



Faculty testimony for 10/1 budget

Ethan Chang <change3@hawaii.edu>
To: bor.testimony@hawaii.edu

Tue, Sep 29, 2020 at 9:56 PM

Dear UH Board of Regents,

I am writing as a new faculty member at the University of Hawai'i at Mānoa. Now in my second month of employment, it gives me great alarm to find myself and my colleagues mired in an opaque and undemocratic budget process. I am writing in the spirit of collaboration and humbly request that the administration:

- Follow the law as outlined in Chapter 89 and HLRB Decision 394 regarding formal consultation with faculty from the beginning of the budget process.
- Specify net savings for proposed changes, the method and criteria for arriving at those proposed changes, and how such changes align with the board's aims.
- Rescind any request that is not desired by affected departments -- including Ethnic Studies, Music, Religion, Theater, Journalism, Social Welfare (to name a few) -- given the ad hoc process to date, which also lacked any specified aims.
- Define "efficiency" and "excellence" and "size/impact" and explain how decisions utilizing such criteria will mitigate anticipated budget shortfalls.

These are actionable requests with historical precedent, as evidenced by former Chancellor Hinshaw and the 2009-10 Budget Prioritization Process commission. I would appreciate meaningful opportunities to collaborate on terms settled by law. I relocated my family here to begin what I hoped would be a lifelong career at UH. This has been a very difficult and bleak beginning.

--

Ethan Chang, Ph.D.
he/him/his
Assistant Professor of Educational Administration
University of Hawai'i at Mānoa | Wist 209

A recent project: Chang, E., Koyama, J., & Kasper, J. (2020). Separating families, recuperating the 'nation-as-family': Migrant youth and the cultural politics of shame. *Education Policy Analysis Archives*, 28(84). <https://doi.org/10.14507/epaa.28.5078>



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Public Testimony Form - University of Hawaii Board of Regents

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

Your Name (required) *

Ashley Maynard

Your Organization (optional)

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

amaynard@hawaii.edu

Board of Regents Agenda Item (required) *

B&F IV.D. Budget Policy Paper

Your Position (required) *

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Maynard B&F BOR Testimony 9_30_20.pdf](#) (62.0 kB)

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Ashley Maynard, Ph.D.
Honolulu, HI
amaynard@hawaii.edu

September 30, 2020

University of Hawaii Board of Regents
Committee on Budget and Finance

Dear Regents,

I am Ashley Maynard, Professor of Psychology at UH Manoa. Please interpret this testimony in light of that role and not any other I may hold. Please forgive the slightly rushed nature of this testimony; I am busy with writing and teaching commitments and haven't had time to edit this to my normal standards.

You are allowing an ad hoc, harmful budget process to continue at the Manoa campus. Please put a stop to this by asking the administration to rescind any proposed program changes that are being protested by affected departments. Here's why you should do that.

First, your administration is in violation of the labor law. [Hawaii Labor Relations Board \(HLRB\) Decision 394](#) intimately deals with the Employer-Union-Employee consultation process, which found that the "natural consequences of the State's failure to engage in meaningful consultation constitutes a **prohibited practice**..." There are numerous parallels to our current situation in HLRB Decision 394.

Second, the administration is now trying to convince faculty that they want to collaborate, but the process is not collaborative. The faculty were informed on 9/30/20 around 8 a.m. that the budget process website was updated. The statement of aims, method, and criteria are still unclear and incomplete. We still can't tell how the committee used the data and criteria to make their decisions. For example, under Program Related Questions, we don't know the answer to the "so what?" question vis-a-vis each question. And, we need to see the results of each step. For example, the deans' proposals from April 2020 need to be put on the website. And notes from each meeting of the Manoa Budget Committee need to be included so we can witness their process in retrospect. Perhaps most importantly for a discussion of the budget shortfall, no savings or consequences of changes have been presented, though we have asked for that and all the other information multiple times. It bears repeating that expecting people to give up their programs, and ultimately their livelihoods, without knowing whether it would solve the problem is not only derelict, it is cruel.

