



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Alissa Elegant <noreply@jotform.com>

Thu, Sep 17, 2020 at 1:55 AM

Reply-To: alissa.elegant@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name Alissa Elegant
Email alissa.elegant@gmail.com
Phone Number (510) 5202011
Date 06-11-2020
Letter Heading To: UHM President David President Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
Associate Chair of Theatre, Julie Iezzi
Associate Chair of Dance, Betsy Fisher
Chair of Theatre and Dance, Markus Wessendorf
Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

Your programs are very special serving the whole nation. They are the only dance and theater programs in the entire country that has a focus on Asian performance. In this moment of diversity crisis in the United States, it would be foolish to deny Asian American Hawaiians and Asian Americans from other parts of the U.S. a place where they can learn performance forms that center Asian

culture. Most programs in the U.S. devalue Asian forms and only teach modern, ballet and maybe African diasporic dance. This is not the time to take away one of the only dance programs in the country that de-centers whiteness.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these

devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Alissa Elegant

I am a UH Manoa:

Community Member

Address

City: Berkeley  
State / Province: CA  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Marley Aiu

Marley Aiu <noreply@jotform.com>

Wed, Sep 16, 2020 at 11:39 PM

Reply-To: marleya@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Marley Aiu
Email	<a href="mailto:marleya@hawaii.edu">marleya@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(720) 5563747
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the

Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai'i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

You are contributing to the historical exploitation of the filipino community in Hawaii by removing Ilokano and Tagalog language programs. Taking language is violence to the culture of its origin. The University has an opportunity to uplift the filipino community. Do you really wish to cause the community additional harm, especially at a time when filipinos are already hurting as result of a mismanagement of the global pandemic? Please do better— the success of our University can only continue if we are strong in our support of communities that deserve a chance to access education even when they have been historically discouraged from doing so.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Jondi Anderson <noreply@jotform.com>

Wed, Sep 16, 2020 at 9:12 PM

Reply-To: jkapua@yahoo.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name: Jondi Anderson
Email: jkapua@yahoo.com
Phone Number: (808) 2471367
Date: 09-16-2020
Letter Heading: To: UHM President David Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
Associate Chair of Theatre, Julie Iezzi
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments: My daughter looks forward to attending UHM and majoring in dance!

Letter Body: Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a

comparable number of graduates every year.

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I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Jondi Andersom

I am a UH Manoa:

Supporter

Address

City: [45-189 Namoku St](#)  
State / Province: [Hawai'i](#)  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Aileen Ballesteros

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Aileen Ballesteros <noreply@jotform.com>

Wed, Sep 16, 2020 at 9:13 PM

Reply-To: aileenb@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Aileen Ballesteros
Email	<a href="mailto:aileenb@hawaii.edu">aileenb@hawaii.edu</a>
UHM Affiliation	Alumni
Phone Number	(808) 7403190
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai'i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

As a Filipino immigrant in the United States, the Philippine Languages and Literatures Program allowed me to stay in touch with my culture. Without the courses offered through this program, I would have not been able to succeed at UH Manoa. The courses I took through this program equipped me in understanding how to be conscientious to the events around me and provided me with tools to successfully navigate and make peace with both cultures I'm practicing. The bond I made with my instructors and classmates is something I will always cherish from my stay at the university.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



## Testimony for Philippine Languages and Literatures

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**Christine Joy Baltazar** <cbaltaza@hawaii.edu>

Wed, Sep 16, 2020 at 10:22 PM

To: Nadezna Ortega <nadezna@hawaii.edu>, Dean Domingo <deand@hawaii.edu>, bor.testimony@hawaii.edu

Cc: Pia Arboleda <pca62@hawaii.edu>, Jayson Parba <jaysonpa@hawaii.edu>

Good evening,

I hope it is not too late to provide a testimony for the program. I hope they reconsider in hopes that the program will continue.

Thank you,  
Christine Baltazar

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 **Testimony.pdf**  
95K

To whom It may concern,

I have been recently informed of the “stop-out the BA in Philippine Language and Culture” proposal and would like to provide a few statements in which I believe the program has been beneficial in my time at the University of Hawaii – Manoa.

During my short time at the campus, being a transfer student from a smaller campus, it was a hard adjustment for me. I found it hard to connect to peers and relate to people in my classes. That was until I came to the Philippine Languages and Literatures Department and took my first few classes. It was not until those classes where I learned to connect and relate to so many other peers because we had a common identity. We were able to relate to each other with no judgements and share commonalities from when we were growing up. It made me comfortable being who I was in a such a large community place.

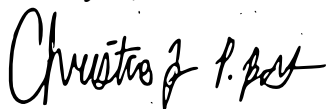
Without this program, I would not have learned about my ancestors. I would not be able to communicate with my family overseas. I would not be proud of who I am today if it was not for the program. Taking away the program is taking away an identity. UH is filled with many people from Philippine ancestry and by taking away the program, it is preventing them from learning about their culture and being proud of who they are.

This program has allowed me to reach out and connect with my culture. Being in the classes has allowed me to learn of different aspects of the culture which allowed me to look into my research interest. As a scientist, I am able to go back to the Philippines and conduct work because I am able to use the language and knowledge from the classes. I was able to incorporate my science knowledge from my works in classes to educate my peers on different aspects of the culture they never thought to look at in a science perspective. I had the opportunity to merge my two interests in a way I never thought would happen.

With no program, how can the students or anyone at the school be proud to say that they serve aloha to the international communities that surround them. How could anyone want to prevent a culture that has a strong history and presence in Hawaii from continuing to share the knowledge and learning of their culture. How can one learn about themselves if they don't learn of their culture or their ancestors. Philippine Language and Culture is needed.

By keeping the program, we preserve the knowledge of our ancestors. We teach the new generation. We bring pride to our identity. We find ourselves. Keeping the program will allow more students to accept themselves and who they are meant to be. Please consider all of the benefits the program has and will allow to students past, present and future.

Thank you,



Christine Joy P. Baltazar



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## SAVE DANCE AT UH

---

**Mike Barnes** <mbarnes3@sdsu.edu>

Wed, Sep 16, 2020 at 9:27 PM

To: "david.lassner@hawaii.edu" <david.lassner@hawaii.edu>, "david@hawaii.edu" <david@hawaii.edu>

Bcc: bor.testimony@hawaii.edu

When I saw one of my cohort post on social media about the dance program at your institution was at risk of being defunded, my heart fell to the floor.

My grandmother was native Hawaiian, a first generation mainlander. She moved to San Francisco after being given to her neighbors during WWII when she was just a child. She was so grateful for her light skin because it saved her from the relentless teasing her adopted Hawaiian siblings regularly experienced. She learned early on that there was not room to be proud of her heritage in San Francisco. She spent her entire life trying to be a picture perfect American. At the end of her life, she clung so tightly to her Hawaiian roots. She picked up her ukulele again and danced hula as best as she could.

She taught me how to play ukulele, how to strum "island style" as she liked to stay. I wish there were more people like my grandmother, but there aren't. Less and less people in the world have indigenous Hawaiian connection. The dance program at your school is more important than you could ever imagine. Dancers like the ones your school produces keeps Hawaiian culture alive, and allow it to be celebrated by the whole world.


I attached a video of my grandmother playing ukulele just weeks before she passed. I also attached a photo of my auntie who now lives for hula as a result of her mother's passion and desire to keep Hawaiian culture alive in our family. PLEASE consider cutting any other program than this one. For the sake of my ohana, for the sake of my grandmother, and for the preservation of Hawaiian culture.





**Mr. B (Michael Robert Barnes)**  
Pronouns: He/Him/His/They/Their  
Graduate Teaching Assistant - School of Communication  
San Diego State University  
[mbarnes3@sdsu.edu](mailto:mbarnes3@sdsu.edu)

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 **RPreplay\_Final1600326958.mp4**  
1633K





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Bashabi Barua

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**Bashabi Barua** <noreply@jotform.com>

Wed, Sep 16, 2020 at 8:00 PM

Reply-To: bashabi.barua@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Bashabi Barua
Email	<a href="mailto:bashabi.barua@gmail.com">bashabi.barua@gmail.com</a>
UHM Affiliation	Supporter
Phone Number	(0088) 01819544277
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
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Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the

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Additional Comments

This is an outrageous decision based on myopic vision of our existence. Presently, world needs more government support for Humanities programmes and push forward for defunding the military adventures. Thanks.

Signature



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## Testimony Opposing UH Budget Cuts for IPLL and other programs

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Ivan Paul Bondoc <ipbondoc@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Sep 16, 2020 at 10:45 PM

### Testimony Expressing Opposition to UH Budget Cuts for the IPLL and Other University Programs

I am writing to express my opposition to stop-out the BA in Philippine Language and Culture and to reorganize the Department of Indo-Pacific Languages and Literatures (IPLL) into a non-degree granting center.

As a psycholinguist and cognitive scientist, my research investigates the real-time cognitive processes involved in sentence comprehension and production, particularly in understudied languages in my field such as Filipino/Tagalog and other Philippine languages. I am hugely indebted to the Filipino and Ilokano programs of the Department of Indo-Pacific Languages and Literatures for their generous support in my academic research. The existence of the undergraduate program in their department brought together a community of faculty and students who are passionate about the study of Philippine languages, literature, history, and cultures. The expertise and participation of this community on my projects on Filipino/Tagalog and Philippine languages paved the way for the successful completion of my research, the outcomes of which are findings that are informative of the nature and mechanisms of the cognitive-language system and of language learning. These findings are beneficial in establishing the theoretical foundations of language sciences and related fields (such as language pedagogy, speech pathology, cognitive and computational sciences, and artificial intelligence), and in the innovation of products and programs that can be relevant to the needs of Filipino population here in the state and in the Philippines. It is through the collaboration with these programs that growth and increased representation of Filipino scholars and minority languages such as Filipino/Tagalog and Ilokano in the fields of language and cognitive sciences become a reality.

I am dismayed with the university's plan to stop-out the Philippine Language and Culture program. This program has not only fostered an academic environment for Filipinos and students with interest on Philippine culture to cherish their heritage, but it has been the home for scholars like me to collaborate with these marginalized communities in investigating research questions relevant to the language sciences, and in creating discussions that engender consciousness on the history, culture, identity, and struggles of the immigrant and heritage Filipino communities.

The Filipino and Ilokano Programs of IPLL at the Department at the University of Hawai'i are one of the very few degree-granting units in North America that offers a unique and relevant undergraduate degree on Philippine languages and cultures. Filipinos constitute a large proportion of the state population, and the program addresses the training that Filipino students need on Philippine languages and culture. Over the years, the department has catered to training the language proficiencies of heritage Filipinos and to instilling critical awareness of the issues involving minority languages and communities. These goals are significant as we mold community members to be equipped with competent language proficiencies, critical insights on contemporary world issues, and sound decision-making skills for their careers, life choices, and perspectives. I believe that these same goals are also shared by other university programs that are at risk of being stopped out.

I believe that this cross-cutting procedure of stopping-out programs such as Philippine Language and Culture hinders the university's mission of "cultivating the potential within each member of our community" (quoted from the 2015-2025 UH Mānoa Strategic Plan). This cross-cutting procedure diminishes the diversity of university programs that addresses the large needs of the population and reduces resources that could be used for developing the potential of a racial minority in the state and in the United States. The stop-out plan does not save the university financial resources; instead, it impedes the likely increase of potential enrollees. The Filipino/Ilokano sections have been consistently offering 31 courses with strong enrollments of approximately 500 to 600 students per semester. There is a sizable number of students on the waitlist every

semester, the needs of which are not catered to, due to the lack of sections and faculty/instructor positions. The removal of the program repudiates an apparent academic demand for Philippine language and culture courses that these students need. Stopping out the program undervalues the efforts done by the department and dwindles the spirit of the members of the minority and disadvantaged communities who seek growth from these academic opportunities.

The University of Hawai'i has clearly expressed its stand on racial discrimination and oppression of minorities and indigenous communities. As a member of a minority community, I oppose the plan to stop-out the BA in Philippine Language and Culture (as well as other university programs) and to reorganize IPLL and the other units, as this runs against the university values that aim to empower and promote academic opportunities for minorities, disadvantaged populations, and indigenous communities.

Respectfully,

Ivan Bondoc ([ipbondoc@hawaii.edu](mailto:ipbondoc@hawaii.edu))  
PhD Candidate  
Department of Linguistics, University of Hawai'i




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## KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

---

**Katie Caldwell** <noreply@jotform.com>

Wed, Sep 16, 2020 at 10:11 PM

Reply-To: kmc32@hawaii.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

### **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Katie Caldwell
Email	<a href="mailto:kmc32@hawaii.edu">kmc32@hawaii.edu</a>
Phone Number	(808) 3524313
Date	09-16-2020
Letter Heading	To: UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
 Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I am a full time instructor for UH. I have a heavy workload. For years, I've taken dance classes at UH as a form of self care. This has helped me tremendously but even more inspiring are the students I've met in the dance program. They are passionate, creative, and hard-working. The arts are more prominent than and important now than maybe ever before. During quarantines and

stay at home orders we rely heavily on the work of artists...as a means to feel connected or to escape. I recognize that UH has difficult decisions to make, but now (maybe more than ever before), is the time to support artists and thank artists.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these

devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Katie Caldwell

I am a UH Manoa:

Faculty Member

Address

City: Hauula

State / Province: Hawai'i

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



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## Testimony for BoR Meeting, 9/17/2020

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**Stuart Donachie** <donachie@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Sep 16, 2020 at 11:50 PM

I also uploaded the attached testimony to the BoR website.

--

Stuart P. Donachie  
School of Life Sciences  
University of Hawai'i at Mānoa  
[1800 East-West Road](#)  
Honolulu, HI 96822  
<https://donachie.wixsite.com/donachielab>



**BoR\_Testimony\_9\_17\_2020.pdf**  
123K



## Written testimony for the University of Hawai'i Board of Regents

**To:** Pres. Lassner and the Board of Regents

**Re:** “Stop-out the MS and PhD programs in Microbiology”

**Date:** September 16, 2020

Dear Pres. Lassner and Regents,

We, the undersigned graduate faculty, alumni, students, and supporters of the Microbiology program, are writing in opposition to the proposal to “Stop-out the MS and PhD programs in Microbiology,” as suggested for the College of Natural Sciences by the Manoa Budget Team in their document, “[Post-Pandemic Hawai'i and the University of Hawai'i](#)”.

This document was published online on September 11, 2020, and thus there has not been sufficient time for faculty to consider the entire document, but we must voice our deepest concern about the proposed elimination of the Microbiology graduate program.

Microbiology is a cornerstone of the Life Sciences. This program has trained hundreds of scientists over its 70+ years in the university. Indeed, many microbiologists who work in Hawaii's state laboratories are graduates of this program! The State of Hawai'i relies on the Microbiology graduate program to meet critical state needs in public health, environmental monitoring, water quality, and clinical labs.

The graduate faculty of the microbiology program are based in multiple colleges, and thus are a multi-disciplinary and collaborative group. Cutting the program would affect the research productivities of these labs and negatively impact the opportunities for study and subsequent career choices of myriad graduate students, especially those from Hawai'i.

Furthermore, Microbiology graduate students are needed as Teaching Assistants (TAs) for a large number of microbiology courses that serve hundreds of undergraduate students from various programs every year. Without qualified TAs, such laboratory courses will not be possible, greatly diminishing experiential learning for undergraduate students.

Microbiology is an area of great potential growth, spanning hot topic areas ranging from virology and pandemic management, to renewable energy, therapeutics, and the microbiome. It is difficult to imagine a Research I university without a graduate program in Microbiology.

Closing the Microbiology graduate program would cause irreparable harm to the educational and research missions of the University of Hawai'i, and to the people of Hawai'i. Especially considering our remote location and strategic position in the Pacific region. We urge you instead to encourage the university to support the Microbiology graduate program.

Sincerely,

**Stuart P. Donachie**, Professor of Microbiology, Graduate Chair of the Microbiology Program, School of Life Sciences, University of Hawai'i at Mānoa

**Marguerite A. Butler**, Professor, School of Life Sciences, University of Hawai'i at Mānoa

**Sandra P. Chang**, Professor and Graduate Chair, Department of Tropical Medicine, Medical Microbiology, and Pharmacology

**Tung T. Hoang**, Professor of Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Benoit J. Smaghe**, Research Scientist, School of Life Sciences, University of Hawai'i at Mānoa

**Sladjana Prisc**, Associate Professor of Microbiology, School of Life Sciences, University of Hawai‘i at Mānoa

**Ethan C. Hill**, M.Sc Student, School of Life Sciences, University of Hawai‘i at Mānoa

**Vivek R. Nerurkar**, Professor and Chair, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Pakieli H. Kaufusi**, Assistant Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Kalpana J. Kallianpur**, Associate Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Kenton Kramer**, Associate Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Chelsea Nicholas**, Graduate Student, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Michael Lieberman**, Laboratory Director, Tropical Medicine Clinical Laboratory

**Claire J. Fraser**, Graduate Student, School of Life Sciences, University of Hawai‘i at Mānoa

**Renn Silve C. Salomon**, Graduate Student, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**LTC Jason Barnhill**, Associate Professor, Life Science Program Director, Department of Chemistry and Life Science, United States Military Academy at West Point (PhD, University of Hawai‘i 2010)

**George Hui**, Research Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Aneesa Golshan**, Graduate Research Assistant, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Cecilia M. Shikuma**, Edwin C Cadman Endowed Professor, Department of Medicine; Director, Hawai‘i Center for AIDS

**Saguna Verma**, Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Rosanna ‘Anolani Alegado**, Associate Professor, Department of Oceanography and Sea Grant

**John M Berestecky**, Professor, Microbiology and Biotechnology, Kapi‘olani Community College; Graduate Faculty, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**James F Kelley**, Technical Officer for Malaria, World Health Organization, Western Pacific Regional Office

**Colleen B. Allen**, Science Lab Coordinator, Kapi‘olani Community College

**Clay Wakano**, Scientist, The Queen’s Medical Center; Collaborating Scientist, University of Hawai‘i Cancer Center (MSc, PhD Microbiology, University of Hawai‘i at Mānoa, 2008)

**Cassidy Tabata**, Administrative Officer, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Daniel P. Strange**, Postdoctoral Research Specialist, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Angela Sy**, Assistant Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Stefanos Giannakopoulos**, PhD Graduate Student, Department of Cell and Molecular Biology, University of Hawai‘i at Mānoa.

**Albert To**, Graduate Research Assistant and UHM Microbiology alumnus, Department of Tropical Medicine, Medical Microbiology, and Pharmacology

**Endrei Marcantonio**, PhD student in Microbiology, School of Life Sciences, University of Hawai‘i at Mānoa

**Taylor Onouye**, Undergraduate alumna of Marine Biology, School of Life Sciences, Current Graduate Student, University of Hawai‘i at Mānoa

**Amanda Lee**, Instructor and UHM Microbiology alumna, Kapi‘olani Community College

**Clifford Morden**, Interim Director, School of Life Sciences, University of Hawai‘i at Mānoa

**Jayna Wong**, UHM Biology alumna, Graduate Student in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Alexa Dow**, UHM Biology alumna, UHM Molecular Biosciences and Bioengineering alumna, Current PhD Candidate in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Sally V. Irwin PhD**, Professor of Microbiology and Biology, and Adjunct with John A. Burns Medical School, Cell and Molecular Department.

**Howard Shen**, Instructor, School of Life Sciences, University of Hawai'i at Mānoa

**Colby Watase**, UHM Microbiology alumnus, School of Life Sciences, University of Hawai'i at Mānoa

**Yun Heacock-Kang**, Junior Researcher, Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Bryan Rios**, Graduate Student, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Ian McMillan**, Recent Graduate, Doctoral Program, Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Kabi Neupane**, Professor, Biology, and Outreach Coordinator of INBRE Program, Leeward Community College, University of Hawai'i.

**Szu-Chia Hsieh**, Researcher, Department of Tropical Medicine, Medical Microbiology, and Pharmacology

**Marian Melish**, MD Professor of Pediatrics, Tropical Medicine and Medical Microbiology, John A. Burns School of Medicine, University of Hawai'i at Mānoa

**Matthew Tuthill**, Professor of Microbiology and Molecular Biology, Kapi'olani Community College.

**Masato Yoshizawa**, Associate Professor, Biology, School of Life Sciences, University of Hawai'i at Mānoa

**Zhenxin Sun**, Current PhD Candidate in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Jan Zarzycki-Siek**, Current PhD Student in Microbiology, School of Life Sciences (MS Microbiology, University of Hawai'i at Mānoa)

**Eileen Nakano, Ph.D.**, Research Support, Department of Tropical Medicine, Medical Microbiology, & Pharmacology

**David Maison**, Ph.D. Candidate, Dept. of Tropical Medicine, Medical Microbiology and Pharmacology

**Christy Handel**, UHM Microbiology alumna, Graduate Student in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Rebecca D. Prescott**, University of Hawai'i at Mānoa alumna (Microbiology Ph.D. program). Current National Science Foundation Postdoctoral Research Fellow in Biology

**Yuanan Lu**, Professor, Office of Public Health Studies

**F. DeWolfe Miller**, Professor of Epidemiology (Emeritus): Department of Tropical Medicine, Medical Microbiology, & Pharmacology

**Amy Yamashiro**, Department Chair of Math and Sciences, Kapi'olani Community College

**Virginia S. Hinshaw**, Chancellor Emeritus, UH Mānoa

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**Testimony in opposition to the recommendation to stop out Microbiology and Botany graduate programs.**

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James Douglas <jtd379@gmail.com>

Wed, Sep 16, 2020 at 9:30 PM

To: bor.testimony@hawaii.edu

September 16, 2020

To: Board of Regents

From: James Douglas, Professor of Microbiology, School of Life Sciences

**RE: Notes on the loss of Botany and Microbiology Graduate Programs.**

Removal of graduate programs will greatly reduce the quality of undergraduate laboratory courses by eliminating knowledgeable and highly trained TAs from our Botany and Microbiology undergraduate laboratory classes. This will be a disaster for our undergraduate labs. Right now, we must limit or cap our enrollment because of the lack of trained TAs in spite of increasing enrollment.

