilience.

I also believe it is essential that the recognition of indigenous expertise respects the ways in which traditional knowledge is acquired and transmitted. Our elders should not be expected to validate their knowledge solely through Western academic standards. Instead, institutions should recognize community acknowledgment, demonstrated cultural competence, years of practice, mentorship, and the trust placed in practitioners by the communities they serve.

Furthermore, recognizing indigenous practitioners must include respect for their authority over the knowledge they choose to share. Not all cultural knowledge is intended for public instruction or institutional use. Appropriate recognition must therefore include respect for cultural protocols, intellectual ownership, and the responsibility to protect knowledge entrusted to particular families and practitioners.

Through my years of research with CHamoru healers, I have come to appreciate that their contributions cannot be measured simply by the number of years they have practiced or the educational credentials they possess. Their value is reflected in the lives they have touched, the

knowledge they have preserved, the communities they continue to serve, and the cultural identity they help sustain.

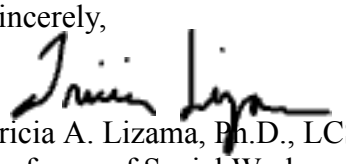
Our cultural practitioners are not individuals without qualifications. They are individuals whose qualifications have not always been recognized by our institutions.

Bill No. 352-38 (COR) represents an opportunity to acknowledge this distinction and to create a more inclusive understanding of expertise, education, and professional contribution.

I respectfully urge the Guam Legislature to support this legislation and to consider provisions or accompanying institutional policies that ensure indigenous cultural practitioners are not only recognized as qualified educators but are also compensated equitably for their expertise. In doing so, we honor not only the individuals who carry this knowledge today, but also the generations who entrusted it to them and the generations who will inherit it.

Si Yu'os Ma'åse' for the opportunity to provide this testimony and for your consideration of the invaluable contributions of our CHamoru cultural practitioners.

Sincerely,



Tricia A. Lizama, Ph.D., LCSW
Professor of Social Work
University of Guam

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

In support of Bill No. 352-38

1 message

Lucy <[redacted]> Wed, Oct 28, 2026 at 1:33 PM
To: contact@senatorvinceborja.com

Håfa Adai Senator Vincent Borja,

I am writing to express my support for Bill No. 352-38.

I had the opportunity to assist with an interview documenting the story of Lourdes “Mama Lou” Manglona, a Master Yo’åmte (Traditional Healer). Taught by her grandmother from a young age, she was able to identify and prepare traditional medicine by nine years old. Traditional healing is a vital cultural practice and a way of life that provides essential care when modern medicine falls short. Like many in our community, I have seen firsthand how healing practices offer hope when clinical treatments cannot provide answers.

Today, practicing as a traditional healer carries significant challenges, such as the scarcity of native plants, modern living costs, and the need to pass knowledge down to the next generation. Despite these obstacles, Mama Lou remains committed to teaching those willing to learn, continuing her ancestors' legacy.

Passing Bill No. 352-38 is essential to support our traditional healers and preserve this irreplaceable aspect of the Marianas heritage. I respectfully ask for your support in advancing this important legislation.

Thank you for your time and consideration.

Sincerely,
Lucelle Lizama

Håfa Adai Senator Vincent Borja,

Guåhu si Alyanna Barrera. I am writing today in support of Bill 352-38 because it will greatly benefit our community. As time goes on, we lose more of our cultural masters. I am from a family that did not have any skills to pass on, or know any practitioners. My first exposure to traditional CHamoru practices such as måmfok, talåya, åmot, etc. were during my college career. These experiences have enriched me incomparably, and it is my hope that the collaboration between the University of Guam and these masters continue. This bill will make it easier for our mañaina to teach, increasing the chances of them agreeing to share their knowledge in this setting. Furthermore, this bill honors their wisdom and experience in a higher academic institutional setting, which they have been denied for too long. Therefore, it is my sincere hope that Bill 352-38 passes.

Si Yu'os Ma'åse',

Alyanna Barrera

The Honorable Vincent A. V. Borja Chairman,
Committee on Education, Libraries, and Public Broadcasting 38th Guam Legislature
DNA Building, Suite 502, 238 Archbishop Flores Street, Hagåtña, Guam 96910

Håfa Adai,

My name is Valerie King. I am writing to advocate for Saina Lourdes Manglona and Pålu Larry Raigetal regarding Bill 352-38. As a graduate of the CHamoru Studies program at the University of Guåhan, I strongly support this bill to recognize the invaluable role of Indigenous educators and cultural practitioners in preserving and passing on our traditions, language, values, and ancestral knowledge to future generations.

One of the most memorable and impactful courses during my time at UOG was a Traditional Navigation course I had the opportunity to take under Master Navigator, Pålu Larry. It was through Pålu Larry's tactile lessons that we collectively built our classroom from the ground-up, becoming wiser through experience, and gaining the kind of insights not found in books. The kind of relational insights that teach you how to ask for permission before taking anything from the land, like how we learned by witnessing Saina Susan "Yo'åmte" whisper before laying out åmagosu seeds to dry. It is through lessons like these, along with Mama Lou's CHamoru Practices course on Åmot, that I have a greater appreciation for master-to-apprentice pedagogies which may not always be measured through standard academic rubrics.

Bill 352-38 recognizes Indigenous knowledge as valid and sound, offering traditional practitioners the support they need to share their wisdoms for posterity.

Sen dångkolo na saina ma'ase' for your consideration of my testimony.

Astakí Mananoni Hit Ta'lo,

Valerie Jean Ma'åñao King
[redacted]

TESTIMONY IN SUPPORT OF BILL NO. 352-38 (COR)

Committee on Education, Libraries, and Public Broadcasting

October 21, 2026

Håfa adai, Chairperson Borja and members of the Committee.

Guåhu is Nolan Flores. I strongly support Bill No. 352-38. I am a graduate of the CHamoru Studies and Micronesian Studies programs at the University of Guam, where I now teach in the CHamoru Studies Program. I offer this testimony as a concerned citizen.

Many of us learned not only our language but our practices, knowledge, values, and ways of being from our mañaina, through time spent together. Today's students have far fewer of these opportunities, and many of the elders who could have connected them to our history are no longer with us. That makes this urgent. We must make full use of the intergenerational pathways that remain and build new ones where the traditional ones no longer reach. Bill No. 352-38 offers one such pathway, extending the way many of us learned from our elders to many more students.

Our community already provides opportunities for sharing this knowledge informally, through workshops, guest speaker series, and recorded interviews. But a single talk can only go so far. There is a real difference between hearing from a knowledge holder for an hour and learning alongside one for a full semester: talking story, practicing, being corrected, and coming back week after week for more. Over time, that is how students become knowledge holders and cultural carriers themselves. Bringing this kind of sustained learning into the classroom makes it part of every student's education.

Along the way, they become ready to serve our community and develop a strong sense of identity, purpose, and responsibility. Today, knowledge holders come into our classrooms as guests, on their own time and out of their own generosity. This bill would bring them in as instructors, honor the knowledge they are eager to share, and recognize them as the teachers they already are.

My own experience learning from master navigator Palu Larry Raigetal, in the University's Island Wisdom: Micronesian Seafaring courses, shows why this matters. I had read many articles and books about Micronesian navigation: how navigators knew the points of the compass long before any device could show them, and how islands themselves served as points of reference. Palu Larry gave those ideas depth. He taught the compass points with shells laid out on a guåfak, and explained that a navigator understands the canoe as stationary, with the ocean moving beneath it. On the page, these were concepts I could describe. Learning them from him, alongside others, I began to understand them as a practice.