Third, the administration has caused chaos at Manoa, including increased levels of anxiety in hundreds of faculty and students. You are responsible for this chaos and this emotional pain because you knew about it and you have not put a stop to it. This damage could have been avoided had your administration followed the structures put in place, namely the law.

As for proposed changes that departments may appear to be on board with, it is critical that the administration verify with each member of those departments that that is the case. There is at least one case of a department chair colluding with a senior administrator, and there are a number of faculty in that department who feel they have no voice. Faculty must have a voice in the fate of their programs, per the law and per your own policies. Furthermore, it's the right thing to do. How are you going to ensure that all faculty have a voice? I hope that you would care about that, given your regents' policies regarding faculty governance of academic programs.

The (apparently authorless) Budget Policy Paper Framework in the materials for the 10/1/20 meeting indicates a number of alarming items, most of which require consultation with UHPA because they will affect our working conditions. The authors of this framework should make themselves known so that we can have an open discussion.

Are you going to make decisions to cut programs based on a few administrators' ideas and a few anecdotes? What about size/impact, efficiency, excellence? Please define and operationalize each of these and explain how stopping small programs will help the budget shortfall in FY 22 or FY 23. I'm guessing no savings would occur until programs are stopped out, in 3-7 years. Wouldn't you like to know if the proposed changes would solve the problem? Or shall we just follow the suggestions made by a few people--none of which are faculty--in an ad hoc process that includes outdated or faulty data, and wait to see what happens?

I also urge you to ask your administration if all campus senates have been consulted about criteria for a budget process or proposed changes. Has UHPA been consulted about program changes at all campuses? If not, why not? Consultation needs to happen now.

I would like to find ways we can work together to make more sense of what is currently a divided, isolating process. We need the BOR to insist that the administration follow the law, that they provide an evidence-based, empirical approach to discussing the budget and potential program changes, and that they rescind the potentially harmful proposals being protested by faculty. The faculty are ready to work together, but we need order and a defined, operationalized process, based in the legal structures that we are all signed on to.

Thank you.

Sincerely yours,
Ashley E. Maynard, Ph.D.
Professor of Psychology
UH Manoa
amaynard@hawaii.edu



Public Testimony Form - University of Hawaii Board of Regents

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

Your Name (required) *

Lance Walters, Associate Professor, Architecture Faculty Senate Chair

Your Organization (optional)

University of Hawaii at Manoa School of Architecture

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

waltersl@hawaii.edu

Board of Regents Agenda Item (required) *

B&F IV.D. Budget Policy Paper

Your Position (required) *

Oppose

Your Testimony/Comments

I am writing in regard to the *"Construction, design, and the built environment"* section of the *Budget Policy Paper (page 6)*. *Specifically*, I am requesting that this paragraph be rewritten to include "architecture", and to make important clarifications regarding design and the built environment. I oppose it as written as it fails to attribute the design of the built environment to architects, and mischaracterizes the roles of construction engineers and managers.

The UH School of Architecture's bachelor's degree, which the majority of our graduate students receive, is a *Bachelor of Arts in Environmental Design*. Environmental design in this context means the *built environment*. While I appreciate that the Budget Policy Paper makes reference to design and the need for more thoughtful designers of sustainable built environments, it fails to include architects or architecture in this narrative- despite the fact that the design of the built environment is *the* primary charge of the architect. The Budget Policy Paper also fails to include the state's need for more architects. The School of Architecture offers the only accredited architecture degree program in the State of Hawai'i and directly supports a thriving professional community.