Now our micro grad students serve importantly as resources on the job for the other TAs we have had to hire from other graduate programs to run our teaching labs. There is a reason for the shortage of our knowledgeable TAs. Each TA is linked to our microbiology faculty and faculty numbers in the Microbiology program have steadily decreased from eight to four over the past six years, as a result of natural attrition. These lost faculty have not been replaced despite exhaustive searches due to the failure of the administration to repeatedly approve of professionally qualified candidates.

It is ludicrous to think TAs who do not know microbiology or have not been trained in microbiology can teach it, because they do not know the language of microbiology or have developed the necessary skills. We have heard the misconception that microbiologists are the same as molecular biologists, but that is not the truth. One size does not fit all. Microbiologists and Botanists apply molecular biology to their profession like other disciplines, as a tool as we do with immunology. But it is only one of the many tools we use. Molecular biology is not microbiology and nor is it botany.

We recognize there are other microbiologists on campus; this just reflects the great diversity of microbiology. The American Society Microbiology supports more than 28 fields of microbiology at its annual meetings. In addition, we have no problems with undergraduate enrollment or demand, which is increasing, just not enough faculty to support undergraduates and graduate students that would like to be part of our microbiology graduate program. It is hard to understand the savings that would occur by eliminating the microbiology or botany graduate programs. What accounting information supports this?



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Michael Yoshitaka Erlewine

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Michael Yoshitaka Erlewine <noreply@jotform.com>

Wed, Sep 16, 2020 at 10:02 PM

Reply-To: mitcho@nus.edu.sg

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Michael Yoshitaka Erlewine
Email	<a href="mailto:mitcho@nus.edu.sg">mitcho@nus.edu.sg</a>
UHM Affiliation	Supporter
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown

and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai‘i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

Assistant Professor, National University of Singapore

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Bonnie Fox

---

Bonnie Fox <noreply@jotform.com>

Wed, Sep 16, 2020 at 7:22 PM

Reply-To: foxbonni@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Bonnie Fox
Email	<a href="mailto:foxbonni@hawaii.edu">foxbonni@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(808) 2006213
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

The sheer linguistic diversity and opportunities to learn languages that are not taught anywhere else was one of the deciding factors in coming to UHM over other schools. Slashing programs like these two only hacks away at everything that makes UHM a fruitful, unique, and engaging environment to learn in.

Signature





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## theatre and dance program

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**Andrea Freeman** <afree@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Sep 16, 2020 at 7:09 PM

Aloha Board of Regents,

I strongly urge you not to make any cuts to UH's excellent dance and theatre program. It is an essential part of our university. The opportunities to study with the dance department's talented faculty have enabled me to be a better member of the law school and university community. I have attended many dance and theatre productions, which I consider to be of the highest quality, both alone and with family and friends. These contributions to the greater community and to our campus are invaluable. The dance and theatre program enriches our university in so many ways, it would be devastating to see it cut. I hope, instead, that the university will invest in its growth and expansion.

Sincerely,

--

**Andrea Freeman**

*Professor of Law*

Author of **Skimmed: Breastfeeding, Race, and Injustice**

<https://www.amazon.com/Skimmed-Breastfeeding-Injustice-Andrea-Freeman/dp/1503601129>

<https://www.indiebound.org/book/9781503601123>

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University of Hawai'i at Mānoa · William S. Richardson School of Law · 2515 Dole Street, Room 209 · Honolulu, HI 96822-2328



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Ava Furukawa <noreply@jotform.com>

Wed, Sep 16, 2020 at 7:06 PM

Reply-To: avafurukawa21@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name: Ava Furukawa
Email: avafurukawa21@gmail.com
Phone Number: (808) 5180317
Date: 07-20-2003
Letter Heading: To: UHM President David Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
Associate Chair of Theatre, Julie Iezzi
Associate Chair of Dance, Betsy Fisher
Chair of Theatre and Dance, Markus Wessendorf
Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I am currently a senior in high school. Due to this situation we are experiencing at this time, I may have to attend UH Manoa. If I do stay, I won't be able to major in dance, something I am strongly passionate about. Not only does it affect the current students but it will affect the future generations that also want to major in these programs as well.

Letter Body: Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading

Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Ava Furukawa

I am a UH Manoa:

Supporter

You can [edit this submission](#) and [view all your submissions](#) easily.



---

## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Tyler Greenhill

---

Tyler Greenhill <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:36 PM

Reply-To: tyler.greenhill@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Tyler Greenhill
Email	<a href="mailto:tyler.greenhill@gmail.com">tyler.greenhill@gmail.com</a>
UHM Affiliation	Alumni
Phone Number	(808) 2714702
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the

Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai'i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

The Philippine Languages & Literatures Program at UH Mānoa is essential to our communities here in Hawai'i and has been a beacon of hope and growth for our Filipino communities. Without these programs our communities will absolutely suffer. UH cannot at all claim to be an institution that supports aloha or Hawai'i without this program. Please do your job and maintain this program and the support it offers our communities!

Signature









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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Kevin Harrison

---

Kevin Harrison <noreply@jotform.com>

Wed, Sep 16, 2020 at 8:21 PM

Reply-To: kharrison030@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Kevin Harrison
Email	<a href="mailto:kharrison030@gmail.com">kharrison030@gmail.com</a>
UHM Affiliation	Alumni
Phone Number	(808) 7228603
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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#### Additional Comments

Language programs such as this one are the pride of a university that claims to be an advocate for the Pacific basin. It is abhorrent that the idea would even be suggested that we minimize our formal offerings in unique, under-taught languages. Erasure of the degree program is a slippery slope to the elimination of a department and its responsibility to preserve Filipino heritage. UH should never embark on a path that offers even the slightest threat to the survival of a people's system of knowledge. With these degree programs, generations of Filipino-Americans will be born who will lose touch with their language. Programs like this one offer the chance that the language can be revitalized. The

Filipino languages deserve just as much a chance as Hawaiian, Hebrew, and Yiddish were given to survive.

Signature



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**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Jayne Henna <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:39 PM

Reply-To: juyetake@hotmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Jayne Henna
Email	<a href="mailto:juyetake@hotmail.com">juyetake@hotmail.com</a>
Date	09-16-2020
Letter Heading	To: UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
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To take the place of the elimination of these degree programs, instead, I urge:

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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:	Please save the dance program here in Hawaii! We enjoy watching them perform. My daughter looks up to these UH dancers as she has participated with them during the UH basketball games.
--------------------------------------	--

Letter Body:	Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the
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continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Jayne Henna

I am a UH Manoa:

Alumni

Address

State / Province: Hawaii

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Kalama Kalai-Morales <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:15 PM

Reply-To: kalamakm@hawaii.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name: Kalama Kalai-Morales
Email: kalamakm@hawaii.edu
Phone Number: (808) 7960039
Date: 09-16-2020
Letter Heading: To: UHM President David Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
Associate Chair of Theatre, Julie Iezzi
Associate Chair of Dance, Betsy Fisher
Chair of Theatre and Dance, Markus Wessendorf
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments: We must preserve the culture and knowledge of theatre with the next generation of students. Cutting these programs will be a major setback for many students and professors within this field of study.

Letter Body: Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much

as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Kalama Kalai-Morales

I am a UH Manoa:

Student

Address

City: [3514 Upper St](#)  
State / Province: Honolulu  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Jessica Kamau-Waikiki <noreply@jotform.com>

Wed, Sep 16, 2020 at 8:37 PM

Reply-To: jwaikiki@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name: Jessica Kamau-Waikiki
Email: jwaikiki@gmail.com
Phone Number: (808) 3816811
Date: 03-16-2020
Letter Heading: To: UHM President David Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
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Please add your additional comments: Please save the Arts!

Letter Body: Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a

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Signature



Name:

Jessica Kamau-Waikiki

I am a UH Manoa:

Community Member

Address

City: PO BOX 620  
State / Province: Kaneohe  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Sally Davis Kaniho &lt;noreply@jotform.com&gt;

Wed, Sep 16, 2020 at 9:10 PM

Reply-To: kaleidavis@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Sally Davis Kaniho
Email	<a href="mailto:kaleidavis@gmail.com">kaleidavis@gmail.com</a>
Phone Number	(808) 258-1432
Date	09-15-2020
Letter Heading	To: UHM President David Lassner
	CC: UHM Provost, Michael Bruno The Board of Regents Dean of CALL, Peter Arnade Associate Dean of CALL, Tom Brislin Associate Dean of CALL, Kimi Kondo-Brown Associate Chair of Theatre, Julie Iezzi Associate Chair of Dance, Betsy Fisher Chair of Theatre and Dance, Markus Wessendorf Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

This is a vital program!!! Keep Theater and dance!!

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a

comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Sally Davis Kaniho

I am a UH Manoa:

Supporter

Address

City: [1511 Thurston Ave Honolulu](#)

State / Province: HI

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Drake Lee** <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:14 PM

Reply-To: drakelee@hawaii.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Drake Lee

Email [drakelee@hawaii.edu](mailto:drakelee@hawaii.edu)

Phone Number (808) 2954682

Date 12-23-1998

Letter Heading To:  
UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I've taken Theatre, and I thoroughly enjoyed the class and expanded my horizon. I acted in my own small play and loved learning about the theatre and the history of it.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the



continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

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Signature



Name:

Drake Lee

I am a UH Manoa:

Student

Address

City: [1335 Ala Mahamoe St](#)

State / Province: [Hawaii](#)

Country: [United States](#)

You can [edit this submission](#) and [view all your submissions](#) easily.



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - LynleyShimat Lys

---

LynleyShimat Lys <noreply@jotform.com>

Wed, Sep 16, 2020 at 10:10 PM

Reply-To: llys@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	LynleyShimat Lys
Email	<a href="mailto:llys@hawaii.edu">llys@hawaii.edu</a>
UHM Affiliation	Student
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown

and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai‘i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments    Austerity is bad policy.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.

## Testimony

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**Mikhail Tahir Manguramas** <mikhailm@hawaii.edu>

Wed, Sep 16, 2020 at 9:03 PM

To: bor.testimony@hawaii.edu, Nadezna Ortega <nadezna@hawaii.edu>, Dean Domingo <deand@hawaii.edu>, Pia Arboleda <pca62@hawaii.edu>

Cc: magbuals@hawaii.edu, cbaltaza@hawaii.edu, Irma Pena <irma808@hawaii.edu>, Imelda Gasmen <igasmen@hawaii.edu>, Agaton Pasion <aspasion@hawaii.edu>, Darren Sana <dsana@hawaii.edu>, Precious Arao <araop@hawaii.edu>, Leticia Pagkalinawan <leticiap@hawaii.edu>

Good evening,

After hearing about recent news, I would like to provide you with my testimony to help fight this issue. Please share my attached testimony with all necessary parties.

Maraming salamat.

--

Mikhail S. Manguramas

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 **Philippine Literature Program Testimony.pdf**  
36K

To whom it my concern,

It is with great sadness and disappointment that I have been informed about the “stop-out the BA in Philippine Language and Culture” proposal and I would like to provide my testimony about how the Philippine Literature Program has helped me and continues to help the students at the University of Hawaii at Manoa.

My name is Mikhail S. Manguramas and I am a graduate from the University of Hawaii at Manoa (UHM), where I earned my Bachelors Degree in Biology during the spring semester of 2019. When I initially learned of my acceptance to UHM for the spring semester of 2015 I could not be more ecstatic to move to another state and begin my journey to earn my degree. As I learned more about my requirements for my degree, I notice that the classes offered by the Philippine Literature Program will help fulfill my language requirements and GE requirements. While being Filipino and not being able to fully communicate in Tagalog, I jumped at the opportunity to become more fluent and learn more about the Philippine culture.

While growing up in California, I noticed that there are not many educational programs or communities that promote the Philippine culture. Fortunately for me, my mother was a former member for the Bayanihan dance group in the Philippines. For those who do not know, the Bayanihan dance group is a very renowned dance company in the Philippines. I was able to learn about my culture through the art of dance but it was a blessing to be able to learn more about my culture through the Philippine Literature Program. It is through this program that I was able to become an active member of the Katipunan Club, which works in tandem with the Philippine Literature Program and is the largest Registered Independent Organization at UHM. The Philippine Literature Program has become a great platform for the Katipunan Club because even though the program promotes Philippine culture, it also promotes inclusivity. The Philippine Literature Program and the Katipunan Club welcomes all ethnicities and does not discriminate against anyone who is willing to learn the Philippine language and learn more about the culture through their classes and semester events such as songfest, dramafest, Katipunan’s Got Talent, and Piknik.

After two years as an active member, I wanted to give back to this program and club as much as possible and that is why I decided to run for an officer position. I was very fortunate to serve as the Ingat Yaman (Treasurer), for the 2017-2018 academic school year, as well as the Supremo (President), for the 2018-2019 academic school year.

I can remember back to the time when I did my campaigns as I ran for Katipunan Club President, and as I visited all of the Philippine Literature Program classes to gain their vote, I mentioned what this program has done for me and how I would like to help contribute and promote our culture. One main topic that I mentioned during my campaign is my experience of learning about the Filipino Culture through the art of dance and how my mother was a member of the

Bayanihan Dance Group. Little did I know, this topic drew a lot of attention to the club members because the Bayanihan Dance Group was mentioned in one of their lectures. It became a relatable topic for the members because they were able to connect one of their lectures to something that I have known all of my life.

As I look back at my time at the University of Hawaii at Manoa, I realize that I have gained so much knowledge about the indigenous people of the Philippines, the impacts of the Japanese war on the Philippines, the colonization of the Spanish, the numerous amount of Filipino food that have been influenced by different cultures, the Eskrima fighting style, and the list goes on.

During my time as Supremo, I was able to meet members of the Philippine Literature Program and the Katipunan Club who were of different ethnic backgrounds such as Caucasian, Latino, Japanese, etc. and I was ecstatic to see their interest in the Philippine language and culture. I was also able to collaborate with other organizations on campus such as the Kappa Sigma Fraternity, the Beta Beta Gamma Sorority, the Timpuyog Club, the Hawaiian Student Entrepreneurs Club, the Alpha Gamma Delta Sorority, the Phi Mu Fraternity, representatives of the Bumble app, and representatives of Shidler: College of Business, to organize and participate in events such as tailgates, breast cancer awareness, and a Peanut Butter and Jelly drive to donate food for World Kindness Day.

During the duration of my time at the University of Hawaii at Manoa, I noticed that the Philippine Literature Program was progressively growing; because it was evident that the majority of the classes have full enrollment, Indo-Pacific (IP) classes offered by the program are at maximum capacity, and 60+ students are waitlisted for these IP classes. More students would have had the opportunity to enroll in these classes but the department was not allowed to open more sections and was not permitted to hire more lecturers.

I understand that budget cuts take place into all of this and I understand that some situations are give or take, but taking away the Philippine Literature Program will be demolishing an entire community that so many before us have worked so hard for. Please take into consideration the colonization Hawaii by the Americans. Hawaiian's were not allowed to promote their culture, speak their language, and be comfortable in their own skin. If the Philippine Literature Program is dismantled, the same issue with Hawaiian culture will happen to Philippine culture as well. If the Philippine Literature Program is dismantled, where will future generations learn about their culture and heritage?

I ask you with a heavy heart to consider all of your options before a decision is made on the "stop-out the BA in Philippine Language and Culture" proposal. The Philippine Literature Program is designed to help and serve future generations, and it will continue to do so if you allow it.

Mikhail S. Manguramas

**LATE TESTIMONY**

BOR Testimony &lt;bortest2@hawaii.edu&gt;

---

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**


---

Lyndsey Matsuura &lt;noreply@jotform.com&gt;

Wed, Sep 16, 2020 at 9:42 PM

Reply-To: lyndseymat@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu


**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Lyndsey Matsuura  
 Email [lyndseymat@gmail.com](mailto:lyndseymat@gmail.com)  
 Date 09-16-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments: I had graduated from UH Manoa with a BA in Dance. And i have learned so much in my years working with the teachers and other students. Not only have i learned to grow in skill and create movements, it helped to grow me as a person today in how i teach and work with others. I continue to dance and teach others through music, hoping that it will help encourage others as it did for me.

Letter Body: Proposals to cut these programs identify "small size" as



the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

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helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Lyndsey Matsuura

I am a UH Manoa:

Alumni

Address

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



## Testimony in support of THEATRE and DANCE

---

**daniela minerbi** <daniela.minerbi@gmail.com>  
To: bor.testimony@hawaii.edu

Wed, Sep 16, 2020 at 11:38 PM

Aloha,  
I include in attachment my testimony,  
thank you,  
Daniela Rocco Minerbi



**Testimony in support of the Dance and Theatre Department.docx**  
89K

Wed September 16, 2020

To: UHM Board of Regents Chair and Members,  
David Lassner, President, UH  
Michael Bruno, Provost, UHM  
Peter Arnade, Dean CALL

Testimony in support of fully retaining Theatre and Dance at UHM

Aloha Everyone,

I very am glad to testify and I firmly support the Theatre and Dance Department at UHM, both at the undergraduate and graduate level.

The great cultures of the past and the many different contemporary cultures came and come to us through their Dances and Theater Works.

These two art forms and the discipline they require are fundamental in the integration of the human brain activity: thinking, emotions, balance, movement, memory, coordination of the senses.

The complexity of such brain activity leads to creativity: new ways of seeing reality, and imagining new possibilities and solutions to issues,

The role of the University is to educate students and to make them capable of creative and critical thinking, so they can make authentic and original contributions (much needed) to our culture.

Dance and Theatre link civilizations diachronically and geographically. They are the signs of civilization.

I believe producing culture entails more and goes beyond producing trained people for the economic needs of the moment.

I thank you for you attention.

Daniela Rocco Minerbi  
Dottore in Architettura  
Artist  
Former Lecturer at UHM and KCC Outreach College



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Phylicia Murray <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:26 PM

Reply-To: phylicianmurray@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name: Phylicia Murray
Email: phylicianmurray@gmail.com
Phone Number: (808) 3665763
Date: 09-16-2020
Letter Heading: To: UHM President David President Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
Associate Chair of Theatre, Julie Iezzi
Associate Chair of Dance, Betsy Fisher
Chair of Theatre and Dance, Markus Wessendorf
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

Aloha,

I'm a student at UH Manoa. Though my department is not included, I find it very important to save The dance and theater programs. Since I was 9 years old, I've been exposed to the arts(dance, theater..etc) and have seen the affects performing arts programs have on the youth

and communities in general. In order for public schools to gain access to performing arts instructors, the instructors are required to have a BA or MA in order to teach in the first place.

Please take a look at your options and find alternative ways to keep these programs going. UH should not just be focusing on the programs that bring in money.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Phylicia Murray

I am a UH Manoa:

Student

Address

City: [95-549 Naholoholo st.](#)  
State / Province: Hawaii 96789  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



---

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

---

**Brianna Nakano** <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:12 PM

Reply-To: nakano3@hawaii.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Brianna Nakano
Email	<a href="mailto:nakano3@hawaii.edu">nakano3@hawaii.edu</a>
Phone Number	(808) 9906870
Date	09-16-2020
Letter Heading	To: UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I understand the struggles the University must be having due to covid-19. However, dance and theatre is an important part of many cultures. Hawai'i is one of the few places that has such a unique mixing of cultures, and UH is probably the only University in the US that offers quality courses on the Pacific. I know that UH is the only University in the US to offer Okinawan dance.



Letter Body: Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

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Signature



Name:

Brianna Nakano

I am a UH Manoa:

Student

Address

City: Honolulu

State / Province: Hawaii

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



---

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

---

**Margaret Phillips** <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:52 PM

Reply-To: maggienp@swbell.net

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Margaret Phillips
Email	<a href="mailto:maggienp@swbell.net">maggienp@swbell.net</a>
Phone Number	(817) 2961076
Date	09-16-2020
Letter Heading	To: UHM President David President Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
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Please add your additional comments:

I am the parent of six children. Four are engineers/computer people. One has a liberal arts degree. The critical thinking skills learned allowed for a transition to project management in high tech.