TESTIMONY IN SUPPORT OF BILL NO. 352-38 (COR)

Committee on Education, Libraries, and Public Broadcasting

October 21, 2026

Buenas manhonoråpble senadores yan senadoras,

Guåhu si Siñot Cody San Nicolås Lizama, familian Mechenik yan Ole' ginen Sånta Rita Sumai. Ma'estron fino' CHamoru yu' gi Unibetsidat Guahan gi papa' i prugråman Inestudian CHamoru. Kon hinimitde, hu entretrega este na tinestigu kumu miembron i pupbliku yu' na hu gofsupotta i mapripoponi na lai numeru 352-38(COR) ni' kumu ma'aksepta, muna'pusipble yan muna'guahåyi manera siha ni' mankualifikao kumu ma'estron/ma'estran kutturan CHamoru para u famanå'gue gi Unibetsidåt.

Kumu un ma'estron lengguåhen CHamoru yan lokkue' un estudiånten i lengguåhi, hu rekoknisa na guaha siha ni' mansen gaibali yan manggaitiningo' ginen meggai åños mapraktika i kustumbren CHamoru gi komunidåt, ya muchomås ma eyak ginen i manåmko'-ta yan siha ni manmofo'na manaigue. Siña manmanungo' gi gima'-ñiha, gi gima' Yu'os, finaiche'cho', yan otro siha na lugåt annai låla'la' i kustumbre. I taya' ginannan-ñiha na degree pat settifiko gi kulehu ti siña ta sångan muna'ti mankápås siha, era man sénkapås siha manmannå'i nu i famagu'on-ta mo'na sa' siha más ma'angokko nu i manåmko'-ta para u fanmanenkåtga mo'na i tiningo'-ñiha. Bålin siklo siha i tiningo'-ñiha.

Este na lai murekokninisa na guaha finayen-ñiha yan i inamtao-ñiha gi kutturå-ta mumireresi sagan-ñiha gi Unibetsidåt. Yan lokkue' ha establesi na guaha "standard" para i estudiånte na debidi u gai eksperensia åños yan åños. Siña ta sångan na ta rekoknisa gi fotmåt yan gi ti fotmåt na manera kumu ta adopta este sa' meggai gi kustumbre-ta ti matutuhon gi halom i eskuela ha' na gi kusinan sanhiyong, gi halom tåno', gi hiyong gi tasi, gi linahyan taotao, gi pupbliku.

Este na lai umasigugura na siña i prugraman Inestudian CHamoru kumontinuha i matago'-ña mo'na, na u prutehi i lina'la' CHamoru yan i finanå'guen CHamoru para siempre. Si Yu'os ma'ase' para todus hamyo na en sedi yu' kumuentos na ha'åni! Si Yu'os en fanbinendise! Biba UOG! Biba Inestudian CHamoru! Yan Biba CHamoru!

si Cody Lizama

Office of Senator
Vincent A. V. Borja
I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGÅTÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

COMMITTEE VOTE SHEET

Bill No. 352-38 (COR), ***As Introduced*** – Joe S. San Agustin – Vincent A.V. Borja – Tina Rose Muña-Barnes – William A. Parkinson – Shelly V. Calvo – Shawn Gumataotao – "AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM."

Committee Members	**INITIAL**	**TO DO PASS**	**TO NOT PASS**	**TO REPORT OUT ONLY**	**TO ABSTAIN**	**TO PLACE IN INACTIVE FILE**
Senator Vincent A.V. Borja *Chairperson*	VAB	✓				
Senator Tina Muña Barnes *Vice Chairperson*						
Speaker Frank F. Blas, Jr. *Member*	E-VOTE 11/5/26			✓		
Vice Speaker V. Anthony Ada *Member*	E-VOTE 11/6/26			✓		
Legislative Secretary Sabrina Salas Matanane *Member*	E-VOTE 11/6/26			✓		
Senator Shelly Calvo *Member*	E-VOTE 11/5/26	✓				
Senator Christopher Duenas *Member*	E-VOTE 11/6/26			✓		
Senator Eulogio Shawn Gumataotao *Member*	E-VOTE 11/5/26			✓		
Senator Joe S. San Agustin *Member*	E-VOTE 11/5/26	✓				
Senator Chris Barnett *Ex-Officio Member*						

Gmail

Office of Senator Borja <contact@senatorvinceborja.com>

URGENT REQUEST FOR E-VOTE: Bill NO. 352-38 (COR)

8 messages

Office of Senator Borja <contact@senatorvinceborja.com> Thu, Nov 5, 2026 at 7:35 AM
To: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

Buenas yan Håfa Adai, Honorable Committee Members,

Please see the attached Committee Report of **Bill No. 352-38 (COR) – AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.**

Please indicate your preferred action, based on the following options:

- **TO DO PASS**
- **TO NOT PASS**
- **TO REPORT OUT ONLY**
- **TO ABSTAIN**
- **TO PLACE IN INACTIVE FILE**

Please submit your response **ASAP**. Your responses will be logged into the vote sheet which will be submitted as part of the final Committee Report to the Committee on Rules.

Respectfully,

Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com

DRAFT CR Bill No. 352-38 (COR).pdf
12045K

Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov> Thu, Nov 5, 2026 at 8:35 AM

To: Office of Senator Borja <contact@senatorvinceborja.com>
Cc: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

Hafa adai,

To do Pass

Respectfully,

Jacqueline Munoz

Office of the People | Senator Shelly V. Calvo

Majority Whip & Chairwoman

Committee on Child Welfare, Youth Affairs, Senior Citizens, Women's Affairs, Disability Services, the Arts, Culture, Historic Preservation & Hagåtña Restoration

38th Guam Legislature
163 Chalan Santo Papa, Hagåtña, Guam 96910

T +1 (671) 989-5682
E officeofsenatorshellycalvo@guamlegislature.gov

[Quoted text hidden]

Joe S. San Agustin <senatorjoessanagustin@gmail.com> Thu, Nov 5, 2026 at 8:38 AM

To: Office of Senator Borja <contact@senatorvinceborja.com>
Cc: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>

To Do Pass

The Office of Senator Joe S. San Agustin
I Mina'trentai Ocho na Liheslaturan Guåhan
38th Guam Legislature
Guam Congress Building, 163 Chalan Santo Papa, Hagåtña, Guam 96910
T: (671) 989-5445 F: (671) 969-6737 E: senatorjoessanagustin@gmail.com
Website: www.senatorjoessanagustin.com

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Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov> Thu, Nov 5, 2026 at 10:11 AM

To: Office of Senator Borja <contact@senatorvinceborja.com>
Cc: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

TO REPORT OUT ONLY
[Quoted text hidden]
--

Office of Senator Eulogio Shawn Gumataotao
Chairman, Committee on Public Safety, Emergency Management, and Guam National Guard
38th Guam Legislature
120 Father Duenas Avenue Capitol Plaza Building, Suite 103, Hagåtña, Guam 96910
(671) 647-1409/1411

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov> Thu, Nov 5, 2026 at 1:12 PM
To: Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>
Cc: Office of Senator Borja <contact@senatorvinceborja.com>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

To Report Out Only

Speaker, Frank F. Blas, Jr.