In the administration's budget committees recently posted post-pandemic Suggestions, they have recommended that the School of Architecture move underneath Engineering. I, and many others, believe that this would be detrimental to the School, and that this suggestion is likely due to a fundamental misunderstanding of the profession and the role the Architect plays in the built environment. As both professions and academic programs, Architecture, Construction, and Engineering are interrelated, but distinct. Again, I request that this section be rewritten to clarify these distinctions and to specifically recognize architecture and the architect as primary drivers of the built environment. Clarifying this section of the Budget Policy Paper may be one small step towards resolving this misunderstanding- and would indicate to the School of Architecture, the professional architecture community, and our students that the University understands and appreciates the important role architecture plays in the design of sustainable built environments.

The School of Architecture faculty have recently shared their initial response to the Budget Committees Suggestions with the post-pandemic website, the President, Provost, and the Board of Regents. In addition to trying to clarify the differing missions that the SoA and Engineering have, we also: voice our concern about the lack of a clear process, the lack of clearly articulated and specific goals regarding a merger.

We invite the Regents and their designated liaisons to meet with the School of Architecture faculty, students, and staff in order to more fully understand these important professional distinctions, the importance of our administrative autonomy, and our concerns over good-faith shared governance.

Sincerely,

Lance Walters
Associate Professor
UH School of Architecture

Your Testimony (pdf or word)

No file attached

Actions

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German BA program

Maryann Overstreet <overst@hawaii.edu>
To: bor.testimony@hawaii.edu

Tue, Sep 29, 2020 at 4:19 PM

September 29, 2020

Dear Board of Regents:

I'm writing in regard to the proposed "stop-out" of the German BA program, not simply to ask you to reject the plan to "pause" or eliminate this essential, high-quality, effective and efficient program, but to sound an alarm about the way in which the MBC and upper administration have identified targets for elimination, relying on inaccurate data and hastily moving forward without proper consultation with the faculty.

I would also like to address the misguided view of "small programs" as a drag on the university, and will offer an alternative perspective which I hope you will consider with an open mind before allowing our state's only R1 institution to be gutted and irreversibly damaged, resulting in a great disservice to future generations of local students who will be less likely to afford to travel to the mainland to attend college.

I. The German BA

1. Inaccurate data, misleading interpretation

The data used by the MBC was inaccurate and its interpretation misleading with regard to the German BA on several counts. We have recently crossed the threshold of 10 graduates. **The UH Mānoa German program was nationally ranked in the Chronicle of Higher Education for numbers of graduates in 2017** (12 that year), placing us at no. 13 on a list of 200 German programs, and within one graduate of the top ten in the country (the three above us graduated 13 that year). This put us ahead of much larger, high-prestige, and well-funded German programs such as: U. of Notre Dame (10), U.C. Berkeley (9), U. of Texas at Austin (9), Georgetown (5), Michigan State (4), and Princeton (4).

In 2017, German also had more graduates than all of the other 'small' BA programs listed in the MBC data for the college of LLL and in Arts and Humanities.

Following this record year of German graduates at UHM, there was a temporary dip in majors to 7 (2017-2018), followed by a bounce back up to 17 last Spring. The lower numbers of majors during that brief period should be seen in context as a temporary dip in **a generally upward trend in majors, following on the heels of a remarkable success, as shown in the [attached graph](#)**.

2. Size and efficiency

Correction: We no longer have a lecturer, as stated in the MBC report.

Our average class size is currently over 16 and this number is likely to grow dramatically as our new 100- and 200-level lecture courses are rolled out over the next two semesters. These LLEA courses (taught in English on German topics) with FG designations or focus requirements will undoubtedly appeal to large numbers of freshmen and sophomores. This will not only raise our average class sizes considerably, but will serve as a fertile ground for recruitment into our German language program, strengthening those numbers, as well.

We also plan to explore the possibility of cross-listing our courses with other departments in our new college, including: history, political science, philosophy, music, theater, ACM, etc., or having some of these count toward our major.

3. Excellence

Associate Dean of CALL Kimi Kondo-Brown manages the BA exit surveys and has access to all of them. **The German BA student exit surveys are consistently excellent.** The few significant suggestions for improvement that were made over a decade ago involved programmatic changes to include more culture and film courses and were used as part of the argument to hire a new professor in 2011. Since that time, we have radically restructured our curriculum, adding new courses and deleting older ones. In response to the BA exit survey question (2016-2019), "Would you recommend this program to other students?", 18 out of 20 graduates said: "definitely yes".