The sixth, whose SATs were actually higher than all of his siblings is a professional dancer. For him, combining

dance in a university environment allowed for the nurturing of the same critical thinking skills and academic enrichment that have made him a more well rounded professional than peers who have only conservatory training.

And his creative bent provided a different perspective for fellow students and professors in his academic classes.

Your university environment and experience would be diminished if you eliminated the theater & dance programs.

I have had the privilege to know and work with UHM alum whose contributions to our community can be directly traced to the university theater education she received at UHM

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Margaret Phillips

I am a UH Manoa:

Supporter

Address

City: Creede

State / Province: Colorado

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**LATE TESTIMONY**

BOR Testimony &lt;bortest2@hawaii.edu&gt;

---

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**


---

**Rhys Ragasa** <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:28 PM

Reply-To: rhysr@hawaii.edu

To: mhoul@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzis@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu


**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Rhys Ragasa
Email	rhysr@hawaii.edu
Phone Number	(808) 7219936
Date	05-19-1997
Letter Heading	To: UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
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Please add your additional comments:

Religion is not dying. Secularization theories have been purposed for thousands of years, yet all predictions have failed to come true. Religions are integral to societal formations. Hawaii has a rich religious history, and it deserves attention. Religious beliefs continue to shape not only our island but America and the world. New religious movements are prevalent and impactful. This

purge will not merely hurt the department, it will hurt our understanding of Us.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Rhys Ragasa

I am a UH Manoa:

Student

Address

City: Mililani

State / Province: HI

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.





---

## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Trisha Ramelb

---

Trisha Ramelb <noreply@jotform.com>

Wed, Sep 16, 2020 at 11:40 PM

Reply-To: tramelb3@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Trisha Ramelb
Email	<a href="mailto:tramelb3@hawaii.edu">tramelb3@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(808) 2037575
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the

Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai'i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

In addition, as a student of Filipino ancestry taking Ilokano language and being a student of this program has transformed my life. This program houses excellent faculty that has reaffirmed my pride in my cultural heritage. This program has enhanced my collegiate experience, and I know for a fact that many students have benefitted in the same way.

Signature





**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Sofia Reyes** <noreply@jotform.com>

Wed, Sep 16, 2020 at 8:40 PM

Reply-To: sofiaar@hawaii.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, iezz@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Sofia Reyes  
 Email [sofiaar@hawaii.edu](mailto:sofiaar@hawaii.edu)  
 Phone Number (808) 6365050  
 Date 09-16-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

The loss of this important aspect of our community's culture will affect all aspects of our university and our island. There are other ways to keep UH Manoa alive than to sacrifice our theatre and dance programs.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much

as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

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Signature



Name:

Sofia Reyes

I am a UH Manoa:

Student

Address

City: [95-1107 Wikao St.](#)  
State / Province: Hawaii  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

---

## Please Save the University of Hawaii at Manoa

---

Sofia Reyes <sofiaar@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: Dean Domingo <deand@hawaii.edu>, nadenzna@hawaii.edu

Wed, Sep 16, 2020 at 8:34 PM

Aloha,

I am a sophomore in the Asian Studies program at the University of Hawaii at Manoa, and I would like to express why the Department of Indo-Pacific Languages and Literature and so many other degree programs must be spared.

This is my first year at UHM after attending the University of British Columbia in Vancouver for International Economics. During the semester I spent there, after quickly realizing that my single Asian studies class appealed to me far more than economics, I could have stayed and earned a perfectly adequate BA in Asian studies from an internationally respected institution. However, I chose to return to Hawaii, believing that UHM offered a BA in Asian studies unique to anywhere else in the nation, possibly even internationally. Beyond a typical Asian studies education that offered discourse on k-pop or Chinese business interactions, I was looking to reconnect with my own Filipino culture; an ethnic and cultural group that becomes the subject of racial discrimination, erasure, and disrespect almost every time I hear it mentioned in my life. I wanted to learn Tagalog and study the history of my ancestors in the broader context of Asian studies in a place where the topic would be treated with respect and dignity. In enrolling at this school, I gave UHM my trust and confidence that it would do that. Seeing the Department of Indo-Pacific Languages and Literature on the chopping block is one of the greatest examples of disrespect and betrayal I have experienced. I am not even among the individuals directly impacted by these potential cuts. UHM is one of *two* schools in the US to offer any sort of degree program related to Filipino studies. Pretty much the same could be said about Okinawan, Indonesian, Thai, Tahitian, Samoan...I could go on. The IPLLL was the source of my respect for UHM. It is the only one of its kind in the world, and the reason why I chose UHM over UBC. There are 6 students currently enrolled in the Philippine Language and Culture degree program. Those are 6 individuals who could contribute crucial research to the field of Philippine studies, an area of study that is incredibly lacking in skills and resources. To a field that small, 6 individuals can be equivalent to 1,000. The same could be said about every culture and ethnicity that the IPLLL represents. Many of those groups are even *less* represented than the Philippines.

I would seriously consider transferring to the degree program of Philippine Language and Culture immediately, if it meant I could add to their numbers and convince you of the IPLLL's importance. This is so much more than a funding cut. This is institutional racism, a betrayal of the trust and respect of many cultures and individuals in our community, and it is unacceptable. I grew up on Oahu going to Okinawan Obon dances, Makahikis, Thai food festivals, and so much more. My parents met some of their closest friends through a Filipino dance group that held its meetings on the UH Manoa campus. Our diverse Asian and Pacific Islander community is the very core of Hawaii, right alongside Hawaiian studies. You should be ashamed of yourselves for even considering taking away the IPLLL while "Hawaii" is in the name of our university.

I know that more money is needed for our school to continue, and that changes need to be made because of this pandemic. But if you are willing to sacrifice the very identity of this school to save it, I would rather it

simply cease to exist. Corners can be cut off of larger programs. They are capable of recovering. I cannot say the same for our Arts programs. Please do not weigh the value of these programs based on their size. I left a school with an over 60,000 student population for a school with less than 20,000, knowing that that size difference held no bearing on the quality of education I would receive. I urge you to consider those 6 Philippine Language and Culture degree students with the same mindset. They are no less invaluable than the 1,389 enrolled in the Shidler College of Business.

Martin Luther King Jr. said that one's measure isn't "...where he stands in times of comfort and convenience, but where he stands in times of challenge and controversy." This pandemic is one of the greatest challenges of this century, and these potential budget cuts, which are disproportionately affecting disadvantaged minorities and women, are clearly showing where the university stands. The Women's Studies, Asian Studies, and Fine Arts departments were already severely underfunded to begin with. Taking away even more of their resources could affect them long after COVID-19 has passed.

In conclusion, the programs that UH Manoa chooses to protect, and which to drop, should be reflective of the values of the community it represents. Please keep that in mind, above all else, when you are deciding whether to promote the agenda of institutionalized racism and sexism, or to stay true to our mission to "...malama our people, our places, and our ways of knowing...".

Respectfully,  
Sofia Reyes





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Norvin Richards

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Norvin Richards <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:53 PM

Reply-To: norvin@mit.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Norvin Richards
Email	<a href="mailto:norvin@mit.edu">norvin@mit.edu</a>
Date	09-27-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown and maintained its growth with many majors and

graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai'i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

#### Additional Comments

I am writing to express my opposition to the plan to cut the Philippine Language and Literature Program. I am a professor of Linguistics at MIT, and I was fortunate enough to have a chance to study Tagalog under Teresita Ramos through the study-abroad program that she ran for many years. Her hard work and intellectual generosity was crucial in the development of my intellectual career, and I know I'm not the only one who owes her, and her program, that kind of debt.

UH has always been a major center of Pacific Linguistics, exactly because the UH administration was smart enough to take advantage of all the educational opportunities that came naturally with the unique geographic and cultural placement of the campus. If you cut this program, you'll be destroying one of the things that makes UH a special place in the eyes of the world.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



**(no subject)**

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**Andrew Samuelson** <drewbaer@vt.edu>

Wed, Sep 16, 2020 at 6:38 PM

To: david@hawaii.edu, david.lassner@hawaii.edu

Cc: mbruno2@hawaii.edu, covid19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislina@hawaii.edu, kondo@hawaii.edu, wessendo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu

To Whom It May Concern:

Please save Dance at UH. Arts in colleges are very important and the program at UH means a lot to me and a lot of other people.




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## KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

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**Kimberly Shire** <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:39 PM

Reply-To: kshire@carroll.edu

To: mhoul@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, iezz@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

### **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Kimberly Shire  
 Email [kshire@carroll.edu](mailto:kshire@carroll.edu)  
 Phone Number (503) 8040151  
 Date 09-16-2020  
 Letter Heading To:  
 UHM President David President Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
 Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I plan to return to UHM for a PhD in theatre. Please don't cut the program that makes it possible for me to complete my studies at my alma mater.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the

continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Kimberly Shire

I am a UH Manoa:

Alumni

Address

City: [5491 Mojave Court](#)  
State / Province: Helena, MT  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

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## Fwd: LeewardCC Performing Arts Proposal

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**Loretta Tan** <ltan@hawaii.edu>

Wed, Sep 16, 2020 at 8:50 PM

To: david@hawaii.edu, Michael Bruno <mbruno2@hawaii.edu>, bor.testimony@hawaii.edu, Peter Arnade <parnade@hawaii.edu>, Thomas Brislin <tbrislin@hawaii.edu>, Kimi Kondo-Brown <kondo@hawaii.edu>, Julie Iezzi <iezzi@hawaii.edu>, Elizabeth Fisher <efisher@hawaii.edu>, Markus Wessendorf <wessendo@hawaii.edu>

Dear President Lassner, BOR Regents, Deans, Chairs, Administrators and Educators

I hope this email finds you well.

I wrote this attached proposal for Leeward and Waianae Moku after hearing news of UHM's possible intentions to cut the Dance department.

As I am not from Hawaii nor am I familiar with UHM, I wrote from the perspective of being an instructor for the last 4 years as well as the coordinator of the newly launched Performing Arts Certificate at Leeward and Waianae Moku.

I wish to maintain that I wrote this unsolicited so I take full responsibility for the ideas expressed.

While my focus is on the preservation of the performing arts as a whole, I drew references from the theater as that is my background and can speak to that most authentically.

I am aware the discussion at hand is on Dance but I decided to send this during these perilous, difficult times as I hope there are salient points that I may have raised that are relevant to the discussion at hand.

I thank you for your time.

Warmest Regards

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 **Leeward CC Covid Proposal - UH.pdf**  
255K



# **PROMOTING LEADERSHIP, GRIT, CREATIVITY, COLLABORATION & EMPATHY ON LEEWARD & WAIANAE MOKU CAMPUS**

## **THE CASE FOR PERFORMING ARTS**

**By Loretta Chen, PhD  
Leeward Community College**

COVID-19 has been unprecedented in how it has affected life here and around the world. Our arts and culture scene in Hawaii have not been spared. Performances, shows, exhibitions and other arts and cultural events which are the beating heart of the arts community and the state's cultural life, have been cancelled or deferred. This has dealt a crippling blow to the local arts companies. I sit on board Manoa Valley Theater and am well aware of the challenges to artists, educators and most pertinently, students.

Despite this, our arts community and educators have continued to find creative ways to create and present our art and classes digitally. The performing arts certainly has helped to chase away our shelter in place blues, as ascertained by the rise in Netflix subscriptions, uptake in streaming and other digital platforms.

In a speech addressing the Association for College and Technical Education or ACTE at the 2020 iteration in the Hawaii Convention Center, I shared how we can begin to futureproof education for the 21<sup>st</sup> century. This was a month before the pandemic became an international crisis, but the crux of the argument is steadfast and in fact is even more pertinent now in a pandemic world.

In essence, I argued along with several key thought leaders in education that the Arts + Humanities and in particular, the performing arts, is key in developing 21st Century Competencies in our students. In fact, several thinkers like Professor Joseph Eoun have argued that the arts should be part of every student's educational diet. By extension, I wish to argue why we need the Performing Arts even and especially more so in a time of pandemic and after.

Let us first consider what is the Performing Arts.

The performing arts range from vocal, instrumental music, dance to theatre. It allows students to develop creative passions while simultaneously imbuing them with language and communication skills, helping them to communicate effectively with others with confidence. The performing arts is about self-expression, exploring alternative options and embracing individuality whilst also fostering the importance of teamwork and diversity.

It is hugely significant role in helping students develop their creative skills and educational theorists are increasingly emphasizing the importance of "emotional intelligence", developing creative, innovative, open minds and fostering the fertile imaginations as our students' journey through college, to become well-rounded individuals.

The performing arts allows us to seek alternative options and embrace diversity as it is not about black and white, or right or wrong answers. This allows our students to develop self-confidence and belief in themselves especially those from our Leeward and Waianae Moku community who struggle with

self-esteem, incarceration, poverty, other domestic and substance abuse issues. With improved self-confidence and self-belief, we as educators are providing a crucial pathway and bridge for them to go on to master many more skills that will equip them for life.

Studies have also indicated that students who participate in the performing arts can enjoy improved performance in more traditionally academic subjects such as Mathematics and English so the age old debate about STEM or ARTS is erroneous – we should aim to create STEAM – Science, Tech, Engineering, Arts and Maths – after all , isn't that what the Renaissance and Enlightenment is all about? Isn't Education ? Shouldn't Education?

## **EMPATHY, COLLABORATION, DIVERSITY, CRITICAL THINKING**

President Lassner, I wish to further argue that of all the subjects we teach in schools, the performing arts is most directly concerned with human empathy, team collaboration, imaginative possibility, cultural understanding and is diversity and inclusion in practice. It is always a safe space in the performing arts studio as the student is encourage to come with his/her sadness, guilt, shame, pain and begin to learn to convert these feelings into curated expressions of art so they do not always need to turn to prescription medication or drugs or alcohol to “treat” what is essentially human.

Further, in creating any piece of art, the student needs to demonstrate good critical thinking, written and verbal communication in order to present and idea and direct his/her team. The study of the performing arts requires students to make sense of ambiguous data, multiple or conflicting sources of information, and different points of view and practice intercultural diplomacy and espousal of diversity.

The performing arts gives us a means to think about not only what is (or what was) in the world around us, but what could be. Stories, be they in the form of lyrics, opera, novels, poems or plays, scripts allow us to step outside our ourselves and connect with a world much bigger than our own. It therefore opens up many avenues to teach ethics and values, and help us understand aspects of sociology, philosophy and history.

In a simpler past, you could argue that these cognitive skills might have been less valued. In today's more complex and volatile world, these capabilities have become much more essential. It is no longer enough for us to count on a basic functional understanding of language. We need the performing ats and we need the raise a generation of students who can do more than Instagram, Tik Tok or tweet.

## **STATE OF PERFORMING ARTS ON CAMPUS TODAY**

So why have the enrolment rates in performing arts been declining in our schools over the years?

While I am not a native to Hawaii, I have noticed the following on campus:

The STAR system has a way of “guiding” students towards the core modules and the “electives are not made as prominent. The counsellors may not be aware of our programs and we as a program can certainly make a more concerted effort to promote our modules. We can also find ways to make our offerings relevant by increasing interest, demand, generating enrollment and hence revenue for the

program. We can also look to innovative ways of fund-raising all of which I will share and provide in due course.

President Lassner, I have no intention of starting “subject wars” between the subjects. In fact, while I have only been here for 4 years, I am equally disturbed by the tremendous drop in enrolment rates our programs and have been working to increase our enrolment with what little resources I have. But do we not see that we have an unhealthy pre-occupation within our educational system to favor subjects with “model-answers” and clear black and white solutions?

If so, what does this say about our priorities in education and is it something the College, UH and Department of Education intend to redress? Is life black and white with easy answers? Are we not doing our students a huge disservice but feeding them a solely STEM diet that does not allow them to deal with the complexities of life?

President Lassner, I think what we have here is a distortion in the market. Despite the benefits that subjects like the performing arts bring to the educational diet, schools and students will still shy away from it, *if* a subject is regarded as an elective or optional or secondary to other objectives, such as achieving top grades or top rankings and being in STEM. A vicious cycle then develops. As fewer schools offer the performing arts and fewer teachers are deployed to teach it, fewer students are able to take the subject, and so on.

It is not a secret, to change reality, we need to change the perception of reality. Has the civil rights movement, women’s lib and #BLM not proven that? Just as we need representation of identities, we need greater representation and recognition of the performing arts.

Among performing arts lecturers and professors that I’ve spoken to, morale has been understandably low. The marginalization of performing arts is felt keenly on the ground. Many lecturers who are passionate about it have been deployed or decided to teach other subjects because their schools or campus of choice do not offer performing arts or there are not enough students to fill a class.

In response, let me share an anecdote in my Early College Theater classes in James Campbell and Waianae High School. In the latter school, the students come to class with either with no book as they cannot afford or a book without a cover as they can barely read two pages. This is because they cannot sit still and find it hard to focus. In the short time I was with them, our classes have given them the opportunity to discuss the issues they face in their own lives, which no other lesson in school gives legitimate time to discuss. That is why school seems irrelevant to them. But when we talk about educational opportunities, differing familial backgrounds, bullying, sexism, racism, these students suddenly pipe up to champion against these societal ills. They respond keenly to issues like the different chances rich and poor people get or the perception of “kids from Waianae”. How else, apart from the performing arts do we engage the students who aren't motivated to learn?” President Lassner, we need the performing arts. Not as an elective but as a core.

## **PERFORMING ARTS AS A CORE IN LEEWARD AND WAIANAE MOKU**

Allow me to make my case. Some of this is taken from a Teruya Brothers grant Danny Wyatt and I wrote to gain funding for a new theater facility. We did not win the grant, Chaminade did but the research I undertook made me even more convinced Leeward and Waianae Moku campus need the performing arts as core modules. While I am not asking for funds for a new theater facility in the

pandemic which is unwise, some of my arguments and strategies are relevant for a post pandemic world. Let me start with the Waianae Moku campus.

## **SPECIAL COMMITMENT TO NATIVE HAWAIIANS**

Leeward CC (hence LeeCC) has a main campus in Pearl City and a small, satellite campus called the Wai‘anae Moku Education Center 19 miles away in Wai‘anae, which is home to the largest population (concentration and number) of Native Hawaiians. This area also has one of the highest poverty rates in the state (DBEDT, 2011).

LeeCC thus advances the educational goals of all students with a special commitment to Native Hawaiians who form 26% of its student population at the Pearl City campus and 63% at the Waianae Moku campus.

Indeed, without question, LeeCC serves the largest number of Native Hawaiians in the University of Hawai‘i Community College (UHCC) System and in the world. In essence, LeeCC plays an important role in workforce development for a traditionally underserved population of Native Hawaiian students. With the largest enrollment of Native Hawaiian students in the UHCC system and its strategic location as the only higher education institution with a physical presence in Wai‘anae, Leeward CC is primed to ramp up support of Native Hawaiian students in navigating a path to success.

## **THE WAIANAЕ MOKU CAMPUS**

The current Waianae Moku campus at 87-380 Kulaaupuni St provides residents of the Wai‘anae Coast access to a high-quality college experience in a supportive and respectful environment within their own community.

The campus currently serves between 400-500 students and offers more than 70 Leeward CC credit classes in the fall and spring semesters. Classes offered in language arts, mathematics and science, fine arts and humanities, social sciences and education, business and vocational education meet the requirements for a liberal arts degree so that a student can complete an entire Associate in Arts degree at Wai‘anae Moku. Classes are offered days and evenings during the fall and spring semesters to cater to the non-traditional students work schedule and familial commitments.

Being close to home for Wai‘anae Coast residents, the Waianae Moku campus with its small class sizes, friendly, helpful staff; caring, competent and knowledgeable instructors provide an excellent way for these residents to secure an education that can provide upward social mobility, job security, financial independence and most importantly, a sustainable network to enable positive human development to better create a holistic, healthy community.

## **The LEEWARD CC STRATEGIC PLAN AND COMMITMENT TO NATIVE HAWAIIANS**

Leeward CC’s mission and updated Strategic Plan shows a clear commitment to Native Hawaiians and provides direction on institutional priorities:

The 2015-2021 Strategic Plan, revised in fall 2016, identifies the institution's top five priorities. Our plans for development fall wholly in line with all these priorities

The Hawai'i Graduation Initiative (HGI), are to:

- **Increase Enrollment and Completion Rates while Reducing Time to Completion**

This includes baseline data and target enrollment, persistence, and graduation rates. The HGI served as the basis for this Comprehensive Development Plan (CDP) analysis<sup>1</sup>. We will focus more on this aspect<sup>2</sup>

- **Increase Enrollment of Target Populations**

Increasing enrollment and year-to-year retention of recent high school graduates, high school non-completers and GED recipients, Pacific Islanders, working adults, and international students

- **Hawai'i Innovation Initiative**

Developing and delivering programs and training needed for a qualified workforce in existing and emerging careers.

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<sup>1</sup> This proposed CDP is further based on several studies and internal reports conducted by major constituencies of the institution. In spring 2018, the college produced its revised *2015-2021 Institutional Effectiveness Report* analyzing four years of data to determine how well the college's instructional programs, educational units and support areas collectively met the college's mission and Strategic Plan, including support for Native Hawaiian students.