I Mina'trentai Ocho na Liheslaturan Guåhan 38th Guam Legislature

Guam Congress Building, 163 Chalan Santo Papa, Hagatña

(671)969-6456
speakerblas@guamlegislature.gov

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[Quoted text hidden]

Vice Speaker V. Anthony Ada <vicespeakertonyada@guamlegislature.gov> Fri, Nov 6, 2026 at 6:54 AM

To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>
Cc: Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

To report out only
[Quoted text hidden]
--

Office of Vice Speaker V. Anthony Ada
38th Guam Legislature
I Mina'trentai Ocho Na Liheslaturan Guåhan
Guam Congress Building, 2nd Floor
163 Chalan Santo Papa
Hagåtña, Guam 96910
Phone: (671) 989-0855
Email: vicespeakertonyada@guamlegislature.gov

[Quoted text hidden]

Senator Chris Duenas <senator.duenas@guamlegislature.gov> Fri, Nov 6, 2026 at 6:54 AM
To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>
Cc: Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

To Report Out Only

Office of Senator Christopher M. Dueñas
Chairman, Committee on Finance and Government Operations
259 Martyr St., Hagatna, Guam 96910
senator.duenas@guamlegislature.gov
(671) 989-9554

On Thu, Nov 5, 2026 at 3:13 PM Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov> wrote:
[Quoted text hidden]

Legislative Secretary Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov> Fri, Nov 6, 2026 at 7:25 AM

To: Senator Chris Duenas <senator.duenas@guamlegislature.gov>
Cc: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Senator Borja <contact@senatorvinceborja.com>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

To report out only.
[Quoted text hidden]
--
Biba Guam,
Isaiah Aguon
Special Assistant to the Senator

Office of Legislative Secretary
SENATOR SABRINA SALAS MATANANE
***I Mina'trentai Ocho Na Liheslaturan Guåhan* | 38th Guam Legislature**
Chairperson, Committee on Health and Veterans Affairs
163 W. Chalan Santo Papa, Hagåtña, Guam 96910
office.senatorbri@guamlegislature.gov
671-989-2572

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COMMITTEE REPORT DIGEST

Committee on Education, Libraries and Public Broadcasting
Senator Vincent A. V. Borja, Chairman

I. OVERVIEW:

The **Committee on Education, Libraries and Public Broadcasting** convened a Public Hearing on **Bill No. 352-38 (COR)** on **Wednesday, October 21, 2026** at **3:00PM** in the Guam Congress Building's Public Hearing Room.

PUBLIC NOTICE REQUIREMENTS:

Public Hearing Notices were posted to the Government Public Notices Portal and disseminated via electronic mail to all senators and all main media broadcasting outlets on **October 14, 2026** (5-Day Notice), and again on **October 19, 2026** (48-Hour Notice).

SENATORS PRESENT:

Vincent A.V. Borja, Chairman
Eulogio Shawn Gumataotao, Member
Joe S. San Agustin, Member

ORAL TESTIMONY:

Ms. Angie Taitague, Executive Director, Guam Council on the Arts & Humanities Agency
Dr. Sharleen Santos-Bamba, Senior Vice President & Provost, University of Guam
Mr. Anthony Charfauros, President, Mañe'lon Mariånas, University of Guam
Dr. Mary Cruz, Interim Dean, University of Guam
Dr. Kisha Borja-Quichocho-Calvo, Associate Professor, University of Guam
Mr. Nolan Flores, Professor, CHamoru Studies, University of Guam
Dr. Velma Yamashita, Coordinator, Isla Center for the Arts, University of Guam
Mr. Mark Anthony P. Duenas, Member, Guam Council on the Arts & Humanities Agency
Mr. Nolan Muña, Student, CHamoru Studies, University of Guam

WRITTEN TESTIMONY:

Ms. Angie Taitague, Executive Director, Guam Council on the Arts & Humanities Agency
Dr. Kisha Borja-Quichocho-Calvo, Associate Professor, University of Guam
Mr. Anthony Charfauros, President, Mañe'lon Mariånas, University of Guam
Dr. Evelyn Flores, Professor, Pacific Island Literatures and CHamoru Studies, University of Guam

Dr. Tricia A. Lizama, Professor, University of Guam
Ms. Valerie Jean Ma'åñao King, CHamoru Studies Program Alumni, University of Guam
Mr. Kennith C. Sabalboro, Teacher, CHamoru Language and Cultural Arts, Guam Department of Education
Ms. Lindasophia Camacho, CHamoru Student, University of Guam
Ms. Lula Fox, Student, Northwestern University
Ms. Alyanna Barrera, Constituent
Ms. Lucia Dela Cruz Calvo, Constituent
Mr. Caley Jay Chargualaf, Constituent
Mr. Gabriel Logan Lane, Constituent

II. SUMMARY OF TESTIMONY & DISCUSSION:

The public hearing for Bill No. 352-38 (COR) began at **2:10 PM**

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Good afternoon everybody. Thank you for being here with us today. Today's date is October 21, 2026. This afternoon's public hearing held by the Committee on Education, Libraries, and Public Broadcasting is called to order. The time is now **2:10 p.m.**

Before we begin, there's some housekeeping matters we'll briefly discuss. The first notice of this public hearing was disseminated to all senators and media outlets on October 14, 2026 with its second notice disseminated on October 19, 2026. Notices of this hearing were also made available on Kandit News Group, the Guam Legislature's website, our legislative calendar, and the Government of Guam's public notice portal. Today's public hearing is being broadcast live on the Guam Legislature's YouTube channel, and the transcript will be filed with the Committee on Rules and be made available on the Guam Legislature's website.

Today we'll hear testimony on **Bill No. 352-38 - AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM**

Also, for those watching, I know we were expected to hear Bill No. 257-38, but however, at the request of the stakeholders and in consideration of GDOE's efforts to reopen schools following Typhoon Champi, the committee has decided to postpone that hearing. A hearing date will be announced later once that's confirmed.

At this time, we now welcome my colleagues who are joining us this afternoon, Senator Shawn Gumataotao and Senator Joe San Agustin. Thank you for being here. Before we begin, I'd like to

remind everyone in attendance of *I Liheslaturan Guåhan's* general rules of conduct. Individuals testifying shall first be recognized by the chairperson before speaking and shall state their full name for the record. Questions and testimony shall be confined to the substance or nature of today's agenda. Personal inferences to the character and motive of any senator or individual testifying is not permitted.

Pursuant to section 11.07 of the 38th Guam Legislature standing rules, the chairperson may order the removal from a hearing of a committee or subcommittee of any person who is not a member of *I Liheslaturan Guåhan* or who fails to observe proper decorum. Any violation to this general rule of conduct will result in immediate removal from this public hearing room. With that said, we now proceed to hear testimony on the first item or the only item on today's agenda, which is Bill No. 352-38, introduced by Senator Joe San Agustin.

You may now proceed with your opening remarks, Senator.

SENATOR JOE S. SAN AGUSTIN, MEMBER:
Thank you, Mr. Chairman, and I thank you for fortunate enough that I happen to be the only author of the bill that's being heard today and it's for the University of Guam. Over the last several years, a renaissance of learning our island culture and language has taken front stage throughout Guam and across the ocean to I Man CHamoru who live in the US and other parts of the world. The University of Guam recognized this and took up the mantle to help this renaissance reach newer and greater heights when they established their CHamoru Studies Program. The mission of the CHamoru Studies Program is to revitalize and sustain a CHamoru literate community through the development of a steady cohort of proficient CHamoru speaking and writing graduates. It shall include in-depth studies of CHamoru language, culture, and CHamoru base systems of knowledge.

Such studies should be articulated in relation to community engagement. Bill 352-38 COR is an effort to support the University of Guam's CHamoru Studies Program that for many years has accomplished the work to enhance academic study in the classroom with applied learning in weaving, traditional medicine, carving, quarrying, language, technology, navigation, sailing, and other practices.

Our items, Fafa'naguei or cultural teachers, bring live community test knowledge that strengthens classroom, internship, and service learning experiences. While this bill will exempt qualified university cultural teachers and practitioners, specifically those with high school diplomas, from such a requirement, it requires compliance with standards established by the university. Basically, this is a bill that the university actually wanted to get passed, okay? And that's why we're supporting it, okay? Minimum qualifications cover a competence in CHamoru

knowledge systems, 5 years of community work, applied practice, public exposure, and instruction, plus recent service in the candidate's field.

Preferred qualification rewards broader Pacific knowledge, longer practice and teaching, international exposure, grants, mentoring, awards, institutional recognition, and sustained service. These safeguards value experience, teaching ability, contribution, and community trust. The bill will expand authentic instructions, strengthen higher education, and allow all of those who sustain Guam's culture and heritage.

Si Yu'us Ma'ase to all those who are here to present testimony on the measure, and I look forward to hearing the community's sentiments on the measure. Mr. Chairman, I thank you for hearing the bill, and the only bill today, and for your support and that of the bill's other co-sponsors, Senator Tina Muña Barnes, Senator William Parkinson, Senator Shelly Calvo, and I hopefully ask all my colleagues to support and pass Bill 352-38 (COR).