The high quality of our German program is also demonstrated by a high retention rate. In 2017, we also had the highest retention rate (0.057) in our department, based on the number of graduates per number of students enrolled in each program. Others were 0.037, 0.015, and 0.013.

Our strong retention rate in German is due to the responsive nature of our program, our continually evolving curriculum, the streamlined path to satisfy requirements, the personal attention and support we offer students, the sense of community we strive to create in the classroom, the outreach efforts we have engaged in, and the high-quality of instruction.

Personal testimonials about the importance of our German BA and attesting to the quality of the program were recently sent to President Lassner by Denis Salle, the **Honorary Consul of Germany in Hawai'i, and Dr. Alexander Krot, a prominent UH researcher from the Hawai'i Institute of Geophysics and Planetology** and recipient of the Alexander von Humboldt Foundation Award, 2017, and Leonard Medal Award of the Meteoritical Society, 2018. These [letters are attached](#).

4. Essential

German is a **heritage language in Hawai'i and provides a direct link to Pacific Scholarship.** The German program offers a popular course that explores the history of Europeans in the Pacific, encourages the study of original sources in German, and also counts toward the major.

German has been an essential part of a liberal education in the islands since the University of Hawai'i began offering classes in 1908. It is a leading language of science, literature, art, music philosophy, history and political science.

The in-depth study of German language, history and culture offered through a BA program is considered vital to an R1 university. All 18 of our peer and benchmark institutions offer a German BA and 14 of them also offer an MA.

The German BA is **internally highly valued, with a petition of over 200 signatures** from concerned members of the UH faculty, including **LOTS of scientists:** [Faculty Petition](#)

The German BA is **externally highly valued, with a petition of over 600 signatures** from the community and many former students, including the source of our endowed funds (\$200,000) for student scholarships, the members of the German Benevolent Society:

[Student/Community Petition](#)

5. Impact

Our German BA program offers in-depth and advanced study that is relevant to the very 'areas of strength' that President Lassner has been highlighting as crucial to our future, including: Ocean, Earth and Atmospheric Sciences; Astronomy and Space Sciences; Environmental Microbiology, Climate change and resilience, and Energy. Germany is a world leader in these fields and works closely with US companies. For an increasing number of students, the option of a post-graduate degree in Germany becomes an attractive alternative, especially because they can obtain the degree almost free of charge.

The German BA program helps students acquire prestigious positions and scholarships that enable our graduates to study, do internships and work in German-speaking countries. Over the past decade alone, we have helped over two dozen students acquire several different types of scholarships: 6 Congress Bundestag Youth Exchange Awards (a year-long scholarship funded by the U.S. Department of State to study and work in Germany), 3 German Academic Exchange Awards (sponsoring the exchange of students and scholars between Germany and countries world-wide), 2 Fulbright awards (teaching assistantships in Austria), 1 scholarship to attend the MA program in German and European Studies at the Edmund A. Walsh School of Foreign Service at Georgetown, and 9 Doyle scholarships to study in Berlin, and 7 German Benevolent Society scholarships of \$2,000 (for German majors) to help cover UH tuition. This Google doc includes a description of these awards and the names of all the recipients:

[Scholarships and Awards](#)