This report provided baseline data to ensure meaningful and specific CDP objectives and performance measures. The *2018 Accreditation Self Study Report*, based on a yearlong self-study by a core team of 16 faculty, staff, and administrators, plus 150 contributors from every division and unit on the campus, provided a comprehensive analysis of the college in terms of the ACCJC standards and lent great insight into the CDP focus areas. The final key resource was the collection of the most recent Annual Reports and Program Data (ARPD) published in spring 2018 of which teams from all units and divisions analyze performance data evaluated against the mission and strategic goals.

<sup>2</sup> The other priority includes looking into Leeward CC's Institutional Management

Strengths: According to the Academic Services ARDP, to which the Human Resources Director contributes, during the 2017-18 academic year, 95% of the college's authorized employee positions were filled, which was the highest rate in the UHCC system. All college recruitments were in EEO/AA compliance to ensure a qualified and diverse faculty and staff. Additionally, the Accreditation Self Study Report (2018) revealed all appointed Board of Regents (BOR) employees, regularly evaluated on the basis of performance, were the best qualified based on having appropriate academic credentials or professional experiences.

While the faculty, staff, and college Board is stable, Leeward CC's Executive Management team is transitioning. With 13 years of teaching and administrative experience as well as a commitment to Native Hawaiian students, a newly appointed Chancellor and his management team is anticipated to bring new energy and a fresh vision to the college in July 2019 when his tenure begins. There are three of six additional administrative positions in need of new, permanent appointments due to retirements. With new urgency, leadership development initiatives aim to identify and prepare the next generation of faculty for these positions. Adding to the evolution of the college's leadership is the recent addition of a position that will centralize leadership of the Native Hawaiian Center at Pu'uloa (NHCP), the Hawaiian Language Program and the Hawaiian Studies program. This new position will keep Native Hawaiian student success initiatives at the top of management's agenda and will also push for systems change and adoption of principles learned from innovative programs.

- **Modern Teaching and Learning Environments**

Ensuring that students and faculty have the learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments.

- **High Performance System of Higher Education**

Providing students with smooth transitions from K-12 through the community colleges to the baccalaureate institutions in a cost-effective manner.

## **CURRENT STRENGTHS, WEAKNESSES AT WAIANAE MOKU**

**Strengths:** As part of the Hawai'i Graduation Initiative (HGI), the college met and/or exceeded its goals for degrees and certificates awarded to Native Hawaiian students, STEM majors, and Pell Grant recipients for FY18. Leeward CC awarded 259 degrees and certificates to Native Hawaiian students in FY17 (239 targeted) and 264 FY18 (251 targeted).

First year college-level course completion rose from 13% to 39% for math and 37% to 62% for English, between 2013-2016 (Remedial English and Math ARPDs, 2018). During this period, long standing efforts to condense two to three semesters of remedial course work into one semester, often resulting in a full semester of remedial courses, evolved.

In the fall of 2016, the English and math departments decided that students who placed one level below college-level readiness are to be directly enrolled into college-level math and/or English paired with a supplemental co-requisite, with the goal of all students completing college level math and/or English by the end of their first year. Simultaneously, remedial course demand has decreased as a result of more effective outreach and better collaboration with feeder schools, as well as alternative forms of placement. Over the past three years, the math department has noted a 91% decline and in English, a 32% decline.

**Weaknesses:** Much work remains to support the enrollment, persistence and graduation of Native Hawaiian students within three years. In their 2018 "Quality Focus Essay", the Leeward CC Accreditation Self-Study Core Team concluded that despite numerous system-wide initiatives implemented over the past five years, "retention and persistence are areas that have shown little movement." Supporting this assessment, the Institutional Research and Analysis Office website as well as the 2015-2018 Institutional Effectiveness Report, concluded the college produced numbers too low as:

- Only 31.6% of first-time, full-time degree-seeking Native Hawaiian students persisted from fall to fall (target 44.3%).
- Only 15.9% first time, full time degree-seeking Native Hawaiian students graduate or transfer to a baccalaureate institution within three years (target 39.3%).

Additionally, Native Hawaiian annual student enrollment decreased from 2,141 to 1,779 (2014 to 2017), reflecting a seven-year, system wide trend.

Various major college constituencies reached the same conclusion regarding improving Native Hawaiian student persistence rates by focusing on strengthening students' academic mindsets and key learning skills. In its ARPD, math instructors identify the need to integrate lesson plans, tools, and incentives to help students track and evaluate their own learning, stay motivated, and understand the purpose of the class in relation to their degree pathways. Both English and math departments express the need for tutors and peer mentors.

The Wo Learning Champions Report (spring 2019) collected 180 student responses to the question, "I wish my teacher knew..." Student sentiments generally reflected the need for feeling a sense of belonging, purpose and self-efficacy while in classes as well as learning to manage time, study effectively, cope, communicate and manage finances.

## **PERFORMING ARTS AS A TOOL FOR STUDENT RETENTION & PERSONAL LEADERSHIP + DEVELOPMENT**

Keeping the challenges, demographics and the Hawai'i Graduation Initiative (HGI) in mind, I propose to use the Performing Arts as a tool towards student retention & personal development in the Waianae Moku campus.

We can in fact seek CARES funding or relevant funding to build a small digital studio for the creation of a Digital Performing Arts program as the benefits of the performing arts include but are not limited to :

### 1. Boost The Local Economy and Revenues for the Campus

This is often lost in the shuffle of facility planning and development, but a vibrant Performing Arts program can be a boost to the local Waianae economy. Not only does it provide jobs, both in the creation and curation of content but it also gives the campus opportunities to host digital events, podcasts, bring in speakers, create (virtual) community performances. We can even "rent out" air time for local businesses in the community that are in line with the LeewardCC's visions. The Waianae Moku campus can also be the "broadcast hub" for Native Hawaiian programming to an international audience.

### 2. Provides A Space For International and Local Community

The proposed digital studio facility will provide students with a safe space that keeps them socially distanced, occupied, promotes strong relationships through arts, culture, sports and other relevant recreational activities. This is also beneficial for parents who work and need a safe spot for their youths to go to after school. The campus can also then create calendar of (Zoom) events that can better engage the student population as well as bring in interesting programming that can be held on campus itself post pandemic. If the pandemic pans out, our digital studio can take on the role to broadcast key messages for the community.

I have successfully helped in creating programs in Bhutan and Philippines such as Futureskills 101 and can share with you some of our successful programming. We have even had heads of states and top CEOs appear on our Zoom webinars. This has attracted international interest as most are eager to help communities of need and supportive of higher education goals.

### 3. Promotes Community Involvement

The Digital Studio and attending Digital Performing Arts will promote socially distanced community involvement, not just in education and programming, but also by building relationships with people in the community. Events shared online will give students and staff the opportunity to meet new people, network, learn and share more about the Waianae community. This will also inadvertently boost enrolment, retention, help achieve HGIs as well as strengthen community ties.

We can see an uptake in music classes as we can now produce music, podcasts, digital theatre productions.

### 4. Improve Overall Wellness

The United States has long struggled with proper exercise habits. The Digital Studio can be used to program talks and podcasts on proper exercise habits, wellness which leads to healthier and happier students, residents and community.

We can also bring in local comedians etc. One student in Waianae Moku is working with a renowned comedian to create digital content. It would be great if we have a digital studio to support these endeavours and up the standards.

These programs also tend to attract a younger population which is our student demographics.

### 5. Improve Mental Health and Awareness

The rising incidences of mental health illnesses is a huge concern in the community. Hawaii has a population of approximately 1.4 million people. The State of Hawaii Department of Health–Adult Mental Health Division ([SAMHSA](#)) states about 3.2% of adults in Hawaii live with serious mental health conditions such as [schizophrenia](#), [bipolar disorder](#), and [major depression](#). And these are the diagnosed cases. We believe this is just the tip of the iceberg as many cases go unreported especially in the Waianae area.

According to [Mental Health America](#), Hawaii is ranked 16 out of the 50 states and Washington D.C. for providing access to mental health services. Currently, public mental health services in Hawaii are administered and provided by the State of Hawaii Department of Health–Adult Mental Health Division. Substance use and addiction treatment services are overseen by the Alcohol and Drug Abuse Division.

Only 31.8% of adults with mental illness in Hawaii receive any form of treatment from either the public system or private providers while the remaining 68.2% receive no mental health treatment.

We believe that having our digital facility and programming will aid in the overall mental health awareness and rehabilitation as we will be able to provide a structured calendar of health talks, awareness campaigns, substance abuse counselling podcast, online yoga classes, online drama therapy



– all of which will help in improving the health care and wellness in this part of Hawaii which is typically overlooked.

## 6. Build Self-Confidence & Creativity

This is where I will make the bulk of my appeal for your consideration.

As a theatre and leadership professor and consultant who has taught and worked in Singapore, Philippines, Japan, Bhutan, UK, Middle East and mainland USA, I recognize full well the ability of a performing arts program to cultivate self-awareness, explore winners' mindsets; creative enterprise and leadership; the pursuit of peak performance and centered leadership whilst attaining mindfulness, self-mastery and happiness all through the world of theater.

Aside from the conventional focus of theater history, Shakespeare and Broadway musicals, we have used theater as a tool towards personal empowerment on the Waianae campus and the results have been overwhelmingly positive.

Quite simply, my approach to theater on the Waianae Moku campus is to use theater as microcosm of the world to train the students to solve real-world problems, build close relationships, create effective communication strategies, build a community voice, tap into their Native Hawaiian histories, myths and stories and overall, develop their voice and self-confidence. We think this is key to achieving our HGI, pandemic or not.

The theatre students are taught in class how to communicate, gain empathy, and provide measured observations of society through the texts they read and the stories they share. They are asked to think creatively and critically into issues that impact the community and their lives and put them into the plays and skits we create. And yes, all of this is transferrable online.

As an educator and a thespian, I can personally attest to the power of the theatre that helped me overcome my crisis in life. It was my sanctuary in the year my mother was diagnosed with a brain tumour the size of a tennis ball, one of my business ventures went south and I ended a long-term relationship. My work in the theatre allowed me a physical and mental space that I could retreat into, let my creativity run wild and restore my belief in the power of imagination, creation and passion. Indeed my work in the theatre allowed me to access self-mastery on a daily basis while embracing life every day, to not be afraid of failure and view each adversity as a challenge to overcome. I share these with the students and I watch them tear as they, too, have their fair share of stories to share. This is key to the breakthrough, trust and buy-in we have in the theatre class. It is clear from enrolment that the theatre class is one of the most popular and we have seen an uptake in spite of the pandemic as students want to stay connected and our online theatre classes do just that.

## 7. Leadership Skills & Overall Personal Development

Aside from personal development, leadership lessons make up the bulk of the core life skills shared with the students. Our theatre program promotes team building, visualization, promotes communication skills, emotional intelligence, an understanding of cultural diversity or and a lot of discipline, tenacity and resilience as “the show must go on”, even online. Our theater program also

allows our students to be creative and adaptable, all core skill sets needed in the 21st century. In fact, we have planned a Zoom Doom Room and a Virtual Pau Hana for Fall 2020.

Robert Jeffrey Sternberg, the psychologist and psychometrician, known for his research into human intelligence, creativity, thinking styles, learning disabilities and leadership posits that creativity is in large part a decision and can be honed by developing a set of attitudes about life that determine their course<sup>3</sup>. Such attitudes, he argues are “teachable” as creativity is a composite of various factors including abilities, knowledge, styles of thinking, personality attributes, motivation (especially intrinsic motivation) and environment.

As such, a person can be placed in an environment that provides support for creativity which can thus develop his innate potential thereby augmenting to the theory that creativity can be nurtured—which can also explain the rise and proliferation of creative training institutes as well as creative leadership programs – which takes me to where we first started : that we need to create a Digital Performing Arts Studio and we can use the Performing Arts as a Tool Towards Student Retention & Personal Development

## **MAINTENANCE OF DIGITAL STUDIO & EMPLOYMENT OPPORTUNITIES**

The proposed digital production facility can be maintained through the regular funding Wai‘anae Moku currently receives. When Phase II is completed and if the pandemic is controlled, we can look towards an enrollment increase which will also result in increased operational revenue. In addition, the proposed facility offers up the potential for increased revenue which can be used to off-set the increased costs of maintenance and security.

Additionally, the Wai‘anae Moku relies heavily on student employees to provide supplemental services. While this is certainly a cost-savings in terms of its annual expenditures, it also provides these college students with the opportunity to gain valuable experience as the proposed facility will offer newer employment openings.

## **SPONSORSHIP, NAMING OPPORTUNITIES & CARES FUNDING**

While I am not well versed in funding matters of the state, I am willing to undertake the research if need be. We can seek a foundation or sponsor who can have naming rights to the Digital Performing Art Studio as the sponsor’s generosity and support is paramount. We will also be able to send out press releases to relevant media as well as tap into our UH resources with internal newsletters/ communication to share news of the award to all our network, stakeholders and community.

Alternatively, we could perhaps look into the CARES fund as a source of funding.

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<sup>3</sup> These attitudes can be but are not limited to having a willingness to (a) redefine problems in groundbreaking and interesting ways, (b) take measured and calculated risks, (c) “sell” or promote ideas that may not be immediately popular, (d) be resilient in adversity, and (e) reflect on their own process to see if it is hindering their creativity.

## WHAT WE CAN DO TO BOOST PERFORMING ARTS ON LEEWARD CAMPUS

*First they came for the socialists, and I did not speak out—because I was not a socialist.  
Then they came for the trade unionists, and I did not speak out— because I was not a trade unionist.  
Then they came for the Jews, and I did not speak out—because I was not a Jew.  
Then they came for me—and there was no one left to speak for me – Martin Niemoller*

The recent news of the intention and “conversation” UHM is having to cut the Theater + Dance program is deeply disturbing. Not because it impacts me as I am a lecturer as I am already on perilous ground, but because I am at heart, an educator; an artist, an advocate and an upstanding citizen, member of civil society, a resident of Hawaii and friend to the United States.

President Lassner, while are in a pandemic, I maintain that it is high time to give performing arts a boost in *our* campuses. I hope UH Board and Leeward team would consider the following suggestions on how we may do so:

First, we need to enhance the teaching of the performing arts itself to include new texts that reflect current realities. Shakespeare is important but so is August Wilson and Lisa Matsumoto all of which reflect contemporary zeitgeist of the times and issues that matter locally.

We need to enhance the performing arts program with new digital techniques and life skills such as leadership, grit, resilience and use our (Zoom) classes to develop virtual teaming, collaboration.

Our performing arts classes can also work with OCEWED to develop a series of classes on emotional intelligence, body language, communication skills, acting for the (Zoom) camera which leads to interview and presentation skills for career enhancement. This is not the same as film or digital media as our performing arts classes are still premised on the actor i.e. the person as a medium of expression, the human student is still the key agent and *act-or*.

Our directing and devising classes will enable students to visualize and be content creators whether for social media, the stage or the press. The ability to envision, communicate and effectively negotiate various stake holders is so key. I am more than happy to share a range of syllabi I have created over the years and training programs from one called *From Broadway to Boardroom* that guides participants to become and take on leadership positions to Centered Leadership – all of which use creativity and drama techniques to foster leadership.

We should consider infusing or cross listing Performing Arts into/ with Hawaiian, Women’s and Asian Studies. There are many literary texts that speak eloquently to the issues at the core of the Hawaiian story, or the women’s experience or the Asian identity: poems, short stories and plays can capture these diverse experiences e.g. what it means to be Hawaiian or sex trafficking in Hawaii (I created a joint program with LeeCC Women’s Studies and Prof Corey Adler on this last semester) and worked with the Waianae Moku campus to create *Synergy* that tells of their stories in ways a dry textbook cannot.

The students also got to perform socially relevant productions on themes as wide ranging as bullying to domestic violence to racism in Boys & Girls Club , Pacific Asian Affairs Council (PAAC),

Waipahu Community Association all to enthusiastic reception as these are stories created by local youths for local youths. The energy and camaraderie created is not only palpable but life changing for many students.

We could craft new/joint programs to fuse the praxis of Hawaiian studies, women's studies and Asian culture in Performance – even if in a Zoom medium. After all, we are in a Netflix generation, so content creation is key.

In fact, why not consider including a Performing Arts or Praxis element in ALL the Humanities so that students benefit from synergies gained from studying Geography *with* History and *with* Literature *and* Performing Arts?

Indeed, this is how the Classical Humanities themselves were conceived and taught - as a pan-disciplinary study of human relations, endeavor, and expression.

## **OTHER REVENUE STREAMS**

In addition, please find below a list of possible ideas we can have to increase revenue and to seek CARES, state or relevant federal funding.

We could look to creating digital offerings that will enhance opportunities to reach new audiences both locally and overseas. Our local artists and arts organizations can raise awareness and appreciation for their works if they successfully tailor differentiated content with the audiences of different international markets in mind. Leeward can work with relevant bodies and partners to tap on opportunities to profile Hawaiian content.

As an educational institution, we can also partner with international bodies on areas such as international residencies that are able to take place in the virtual form in the absence of a physical interaction, as well as capability development through channels such as masterclasses – all in the comfort of our homes.

We can also look to creating these funds and/or funding streams:

- i) Capability Development Scheme for the Performing Arts that is aimed at supporting skills upgrading across various disciplines including art making, digitalization, entrepreneurship and audience development.
- ii) Digital Presentation Grant for the Arts that seeks to augment digitalization efforts and to support efforts by artists and arts organizations to present their work in digital form or via digital mediums during this Covid-19 period. LeeCC can be the Secretariat thereby creating job opportunities.

In Singapore, a similar grant like this launched in mid-April supported more than 320 projects by the arts community and created over 4,500 job/gig opportunities. We may not see such big numbers as the population of Singapore is also 5 times that of Hawaii but we can see a need for a grant like this

as many arts companies and practitioners here are suffering.

iii) Leeward Commissioned Works and Partnerships. We can create our own Digital Arts Festival and form our own festival platforms, as well as through partnerships with organizations such as the Honolulu Star Advertiser and supportive arts patrons. This also builds audience and generates awareness for our campus, brand and program offerings and can be seen as a marketing, enrollment and programming initiative. I suggested a program like this to the Waipahu Community Association and they are excited. I am certain we can create an even more robust program and bring in the local communities thus not only supporting LeewardCC but the local community.

I hope this has given some food for thought and possible ideas that can be considered, actionable or tweaked for implementation. I am not from Hawaii and have spent over 20 years working internationally as a creative director, consultant, community leader and educator so I hope my out of the box ideas can hopefully provide an alternative way of envisioning a viable performing arts education post pandemic.

Finally, please allow me to end my proposal / letter with a little story by Singapore writer Tan Mei Ching titled “In The Quiet”, which is part of an anthology called *Telltale*, taught as part of the ‘O’ level Drama syllabus. I shared this at ACTE where you were also present together with my student, Anna Wood.

It is about a young girl who suddenly loses her best friend Audrey in a traffic accident. The school is in shock, but Standard Operating Procedures kick in. The narrator goes through the motions of the funeral, but she finds herself numb. She wants to grieve but her eyes are dry.

As she walks pass her form teacher, Mrs C., she thinks: “...*it’s not that I don’t feel sad. Because Mrs C., you only taught us equations and solutions, and I was supposed to know the solution to every problem. I was supposed to learn the ways to solve them, these theoretical numbers and signs and symbols put together.*” You see, her education was incomplete: she lacked the language to come to terms with the enormity of her best friend’s death.

The author says this story is based on her true personal experiences. So, she did after all find the words, later in life. The performing arts is not just about Shakespeare or “acting” – it is ironically about discovering authenticity, exploring ways to think the unthinkable, and to express ideas about what is difficult or intractable in life, that cannot always be quantified or solved like an equation. It is about learning to deal with the complexities of life and to be human.

President Lassner, the world is not about to get any simpler. We need critical thinkers, cultural diplomats, empathetic leaders. President Lassner, we need the Performing Arts.



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Kelly Wadlegger <noreply@jotform.com>

Wed, Sep 16, 2020 at 4:34 PM

Reply-To: kwadlegger@iaoschool.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu



KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name Kelly Wadlegger
Email kwadlegger@iaoschool.com
Phone Number (808) 6704756
Date 09-16-2020
Letter Heading To: UHM President David President Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
Associate Chair of Theatre, Julie Iezzi
Associate Chair of Dance, Betsy Fisher
Chair of Theatre and Dance, Markus Wessendorf
Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

By cutting the theatre and dance program you would be destroying cultural lineages. I got my MFA and learned under master teachers in Korean, Chinese arts, Hawaiian hula and more. Many many local graduates are working in the field of performing arts. This makes no sense — arts are needed especially during coronavirus!! Integrate the programs and make them equal and give voices to

theatre arts don't silence it. Once it's gone you have destroyed lineage. The Hawaiian theatre program, the many dancers who now own their own businesses or choreograph or teach or direct. Higher ups who make 6 figures should take pay cuts — save the program! I would not be where I am today as a theatre arts educator for the DOE without my MFA from UHManoa! Respectfully  
Kelly Wadlegger, MFA DEPT OF THEATRE AND DANCE  
Alumni 2009

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your

homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Kelly Wadlegger

I am a UH Manoa:

Alumni

Address

City: 38 Kakawahie st  
State / Province: Hi  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



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## Proposed cut to Microbiology Graduate Program

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Andrew Whelen <ACWhelen@dslab.com>  
To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Wed, Sep 16, 2020 at 9:56 PM

Aloha UH BOR:

The budget numbers suggest a couple of potential problems. An unnecessary program or a troubled program. Having been an employer of microbiologists at 3 major laboratories in Hawaii over the last 19 years, I can assure you it's the latter. There is a distinct lack of support and accountability in the Department. Productive staff are not supported and non-productive staff are tolerated without consequences. The UH administrative and academic structure is fragmented and confusing – a reorg in 2019 doesn't seem to have made a difference.