Si Yu'us Ma'ase. Thank you, Mr. Chairman.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you Senator San Agustin. If those are here to testify, if you could please come up to the tables here and we'll start with Dr. Santos Bamba, Mr. Anthony Charfauros, Dr. Cruz, Ms. Kisha Borja Calvo, Mr. Flores, and Ms. Taitague.

Dr. Shar, you may go first. Proceed when you're ready.

DR. SHARLEEN SANTOS BAMBA, SENIOR VICE PRESIDENT & PROVOST, UNIVERSITY OF GUAM:
Si Yu Si Ma'ase. Honorable Senators, Buenas Tardes. Si Yu Si Ma'ase. Si Yu Si Ma'ase ni sinsero yan donkulu. Hafa adai Senators. Thank you for the opportunity to submit testimony on Bill 352-38 relative to higher education cultural teachers and practitioners for the University of Guam.

My name is Dr. Sharleen Santos Bamba and I are the Senior Vice President and Provost of the University of Guam, the only bachelor's, master's, and doctoral degree granting institution of higher education in Micronesia. At UOG, we recognize that higher education has a responsibility not only to prepare students for academic and workforce success, but also to support, strengthen, and advance the cultural knowledge and traditions that are integral threads in the fabric of our island homes, communities, and island identity.

Part of meeting the educational needs of our people is understanding that invaluable expertise exists right in our own communities. Fafa'nague, or cultural teachers and practitioners of

CHamoru practices and epistemologies, are a wealth of traditional skills and knowledge. And through the proposed legislation, we have an opportunity to establish an appropriate pathway for these qualified individuals to serve as instructors at the University of Guam, expanding our capacity to offer meaningful, hands-on learning through the CHamoru Studies Program. Bill number 352-38 offers several significant benefits. First, the preserving and perpetuating of cultural knowledge. Many CHamoru cultural practices require direct instruction and guidance, as well as demonstration.

Fafa'nague can provide students with authentic learning opportunities that textbooks and classroom lectures alone may not fully achieve. Their participation would help ensure the responsible, respectful transmission of specialized knowledge to future generations. Expanding opportunities for specialized instruction and skills. From oral arts and handiwork crafts to seafaring and indigenous agricultural practices, students can deepen their understanding and proficiency in a range of disciplines through structured training and mentorship from Fafa'nague. In turn, this assists in the preparation of future cultural teachers and practitioners, as well as it furthers the island's application of CHamoru identity.

Highlighting lived experience as a legitimate form of expertise. In many instances, Fafa'nague do not have formal advanced degrees in their respective fields, but their knowledge is by no means any less legitimate or important. Higher education becomes so much more nuanced and impactful when it acknowledges the professional competence, that professional competence can be developed just as much as through demonstrated practical experience and sustained cultural practice as formal institutional study. It is important to note that should this bill be passed and become law, UOG is committed to continuing to provide professional development opportunities for all faculty members who engage with our students and stakeholders. This means that the Fafa'nague will be included in such professional development opportunities.

Strengthening relationships between UOG and local regional communities. By collaborating with Fafa'nague, Man'ina or elders, public organizations and other community members, we are able to continually refine and develop programs that are culturally and academically meaningful, as well as responsive to community needs and priorities. These partnerships can help ensure that CHamoru heritage remains a living, evolving source of knowledge, experience, and identity. As an administrator at UOG and a founding member of the CHamoru Studies Program. I also recognize the importance of maintaining academic quality and institutional accountability. As such, I support the proposed legislation's recommended instructor qualifications for Fafa'nagu, demonstrating their expertise, community service, instructional delivery, and relevant applied experience.

Such guidelines respect traditional forms of knowledge and community-recognized expertise, while ensuring that instruction is aligned with the educational objectives, accreditation criteria,

and standards of the university. This bill is more than a recognition of individual cultural teachers and practitioners. It is a bold investment in both our local heritage and our educational institutions. The University of Guam looks forward to the progress of the bill, and respectfully encourages members of the legislature to support such policies that preserve and advance the cultural knowledge and specialized practices that we strive to carry forward within our communities. Biba UOG, Si Yu'os Ma'ase.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thanks, Dr. Shar. Mr. Charfauros.

ANTHONY CHARFAUROS, CHAMORU STUDIES STUDENT, UOG:
Buenas noches, Chairperson Borja, Senators San Agustin, and members of the 38th Guam Legislature Committee on Education, Libraries, and Public Broadcasting. >> Most the Anthony Charfauros, he president Manelu Marianas, guinaiya un na bisita Guahan. Engai guitzu guini, a pat ta bai un na nai ham zu is an mami testimony.

Manelu Marianas puts in a pot in mami para i pren a pot nin tres cientos en guanta dos dash trenta ocho. I am here today to give you all the testimony of Manelu Marianas in support of Bill 352-38. As a student of the CHamoru Studies program, I along with many other students who are deeply interested in the CHamoru heritage, have seen and lived the struggles of not fully knowing our culture.

Today, the CHamoru culture is often taken for granted from outside voices claiming we don't know what it means to be an islander or that our culture only replicates other islands. To our own people not understanding how connected we truly are to the rest of Micronesia and to the Pacific. Our heritage as CHamorus has always been a point of attention. This is changing, however. With the establishment of the CHamoru Studies program at the University of Guam, so many students have been able to reclaim what they were told has been lost, forgotten, and not worth paying attention to. And that is our CHamoru culture.

Though many students enroll in the program for the sake of reconnecting and hopefully and hoping to fluently speak our language, the students of this program grow more firm in their stance as holders of our CHamoru culture. And this is not by surprise. With the employment of several master practitioners who are part of the CHamoru Studies program, our classmates and alumni now can firmly say they know our culture. They know it is more than simply barbecuing, tribal tattoos, slang that has no meaning in our islands, or reciting the novena every December.

My classmates know how to sing the kanta Chamorrita's. They know the process of seafaring. They know how to make ahmu. traditions. So, please join us in ensuring those hands and mouths

continue to carry our culture. Please hear our support for this bill to continue the good work the cultural practitioners or Fafa'nague have done at our campus. Biba UOG.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you, Mr. Charfauros. Dr. Cruz.

DR. MARY CRUZ, INTERIM DEAN, UOG CLASS:
Hafa adai, Thank you for the opportunity to provide testimony in support of Bill 352-38, which would allow the University of Guam to recognize and hire traditional cultural teachers and practitioners to teach our students. I am Mary Cruz. I'm the interim Dean of the College of Liberal Arts and Social Sciences, which houses our CHamoru Studies program. And together with Dr. Velma Mesa, the Interim Associate Dean of the college, we strongly support Bill 352-38. First and foremost, we are educators who have witnessed firsthand the profound impact this program has had on our students and our community. For more than a decade our CHamoru Studies Program has provided students with opportunities to learn about their language, history, identity, and cultural heritage.

Over the years, we have watched our students flourish. We have seen students enter the program and leave with a deeper understanding of who they are, where they come from, and the responsibilities they carry to their families and communities. Some have gone on to become teachers, researchers, cultural practitioners, and community leaders. Others have developed a stronger sense of identity and belonging. Both outcomes are equally meaningful because the value of this education extends far beyond earning a degree. It shapes how our students understand themselves and their place in the world. One of the most valuable aspects of our CHamoru cultural heritage is the way knowledge has been passed from one generation to the next. For generations, our elders and cultural practitioners have taught through storytelling, observation, mentorship, and practice.

This knowledge is rooted not only in what they know, but in what they have experienced, practiced, and learned from those who came before them. As our older generations age, we are reminded of the importance of creating opportunities for this knowledge to be shared with younger generations. There is a responsibility to ensure that the knowledge they carry continues to be taught, practiced, and sustained. And we believe our university has an important role to play in that work. We often talk about the importance of preserving our culture, but preservation cannot simply mean documenting what previous generations knew. Our culture must continue to be lived, practiced, taught, and passed on. It must have a place in the lives of our young people, and that requires bringing generations together.