II. The importance of small programs

Please consider the question: What is the problem with preserving high-quality, efficient and effective smaller units within the larger university? I would like to challenge the premise that such programs are a drag on the university. Many of our programs are relatively inexpensive to run, are integral to other fields of study, are relevant to our cultural context, have healthy SSH and, most importantly, enrich our institution by increasing the variety of offerings and fostering diversity. Cutting them would be a short-sighted move that would be detrimental to our institution and be a disservice to both current and future students of Hawai'i. Just imagine if the business world were to assert that the only kind of businesses that count are large businesses, and all small businesses should be closed. Just as small businesses are crucial to the economy and the society as a whole, so are smaller programs, which offer more personal experiences and create natural 'learning communities' of students who form long-lasting friendships and support networks that help motivate them to stay in school and complete their BAs. It is these programs that make students feel less anonymous, more included, and more supported throughout their undergraduate education. We have not seen any cost-benefit analysis offered by the MBC in their proposals to eliminate small programs, but weighing what would be lost in terms of diversity and status as an R1 institution, vs. the presumably negligible sums of money that might be saved, targeting small programs will almost certainly result in a net loss to the university.

I respectfully request that your administration (the MBC in particular) provide accurate data, so that we might draw more valid conclusions from their study, and provide the criteria on which they based their decisions and recommendations. In addition, please add *efficiency*, *excellence* and *impact* to the criteria to be taken into account and require that all faculty be included in transparent discussions of any data, criteria and suggested changes.