Hawaii needs capable microbiologists at all levels. Enrollment is low because UH has not taken a leadership role in its success. That means attracting and rewarding accomplishment and eliminating dead weight. You can't have a solid program in undergraduate microbiology without graduate teaching assistants. After eliminating GTAs to save money, you start eliminating undergraduate labs to save money. UH already doesn't have adequate lab education to prepare graduates for employment. Micro majors typically can't take a micro class/lab until they are in their junior year! I know this because I've taken UH interns (juniors) who are micro majors and haven't had a course yet.

Micro and Med Tech recently collaborated to create a clinical micro track in response to a critical workforce shortage in this discipline, which is a laudable effort. This requires capable TAs for both class and graduate success. Yet a lack of institutional support and the tarnished legacy of the Department cripples any advancement.

Microbiology is discovery. Discovery doesn't exist without graduate work. JABSOM is not the solution because they will only focus on medical research, and opportunities to develop the workforce in environmental, industrial, applied clinical, food, water, etc. will be lost. See Civil Beat article today – an operational lab does not survive this.

I've had the privilege of working with many UH graduates, many of whom have earned undergraduate and/or graduate degrees in Microbiology. The demand is still there. You need to fix the conduit by providing support and accountability. Cutting the program because of numbers just hurts Hawaii. Fix the problems behind the low numbers, and everybody wins.

*A. Christian Whelen, PhD, D(ABMM)*

Vice President / Technical Director

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## Ethnic Studies at UH

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jane h. yamashiro <jane@alumni.ucsd.edu>  
To: bor.testimony@hawaii.edu

Wed, Sep 16, 2020 at 8:50 PM

Dear University of Hawai'i Board of Regents:

My name is Jane Yamashiro and I am writing to express my concern about the proposed "stop-out" of the Ethnic Studies BA degree and my support of the Department of Ethnic Studies at UHM. I completed my MA and PhD in Sociology at UHM and working with and learning from Ethnic Studies faculty at UH was central to the development of my dissertation work on Japanese American experiences in Japan, which I eventually revised and published as a book with Rutgers University Press in 2017. Auditing classes and speaking with faculty in the department helped me to understand the history and contemporary social processes involved in identity construction in Hawaii. A major argument in my book is that Japanese American histories and experiences in Hawaii and on the US continent are significantly different; to understand these differences, the Ethnic Studies department at UHM is the central place for research and teaching on this topic. To weaken Ethnic Studies at UH is unthinkable to me; I was attracted to pursue my graduate studies at UH because of the existence of Ethnic Studies. While I wanted to get my degree in sociology, I knew I wanted to learn from and work with Ethnic Studies faculty and I only applied to graduate schools with Ethnic Studies departments. In fact, the only thing that made me hesitate to apply to UH was that the Ethnic Studies program lacked the graduate level coursework that I desired. As an alumnus of UHM, I find the thought of an option to "stop-out" the Ethnic Studies BA degree - which will lead to a decrease in majors and courses that students in other departments can take, will weaken Ethnic Studies, and will provide no short-term cost savings to the university - incredibly disappointing, angering, and makes me value my degrees from UHM less, to be honest. I usually speak fondly of my time at UHM but a decision like this would make me hesitate to recommend UHM to potential graduate students (and undergrads, too).

I urge you to seriously reconsider the proposed option to "stop-out" the Ethnic Studies BA degree. It is unacceptable for the flagship university in Hawai'i to lack a serious Ethnic Studies Department, especially when the ethnic diversity of Hawai'i is often touted as a source of pride. To weaken the university structure of having Ethnic Studies as an independent department would reflect poorly on the university administration and, frankly, it will draw negative national attention in this current moment of national efforts to embolden anti-racist education and programming.

I hope you will take seriously the value that the Ethnic Studies Department brings to UHM. I often see presentations by UHM faculty at national conferences such as the Association for Asian American Studies and the American Studies Association. Their work is very highly regarded because the study of Hawai'i and its peoples is recognized as an important area that is different from racial and ethnic studies in the continental United States.

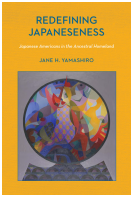
In closing, as an UHM alumnus who was drawn from California partly because of the existence of the Ethnic Studies Department at UHM, I vehemently oppose the proposed option to "stop-out" the Ethnic Studies BA degree. At a time when other universities in the US are establishing and expanding their Ethnic Studies coursework and requirements (e.g., the California State University system), it seems tone-deaf to consider weakening the presence of Ethnic Studies at UHM, the flagship UH campus.

Thank you for your consideration. Please feel free to contact me with any questions.

Best Regards,  
Jane Yamashiro  
[jane@alumni.ucsd.edu](mailto:jane@alumni.ucsd.edu)

=====  
Jane H. Yamashiro, Ph.D.  
(preferred pronouns: she, her, hers)

Author of *Redefining Japaneseness: Japanese Americans in the Ancestral Homeland*  
[www.redefiningjapaneseness.com](http://www.redefiningjapaneseness.com)





## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Janell Agcaoili

Janell Agcaoili <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:36 PM

Reply-To: janellagcaoili@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Janell Agcaoili
Email	<a href="mailto:janellagcaoili@gmail.com">janellagcaoili@gmail.com</a>
UHM Affiliation	Alumni
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown

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Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown

and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

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**Additional Comments**

On a personal level, taking these classes not only helped me fulfill language requirements for my degree. They also helped me learn about my culture and history as a Filipina-American. I initially took ILO 101 and 102 as a way to learn my parents' mother language. After being so invested in the class and our club, Timpuyog, I wanted to take more classes concerning Filipino studies. That is why I continued to take an IP class to learn more about Filipino literature. It helped me learn about the history of the Philippines through academia, and not solely through anecdotes of my parents. If you take away these courses, you take away that right from future Filipino-Americans who already do not have the access to this education because it's not in required courses or curriculum.

Please consider keeping Philippine Languages and

Literatures as a program available in the UH system. It might be a way to cut funds for you, but what you are essentially doing by considering this is cutting off many Filipino-Americans from learning about their own history.

Signature



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Raina Andres

Raina Andres <noreply@jotform.com>

Thu, Sep 17, 2020 at 8:50 AM

Reply-To: arainalynne@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Raina Andres
Email	<a href="mailto:arainalynne@gmail.com">arainalynne@gmail.com</a>
UHM Affiliation	Supporter
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
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Additional Comments

I was really looking forward to taking philippine languages when I planned to transfer to uh Mānoa next fall. Filipino minorities make up a large percentage of Hawa’ii today (most importantly our sakadas) as well as the rest of the US. and working in the healthcare field I encountered many filipinos who are esl. I really wanted to learn how to better communicate with them so they can receive the care that they deserve.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Shalel Arjona

---

Shalel Arjona <noreply@jotform.com>

Thu, Sep 17, 2020 at 6:20 AM

Reply-To: cuisias halel@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl in@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Shalel Arjona
Email	<a href="mailto:cuisias halel@gmail.com">cuisias halel@gmail.com</a>
UHM Affiliation	Supporter
Phone Number	(312) 9124124
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
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Additional Comments

My name is Shalel Arjona from Chicago, Illinois. I know about this program and it is my dream to attend it so that I can communicate with my family better and grow closer to my roots as a Filipino.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Dylan Beatty

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Dylan Beatty <noreply@jotform.com>

Thu, Sep 17, 2020 at 3:27 AM

Reply-To: beattyd@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Dylan Beatty
Email	<a href="mailto:beattyd@hawaii.edu">beattyd@hawaii.edu</a>
UHM Affiliation	Faculty
Phone Number	(856) 693-0835
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
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Additional Comments

Aloha and kumusta,

I will try to keep these comments short but I might fail doing that. I am quite alarmed to hear discussions to eliminate the Philippine Languages and Literatures Program. I want to share my experiences with the program to hopefully convey the value this program brings to the university, the Filipino-American community in Hawaii and beyond. I am not a typical student of the Philippine Languages and Literatures Program but I hope that I can bring a somewhat different perspective than some other letters you might receive. I am a non-heritage learner as well as a graduate student. Although I am a graduate student, over the years I witnessed the value

this program provides for undergraduate majors too.

I enrolled in Tagalog after being awarded a FLAS during my MA studies at UH Manoa. I am originally from the mainland east coast, so I had never heard Tagalog spoken an. I will never forget walking to my first class and wondering if I would enjoy it. Because of the enthusiasm of the professor and simply the sound of the language I was hooked after one day. With the FLAS, the classes were a requirement but I still decided to continue studying the language at UH Manoa even after my FLAS expired. I continued enrolling in courses throughout my PhD studies until I left for fieldwork in the Philippines. There are at least two reasons I continued studying in the program when I was not required to and when it did not satisfy my PhD requirements.

1) The expertise of the instructors and professors in the program. I studied the language in a summer program at University of Wisconsin-Madison and also a summer in Metro Manila. These experiences were useful but my learning experience in the Philippine Languages and Literatures Program at UH Manoa is what really laid the foundation for me to successfully pull off my fieldwork here in the Philippines (I've been here more than two years now). There were countless times here in the field when I recalled some of the lessons from UH Manoa to get me through.

2) The passion of many of the undergraduates enrolled in the BA program has stuck with me years later. This was an opportunity for students, many who grew up in Hawaii, to connect with their parents, families and culture on a deeper level am friends with several of them on social media and they still have this same passion after they graduated. . It was inspiring to say the least. Cutting the program will be a disservice to the Filipino-American community in Hawaii. Cuts will also implicitly affect the high degree of pedagogical expertise in the program. This will consequently affect people who are not Filipino-American like myself but who conduct research in the Philippines and Southeast Asia. Located in the Pacific and affiliated with institutions like the East-West Center, UH Manoa has a unique position as a powerhouse on Asia-Pacific studies (on par with institutions like Cornell, UW Madison and UCLA). Cutting the Philippine Languages and Literatures Program and similar programs undermines UH Manoa's prestige in Asia-Pacific studies. As a future PhD graduate who has pride in this legacy, I find this all deeply troubling.

Sincerely,

Dylan Michael Beatty  
East-West Center, Graduate Degree Fellow  
Department of Geography and Environment, PhD  
Candidate and Lecturer  
University of Hawai'i at Mānoa

Signature







---

## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Amanda Bentley

---

Amanda Bentley <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:31 PM

Reply-To: apbentley62@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Amanda Bentley
Email	<a href="mailto:apbentley62@gmail.com">apbentley62@gmail.com</a>
UHM Affiliation	Supporter
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
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Additional Comments

Understanding ones native language keeps alive years of tradition; losing this is detrimental to communities and many individual’s sense of identity.

Signature



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Carl Bolano

---

Carl Bolano <noreply@jotform.com>

Thu, Sep 17, 2020 at 8:43 AM

Reply-To: cbolano@g.ucla.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Carl Bolano
Email	<a href="mailto:cbolano@g.ucla.edu">cbolano@g.ucla.edu</a>
UHM Affiliation	Supporter
Phone Number	(619) 7866786
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
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Additional Comments N/A

Signature 

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---

## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Amada Castillo

---

Amada Castillo <noreply@jotform.com>

Thu, Sep 17, 2020 at 5:45 AM

Reply-To: amadamcastillo@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Amada Castillo
Email	<a href="mailto:amadamcastillo@gmail.com">amadamcastillo@gmail.com</a>
UHM Affiliation	Student
Phone Number	(949) 2593173
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

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Additional Comments

I am applying to UHM for the Fall 2021 semester and it's my dream to attend this school. I am a filipina and I've always wanted to learn more about my culture and seeing that UHM had a filipino department for learning was a big reason for me wanting to apply. I really urge you to keep the program for other filipinos like me who are desperate to learn about our culture that has been erased by our families. Your program can help educate so many people in their dreams of culture and success.

Signature







## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Elisabeth Castro

Elisabeth Castro <noreply@jotform.com>

Thu, Sep 17, 2020 at 1:03 PM

Reply-To: elisabethr.castro@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Elisabeth Castro
Email	<a href="mailto:elisabethr.castro@gmail.com">elisabethr.castro@gmail.com</a>
UHM Affiliation	Supporter
Phone Number	(408) 6676140
Date	06-09-1996
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
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Additional Comments

When you want to cut budgets from the community you say you're dedicated to serving, you ultimately undermine your institution and the community's (and their allies') trust. There will be irreparable consequences.

Signature





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## Reconsider stop-outs of degree programs in the UHM Department of Theatre and Dance

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Chang, Eric <ChangE@eastwestcenter.org>

Thu, Sep 17, 2020 at 10:29 AM

To: David Lassner <david@hawaii.edu>

Cc: Julie Iezzi <iezzi@hawaii.edu>, Dance Associate Chair of Dance Betsy Fisher <efisher@hawaii.edu>, Kimi Kondo-Brown <kondo@hawaii.edu>, Theatre and Dance Chair Markus Wessendorf <wessendo@hawaii.edu>, Tom Brislin <tbrislin@hawaii.edu>, Peter Arnade <parnade@hawaii.edu>, The Board of Regents <bor.testimony@hawaii.edu>, "COVID19@hawaii.edu" <COVID19@hawaii.edu>, UHM Provost Michael Bruno <mbruno2@hawaii.edu>

Dear President Lassner and esteemed colleagues,

Covid-19 has forced the state into financial crisis, and UH needs to react accordingly. It is tempting to see the reduction/elimination of "small programs" as an easy way to save money or give the appearance of such.

However, as you know, popularity and growth potential are not the only measures of value. Many of these "small programs" have huge impacts in their fields and communities. I strongly urge you to reconsider stop-outs of degree programs in the UHM Department of Theatre and Dance, recognizing stop-outs as seriously damaging to entire fields of study at UH, with negative effects that ripple through communities both local and global.

As a close partner and strong supporter of the Dept. of Theatre and Dance, the East-West Center Arts Program has a long history of amplifying the work of the Department's faculty and students, through statewide community outreach, exhibitions, festivals, K-12 programs, public workshops, and a supportive network of professionals and enthusiasts throughout Hawai'i and the world. We see the Department as a gem in the University system, a unique world-class collection of knowledge, talent, and innovation within the faculty and the students they attract.

Student experiences within the Department are often not simply vocational but transformational. The Department produces students that think boldly, care deeply, and connect with community in meaningful and lasting ways. These students are also providing leadership in thought and action in the critically important areas of diversity, equity, accessibility, and inclusion.

The work of the Dept. of Theatre and Dance contributes to education, health, and the local economy. Eliminating entire academic tracks creates often unimagined and unintentional domino effects, reducing opportunities and damaging established relationships community-wide. These actions also erode public trust that the University is committed to the values and ideas of higher education and community building.

Similarly, I support the groundbreaking work and value of other "small programs" in jeopardy such as Ethnomusicology, Ethnic Studies, Art History, American Studies, Women's Studies, Indo-Pacific Language Studies, and programs within the College of Education to name a few.

I sympathize with the tremendous task of making tough decisions to respond to grave financial realities. This challenge is also an opportunity to think creatively and responsibly, to consider all options to reduce spending without eliminating degree programs, and to boldly reaffirm the values, principles, and vision of the University of Hawai'i. Erasing opportunities for study irrevocably damages the integrity and reputation of departments and the University as a whole. Temporary salary cuts can be removed once financial health

is achieved; the decision to stop-out degree programs, whose reputations take years if not decades to establish, is not nearly as reversible and has a much greater human toll.

Thank you for your time and consideration.

With aloha,  
Eric

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**Eric Chang** | Coordinator, Arts Program  
808.944.7584

**East-West Center**

1601 East-West Road, Honolulu, Hawai'i 96848-1601

<http://arts.EastWestCenter.org>

Facebook/Instagram: EWC.arts



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Natasha De Leon

---

Natasha De Leon <noreply@jotform.com>

Thu, Sep 17, 2020 at 3:32 AM

Reply-To: deesign@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Natasha De Leon
Email	<a href="mailto:deesign@gmail.com">deesign@gmail.com</a>
UHM Affiliation	Supporter
Phone Number	(714) 5769499
Date	10-01-1997
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
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Additional Comments

Keeping Tagalog and Ilokano allows access to resources for communities and organizations to work together and preserve them in a world that carries heavy history of taking away language, thus taking away one's culture. Continually having these programs open for the communities helps the communities serve each other internally and externally in many areas, such as medical, legal, etc.

Signature







## Save UH Dance

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**MARIA DEMARCO** <mariajudith@g.ucla.edu>

Thu, Sep 17, 2020 at 10:33 AM

To: david@hawaii.edu, david.lassner@hawaii.edu

Cc: mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu

Good afternoon,

I am dismayed that UH has put its dance program on the chopping block. Although I am not a UH student, several individuals who are employed or have participated in the Dance program at UH. They happen to be some of my closest friends, and as such, I have witnessed the significant role UH dance has had in their lives. It has enabled many to obtain portable, transferable skills, including creativity, mental and physical acuity, and many other characteristics who have made them successful professors, mentors, and community advocates, among other careers. Dance is indispensable and should be protected; the cost of cutting it is not worth the loss in successful alums who help put UH graduates on the map in a variety of careers. This matters not only to dance students themselves, but to your institution writ large; offering only a minor in dance does little to serve the goals of economic recovery. Cutting one of the most valuable programs at UH would reflect poorly on a university system which prides itself on diverse areas of study, discourage students from attending, and make the Department significantly less marketable and attractive.

Dance matters. Protect it.



## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Monique DeSimone

Monique DeSimone <noreply@jotform.com>

Thu, Sep 17, 2020 at 10:46 AM

Reply-To: m.c.villanueva03@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknutson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Monique DeSimone
Email	<a href="mailto:m.c.villanueva03@gmail.com">m.c.villanueva03@gmail.com</a>
UHM Affiliation	Community Member
Phone Number	(808) 4450894
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
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Additional Comments

Keeping programs that allow for the proliferation of dying languages is necessary for maintaining connection to culture. Discriminating against ethnic studies programs is racist and colonial. As an institution that largely represents the state, the community demands leadership that fairly and equally treats all ethnic groups.

Signature







## Please save the dance program

---

**Tim Doty** <doty.tim@gmail.com>

Thu, Sep 17, 2020 at 12:48 AM

To: mbruno2@hawaii.edu, david.lassner@hawaii.edu, bor.testimony@hawaii.edu, covid19@hawaii.edu

Good morning,

I know times are hard financially. But killing off the arts will mean the end of higher education. Please save the dance program.

Sincerely,

Dr. Tim Doty

Sent from my iPad



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Hannah El-Silimy

---

Hannah El-Silimy <noreply@jotform.com>

Thu, Sep 17, 2020 at 6:38 AM

Reply-To: hannahel@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Hannah El-Silimy
Email	<a href="mailto:hannahel@hawaii.edu">hannahel@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(415) 5158517
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
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Additional Comments

Targeting "Philippine Language and Culture" for a stop out must be understood as an act of institutional racism. This decision makes no sense at all given that 1/4 of the population of Hawai'i at present is of Filipino descent. It is absolutely offensive and speaks to the university's marginalization and devaluing of Filipino culture and language. I strongly urge the university to reconsider this decision.

Signature







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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Kristine Jan Espinoza

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Kristine Jan Espinoza <noreply@jotform.com>

Thu, Sep 17, 2020 at 3:54 AM

Reply-To: kristine.espinoza@unlv.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Kristine Jan Espinoza
Email	<a href="mailto:kristine.espinoza@unlv.edu">kristine.espinoza@unlv.edu</a>
UHM Affiliation	Alumni
Phone Number	(310) 4272473
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
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Additional Comments

As an alum of UH Mānoa and former Student Affairs Officer at the UCLA Asian American Studies Department who helped in the creation of the Pilipino Studies minor at UCLA, we looked to the model of UHM. I share this context as other postsecondary institutions look to UH Mānoa. I urge you to reconsider.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Lexi Fredrickson

---

Lexi Fredrickson <noreply@jotform.com>

Thu, Sep 17, 2020 at 5:07 AM

Reply-To: Irosefredrickson@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Lexi Fredrickson
Email	<a href="mailto:Irosefredrickson@gmail.com">Irosefredrickson@gmail.com</a>
UHM Affiliation	Supporter
Phone Number	(509) 9432445
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner
	CC: UHM Provost, Michael Bruno The Board of Regents Dean of CALL, Peter Arnade Associate Dean of CALL, Tom Brislin Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

As a half-Filipino college student, I wish I had the opportunity to learn the language of my culture in school since I was not taught at home. Please do not take this opportunity away from other students who, like me, would love to be more deeply connected to their culture through language.