In 2018, the University of Guam embarked on a strategic plan that centered island wisdom in both learning and practice. This effort reflects a fundamental belief that the knowledge

developed and sustained by our ancestors has a rightful place in higher education alongside other forms of academic and scholarly knowledge. Since then, the CHamoru Studies program has developed certificates in island wisdom.

First was Micronesian seafaring, and second was traditional healing practices with plans for additional certificates. Our island wisdom certificates are an important part of this effort. They recognize that there are things our students can learn about in a classroom, but there are also things they must learn from those who have devoted their lives to practicing and sustaining them. A student can read about traditional weaving, but there is something irreplaceable about sitting beside a master weaver, learning not only the technique but also the stories, values, and relationship to the environment that give the practice meaning.

The same is true of traditional medicine, navigation, carving, language, and so many other forms of knowledge. These are not simply skills. They are ways of understanding the world cultivated over generations and passed from one person to another. Bill No. 352-38 would help us bridge the distance between the university and the community by bringing the people who hold this knowledge directly into our classrooms. This legislation recognizes that expertise can be demonstrated in different ways.

The bill establishes qualifications based on demonstrated cultural competency, years of practice, community engagement, and teaching experience with the university responsible for establishing and adopting the appropriate qualifications. This is a meaningful acknowledgement that a person who has spent decades mastering a cultural practice, teaching apprentices, and serving the community possesses expertise worthy of recognition in higher education, even when that person does not hold a traditional academic degree.

But we would also urge this body and our university to consider what meaningful recognition truly requires. If we invite traditional knowledge bearers into our classrooms, we must recognize them not merely as guests who share stories or demonstrate practices, but as educators whose knowledge carries authority, credibility, and value.

This bill is not simply another hiring opportunity for the University of Guam. It is an elder sharing knowledge with a student who may one day become a teacher. It is a young person discovering a calling to become a cultural practitioner. It is a future scholar bringing tomorrow's ways of knowing into research, education, and public policy. It is the possibility that knowledge passed down over countless generations will continue to live through generations yet to come. And it is the university fulfilling its responsibility not only to educate students, but also to serve as a place where the knowledge and wisdom of our island are valued, shared, and carried forward. The question before us is not simply whether our traditional knowledge bearers belong in the university because they do.

The question is whether we will create the pathways necessary for their knowledge to reach the next generation before it is too late. This legislation is an important step toward making that vision a reality. It recognizes that the people who have dedicated their lives to sustaining our cultural traditions have much to teach us, and that our students and our university have much to gain from their presence in our classrooms. Let us ensure that our students do not inherit only the memory of our cultural knowledge, but the opportunity to learn it, practice it, carry it forward, and one day pass it on to themselves.

We have an opportunity to continue building a university where our students can learn from the wisdom of those who came before them, develop a deeper appreciation for their heritage, and carry that knowledge into the future. We appreciate your continued leadership in improving educational opportunities for our community and prioritizing language and cultural preservation for future generations, and we look forward to a favorable outcome for Bill 352-38. Thank you.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you, Dr. Cruz. Miss Kisha Quichocho Calvo, you can start.

DR. KISHA BORJA CALVO, CHAMORU STUDIES PROFESSOR, UOG
Buenas yan Håfa Adai, Guåhan si Kisha Borja Quitugua Calvo, and I'm an associate professor and program coordinator of the CHamoru Studies Program at the University of Guam. I'm submitting this testimony in support of Bill 352-38.

Part of the mission of the CHamoru Studies Program is to revitalize the CHamoru language through nurturing students who can speak and write in our language. To do this, students engage in studies of the CHamoru language, culture, and CHamoru-based systems of knowledge. What makes our program unique is that we offer courses not only in CHamoru language and history, but CHamoru culture as well. It is these cultures uh courses, excuse me, that provide our students and community members with the opportunities to learn cultural practices, including Mam Fo'k, Ammot, Kantan Chamorrita, carving, seafaring, baila, and lailai from community elders and cultural practitioners or fafanågue. Our cultural classes are in demand both by university students and community members.

This tells us that there is a need in our community, a strong desire to learn the knowledge and ways of our ancestors, and the responsibility to perpetuate these ways of knowing and doing. To meet this need and to go beyond mere introductory level knowledge, our program created a series of courses for students to learn cultural practices, namely seafaring and traditional medicine, where students can take and complete multiple courses related to their selected cultural practice.

Students are able to apprentice under an elder or cultural practitioner and eventually earn a certificate of completion. While they will not be considered master practitioners upon completion of the certificate, that is not the intended goal in just three semesters. The goal is for students to begin their journey with us at the university in a formalized course setup with an instructor and to motivate them to continue their journey of learning and of strengthening the cultural skills and knowledge over time. These days, most people in our community do not have access to elders who possess and can pass down cultural knowledge and practices. Many of our elders have passed away or do not know these practices. In relation to Ammot practices, I recently had a discussion with some of my colleagues about how there are only about three recognized yo'åmte or traditional healers in our island community.

What does this mean for our own practices? When the last few yo'åmte pass away, will they take their knowledge with them? Who will be left and what will we know? These kinds of cultural classes bring together different generations, bridging the gaps between Manamko and Manhoben, connecting multiple generations to cultural practices and knowledge, ensuring that they will continue to be practiced and perpetuated for future generations.

Moreover, while cultural courses have been created and formalized in the post-secondary institutional setting, we have faced challenges in the hiring and compensating of our Fafa'nague. Based on the current law, there are certain academic credentials that instructors must possess in order to teach at the university. However, several of our community elders and cultural practitioners do not possess these academic credentials and are unable to be hired and are therefore unable to teach and share their cultural knowledge.

And while these elders and practitioners may not possess these academic credentials, they do possess knowledge that is before their time. Tinino' Tåotaomo'na, the millennial old knowledge of our ancestors, of the first people. We cannot put a price on this knowledge because it is invaluable. But, in line with our Hinengge of Inafa'maolek and I Ådahi, we should demonstrate to our cultural teachers that we see them and we are looking out for them. We honor and recognize their knowledge and cultural contributions and will properly compensate them just as we would any other teacher.

After centuries of colonial attempts to erase our people, to get rid of our language and our cultural practices, we are still here. And we still have people who courageously carry the language and cultural knowledge of our ancestors. We are but we are living in a critical time where we have lost a lot, where many of us are fighting to hold on to what we have left, and where we have to make thoughtful, careful decisions about our culture so that it can continue to be taught and learned with the goal of having it thrive in the future. That being said, I support Bill 352-38.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you, Ms. Calvo. Mr. Flores.

NOLAN FLORES, CHAMORU STUDIES PROFESSOR, UOG:
Si Yu'os Ma'ase, Senator. Hafa Adai Chairperson Borja, Senator San Agustin, Senator Gumatatao. Guahu si Nolan Flores. Si Yu'os Ma'ase para engo guate engo publico. I have two testimonies here, mine and one by Senor Cody Lizama. I can deliver both. Si Yu'os Ma'ase Guahu.

Guahu si Nolan Flores. I strongly support bill number 352-38. I'm a graduate of the CHamoru Studies and Micronesian Studies programs at the University of Guam where I now teach in the CHamoru Studies program. I offer this testimony as a concerned citizen. Many of us learned not only our language, but our practices, knowledge, values, and ways of being from our manaina through time spent together. Today's students have far fewer of these opportunities, and many of the elders who could have connected them to our history are no longer with us. That makes this urgent. We must make full use of the intergenerational pathways that remain and build new ones where the traditional ones no longer reach.