Sincerely,
Maryann Overstreet
Professor and Section Head, German

3 attachments

Graph.png
483K

The U.H. Mānoa German program, 2004-2017

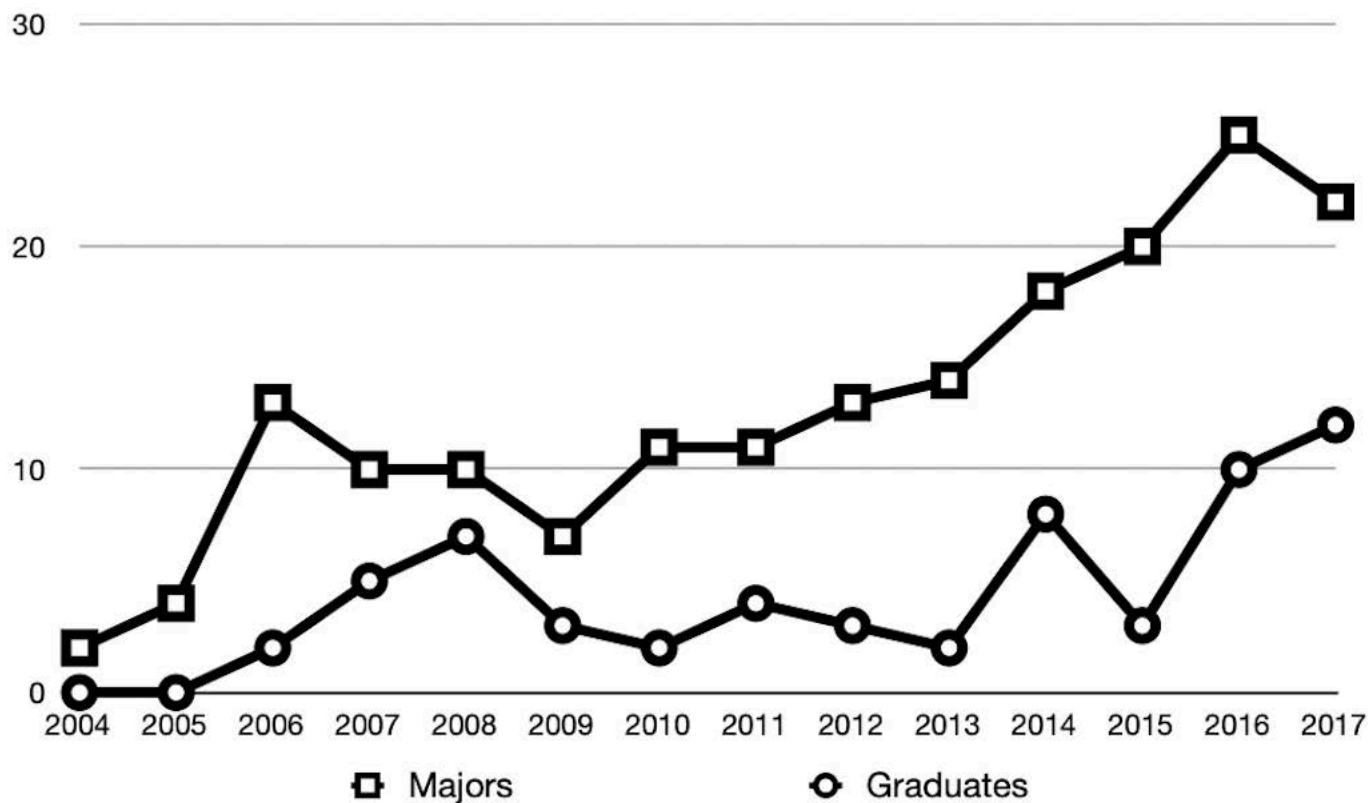


 **GermanConsul.pdf**
187K

 **Letter from ANKrot.pdf**
387K

The U.H. Mānoa German program, 2004-2017

Figure 1. German Majors and B.A. Graduates





Honorary Consul
of the Federal Republic of Germany
Honolulu

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3919 Sierra Dr
Honolulu, HI 96816, USA

INTERNET: www.germanconsulhawaii.com

PHONE + (001) 808-255 9442
FAX + (001) 888 398 7097

Contact
Denis Salle

email: honolulu@hk-diplo.de

Re: Plans to eliminate the German BA program at UH

Honolulu, Sept 7th, 2020

Dear President Lassner and Provost Bruno,

The Covid crisis has been testing us as individuals and the society as a whole. Frameworks are changing drastically, and quick responses are required. From that perspective it is understandable that the UH system leadership has to respond to mounting challenges. In this context, I learned that the UH administration is considering suspension of the German BA in the Department for Languages and Literatures of Europe and the Americas.

As the representative of the German Foreign Office in Hawai'i, I should point out the many reasons why offering in-depth education in German language and culture is part of the basic fabric of a quality University system, given its heritage in all aspects of science, arts and literature. But just as important is the fact that the UH **German BA** program is run by a small team of highly motivated academics, who have demonstrated the ability to produce quality education, while maintaining and increasing their numbers of annual graduates. I can personally attest to a very intact and collaborative body of students of German, who are enthusiastic about the many opportunities that this program opens up for them. The UH German program has various partner Universities in Germany for international exchange options, they facilitate the DAAD (German Academic Exchange Service) for the State of Hawai'i, have sent students as apprentices to the German Bundestag, and managed to engage students in many other mind-expanding activities with German serving as the key component.

German at UH Mānoa has relevance to many fields of undergraduate and graduate study and the BA program directly benefits our local undergraduate students. Proficiency in German is a core asset in various professional fields especially when targeting jobs in the Asian market, where German companies have a strong presence in manufacturing, R&D and trade. In fact, an MIT study found proficiency in German to have a positive net effect on earnings of several percent:

(www.economist.com/blogs/prospero/2014/03/language-study). For an increasing number of students, the option of a free post-graduate degree in Germany becomes an attractive alternative, especially because they can obtain the degree almost free of charge.

In further support of the argument to maintain the BA of German at UH Mānoa, please also consider that German is considered to be a heritage language in the islands based on its influence since the mid 1800s, when German explorers and businessmen began to arrive here:

- Several roads in Honolulu and Oahu are named after Germans (Isenberg, Spreckels)
- German was one of just two foreign languages offered when our university was first opened in 1908 (the other was French)
- Germans strongly influenced and nurtured the Hawaiian Sugar Industry and enhanced Hawai'i's international trade relations
- German influences are still remarkably visible within the remnants of the Hawaiian Monarchy, Hawaiian Music (Henry Berger composed with Queen Liliuokalani and defined the Royal Hawaiian Band), Uniforms and Architecture.