Signature







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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Rachel Greiner

---

Rachel Greiner <noreply@jotform.com>

Thu, Sep 17, 2020 at 9:27 AM

Reply-To: rgreiner@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Rachel Greiner
Email	<a href="mailto:rgreiner@hawaii.edu">rgreiner@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(775) 5305988
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

Shame on you for trying to further harm students that you have already marginalized on your campus. Save this program, it is the right thing to do.

Signature



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## In Support of the University of Hawaii at Manoa - Theater and Dance Department

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**Marie Kuroda** <tsuchinoko333@gmail.com>

Thu, Sep 17, 2020 at 3:20 AM

To: david@hawaii.edu, david.lassner@hawaii.edu

Cc: mbruno2@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, wessendo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, COVID19@hawaii.edu

Dear UH President David Lassner

My name is Marie Kuroda. I am an undergraduate alumni (2009) of the Theater and Dance department at UH Manoa.

I am writing to show my support for the Theater and Dance undergraduate and MFA degrees.

The university theater and dance department is a vital place for local, national and international research, communication and growth. Hawaii is a unique location in the Pacific where East and West meet. In a time of great tension between nations, the arts and humanities provide a way for peaceful exchange of knowledge and power. Theater and Dance are an international language that can be understood by anybody in the world.

Because of my education at the UH Manoa Theater and Dance Department I am able to currently work in Tokyo, Japan in a local performing arts organization that performs and works internationally. I believe that my work is making the world more peaceful and providing understanding between different cultures through artistic opportunities.

I encourage you to believe in the power that arts and humanities have to produce future leaders with a background in theater and dance. They will bring people together and create opportunities for local, national and international growth in every sector vital to the economic health of a community.

Sincerely,

Marie Kuroda

1-19-5 201 Takanawa Minato-ku

Tokyo, Japan 1080074

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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Aukai Ligairi

---

Aukai Ligairi <noreply@jotform.com>

Thu, Sep 17, 2020 at 5:34 AM

Reply-To: ligairi@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Aukai Ligairi
Email	<a href="mailto:ligairi@gmail.com">ligairi@gmail.com</a>
UHM Affiliation	Community Member
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

This program, as the only if its kind, benefits UH, the local community, the state of Hawaii, the nations of the Philippines and the United States, and the world. It would be such a shame for something so groundbreaking, unique, and important to be discontinued.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Dr. Chris Lipat

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Dr. Chris Lipat <noreply@jotform.com>

Thu, Sep 17, 2020 at 10:16 AM

Reply-To: xlipat@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Dr. Chris Lipat
Email	<a href="mailto:xlipat@gmail.com">xlipat@gmail.com</a>
UHM Affiliation	Community Member
Phone Number	(808) 7831046
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
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Additional Comments

These language programs are an essential part of bolstering the identity and cultural belonging of Filipinos in Hawai'i. It is key contributor to our community's wellness needs.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Joyce Mariano

---

Joyce Mariano <noreply@jotform.com>

Thu, Sep 17, 2020 at 10:22 AM

Reply-To: ljzm@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Joyce Mariano
Email	<a href="mailto:ljzm@hawaii.edu">ljzm@hawaii.edu</a>
UHM Affiliation	Faculty
Phone Number	(808) 956-8570
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
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#### Additional Comments

I write to express my frustration with the MBT's rash treatment of smaller programs and departments, particularly in equating “smaller” with unessential. I address my comments here to the initial suggestions made for the BA in Philippine Language and Culture. I am writing as an Associate Professor in American Studies, hired specifically for my expertise on the Filipino diaspora; as someone who develops programming with Philippine Language and Culture faculty; and as a former student in the Filipino program.

I have been told that the MBT based its recommendations on outdated numbers. However, I want to address its issue with Philippine Language and Culture's so-called

“troubling” reliance on lecturers to offer the degree program.

This situation is distressing, but not for the (minimal) reasoning offered by the MBT. The program’s numbers are impressive and growing, and further growth has been stunted by the university’s failure to provide tenure lines (and additional lecturers) for its high-demand courses and areas. Based on the numbers, the administration cannot see the value of these programs. Based on its service to Hawaii’s Filipino communities, to which the administration claims to be an active advocate, the administration cannot see the value of these programs. Based on the international reputation of the Philippine Language and Culture programs and faculty, which can easily be traced through awareness around the globe of the distinctiveness of the programs as well as the contributions of faculty to Filipino and Philippine studies discourse, the administration still cannot see the value of these programs. This is confounding.

As a student in Filipino 101 a few years ago, I was taught by a fantastic and committed lecturer (Raju Desai) and had the opportunity to see firsthand the needs that the Philippine Language and Culture fills for UH. Students were required to attend several outside events that helped to nurture the Filipino student community. It gave students opportunities to interact with each other, specially as Filipinos committed en masse to their education, with an explicit and keen awareness that their accomplishments in higher education are then brought back to their families and communities. It gave students opportunities to interact with their teachers in a social environment, which provided mentoring opportunities and a collective sense that this was a community that mattered socially and politically. There were hundreds of students in attendance at some of these events – I really can’t imagine other programs pulling this off with such joy and collaborative effort!

As UH President Lassner has noted, Native Hawaiians and Filipinos were “long ago identified as underserved when it comes to higher education and we have worked hard to increase their enrollment and college success” (UH News, December 2018). For all that UH has acknowledged as its responsibility to support Filipinos in Hawaii, it is quite disappointing to see shortsighted suggestions antithetical to its own professed values.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Christine Minatoya

---

Christine Minatoya <noreply@jotform.com>

Thu, Sep 17, 2020 at 7:54 AM

Reply-To: ctanaid@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Christine Minatoya
Email	<a href="mailto:ctanaid@gmail.com">ctanaid@gmail.com</a>
UHM Affiliation	Alumni
Phone Number	(808) 2586027
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
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Additional Comments

I took part of this program during my years at UH. I learned so much about my culture and about myself. I think defunding the program is such a disservice to the community.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Faith Marie Montero

---

Faith Marie Montero <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:48 PM

Reply-To: monterof@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Faith Marie Montero
Email	<a href="mailto:monterof@hawaii.edu">monterof@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(808) 3542699
Date	09-30-1997
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

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Additional Comments

Filipino culture is important in Hawaii and the development here, it shouldn't be cut from the program.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



## KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

**Kim Nelson** <noreply@jotform.com>

Thu, Sep 17, 2020 at 1:54 AM

Reply-To: kimmnelson1963@yahoo.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

### **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Kim Nelson  
 Email [kimmnelson1963@yahoo.com](mailto:kimmnelson1963@yahoo.com)  
 Phone Number (910) 5266695  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
 Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

As the mother of a graduate of the MFA program, I implore you to withdraw these proposed cuts.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a

comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.



I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Kim Nelson

I am a UH Manoa:

Supporter

Address

City: [312 Preakness Lane, Sneads Ferry](#)

State / Province: North Carolina

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Jasmine Padamada

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Jasmine Padamada <noreply@jotform.com>

Thu, Sep 17, 2020 at 7:52 AM

Reply-To: jap9@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Jasmine Padamada
Email	<a href="mailto:jap9@hawaii.edu">jap9@hawaii.edu</a>
UHM Affiliation	Alumni
Phone Number	(808) 9906995
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

Filipinos are the second largest ethnic group in Hawaii, so it's culture deserves to be preserved. Growing up, my parents didn't teach me about my culture due to them wanting to survive “american” culture. If it weren't for this department, I would not have learned about my culture and how rich it is. I hope you realize how damaging it is to cut out this program for the upcoming generation of Hawaii. I ask for you to STOP being a part of the problem and start caring about your students!

Signature







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## Letter in Support of Saving Dance at the University of Hawaii

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**Mikay Parsons** <mparsons5242@sdsu.edu>

Thu, Sep 17, 2020 at 8:54 AM

To: david@hawaii.edu, david.lassner@hawaii.edu

Cc: mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, wessendo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu

Good afternoon,

I am sending this letter in support of saving Dance at the University of Hawaii. This is an incredible program that homes necessary and important art and artists, as well as all the incredible people that work with, as, and related to Dance at UH.

Best,  
Mikay Parsons  
Assistant Director of Debate  
San Diego State University



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Christine Pillos

---

Christine Pillos <noreply@jotform.com>

Thu, Sep 17, 2020 at 9:13 AM

Reply-To: pilloscp@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Christine Pillos
Email	<a href="mailto:pilloscp@hawaii.edu">pilloscp@hawaii.edu</a>
UHM Affiliation	Alumni
Phone Number	(808) 3827712
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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#### Additional Comments

The Ilokano program has been a huge part of my life. Without it, I wouldn't have learned my mother and father's mother tongue. Without it, I wouldn't know more deeply about my culture. I've grown not only with my fellow alumni and students but the instructors and professors have been of help not only in school, but in life. Dr. Julius Soria, who has since passed, his career was directed towards the students and our Ilokano culture. He would be on the forefront fighting this if he were still here. The languages and art are a part of many different cultures including that of our own culture here in Hawaii. Where would we be without it today? Where would we be without the Filipino culture? Part of my reason for wanting to attend University of Hawaii at Manoa was to be a part of

Timpuyog, the Ilokano language program. I saw that it benefited my cousins who attended before me. Think of that chance you are taking away from the potential students who have the same thought. Please, not for the sake of me alone, but for the sake of my people and my culture.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Ken Probst** <noreply@jotform.com>

Thu, Sep 17, 2020 at 1:28 AM

Reply-To: probstka@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Ken Probst  
 Email [probstka@gmail.com](mailto:probstka@gmail.com)  
 Phone Number (315) 8791700  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
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To take the place of the elimination of these degree programs, instead, I urge:

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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

UH has a long, proud history of theater, especially Theater for Young Audiences. The Theater for Young Audiences department is one of the finest in the country. In 2008, I moved from New York to Honolulu with my wife for her to earn her MFA from UH. After she earned her degree, we ended up in Florida. After she had her first interview with a theater, she called me and said "it felt

more like they were courting me and I was interviewing them!" Having the UH MFA has led to great professional success for my wife.

I feel it also important to mention that my wife used to teach public speaking skills, through the theater lens, to your science students who would need to present research at conferences but had absolutely zero stage presence. The science folks requested that theater send someone to assist.

Additionally, I don't know any other programs in the country that are so strong in Asian theater. While that wasn't my wife's track, we were friends with many who came from far away to study in that program.

You have some of the best faculty truly setting students up for success. Lifelong careers and friendships have come from these programs. Theater isn't just "putting on plays". Especially in the education world, it changes lives. For some kids, it's the only class they look forward to when they get to school. It's a place for them to learn important skills and a place to fit in. In my time living in Honolulu, it was always clear that the Hawaiian culture is very supportive of all forms of arts. If anything, UH should be leading the way in growing and supporting the arts, not eliminating them.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of

racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

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It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Kenneth Probst

I am a UH Manoa:

Supporter

Address

City: Orlando

State / Province: Florida

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



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## PRSA Hawaii Testimony - Applied Media

---

**Mondenna Jamshidi** <mondenna.jamshidi@gmail.com>  
To: bor.testimony@hawaii.edu

Thu, Sep 17, 2020 at 8:03 AM

Aloha,

On behalf of PRSA Hawaii league of professionals, please find attached support for the proposed Applied Media Program for today's meeting.

Please let me know if you have any questions. Mahalo!

Me ke aloha pumehana,

**Mondy Jamshidi-Kent, MA**  
Principal & Social Business Resource  
Practivist LLC  
(808) 852-7796

PRSA Hawaii  
*President*

\*\*\*\*\*

*Confidentiality Notice:*

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 **PRSAHawaii2020AppliedMediaTestimonyS.pdf**  
245K

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September 16, 2020

Benjamin Asa Kudo  
Regent, Chair  
Office of the Board of Regents  
2444 Dole Street, Bachman Hall, Room 209  
Honolulu, Hawai'i 96822

Dear Chair Kudo and Esteemed Regents:

I'm writing to you on behalf of the Board of Directors and members of the Public Relations Society of America – Hawai'i Chapter to express our support for the proposed Applied Media Degree that Dean Konan included as part of the reorganization of the School of Communication, submitted in response to the Administration's proposal for potential program cuts.

Many of our chapter's members are alumni of the Journalism or Communication programs at the University and understand the importance of this coursework, offered here at home, to support our local media industry (i.e., journalism, public relations, digital media). As you may be aware, Journalism and Public Relations enjoy a symbiotic relationship that allows the free flow of accurate and timely information to the public to help inform and educate, as well as spur conversation. While journalism as an industry continues to be under attack, the fourth estate is a vital part of our ability to function as a society.

We understand that COVID-19 has impacted the world in profound ways, and the University of Hawai'i is not immune. The economic impacts of the recession will be long-lasting and require tough decisions – we do not envy your role ahead. However, strong, local journalism is critical to empowering the citizenry and our leaders in making our way through the present crisis.

We feel that the proposed Applied Media Degree is the best of both worlds. It creates an adaptive curriculum that provides the foundation of journalism – critical thinking, strong writing skills, and story development.

Thank you for your consideration. Should you have any questions, please contact me at (808) 852-7796.

Sincerely,



Mondenna Jamshidi Kent, MA  
President, Public Relations Society of America – Hawai'i Chapter



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Alexandra Mia Ranili

---

Alexandra Mia Ranili <noreply@jotform.com>

Thu, Sep 17, 2020 at 5:03 AM

Reply-To: alexandramiaranili@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisliln@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Alexandra Mia Ranili
Email	<a href="mailto:alexandramiaranili@gmail.com">alexandramiaranili@gmail.com</a>
UHM Affiliation	Supporter
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:

UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

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Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown

and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai‘i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

please do not remove a program that is incredibly important to many

Signature



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Madyson Sable

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**Madyson Sable** <noreply@jotform.com>

Thu, Sep 17, 2020 at 1:08 PM

Reply-To: [sablem@hawaii.edu](mailto:sablem@hawaii.edu)

To: [david@hawaii.edu](mailto:david@hawaii.edu), [mbruno@hawaii.edu](mailto:mbruno@hawaii.edu), [mbruno2@hawaii.edu](mailto:mbruno2@hawaii.edu), [parnade@hawaii.edu](mailto:parnade@hawaii.edu), [tbrislin@hawaii.edu](mailto:tbrislin@hawaii.edu),  
[kondo@hawaii.edu](mailto:kondo@hawaii.edu), [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu), [bor@hawaii.edu](mailto:bor@hawaii.edu), [jknutson@hawaii.edu](mailto:jknutson@hawaii.edu)

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Madyson Sable
Email	<a href="mailto:sablem@hawaii.edu">sablem@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(916) 6120270
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

Having a filipino program helps me be able to learn my family’s native language and communicate with my grandparents and aunties.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Bethany Schwartz

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**Bethany Schwartz** <noreply@jotform.com>

Thu, Sep 17, 2020 at 11:26 AM

Reply-To: bfschwar@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Bethany Schwartz
Email	<a href="mailto:bfschwar@hawaii.edu">bfschwar@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(651) 2316998
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

I am currently a PhD candidate in the Department of Second Language Studies at UHM but I worked as a speech-language therapist in the Leeward District for 7 years before and during my studies. I've experienced the inequalities of our public schools in serving minoritized students in locations with less political power and influence. Coming to UHM, I was disappointed walking around campus because it does not resemble the ethnic and socioeconomic groups that I served in the public schools. UHM is not doing enough to recruit and serve local people. Our Philippine language programs are a vital link to our local community and must be protected!

Signature



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## Support for Ethnic Studies

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**Noenoe Silva** <noenoek@gmail.com>

Thu, Sep 17, 2020 at 8:47 AM

To: bor.testimony@hawaii.edu

Cc: Ethnic Studies Department Chair <eschair@hawaii.edu>

Aloha kākou,

I acknowledge the hard work of the Mānoa Budget Team and how hard it is to be charged with making cuts to our valuable and beloved institution. I also appreciate the cuts already made and suggested to administration itself.

I write to ask that especially minority-serving programs be protected. Departments and programs like Ethnic Studies and minority languages are crucial to the national and international project of dismantling white supremacy. These programs were constructed and expanded over decades through the hard work and persistence of academics working with and in response to our Black, Indigenous, and disadvantaged Filipinx, Pacific Islander, and Asian immigrant communities.

Is it all possible to consider how to reduce the more historically dominant-culture programs and departments, and support the smaller, crucial ones we need to change the world to make it more just?

Na'u nō me ka 'oia'i'o,

Noenoe Silva

Professor, Political Science

Cooperating Faculty, Kawaihuelani Center for Hawaiian Language

Affiliate Faculty, Women's Studies

Affiliate Faculty, Center for Pacific Islands Studies



## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Noenoe Silva

Noenoe Silva <noreply@jotform.com>

Thu, Sep 17, 2020 at 8:06 AM

Reply-To: noenoe@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Noenoe Silva
Email	<a href="mailto:noenoe@hawaii.edu">noenoe@hawaii.edu</a>
UHM Affiliation	Faculty
Phone Number	(808) 391-7074
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown

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#### Additional Comments

Aloha:

I acknowledge the hard work everyone on the Mānoa Budget Team has had to do, and that hard choices are going to have to be made. I hope that you will keep in mind that minority-serving programs are among the most important. Filipinx peoples in Hawai'i nei are historically amongst the most demeaned and discriminated against. To change this, we must make them welcome on the Mānoa campus. There must be places they can call their own, that honor and appreciate their heritage languages, cultures, and histories. Please perhaps instead find ways to reduce more historically dominant-culture programs that have always been better funded. Minority language

and area studies programs are what makes Mānoa a unique and amazing place.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Chelsea Sweeney

---

Chelsea Sweeney <noreply@jotform.com>

Thu, Sep 17, 2020 at 11:35 AM

Reply-To: chelsea379@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name Chelsea Sweeney  
Email [chelsea379@gmail.com](mailto:chelsea379@gmail.com)  
Date 09-17-2020  
Letter Heading To:  
UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
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Additional Comments

It is essential to support and elevate Filipino languages and culture at academic institutions.

Signature



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## Comments on Agenda Item VI.A.

---

**Ty Tengan** <ttengan@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Thu, Sep 17, 2020 at 12:19 AM

September 17, 2020

### MEMORANDUM

TO: Benjamin Asa Kudo, Chair  
Randolph G. Moore, Vice-Chair  
Alapaki Nahale-a, Vice Chair  
Board of Regents

FROM: Ty P. Kāwika Tengan, Chair  
Department of Ethnic Studies

SUBJECT: Comments on Agenda item VI.A Report from the Committee on Academic and Student Affairs

Aloha Chair Kudo, Vice-Chair Moore, Vice-Chair Nahale-a, and the full board. My name is Ty Kāwika Tengan, and I am Associate Professor and Chair of the Department of Ethnic Studies (ES), with a joint appointment in Anthropology. I am a proud graduate of UH Mānoa, as both of my parents are. I wish to comment on Agenda item VI.A Report from the Committee on Academic and Student Affairs, which included discussion of “the process and mechanisms in place for reviewing the effectiveness of academic programs which will be critical given the anticipated fiscal difficulties the university will be facing and the difficult programmatic decisions that may need to be made.” Recognizing that hard decisions need to be made about the future of UH, I would like to point out that “the process and mechanisms” used as the basis for recommending changes is very unclear. I ask that the BOR ensure that the process moving forward is transparent, fair, and conducted with full and meaningful involvement of all affected parties. I also ask that social justice be held up as a core organizing principle informing all decision making.

Last Friday, my ES colleagues and I were shocked to see and “option...to stop-out” ES in the initial recommendations released by the Mānoa Budget Team (MBT), especially as we were not included on the list of “small programs” posted on the UH Mānoa Planning for Post-Pandemic Hawai‘i website. This prompted us to organize our supporters to submit testimonies for today’s meeting. Fortunately, Provost Michael Bruno responded to our concerns earlier this week and worked with the MBT to remove the stop-out language; they also clarified that their recommendation to consider partnering with Interdisciplinary Studies was meant to support us. Yet with all due respect to the MBT, we are still concerned that an option to stop-out was recommended at all, and that the process used to arrive at it remains opaque. This concern applies to all units that have potentially or actually been slated for stop-out, such as Theatre and Dance. I am encouraged by steps the Provost has taken to address some of the confusion, and I support his and the MBT’s ongoing efforts there. Today I ask that the BOR please take additional steps to make public the “process and mechanisms for reviewing” programs, and to ensure they are transparent, fair, and inclusive of meaningful input from faculty, staff, students, and community members.