Bill No. 352-38 offers one such pathway, extending the way many of us learn from our elders to many more students. Our community already provides opportunities for sharing this knowledge informally through workshops, guest speaker series, and recorded interviews. But a single talk can only go so far. There is a real difference between hearing from a knowledge holder for an hour and learning alongside one for a full semester. Talking story, practicing, being corrected, and coming back week after week for more. Over time, that is how students become knowledge holders and cultural carriers themselves. Bringing this kind of sustained learning into the classroom makes it part of every student's education. Along the way, they become ready to serve our community and develop a strong sense of identity, purpose, and responsibility. Today, knowledge holders come into our classrooms as guests on their own time at and out of their own generosity.

This bill would bring them in as instructors, honor the knowledge they are eager to share, and recognize them as the teachers they already are. My own experience learning from master navigator Palu Lari Regatta in the university's Island Wisdom Micronesian courses shows why this matters. I had read many articles and books about Micronesian navigation, how navigators knew the points of the compass long before any device could show them, and how islands themselves served as points of reference. Palu Lari gave those ideas depth. He taught the compass points with shells laid out on a guafak and explained that a navigator understands the canoe as stationary with the ocean moving beneath it.

On the page, these were concepts I could describe, but learning them from him alongside others, I began to understand them as practice. What made the difference was where the knowledge came from and who it came from. My reading prepared me to learn, but learning directly from a knowledge holder, I understood not only the content, but its origins and the responsibilities that come with it. And I could begin to carry it into my own work. Navigation is only one example. The same is true of weaving, traditional medicine, carving, language, and many other arts and practices. Each is held by people in our community who have spent decades in the practice, and each is best learned directly from them. In my own research and experience with native speakers and new learners of Fino' CHamoru, I have seen that these relationships carry far more than vocabulary and grammar.

Learners take on values, cultural protocols, humor, life lessons, and ways of relating to one another that a textbook or a recording does not capture fully. I have also seen how eager many knowledge holders are to share what they know and how rarely they are given a structured and respected place to do it. Where that place exists, the benefit runs both ways. Learners gain knowledge and confidence, and knowledge holders see their lives valued and carried forward. Right now, however, many knowledge holders cannot be hired as instructors because they do not hold formal credentials that say little about their mastery of a practice. Bill No. 352 would credential knowledge holders by measures that fit their work, mastery of a practice, years of teaching it, and a record of service to the community.

That would give them their place at our university. Our maina' carried this knowledge forward so that it would reach us. It is now our responsibility to carry it to the generations after us. I respectfully urge the committee to support the bill's passage.

Okay, that was my testimony. Let me read Sinot Cody Lizama.

CODY LIZAMA, CHAMORU STUDIES PROFESSOR, UOG:
Guåhu si Siñot Cody San Nicolás Lizama, familian Mechenik yan Ole' ginen Sånta Rita Sumai. Ma'estron fino' CHamoru yu' gi Unibetsidat Guahan gi papa' i prugråman Inestudian CHamoru. Kon hinimitde, hu entretrega este na tinestigu kumu miembron i pupbliku yu' na hu gofsupotta i mapripoponi na lai numeru 352-38(COR) ni' kumu ma'aksepta, muna'pusipble yan muna'guahåyi manera siha ni' mankualifikao kumu ma'estron/ma'estran kutturan CHamoru para u famanå'gue gi Unibetsidåt.

Kumu un ma'estron lengguåhen CHamoru yan lokkue' un estudianten i lengguåhi, hu rekoknisa na guaha siha ni' mansen gaibali yan manggaitiningo' ginen meggai åños mapraktika i kustumbren CHamoru gi komunidåt, ya muchomås ma eyak ginen i manåmko'-ta yan siha ni manmofo ' na manaigue. Siña manmanungo' gi gima'-ñiha, gi gima' Yu'os, finaiche'cho', yan otro siha na lugåt annai låla ' la' i kustumbre. I taya' ginannan-ñiha na degree pat settifiko gi

kulehu ti siña ta sångan muna'ti mankápås siha, era man sénkapås siha manmannå'i nu i famagu ' on-ta mo'na sa' siha mås ma'angokko nu i manåmko'-ta para u fanmanenkåtga mo'na i tiningo'-ñiha. Bålin siklo siha i tiningo'-ñiha.

Este na lai murekokninisa na guaha finayen-ñiha yan i inamtao-ñiha gi kutturå-ta mumireresi sagan-ñiha gi Unibetsidåt. Yan lokkue' ha establesi na guaha "standard" para i estudiånte na debidi u gai eksperensia åños yan åños. Siña ta sångan na ta rekoknisa gi fotmåt yan gi ti fotmåt na manera kumu ta adopta este sa' meggai gi kustumbre-ta ti matutuhon gi halom i eskuela ha' na gi kusinan sanhiyong, gi halom tåno', gi hiyong gi tasi, gi linahyan taotao, gi pupbliku.

Este na lai umasigugura na siña i prugraman Inestudian CHamoru kumontinuha i matago ' -ña mo'na, na u prutehi i lina'la' CHamoru yan i finanå'guen CHamoru para siempre. Si Yu'os ma'ase' para todus hamyo na en sedi yu' kumuentos na ha'åni! Si Yu'os en fanbinendise! Biba UOG! Biba Inestudian CHamoru! Yan Biba CHamoru!

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you. Ms. Taitague

MS. ANGIE TAITAGUE, EXECUTIVE DIRECTOR, GUAM COUNCIL ON THE ARTS & HUMANITIES AGENCY:
Håfa Adai, Mr. Chair and committee members. My name is Angie Taitague. I serve as the director of the Guam Council of Arts and Humanity Agency of Caha. I am submitting this testimony in strong support of Bill No. 352-38 COR. The preservation of our heritage, our indigenous CHamoru culture, traditional arts, chanting, weaving, seafaring and master craftsmanship and oral history are the bedrock of who we are as the people of Guahan.

For generations the transmission of these vital practices rely heavily on informal community teaching. However, as our island modernizes, securing a permanent, respected, respected, and proper support places a place for our culture master and practitioners within our premier institute of higher learning and University of Guam is critical. Bill No. 352-38 COR takes a meaningful step forward by addressing how cultural teachers and practitioners are integrated and valued within the statutory frame rate framework, excuse me, of Title four of Guam Code Annotated. Why the bill is so important, why bill number 352 matters.

Three reasons why. First, institutionalizing cultural knowledge, academic credit accreditation alone do not always capture the lifelong dedication, lineage, and master level of proficiency required to be a traditional cultural practitioner. This bill helps bridge the traditional wisdom with academic recognition. Number two, empowering the next generation. When students at the University of Guam sees cultural cultural teachers and practitioners, it elevates respect and

properly classifies within the universe the university system, it validates indigenous knowledge as a rigorous, essential academic discipline.

Number three, aligning with CAHA's mission. Through initiatives like the Guam Masters Award, Guam's national treasure, CAHA works to ensure that our traditional artists and cultural guardians are honored. Supporting legislative legislative measures that protect and elevate these practitioners in public institutions strengthens the entire cultural ecosystem of Guam. In closing, our culture is not merely merely a relic of our culture, it is not merely a relic of the past. It is a living, breathing identity that must be actively supported. Funding and institutionalizing I thank the author and the sponsor of the bill number 352-38 COR for championing the cultural teachers. I urge the committee and the 38th Guam legislature to pass bill number 352-38 COR favorably.

Si Yu'us Ma'ase for continued commitment to the arts, humanities, and cultural heritage of Guahan. Angie Taitano.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you, Ms. Taitano. Mr. Muña.

MR. NOLAN MUNA, CHAMORU STUDIES STUDENT, UOG:
Thank you. I know I don't see Muña. Texas and Masakatsu get us to Hannya. I am an artist, an interdisciplinary student, a theater director, a musician, and in my third year of the CHamoru Studies program at the University of Guam. The last time I provided testimony, I just arrived here for the first time and also heard you know CHamoru spoken aloud and many times fluently as a consequence of this program. As a performance artist, I am used to having to hustle to make ends meet. Many folks, my family included, perceive my work and my pursuit of my work as not real work. My mom used to say, "If it doesn't pay, it's just a hobby." An expensive hobby. I can imagine that many artists here and many cultural practitioners can relate. In my years in the CHamoru Studies program, I have taken many classes in schools other than the College of Liberal Arts and Social Sciences, much to the chagrin of my advisors, some of whom are present. Thank you.