One of my first steps after I took the position as Honorary Consul in 2012 was to visit the German program at UH. Since then I am proud to rely on a strong relationship with its faculty and students. I am in regular contact with them and have firsthand knowledge of the quality of the students and the program. I have visited several classes as a guest speaker and invited the Consul General from San Francisco to do the same when he visited the islands on numerous occasions. During these visits we offer support and answer questions about the options to continue studies and find work in Germany. I have always been very impressed by the level of German proficiency the students attain in the UH program, and their genuine interest in everything German.

The faculty and students of the German program at UH Mānoa is also very involved in the community. Over the past eight years, the German faculty has worked with me to co-organize the annual Berlin and Beyond Film Festival, featuring German, Austrian and Swiss productions in German language, sponsored by BMW and supported in person by students of the German BA program. Some of its faculty members are also fellow members of the German Benevolent Society of Honolulu (est. 1850s) and helped us create a \$200,000 endowment for scholarships for students of the German language and literature. This provides **four** \$2,000 scholarships to resident German majors each year. Graduates of the German BA recently re-established the German language elective at Kalani High School and several UH German BA graduates have taught there as a part time staff.

Lastly, please consider that German is an indispensable component of a liberal education:

- It is a leading language of science, literature, art, music, philosophy, history and political science, and has been part of higher education since the 13th century.
- Germany is the largest economy in the European Union and the fourth largest economy in the world after the USA, China and Japan. As such it is a job market for your graduates.
- Hawaii has gained popularity amongst visitors from Germany and prior to Covid hosted 150,000 German speakers each year. Learning German provides another advantage in Hawaii's job market for your graduates.
- The number of learners of German worldwide is on the rise (now 15.5 million) – German language teachers are a sought-after commodity all over the world.

I'd like to thank you in advance for your consideration of the above points. In my humble opinion, eliminating the career and mind-enhancing German BA degree from the options the students in the UH system have is likely not outweighed by the possible cost savings resulting from the closure of the German BA program.

Respectfully and with Aloha,

A handwritten signature in blue ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Denis Salle
Honorary Consul for the Federal Republic of Germany in Hawai'i



UNIVERSITY OF HAWAI‘I AT MĀNOA
HAWAI‘I INSTITUTE OF GEOPHYSICS AND PLANETOLOGY
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1680 East-West Road • Honolulu, HI 96822
Phone: +1 808 956 8760 • E-Mail: office@higp.hawaii.edu

UH President, David Lessner

Dear Mr. President:

I learned recently that the German BA program is currently being targeted for possible elimination. I am asking you to reject this proposal for several reasons. Germany is currently the leading European country in science, education, medicine, and economics. Many US universities, including Department of Earth Sciences at UH Manoa, have exchange programs with German Universities. Therefore, the opportunity to study German is very important for the UH students and researchers.

Being the 2017 recipient of Alexander von Humboldt Foundation Award for the accomplishments in research (I was the only US geochemist researcher who received this award that was presented in Berlin by the President of Germany Frank-Walter Steinmeier), I had to spend 6 months working in Goethe University, Frankfurt am Main, Germany. Without proper knowledge of German, it would be extremely difficult. Since I had never studied German before, I started taking German classes at UH Manoa. I was quite impressed by the high quality of German program lead by Professor Maryann Overstreet. She and her colleagues are very dedicated teachers who created one of the strongest German program in US. Elimination of BA program could potentially destroy the department. Very motivated professors would not be able to reach their potential and may decide to leave UH. I hope you understand that it is the entire German program that is at stake here.

Aloha,
Dr. Alexander N. Krot

A handwritten signature in black ink, appearing to read "A. Krot", written in a cursive style.

Researcher, Hawaii Institute of Geophysics and Planetology
Recipient of the Alexander von Humboldt Foundation Award (2017) and Leonard Medal
Award of the Meteoritical Society (2018)



BOR Testimony <bortest2@hawaii.edu>

Save UH MT Program testimony

ssakuda@hawaiiintel.net <ssakuda@hawaiiintel.net>
To: provost@hawaii.edu, bor.testimony@hawaii.edu

Tue, Sep 29, 2020 at 11:41 PM

Please find my testimony to save UH Medical Technology program.