I urge the Committee on Academic and Student Affairs, as it amends its Work Plan, to center social justice as a guiding principle in all decision making. This is a call to respect the rights of and empower all peoples, particularly those most discriminated against because of their ethnicity, race, Indigeneity, gender, sexuality, or disability (to name only a few categories). By this standard, many of the programs that have been targeted either for stop-out or even for partnerships have been very effective at serving our state’s most vulnerable populations. In our case, Ethnic Studies connects students with community members through service learning projects at Native Hawaiian sacred spaces such as Kaho‘olawe, labor organizations like Local 5, and public housing areas including Pālolo Homes. The makeup of our majors also testifies to our focus on those who most need support on campus. The top four ethnicities of our students—Hawaiian, Filipino, Latinx, and Black—are the most underrepresented at Mānoa based upon their enrollment in the public schools, especially Native Hawaiians and Filipino Americans who together are almost one half of K-12 students. Indigenous and ethnic minority students are drawn to Ethnic Studies because they find a comfortable and encouraging place to learn about and share their histories, cultures, and contributions to Hawai‘i and the world. Many of the testimonies that have been sent in for today’s meeting tell this very story. Rather than using numbers alone to measure our (or any other) program’s effectiveness, I ask the committee to consider the ways that each program contributes to making Hawai‘i a more just and inclusive society.

The Department of Ethnic Studies marks its 50th Anniversary this year. Established through struggles in partnership with our Islands' Native Hawaiian and multiethnic communities, ES has maintained its commitment to civic engagement while also expanding its reach in Black studies, Oceanic methods, digital futures, environmental justice, and oral history. Our combined BA and Master's in Education has established new collaborations across colleges and with local high schools. All of this has led our number of majors to jump to 44 this semester, and our recently established online certificate promises to bring a new group of distance learning students to our department. We invite you to join us in the coming weeks and months as we host online talks and discussions that will celebrate our past and reimagine our future. We look forward to another 50 years serving Hawai'i and Oceania. Mahalo for considering this testimony.

--

Ty P. Kāwika Tengan

Associate Professor, Departments of Ethnic Studies and Anthropology

Chair, Department of Ethnic Studies

Program Coordinator, M.A. in Applied Cultural Anthropology in Hawai'i, the Pacific, and Asia, Department of Anthropology

Pronouns: he/him/his

University of Hawai'i at Mānoa

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**TenganTestimonyBOR-9-17-20.pdf**

119K



September 17, 2020

MEMORANDUM

TO: Benjamin Asa Kudo, Chair  
Randolph G. Moore, Vice-Chair  
Alapaki Nahale-a, Vice Chair  
Board of Regents

FROM: Ty P. Kāwika Tengan, Chair  
Department of Ethnic Studies

SUBJECT: Comments on Agenda item VI.A Report from the Committee on Academic and Student Affairs

Aloha Chair Kudo, Vice-Chair Moore, Vice-Chair Nahale-a, and the full board. My name is Ty Kāwika Tengan, and I am Associate Professor and Chair of the Department of Ethnic Studies (ES), with a joint appointment in Anthropology. I am a proud graduate of UH Mānoa, as both of my parents are. I wish to comment on Agenda item VI.A Report from the Committee on Academic and Student Affairs, which included discussion of “the process and mechanisms in place for reviewing the effectiveness of academic programs which will be critical given the anticipated fiscal difficulties the university will be facing and the difficult programmatic decisions that may need to be made.” Recognizing that hard decisions need to be made about the future of UH, I would like to point out that “the process and mechanisms” used as the basis for recommending changes is very unclear. I ask that the BOR ensure that the process moving forward is transparent, fair, and conducted with full and meaningful involvement of all affected parties. I also ask that social justice be held up as a core organizing principle informing all decision making.

Last Friday, my ES colleagues and I were shocked to see and “option...to stop-out” ES in the initial recommendations released by the Mānoa Budget Team (MBT), especially as we were *not* included on the list of “small programs” posted on the UH Mānoa Planning for Post-Pandemic Hawai‘i website. This prompted us to organize our supporters to submit testimonies for today’s meeting. Fortunately, Provost Michael Bruno responded to our concerns earlier this week and worked with the MBT to remove the stop-out language; they also clarified that their recommendation to consider partnering with Interdisciplinary Studies was meant to support us. Yet with all due respect to the MBT, we are still concerned that an option to stop-out was recommended at all, and that the process used to arrive at it remains opaque. This concern applies to all units that have potentially or actually been slated for stop-out, such as Theatre and Dance. I am encouraged by steps the Provost has taken to address some of the confusion, and I support his and the MBT’s ongoing efforts there. Today I ask that the BOR please take additional steps to make public the “process and mechanisms for reviewing” programs, and to ensure they are transparent, fair, and inclusive of meaningful input from faculty, staff, students, and community members.

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Honolulu, Hawai‘i 96822-2287  
Telephone: (808) 956-8086  
Fax: (808) 956-9494  
ethnicstudies.manoa.hawaii.edu

I urge the Committee on Academic and Student Affairs, as it amends its Work Plan, to center social justice as a guiding principle in all decision making. This is a call to respect the rights of and empower all peoples, particularly those most discriminated against because of their ethnicity, race, Indigeneity, gender, sexuality, or disability (to name only a few categories). By this standard, many of the programs that have been targeted either for stop-out or even for partnerships have been *very* effective at serving our state's most vulnerable populations. In our case, Ethnic Studies connects students with community members through service learning projects at Native Hawaiian sacred spaces such as Kaho'olawe, labor organizations like Local 5, and public housing areas including Pālolo Homes. The makeup of our majors also testifies to our focus on those who most need support on campus. The top four ethnicities of our students—Hawaiian, Filipino, Latinx, and Black—are the most underrepresented at Mānoa based upon their enrollment in the public schools, especially Native Hawaiians and Filipino Americans who together are almost one half of K-12 students. Indigenous and ethnic minority students are drawn to Ethnic Studies because they find a comfortable and encouraging place to learn about and share their histories, cultures, and contributions to Hawai'i and the world. Many of the testimonies that have been sent in for today's meeting tell this very story. Rather than using numbers alone to measure our (or any other) program's effectiveness, I ask the committee to consider the ways that each program contributes to making Hawai'i a more just and inclusive society.

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## Oral Testimony Follow-up

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**Jane Traynor** <jtraynor@hawaii.edu>

Thu, Sep 17, 2020 at 10:43 AM

To: David Lassner <david.lassner@hawaii.edu>, David Lassner <david@hawaii.edu>

Cc: Michael Bruno <mbruno2@hawaii.edu>, covid19@hawaii.edu, bor.testimony@hawaii.edu, Peter Arnade <parnade@hawaii.edu>, Thomas Brislin <tbrislin@hawaii.edu>, Kimi Kondo-Brown <kondo@hawaii.edu>, Julie Iezzi <iezzi@hawaii.edu>, Elizabeth Fisher <efisher@hawaii.edu>, Markus Wessendorf <wessendo@hawaii.edu>

Dear President, Provost, and Board Members,

As recommended on the BOR website, I am submitting an (expanded) written version of the oral testimony that I made at the BOR meeting this morning. Please find my letter objecting the proposed changes to the Theatre & Dance program attached.

If you have any further questions, please do not hesitate to contact me.

Kind Regards,  
Jane Traynor

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 **T&D Proposed Cuts Opposition Letter - Traynor.pdf**  
70K

September 17, 2020

Dear President, Provost, and Members of the Board of Regents,

My name is Jane Traynor and I am a Canadian international student in the first year of the PhD program in the Department of Theatre & Dance. This is an expanded written version of the testimony that I shared at the BOR meeting on today in which I strongly opposes the proposed stop-out of the Theatre & Dance programs. While I will be primarily addressing the merits of the PhD program specifically, I would like to make clear that these merits are founded on the overall strength and diversity of the department as is. Therefore, I strongly resist all the proposed cuts to the Department of Theatre & Dance as a whole.

To dissolve the PhD program in the Department of Theatre & Dance at the University of Hawai'i at Mānoa would be a huge mistake and to the detriment to all of the work that this institution has done to increase diversity in a historically white, Western canon dominant discipline. As a visible minority myself, I have long struggled to find myself and my interests represented within theatre departments and performance troupes. Actors, faculty, and even stage crew did not look like me, nor was any effort made to respect Asiatic traditions as representative of contemporary theatre at all. The program at UHM is different. It refuses to exclude, exoticize, and "other" Asian theatre as something separate from just "theatre." Rather, it creates bridges and opportunities for these theatres to be explored and engaged with in the same way that one might engage with Beckett or Shakespeare or Kushner – on the stage and in the community. Furthermore, the student population, particularly the graduate students, is one of the more visibly diverse communities that I have seen within theatre studies. I believe that this is a testament to the inclusive environment this department has fostered and the value of that in and of itself should not be overlooked in this review process.

For those looking to study Asian theatre at the graduate or even undergraduate level, the opportunities are few and far between. Area studies departments typically do not engage with Asian drama beyond the texts; meanwhile the vast majority of theatre departments often relegate Asian theatre to the designation of "world theatre" which inherently segregates it in both time and space from the contemporary performance scope. The UHM program is the only program in North America that facilitates a dual education in both practical non-Western theatre training and in-depth theoretical analysis and research of Asian performance traditions.

The training offered at the UHM Theatre & Dance department is priceless and I mean this in the most literal sense of the word. The University of Hawai'i at Mānoa was my first choice and I turned down an objectively better recruitment offer with more substantial, long-term financial stability at another university in order to come here. I could not gauge the value of this opportunity in financial terms alone. I left behind my entire support system and, with little prospect of extended economic security, came to UHM as an international student, despite the noticeably decreased hospitality towards foreigners in the U.S. these days. I made these difficult choices in hopes of receiving the top-quality education necessary for me to return home to act as a leader in the industry, so that I might push it towards greater inclusiveness, like the community here in Hawai'i. However, I cannot do this alone; if the stop-out proceeds as planned, I will inevitably be left the last of a cohort.



I do not want to be one of the last students to come through this program. Both the performance and academic communities in Honolulu and the State deserve more. Asian theatre has a deep tradition of oral transmission of embodied cultural heritage. To deny the current faculty the ability to take on students who wish to become teachers themselves will inevitably snuff out all access to these performing arts in the Western world for the foreseeable future. If this is not a tone-deaf move by a university administration that claims sensitivity in a socially turbulent time, then I don't know what is.

Furthermore, I would like to draw attention to the fact that the document of proposed cuts to the CALL faculty suggested major changes accordance with an external review. However, the review information that was made available to us was sparse, vague, and particularly lacking in quantitative and verifiable qualitative data. The quantitative data that was referenced seems to be insufficient in scope, as it only looks as far as 2014. As a result, it does not take into consideration the recent trends of enrollment and program completion the department has seen in the past six years. Furthermore, the qualitative claims such as "completion rates have been largely marginal" that should be backed with concrete, numerical data are left unsupported. It is incredibly unfortunate to see that the university does not hold its internal documentation to the same academic standards as the research that it produces. As a result, this raises concerns regarding the possible misrepresentation of information in order to serve the agenda of some unknown stakeholder rather than the community's best interests. It is unclear how the information provided in the review of the Theatre & Dance was translated into the notion that stop-outs of degree programs are necessary. If the cuts are to be pursued, I would hope that stronger evidence would be provided in order to justify the changes.

I hope the University seriously considers all of the potential ramifications before proceeding with their proposed actions and takes this opportunity to reimagine itself as a more inclusive, culturally sensitive place of learning that can emerge as an institutional leader in this time of change.

Sincerely,

Jane Traynor



## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Kristiana Villanueva

Kristiana Villanueva <noreply@jotform.com>

Thu, Sep 17, 2020 at 3:49 AM

Reply-To: villakcl@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Kristiana Villanueva
Email	<a href="mailto:villakcl@gmail.com">villakcl@gmail.com</a>
UHM Affiliation	Supporter
Phone Number	(808) 3863952
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the

Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai'i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

Additionally, the creation and existence of this program is a guiding point for other universities and communities. It paves the way for other programs to possibly create their own PH language programs and set a precedence that it is possible and is beneficial.

Signature





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## Regarding the UH Dance & Theatre Program

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**Amy Redmond Waran** <info@flyingcolorsdance.com>

Thu, Sep 17, 2020 at 8:16 AM

To: david.lassner@hawaii.edu

Cc: mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, wessendo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu

To whom it may concern,

I am an alumni of the UH Dance graduate degree program. I began my graduate studies in 2005 and graduated with an MFA in Dance - choreography and performance, in 2008. I'm writing in support of the dance and theatre department.

I don't feel that I need to go on ad nauseum about the obvious reasons you should not make cuts to the unique and diverse UH Dance and Theatre department. You know it's value and you KNOW how unique it is compared to other university programs. You know that education in the arts is more important now than ever before. Especially a program as rich in culture and diversity as the arts programs in Hawaii. Students CANNOT find an education as ethnically rich as Hawaii's on the mainland. Period. You know this.

What I want to know is why you are not making any cuts to your sports programs? And don't tell me it is because those programs bring in money from ticket sales. Last I checked, performing arts ALSO brings in money from ticket sales. This may not be relevant now with COVID in play. Will you be selling tickets for sports events right now? No. Eventually, things will go back to normal and people will be lining up to attend performing arts events again. But who will perform for a paying audience if there isn't a program to educate those future performers? A small dance department is not costly to maintain, but the UH Dance program puts on several shows a year that people from outside the university pay to see. By comparison, several of your sports programs are costly to maintain. Personally I am so tired of people in power undervaluing the arts when they consume art on a daily basis. Daily, more people consume some form of art then they do participating in, or observing sports. Not only that, the arts teaches us about diversity, culture and history. What is more important in an educational environment? The arts or sports? I think the answer is obvious.

On a more personal note, without the outstanding education I received from the UH Dance Department, I would not be the teacher and entrepreneur I am today. Before making assumptions about the ability of dance and theatre majors to be successful after obtaining a degree in the arts, you should take a much closer look at your alumni. Nearly everyone I graduated with are currently making a huge difference in their communities, and are extremely successful, productive individuals.

Stop undervaluing the arts. We need these programs more than ever.

--

Amy Redmond Waran

Owner/Artistic Director  
Flying Colors Dance & Fitness

[www.flyingcolorsdance.com](http://www.flyingcolorsdance.com)  
831-313-2302

LIKE US ON FACEBOOK:  
<https://www.facebook.com/flyingcolorsdanceandfitness>

Check us out on Instagram:  
<https://www.instagram.com/flyingcolorsdance/>



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Rosanna Alegado

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Rosanna Alegado <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:41 PM

Reply-To: rosie.alegado@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Rosanna Alegado
Email	<a href="mailto:rosie.alegado@gmail.com">rosie.alegado@gmail.com</a>
UHM Affiliation	Faculty
Phone Number	(808) 8240929
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

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Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the

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Additional Comments

Philippine languages play serve a critical function during this pandemic, particularly in aiding with health outreach to communities that have been extraordinarily affected by COVID-19. It is unconscionable that these programs, which make the University of Hawai'i unique in the nation as well as the Asia-Pacific region, would be targeted for cuts. This is not an action that is in service to the people of Hawai'i.

Signature







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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Noelani Arista

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Noelani Arista <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:01 PM

Reply-To: noelani.arista@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Noelani Arista
Email	<a href="mailto:noelani.arista@hawaii.edu">noelani.arista@hawaii.edu</a>
UHM Affiliation	Faculty
Phone Number	(808) 2243424
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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#### Additional Comments

Ku'u aloha i nā po'e aloha mau i ka 'āina e aloha,  
I am writing to express my opposition to the proposal to cut the Philippine Language and Literature program. 'O Noelani Arista ko'u inoa, no Honolulu mai au. I am an Associate Professor of Hawaiian and U.S. History in the Department of History at UHM. Today, I attended a department meeting which Dean Arnade visited. He communicated to us that the determination to cut this program was based upon outdated statistics and information, and indicated that he would fight the proposal to eliminate this important program. It is with great trepidation that many of us are standing by and witnessing the dismantling of the Humanities at the University of Hawai'i, even as it persists in supporting the

expansion of programs that extend the colonizing powers of the U.S. government on Hawaiian soil, giving mana to programs funded by the U.S. military under the guise of science.

Filipino students make up 10% of the UH population, whereas Filipino people make up the second largest racial population statewide: 342,095 according to the last census, even exceeding the population of people of Japanese ancestry.

UH is the only program in the U.S. that offers Ilocano language, and the largest program in the U.S. focusing on Philippines language and literature. As we are located in the Pacific, our close proximity to the Philippines makes us the first stop for diasporic peoples seeking entry to the U.S. and this program is vital to elevating the study of Filipino knowledge in the world.

As an Americanist whose expertise is the U.S. and Hawai'i, I am often contacted by historians who ask me for recommendations about where they can obtain language training, or locate translators to help with fieldwork and archival work in the Philippines and Hawai'i. By way of example, I conducted research for Chris Capozzola, a History Professor at MIT on his recently published book, "Bound by War: How the U.S. and the Philippines Built America's First Pacific Century."

To lose the Philippine Languages and Literature Program at UH will be a loss to scholars in the U.S. seeking to understand America's colonial and Imperial past and possible futures. Even now, while Hawaiian Language and Studies seems to have the tacit support of this administration, it too is the only place in the world that offers a comprehensive course in Hawaiian language and culture, so too with Ilocano, Hawai'i is the only place where one can pursue the study of Ilocano language and culture in the U.S. I would ask that you reconsider your recommendation to eliminate the Philippine Languages and Literature Program and the general defunding of the Arts & Humanities currently proposed at UH Mānoa.

‘O au me ka ‘o ia’i’o,

Noelani Arista

Assistant Professor

Department of History

Signature



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Robert B. Beñas

Robert B. Beñas <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:28 PM

Reply-To: rbrtbs@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Robert B. Beñas
Email	<a href="mailto:rbrtbs@gmail.com">rbrtbs@gmail.com</a>
UHM Affiliation	Supporter
Phone Number	(+63) 9262646685
Date	09-17-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

I firmly support this petition as I believe in its endeavor.

Signature



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Francis Camuso

---

Francis Camuso <noreply@jotform.com>

Wed, Sep 16, 2020 at 4:33 PM

Reply-To: fmcamuso@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislín@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Francis Camuso
Email	<a href="mailto:fmcamuso@hawaii.edu">fmcamuso@hawaii.edu</a>
UHM Affiliation	Student
Phone Number	(831) 8404256
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

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Additional Comments

Cutting the Philipino language and literature programs is an act of colonial violence, which will knowingly harm the personal needs of the Philipino community here on the land.

Signature





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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Deborah Dimaya

---

Deborah Dimaya <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:07 PM

Reply-To: debmanog@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Deborah Dimaya
Email	<a href="mailto:debmanog@hawaii.edu">debmanog@hawaii.edu</a>
UHM Affiliation	Staff
Phone Number	(808) 3980367
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
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Additional Comments

The Ilokano Language & Literature Program has opened so many doors for me and allowed for amazing opportunities with my career as in communications and as a journalist. Please keep the bachelor’s program.

Signature







## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Richard Forster

Richard Forster <noreply@jotform.com>

Wed, Sep 16, 2020 at 6:32 PM

Reply-To: forster@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu



### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Richard Forster
Email	<a href="mailto:forster@hawaii.edu">forster@hawaii.edu</a>
UHM Affiliation	Alumni
Phone Number	(808) 7831498
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
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Additional Comments

Aloha President Lassner,

Please reconsider making cuts to UH Manoa's IPLL Department. So many of UH Manoa's academic programs depend on the language and literature training that the IPLL department offers, even and perhaps especially in low enrollment languages that are rarely offered elsewhere in the US. While making cuts to IPLL might seem like an "efficient" means of meeting budgetary challenges during the current crisis, the true cost to UH Manoa will be felt in the crippling of a wide range of departments, who will either simply not attract high quality students or will not be able to offer them the training they need.

You, and other administrators, are highly paid because we expect you to find creative solutions that maintain and enhance the University's faculties to produce excellent research and train the next generation of researchers. If you fail in this regard, perhaps your salaries and benefits should be cut before we jettison entire programs?

Sincerely,  
Richard Forster Alumnus

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Ashley Galacgac

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Ashley Galacgac <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:18 PM

Reply-To: ashlemg@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Ashley Galacgac
Email	<a href="mailto:ashlemg@hawaii.edu">ashlemg@hawaii.edu</a>
UHM Affiliation	Staff
Phone Number	(808) 349-2547
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
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#### Additional Comments

I understand that with the reality of COVID, financial choices are difficult. I ask that leadership see that the burden of the cost cutting measures are not applied evenly. Cuts to programs like ILLP are detrimental to the well-being of the UH community on an off campus. The majority of the proposed cuts have the most faculty and students who are disadvantaged minorities and women.

ILLP professors and students have valuable knowledge and perspectives. The BA Bachelor of Arts in Philippine Language and Culture degree allows the scholarship to grow and impact more students over the years. The Ilokano Program inspires young Ilokanos searching for their history and language to claim their identity.

Institutional support of this program protects the progress made to also last after the pandemic. ILLP nurtures young leaders through the Timpuyog Organization encouraging a sense of purpose that extends beyond UHM.