Thank you for allowing me to explore the inter interdisciplinary aspects inherent to this program. I have taken classes at UOG's own School of Education and in some informal conversations with faculty members at that school, I have encountered an attitude of professed confusion as to the existence of my degree pathway, uh CHamoru Studies for Education.

A bill like Bill 325-28 sends a signal to all practicing educators, institutionalized and not yet institutionalized, that these subject matters are and have always been worth teaching in every school. That all students can and always have been able to prosper through this learning. And the

teachers this bill would affect are and have always been worth compensating. I am in support of this bill. Thank you.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you, Mr. Muña. With that, I'll go ahead and open up the floor for questions and we'll go ahead and start with my colleague, Senator Gumataotao. Thank you.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
Uh thank you so much, Mr. Chair, and thank you panel for being with us uh this afternoon. I only have a couple of questions, Mr. Chair. The bill recognizes that UOG has worked diligently to establish guidelines and procedures to employ Guam's rich cultural practices in search for instructors who meet or exceed these guidelines. For the record, has UOG engaged cultural practitioners in the past for teaching purposes including through regularly scheduled presentations or as guest lecturers, and under what authority, guidelines, or procedures did the university compensate these practitioners?

DR. MARY CRUZ, INTERIM DEAN, UOG CLASS:
The answer is yes, we have engaged cultural practitioners um because of the current law that requires academic credentials for employees of the university, we've only been able to compensate using a stipend, which is not at the level that we um employ adjunct professors.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
Okay, hold on to that thought for a second. Has UOG considered the possibility of securing the services of cultural practitioners through service contracts, and what role if any could the Department of CHamoru Affairs or the Guam Department of Education serve in developing a reliable cohort of cultural practitioners that can serve the instructional needs of GDOE, UOG, and other educational institutions to include our charter schools?

DR. SHARLEEN SANTOS BAMBA, SENIOR VICE PRESIDENT & PROVOST, UNIVERSITY OF GUAM:
That's a fantastic question, Senator. Yes, we have attempted with service contracts, and we've run into challenges particularly with the elderly Fafa'nague having to go get a business license, having to do the GRT, all of that stuff. Um and it is a challenge for them as many are unfamiliar with that particular process. I think that by formalizing in some way, um, through the, uh, Department of CHamoru Affairs, um, that would be a fantastic effort so that we could get a pool of experts on a list, right? Or those that have been vetted, also, um, where other agencies, to include the University of Guam, will be able to procure such services. Um, that's definitely one way to do it. But I also think that this particular bill sends a message that cultural knowledge and traditions are legitimate practices and are definitely integral to our communities. Thank you.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
All right, with that said, for the record, I've taught CO210 at the University of Guam since 2013 with a bachelor's degree. The university recognized my years in broadcast journalism and government communications in place of a graduate degree. If UOG can recognize a journalist's professional experience, I'd ask why it can't do the same for a master weaver or a navigator under its own policies. Does this bill give UOG something it doesn't already have?

DR. SHARLEEN SANTOS BAMBA, SENIOR VICE PRESIDENT & PROVOST, UNIVERSITY OF GUAM:
It actually gives us the authority to hire because at present, Guam law does not allow us to hire. Thank you.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
All right, Doc, thank you so much, and I just have one more comment, Mr. Chair, and this is to Dr. Kisha. Can I just tell you that I appreciate your testimony, and in my just my term, I I I as we have these public hearings, um, folks will come forward and talk about, um, the impact of language. And as uh, and I spend a lot of time as I said teaching at the university as well. I would challenge everyone's viewpoint thinking that our language is dead today. And I continually tell folks that come to this hall that maybe unless I'm reading the definition of a dying language, I appreciate your efforts. How many years have you been teaching at UOG? If I can ask. It's an important distinction. How many years?

DR. KISHA BORJA CALVO, CHAMORU STUDIES PROFESSOR, UOG:
Uh, total probably about 14 or 15.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
In your 14 years, how many students do you average on a yearly basis?

DR. KISHA BORJA CALVO, CHAMORU STUDIES PROFESSOR, UOG:
Oh, it varies. >> Okay, just a round number.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
Uh, maybe Huh? Oh, in the program or in my

DR. KISHA BORJA CALVO, CHAMORU STUDIES PROFESSOR, UOG:
Yeah, just from teaching the CHamoru language. How many students?

DR. KISHA BORJA CALVO, CHAMORU STUDIES PROFESSOR, UOG:
Maybe 40.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
A year so

DR. KISHA BORJA CALVO, CHAMORU STUDIES PROFESSOR, UOG:
Oh, yeah, yeah.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
Yeah, so I just want to tell you between yourself, what's happening in our charter schools today, and in our current Guam Department of Education, Guam is quite frankly a long way off from our language dying. And it has a lot to do, Doc, with your efforts to continue to teach the CHamoru language at the University of Guam. So, I would say that as you guys come forward and we talk about the language, young young men, it is not a dying language when folks like you continue to continue to be practitioners. And it's not dying, quite frankly, in ways that I continue to read and I just don't. I don't agree with it because if there're 1,500 of us that were still speaking it, it would be dead.

Be quite frank. But with what's happening with you, Doc, at the University of Guam, with what's happening across all of this community, I think that it's going to be a long time as long as you guys continue to do what you do in service to all the people of Guam and the Marianas. So, thank you again for your service to the people of Guam and the region. And Mr. Chair, that's all I have. Thank you.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
Thank you, Senator Gumataotao. Senator San Agustin.

SENATOR JOE S. SAN AGUSTIN, MEMBER:
Thank you, Mr. Chairman. And I thank my colleague for that question because I guess the university answered the question. Pass the bill, then we can move forward. Then we don't have to say always fan tomorrow, don't sit down, stand up, be recognized, right? Do the job. And I like it that somebody from Texas here, a student, is outstanding.

Good job. Stick around. You'll probably be one of the instructors very soon. But anyway, with that, um, Mr. Chair, is this coincidentally for the folks and for the people who are listening, it's election. Senators, you're running, and incumbents that are running, remember this bill. Tomorrow people are listening. And I ain't saying that I'm not running for office, okay? And I say this because number one, I've always supported University of Guam, and I'm an alumini of of University of Guam, and I'm saying, don't say you support the tomorrow and then program and then you don't. Sure that by the time this bill hits the floor, it'll be after the election. But the

people don't forget. And when we And And I know that the chairman's supporting the bill, we'll get it in December.

We'll vote on it and then more than likely pass. But it's just a message to everybody else. Don't just listen to what people talk about. Read what's in the paper. Listen to the news because the people are speaking. Saying I see my aunt is getting money. Okay? And you guys don't understand me when some people are just talking a chat on the side, they're normally they say they but they're BSing. When you hear a conversation in the news or read it in the news, you hear what's real. That's exactly what you guys do at the University of Guam. When you start speaking the language, start talking. And I like when he read the whole, uh, testimony. I was following along and I'm like, "Hey, let's You go, boy. But, you know, and thank you, Mr. Chairman, for hearing the bill. And I hope my colleagues support the bill because I'm almost sure it's going to come out in December and we can move forward and UOG, do your thing. Hire those practitioners and let's move on and keep supporting the CHamoru culture. Thank you, Mr. Chairman.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
Mr. Chair, can I can I can I ask the sponsor of the bill if I can be a co-sponsor right now, if that's possible?

SENATOR JOE S. SAN AGUSTIN, MEMBER:
If it's possible, yes.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:
Thank you, Senator San Agustin.

SENATOR VINCENT A. V. BORJA, CHARPERSON:
All right, so that concludes today's public hearing. Thank you guys for your testimony. Uh this will conclude um the public hearing for bill number 352-38. Um there are any further testimony or questions with the panel, this will Well, you guys are good. Thank you.