Respectfully,
--Linda Sakuda, MLS (ASCP)

 **UHMT testimony_LSS.docx**
16K

Provost Michael S. Bruno
2500 Campus Road
Hawai'i Hall 209
Honolulu, HI 96822
Phone: (808) 956-8447
Email: provost@hawaii.edu

I am writing in support of the University of Hawaii Medical Technology Program at Manoa. I believe that discontinuing this bachelor's degree for medical laboratory scientists (MLS) program will severely limit and threaten the quality of clinical laboratory testing in Hawaii.

My perspective was acquired while working as the Quality Assessment Manager for Pathology at Tripler Army Medical Center for over 20 years. My primary responsibility was to ensure compliance with federal regulations including the Department of Defense (DOD) version of CFR Part 493 under the Clinical Laboratory Improvement Amendment of 1988 (CLIA) titled DOD Clinical Laboratory Improvement Program (DOD CLIP). Any site performing clinical laboratory tests in the United States and its territories must be certified by CLIA/CLIP.

At clinical laboratories performing moderate or high complex laboratory tests (see Attachment A for examples), one of the CLIA/CLIP requirements for certification is to employ qualified Technical Consultants (TC) or Technical Supervisors (TS). The minimum requirement for a TC or TS is a bachelor's degree in a biological science, chemical science, or medical laboratory science. They are needed to provide training of personnel, oversight of quality control, and ensure that instruments and test systems are properly working before patient test results are released. In Hawaii about 100 sites over seven islands need a TC or TS including Tripler Army Medical Center, Schofield Barracks Health Clinic, and Naval Health Clinics at Makalapa and Kaneohe Bay.

MLS graduates from the University of Hawaii Dept of Medical Technology are desperately needed to fill other laboratory positions as well. Their four-year curriculum enables them to trouble shoot and solve advanced problems in blood transfusions, infectious diseases, and genetic diseases. A two-year Medical Laboratory Technician program does not provide this level of knowledge.

I hope I have adequately described the value of retaining the UH Department of Medical Technology. Graduates of this program are necessary for our clinical laboratories to comply with federal and state regulations and, most importantly, maintain the accuracy and reliability of laboratory testing for the benefit of our community.

Thank you for the opportunity to express my support.

Sincerely,

Linda Sakuda, MLS(ASCP)
ssakuda@hawaiiantel.net

Att A: Examples of Clinical Laboratory Tests Requiring a TC or TS

ATTACHMENT A

EXAMPLES OF CLINICAL LABORATORY TESTS REQUIRING A TECHNICAL CONSULTANT (TC) OR TECHNICAL SUPERVISOR (TS)

- Hematology (study of blood) tests help in the diagnosis of leukemia, anemia, and problems with bleeding. Tests such as red blood cell count, white blood cell count, platelet count, hemoglobin, white blood cell differential, coagulation tests such as prothrombin time are done in the hematology section of a clinical laboratory.
- Chemistry tests detect and monitor diabetes, liver disease, kidney disease, thyroid function, cardiac disease, pulmonary function and metabolic diseases. Tests include glucose, creatinine, urea, potassium, chloride, sodium, liver enzyme tests, cholesterol/ triglycerides, thyroxin, troponin.
- Immunology tests detect infectious disease such as hepatitis, SARS Cov-2, infectious mononucleosis, HIV.
- Microbiology tests detect and identify infections by bacteria, viruses, and parasites. Urinary tract infections, gastrointestinal infections, food poisoning, multiple resistant Staph aureus (MRSA) infections require microbiological laboratory tests.
- Immunohematology covers blood banking and transfusion procedures. Matching patients to blood from donors is critical for elective surgeries and acute trauma centers.
- Molecular biology is a specialty that has come to the forefront in the SARS Cov-2 pandemic. Trained personnel identify nucleic acid segments that indicate the presence of infectious agents, genetic conditions, types of cancer, and effective treatment regimens.