The committee will now continue to accept written testimony on this bill within 7 days from today, which may be addressed to myself, Senator Vincent A.V. Borja, Chairman, Committee on Education, Libraries and Public Broadcasting and mailed to DNA or mailed to DNA Building, Suite 502, 238 Archbishop Flores Street, Hagatna, Guam 96910 or you can send your testimonies to contact@senatorvincenteborja.com. This afternoon's public hearing is now adjourned and the time is now **3:02 p.m**. Have a good day, everyone. Thank you.

III. FINDINGS & RECOMMENDATIONS:

The Committee on Education, Public Libraries, and Public Broadcasting hereby reports Bill No. 352-38 (COR) - *As Introduced* - Joe S. San Agustin - Vincent A.V. Borja - Tina Rose Muña-Barnes - William A. Parkinson - Shelly V. Calvo " **AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4, GUAM CODE ANNOTATED, RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM**" with the recommendation **TO REPORT OUT ONLY**.

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2026 (SECOND) Regular Session

Bill No. 352-38 (COR)

Introduced by: Joe S. San Agustin
Vincent A.V. Borja
Tina Rose Muna Barnes
Willam A. Parkinson
Shelly V. Calvo

AN ACT TO ADD A NEW SUBSECTION 3 TO § 4101 (c), CHAPTER 4, TITLE 4 GUAM CODE ANNOTATED RELATIVE TO HIGHER EDUCATION CULTURAL TEACHERS AND PRACTITIONERS FOR THE UNIVERSITY OF GUAM.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Legislative Findings and Intent. *I Liheslaturan Guåhan* finds that the University of Guam CHamoru Studies Program is an interdisciplinary degree program that recognizes the need for its students to engage in both the theoretical and the applied aspects of the pursuit of knowledge, with particular emphasis on engaging with CHamoru cultural practices and epistemologies. Thus, in addition to courses offered in academic settings, students are afforded opportunity to participate in applied coursework in cultural practices to include, but not limited to, weaving, traditional medicine, carving, stone quarrying, language technology development, navigation and sailing, and other practices offered through classroom instruction, internship, and/or service-learning formats. Students taking courses in CHamoru cultural practices benefit greatly from the knowledge and expertise of community members such as our Fáfa'na'gue or Cultural Teachers and Practitioners.

I Liheslaturan Guåhan further finds that all special courses, or those not listed in the UOG catalog, must be vetted and endorsed by the core faculty of the CHamoru Studies Program. Individuals who are not members of the core faculty of the program and who seek to teach special courses will also be vetted and endorsed prior to any special or permanent course offering.

I Liheslaturan Guåhan further finds that while there are many individuals in the community with expertise in various CHamoru cultural practices and knowledge systems, many may not have the minimum academic credentials required by the university or the Government of Guam for hiring at the rank of Assistant Instructor and Instructor. As a result, the university has worked diligently to establish guidelines and procedures to employ Guam's rich cultural practices and search for instructors who meet or exceed these guidelines as Fáfa'na'gue.

I Liheslaturan Guåhan finds that while Fáfa'na'gue may not always possess academic credentials, they are nonetheless highly qualified to instruct students in various areas of cultural practice and knowledge and should thus be properly acknowledged. Fáfa'na'gue who successfully abide by these guidelines and procedures may be approved to teach special courses for the program as outlined with the university.

It is the intent of *I Liheslaturan Guåhan* to allow our island's Fáfa'na'gue, our cultural teachers and practitioners, who qualify as instructors in higher education, to provide the necessary training and guidance that will expand the knowledge and skills needed to advance the specialty practices of our island culture and heritage.

Section 2. A new Subsection 3 is *added* to § 4101 (c), Chapter 4, Title 4, Guam Code Annotated to read as follows:

"(3) This Subsection shall not be applicable to higher education instructors who are cultural teachers and practitioners or Fáfa'na'gue at the University of Guam.

The instructors must meet the qualifications as prescribed: established and adopted by the University of Guam.

(a) Minimum qualifications:

i. Demonstrated competency in CHamoru cultural practices and knowledge systems.

ii. Evidence of experience in working with the CHamoru community for at least five (5) years.

iii. At least five (5) years of applied experience in the practice or knowledge on which the course will focus.

iv. Exposure of the instructor's work to the communities in Guam and/or the Northern Mariana Islands (exhibits, workshops, festivals, etc.) over a period of at least five (5) years.

v. At least five (5) years of experience in providing instruction (formal or informal) in the practice or knowledge on which the course will focus.

vi. Evidence of community service within the last five (5) years specific to the candidate's area of knowledge/practice.

(b) Preferred qualifications:

i. Demonstrated competency in CHamoru cultural practices and knowledge systems, and their relationships to other parts of the Pacific Islands region.

ii. Evidence of experience in working with CHamoru and other Pacific Islander communities.

iii. More than (5) years of applied experience in the practice or knowledge on which the course will focus.

iv. Exposure of the instructor's work to the communities both in Guam, the Northern Mariana Islands, and internationally (exhibits, workshops, festivals, etc.) for a period of more than five (5) years.

v. Established record of successful receipt/completion of community grants related to the candidate's area of knowledge or practice in the last five (5) years.

vi. More than five (5) years of experience in providing instruction and/or mentoring to apprentices (formally or informally) in the practices or knowledge on which the course will focus.

vii. Established record of awards and recognition of work related to the practices or knowledge on which the course will focus.

viii. Institutional recognition/sanctioning of work (e.g., Guam Council on the Arts and Humanities Master recognition, etc.).

ix. Evidence of community service for more than five (5) years specific to the candidate's area of knowledge/practice."

Section 3. Effective Date. This Act shall be effective upon enactment.

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

September 8, 2026

To: **Rennae V. C. Meno**
Clerk of the Legislature

From: **Vice Speaker V. Anthony Ada**
Chairperson, Committee on Rules

Subject: **Fiscal Note Waiver for Bill No. 352-38 (COR)**

Håfa Adai!

Find the attached, Fiscal Note Waiver for the following bill:

Bill No. 352-38 (COR).

I also request that the same be sent to the respective Chairperson of the Standing Committee, to which this bill has been referred. Kindly copy the same to Management Information Services (MIS) for posting on our website.

BUREAU OF BUDGET & MANAGEMENT RESEARCH

OFFICE OF THE GOVERNOR
Post Office Box 2950, Hagåtña Guam 96932

LOURDES A. LEON GUERRERO
GOVERNOR

JOSHUA F. TENORIO
LIEUTENANT GOVERNOR

LESTER L. CARLSON, JR.
DIRECTOR

SEP 0 8 2026

Vice Speaker, V. Anthony Ada
Chairperson, Committee on Rules
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature
Guam Congress Building
163 Chalan Santo Papa
Hagåtña, Guam 96910

Hafa Adai, Vice Speaker Ada:

The Bureau requests that Bill No. 352-38 (COR) be granted a waiver pursuant to Public Law 12-229 as amended for the following reason(s):

Bill No. 352-38 (COR) is an act to add a new Subsection 3 to § 4101(c), Chapter 4, Title 4 Guam Code Annotated relative to Higher Education Cultural Teachers and Practitioners for the University of Guam (UOG)

I Liheslaturan Guåhan finds that while many individuals possess expertise in various CHamoru cultural practices, many do not meet the minimum academic credentials required by the University or the Government of Guam for hiring at the rank of Assistant Instructor or Instructor. The University has worked diligently to establish guidelines and procedures to employ instructors to teach special courses that will expand the knowledge and skills needed to advance the specialty practices of the island's culture and heritage.

As the proposed legislation seeks to set the minimum qualifications, as established and adopted by UOG, required to teach as a cultural teacher or practitioner, the Bureau finds that the Bill, as currently written, is administrative in nature and poses no immediate fiscal impact upon any funds of the Government of Guam.

Senserameme,

LESTER L. CARLSON, JR.