ILLP serves as a path and guiding post for other Filipino students to connect with the university and functions as a pipeline that began in middle and high school. Once these students come to the university, ILLP faculty and students integrate community engagement to apply their language and cultural skills.

At the heart of my undergraduate experience at the University of Hawaii at Manoa (UHM) was the ILLP Department. Complemented with my training in Ethnic Studies and Educational Foundations, Ilokano language and pedagogy continues to inform the community work and vocation. For the past three and a half years, I worked with Waipahu High School students. As a part of a UHM program, I focused on equitable college access for low-income, often first-generation college students.

When completing the FAFSA with parents and guardians, my Ilokano skills were vital in explaining the extensive college process.

I am proud that these students have started their first year of college this semester and many chose UHM. During their academic planning sessions, I shared about programs like ILLP with my students, so they knew of exemplary support systems that would be vital in their retention and completion of their degree.

ILLP gave me meaningful relationships with colleagues and faculty who have provided the guidance in my academic, personal, and career goals. My Ilokano professor asked me to present at Dap-Ayan, a colloquium to highlight senior projects of ILLP students the semester I was about to graduate. It was incredible to see ILLP students majoring in Biology, Linguistics, Social Work, and Ethnic Studies. In a room filled with high school students and college students from Ilokano language courses, there was a commitment to using our language and making connections to better serve our community.

Inspired from my experience in the Ilokano Program, I pursued graduate studies at the Educational Foundations, College of Education at UHM. My research focused on students of Philippine ancestry who were transformed in learning about their languages and cultures in higher education at UH.

Protecting and securing the longevity of the ILLP Department will continue the generative cycle of students from the community entering UH, learning within its walls, and returning to the community. UH can be part of continuing this important work in educating the future generation of Hawaii.

Signature



You can [edit this submission](#) and [view all your submissions](#) easily.



## testimony for BOR 9.17.20 meeting

---

**Frederick Reppun** <freppun@hawaii.edu>

Wed, Sep 16, 2020 at 5:25 PM

To: bor.testimony@hawaii.edu

Cc: esdept@hawaii.edu, efisher@hawaii.edu, luhp@hawaii.edu, wsdept@hawaii.edu, ttengan@hawaii.edu

Please accept my testimony against the proposed cuts and reorganization of the Ethnic Studies, Women's Studies, and Theater and Dance programs.

Mahalo,  
Fred

--

Frederick Reppun  
Education Coordinator  
He'eia National Estuarine Research Reserve  
[freppun@hawaii.edu](mailto:freppun@hawaii.edu)  
(808) 779-9411

---

 **Reppun\_BORtestimony\_09.17.2020.pdf**  
236K

September 9, 2020

To:  
UHM Board of Regents

CC:  
UHM Ethnic Studies Chair, T.P. Kāwika Tengan  
UHM Women's Studies Chair, L. Ayu Saraswati  
UHM Associate Chair of Dance, Betsy Fisher

I am writing to question the Board of Regents' draft proposal to cut and reorganize programs. I am currently on the faculty of the Hawai'i Institute of Marine Biology, within SOEST. I noted that few, if any, cuts were proposed for SOEST—which I appreciate. However, damaging reorganizations and cuts were proposed for Ethnic Studies, Women's Studies, and Theater and Dance, among other programs. My career in the natural sciences was directly positively influenced by each of the programs named. The Ethnic Studies program, for example, through its connections to social movements in Waiāhole-Waikane shares the success of the preservation of land for traditional, smallholder agriculture—land which my family farms and lives on. My mother was among the first class of Women's Studies majors, and went on to earn an MA in Dance. Her work as a music and dance teacher in O'ahu's rural public schools nurtured the creativity and systems-thinking of many future scientists and engineers—it certainly influenced mine.

Given the inherent value of these programs, as well as the interrelated nature of all subjects, the process of improving efficiency will require the input of all faculty and a broad set of stakeholders. I ask that the draft proposal be withdrawn, and that a transparent and inclusive process for decision-making be spelled out. Any proposals should explicitly state how proposed actions will result in cost savings, and how impacts to underrepresented groups in academia will be remedied.

Thank you for considering my testimony.



Frederick Reppun, M.S.

Education Coordinator, He'eia National Estuarine Research Reserve





## In Support of the Philippine Languages & Literatures Program at UH Mānoa - Catherine Ritti

Catherine Ritti <noreply@jotform.com>

Wed, Sep 16, 2020 at 5:02 PM

Reply-To: cathweine.ritti@gmail.com

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknotson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

Name	Catherine Ritti
Email	<a href="mailto:cathweine.ritti@gmail.com">cathweine.ritti@gmail.com</a>
UHM Affiliation	Community Member
Date	09-16-2020
Letter Heading	To: UHM President, David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown

and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31 courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai‘i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Additional Comments

As a public school educator who sees the impact that failing to cultivate our students’ heritage languages has on their literacy development and overall well-being, I am so disappointed and angry that UH is not stepping up to support these programs. Filipinos are grossly underrepresented at UH. This decision is not going to help solve that problem. Please do not cut these programs.

Signature



**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Kehau Abiva** <noreply@jotform.com>

Thu, Sep 17, 2020 at 9:56 AM

Reply-To: kehaulanikimokeo@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Kehau Abiva  
 Email [kehaulanikimokeo@gmail.com](mailto:kehaulanikimokeo@gmail.com)  
 Phone Number (808) 3924674  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
 Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I am a graduate from the UH dance program- it provides me countless job opportunities immediately upon graduation. It has brought so much joy to my life.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the

continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Kehaulani Abiva

I am a UH Manoa:

Alumni

Address

City: [322 Hanakoa st](#)  
State / Province: Honolulu HI  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Holly Cano** <noreply@jotform.com>

Thu, Sep 17, 2020 at 6:31 AM

Reply-To: hcano0966@yahoo.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Holly Cano  
 Email [hcano0966@yahoo.com](mailto:hcano0966@yahoo.com)  
 Phone Number (650) 4403389  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

Although I understand your reasons for thinking that making cuts to certain classes is necessary, I'm gonna have to strongly disagree as every class is just as important as the next. Why? Because. Every student is just as important stage next and not every student has the same interests.

Letter Body: Proposals to cut these programs identify "small size" as

the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the

helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Holly Cano

I am a UH Manoa:

Supporter

Address

City: Kaneohe  
State / Province: Hawai'i  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.





KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Brook Costello <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:28 PM

Reply-To: brookcostello@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name: Brook Costello
Email: brookcostello@gmail.com
Phone Number: (650) 4650182
Date: 09-17-2020
Letter Heading: To: UHM President David Lassner

CC: UHM Provost, Michael Bruno
The Board of Regents
Dean of CALL, Peter Arnade
Associate Dean of CALL, Tom Brislin
Associate Dean of CALL, Kimi Kondo-Brown
Associate Chair of Theatre, Julie Iezzi
Associate Chair of Dance, Betsy Fisher
Chair of Theatre and Dance, Markus Wessendorf
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments: This program saved my life. No where else in the US can student experience the beautiful mix of Eastern and Western theater. To lose this program would be a disservice to your school, community, and the field of theater.

Letter Body: Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks,

however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Brook Costello

I am a UH Manoa:

Alumni

Address

City: San Jose

State / Province: CA

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Peter Rockford Espiritu** <noreply@jotform.com>

Thu, Sep 17, 2020 at 8:20 AM

Reply-To: tau804@mac.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, iezz@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Peter Rockford Espiritu
Email	<a href="mailto:tau804@mac.com">tau804@mac.com</a>
Phone Number	(808) 8241151
Date	09-17-2020
Letter Heading	To: UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
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Please add your additional comments:

As an internationally recognized dancer, teacher and choreographer who continues to create and work globally, I represent a very small group of professional indigenous artists in our global village. As a native Hawaiian who is a benefactor of the University of Hawaii, specifically the Dance department starting at the small but relevant Leeward Community College program in 1982. I am

living proof of the worth of these programs. I myself continue to impact the lives of hundreds of thousands of other lives from Hana to Tokyo, and Alaska to Fiji. I continue to work Wueen Lili'uokalani Trust Arts programing to large corporations like Disney. I am one of thousands of artists who have benefited from the education offered at thw University of Hawaii Dance & Theater progam. I am proud to say as an alumni, UH got me the job that I love and and the life that I live! Malama Pono, Tau

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Peter Rockford Espiritu

I am a UH Manoa:

Alumni

Address

City: [98-267 Hekaha Street](#)

State / Province: Aiea, Hawai'i

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.




---

## KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

---

**Annastasia Fiala-Watkins** <noreply@jotform.com>

Thu, Sep 17, 2020 at 11:04 AM

Reply-To: [alfgapp@gmail.com](mailto:alfgapp@gmail.com)

To: [mhou@hawaii.edu](mailto:mhou@hawaii.edu), [david@hawaii.edu](mailto:david@hawaii.edu), [david.lassner@hawaii.edu](mailto:david.lassner@hawaii.edu), [mbruno2@hawaii.edu](mailto:mbruno2@hawaii.edu), [COVID19@hawaii.edu](mailto:COVID19@hawaii.edu), [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu), [parnade@hawaii.edu](mailto:parnade@hawaii.edu), [tbrisl@hawaii.edu](mailto:tbrisl@hawaii.edu), [kondo@hawaii.edu](mailto:kondo@hawaii.edu), [iezzi@hawaii.edu](mailto:iezzi@hawaii.edu), [efisher@hawaii.edu](mailto:efisher@hawaii.edu), [wessendo@hawaii.edu](mailto:wessendo@hawaii.edu)

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Annastasia Fiala-Watkins  
 Email [alfgapp@gmail.com](mailto:alfgapp@gmail.com)  
 Phone Number (615) 4959080  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

The UH Theatre and Dance Dept does so much and without hesitation. There is so much money wasted by UH Manoa, but it's not in the Theatre and Dance Dept. As a previous UH Manoa Theatre and Dance MFA, I was on campus from sunrise to well past sunset along with many of my colleagues (undergrads and grads). We work harder than any other major. For my three years there, I

can't recall a single day that was less than at least 10hrs of work, usually more, and I would gladly do it again. We also collaborate with other departments. We work with the nursing Dept to help their students learn how to work with ACTUAL people and learn bedside manner. We work with ACM to help their students understand all sides of their creations by working with trained actors and voice actors. I've held workshops with the animation students and actors to help the animators understand and implement emotion, believable behavior, and more into their characters. If you cut the arts you are merely stating that you don't respect us or what we do. If that's what you want to do then fine. Don't ever watch a movie or a play, don't ever dance, don't ever listen to music, or anything related to art. If you can't support us while we are trying to grow and learn, then you don't deserve to enjoy what we create after endless days of hard work. Artists are the ones keeping us all sane during this crazy time (movies, music, TV, Netflix, Hulu, etc). We need your support now more than ever. If you cut from the arts you are telling ME, an alum, that my degree means nothing and that you just took money from me because you could. Don't be another university that makes the mistake of killing so many hopes and dreams by cutting the arts. Make a difference and support us. Show your students you care.

Here is some insight into what theatre and dance has been up to since March from Dr. Lurana Donnels O'Malley.

"The UHM Department of Theatre and Dance has been kicking ASS since March. Transforming dozens of performing arts classes online in the blink of an eye. Design/tech staff partnering with the Medical School to spearhead a mask-sewing effort. Actors partnering with Nursing students to train contact tracers. Faculty taking webinar after webinar about online teaching methods. Faculty/staff developing much-needed Anti-Racism Action Plan for department over summer. Students re-thinking and re-vivifying Late Night. Faculty & staff taking webinar after webinar on strategies for online performance broadcasting. And over the last two weeks, multiple emergency meetings with students, faculty, staff because the University is proposing to cut us. Stellar organizing by students.

But what I really want to say is while this is all going on, our faculty/staff/students are working away to bring you SIX online productions this fall. SIX. That means actors, dancers, choreographers, directors, costume/wigs/makeup designers, scenic and props designers, fight choreographers, puppet builders, lighting designers, stage managers, tech crew, and more. All exploring new technologies, rising to meet challenges with creativity, safety, and hard, hard work.

1. Getting Ready for Eddie! (mini-video series about our future celebration of the life of Eddie Aikau), coming soon
2. Late Night doing a NEW play next week by an undergrad in an experimental online platform: I'm Leaving You My Feet
3. Virtual Dance Performance I, a showcase of student choreography, coming in October
4. My contribution: working with a terrific team for Flowers of Hawai'i, a major play by Hawai'i writer Lee Cataluna
5. ANOTHER original student play through Late Night: When We Were Young



6. ANOTHER original production of a student work: I'm Lot Lane (a solo effort) explores Hawaii's 1895 uprising, in December  
That's just the Fall semester, folks."

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

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It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive

**Management's inflated salaries.**

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Annastasia Fiala-Watkins

I am a UH Manoa:

Alumni

Address

City: Franklin

State / Province: TN

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Adele Furukawa** <noreply@jotform.com>

Thu, Sep 17, 2020 at 6:33 AM

Reply-To: ahfurukawa@yahoo.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzis@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Adele Furukawa  
 Email [ahfurukawa@yahoo.com](mailto:ahfurukawa@yahoo.com)  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
 Chair of Theatre and Dance, Markus Wessendorf  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

My daughter is currently a high school senior in Hawaii and has been training in dance for the past 12 years. It is very disheartening to learn that the dance degrees at UH may be eliminated. Covid-19 has understandably changed the outlook for the University but the dance program will evolve as well. Inevitably, it will adapt to accommodate new challenges brought on by Covid and incorporate digital means to showcase the Arts while social distancing guidelines are in place. Performing Arts

are very much alive and will continue to be a vital part of society. Even though your focus may be to graduate more students with health and STEM degrees, you cannot ignore the importance of the Arts as part of everyday life for ALL. Please do continue to offer major degrees in the Arts to produce professionals who can satisfy society's need. Amidst current challenges in the community and world, we still need the Arts to provide some relief, some enjoyment that is necessary in life.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

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Signature



You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Karyl Garland** <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:40 PM

Reply-To: karyl8@hawaii.edu

To: mhoul@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Karyl Garland
Email	<a href="mailto:karyl8@hawaii.edu">karyl8@hawaii.edu</a>
Phone Number	(808) 3495046
Date	09-17-2020
Letter Heading	To: UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

The following exist as our University of Hawai'i Mission Statement and Vision, both of which directly speak to the importance and history of these islands in that they honor expression through languages of all kinds including, especially in Hawaii, dance. "We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform

our islands and the world."

## UNIVERSITY OF HAWAI'I AT MĀNOA MISSION

E ho'omālamalama i kō mālama.

Cultivating the potential within each member of our community.

Located in the most diverse community and environment in the world, the University of Hawai'i at Mānoa is a globally recognized center of learning and research with a kuleana to serve the people of Hawai'i, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.

## VISION

Ka lamakū o ke aloha 'āina

Leading light of aloha 'āina for Hawai'i and the world.

We will be locally and globally recognized as a premier student-centered, Carnegie Research 1, community-serving university grounded in a Hawaiian place of learning that summons our rich knowledge systems to help mālama Hawai'i and the world for future generations.

If you are not committed as our UH Board of Regents, our Chancellor, and our Provost to "grounded in a Hawaiian place of learning that summons our rich knowledge systems to help mālama Hawai'i and the world for future generations" as is stated in our collective Vision for the University of Hawai'i, then you'll need to revise both our statements of Mission and Vision because your actions in cutting any element of arts, especially dance, would make these statements untruths and devastating for the students we serve.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Karyl Garland

I am a UH Manoa:

Faculty Member

Address

City: [564C Hahaione Street](#)

State / Province: Hawaii

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.








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## KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

---

**Nakea Hanohano** <noreply@jotform.com>

Thu, Sep 17, 2020 at 11:29 AM

Reply-To: [nakeahano@gmail.com](mailto:nakeahano@gmail.com)

To: [mhou@hawaii.edu](mailto:mhou@hawaii.edu), [david@hawaii.edu](mailto:david@hawaii.edu), [david.lassner@hawaii.edu](mailto:david.lassner@hawaii.edu), [mbruno2@hawaii.edu](mailto:mbruno2@hawaii.edu), [COVID19@hawaii.edu](mailto:COVID19@hawaii.edu), [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu), [parnade@hawaii.edu](mailto:parnade@hawaii.edu), [tbrisl@hawaii.edu](mailto:tbrisl@hawaii.edu), [kondo@hawaii.edu](mailto:kondo@hawaii.edu), [iezzi@hawaii.edu](mailto:iezzi@hawaii.edu), [efisher@hawaii.edu](mailto:efisher@hawaii.edu), [wessendo@hawaii.edu](mailto:wessendo@hawaii.edu)



### KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Name	Nakea Hanohano
Email	<a href="mailto:nakeahano@gmail.com">nakeahano@gmail.com</a>
Phone Number	(808) 7457126
Date	09-17-2020
Letter Heading	To: UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
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Please add your additional comments:

Do not strip these kids of their careers and passions for dance/theatre due to uncontrollable factors driven by COVID-19. There must be alternative choices that can be made to preserve these programs and opportunities for its students. This is a time we need to work together and make the necessary sacrifices to ensure the well being of

all people, communities, schools, programs etc. Big or small. Get off your high horse.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Nakea Hanohano

I am a UH Manoa:

Community Member

Address

City: [45422 Meakaua st](#)  
State / Province: Hi  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.




---

## KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

---

**Nicholas Harrington** <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:24 PM

Reply-To: nharringtonx@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Nicholas Harrington  
 Email [nharringtonx@gmail.com](mailto:nharringtonx@gmail.com)  
 Phone Number (808) 226-8597  
 Date 09-16-2020  
 Letter Heading To:  
 UHM President David President Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
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Please add your additional comments:

I am speaking as someone who is a...  
 -Windward Community College graduate  
 -Patron of UHM Theatre and Dance  
 -Theatre Professional who has worked with UHM Theatre and Dance graduates

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks,

however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Nicholas Harrington

I am a UH Manoa:

Supporter

Address

City: Honolulu

State / Province: HI

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Nate Hodges** <noreply@jotform.com>

Thu, Sep 17, 2020 at 8:29 AM

Reply-To: nhodges@unr.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Nate Hodges
Email	<a href="mailto:nhodges@unr.edu">nhodges@unr.edu</a>
Phone Number	(949) 6339772
Date	09-17-2020
Letter Heading	To: UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I am an Assistant Teaching Professor of Dance at the University of Nevada, Reno. I urge you NOT to cut the UH dance programs. The dance program is renowned nationally and serves as a unique pedagogical perspective with and for the dance community in America. Eliminating the UH dance degree options destroys a cultural pipeline to the world.



As a professor at a WUE school, my dance program could potential benefit from gaining students who would otherwise choose your university, and yet I still strongly oppose the action of cutting your dance program. The performing arts are an investment with value beyond economic trends. Embodied knowledge is not a vanity or a hobby or a frivolous pursuit. It is a rigorous, academic discipline. It is short-sighted and reprehensible that these cuts are even being considered.

As a professor at a state university, and from a state that also receives a significant amount of its budget from tourism and entertainment, I understand the incredible fiscal impact the university is experiencing. However, dance's academic offerings impact and enrich our communities, regions, and nation; reinforces and explores the heart and humanity within other academic fields; and establishes your commitment to equity to all fields of academic study even ones that focus on the body. Your in-state students need dance as an academic option at UH. A strong dance and performing arts profile is a hallmark of a premier state university and conversely, the absence of dance degree options at UH will reflect poorly.

Sincerely,  
Nate Hodges  
Assistant Teaching Professor - Dance  
University of Nevada, Reno

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in

conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

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I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Nate Hodges

Address

City: [766 West St.](#)  
State / Province: Reno, NV  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Paul Maley** <noreply@jotform.com>

Thu, Sep 17, 2020 at 10:00 AM

Reply-To: pmaley@midpac.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzis@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Paul Maley  
 Email [pmaley@midpac.edu](mailto:pmaley@midpac.edu)  
 Phone Number (808) 3499782  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
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Please add your additional comments:

I received my MA in Dance from UH Manoa following a professional career in ballet and modern dance with the Nikolais Dance Theatre, the North Carolina Dance Theatre, and the Atlanta Ballet. I was a lecturer in Dance at UH Manoa for 21 years. I am currently the Dance Program Head at Mid-Pacific Institute. Five of the current full time dance faculty at Mid-Pacific have degrees in

dance from UHM. Many Mid-Pacific graduates have received degrees from the UHM department of Theatre and Dance. The stop/out of dance and theatre degrees will force students to leave Hawaii to receive degrees in these fields. I strongly urge you to reconsider your decision and acknowledge the validity of these degree programs.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

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I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Paul Maley

I am a UH Manoa:

Alumni

Address

City: [47-377 Mapumapu Road Kaneohe](#)  
State / Province: HI  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Amanda Morris** <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:52 PM

Reply-To: surferg007@yahoo.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Amanda Morris
Email	<a href="mailto:surferg007@yahoo.com">surferg007@yahoo.com</a>
Phone Number	(808) 9275527
Date	09-17-2020
Letter Heading	To: UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I am a graduate of the University of Hawaii' Manoa, and minored in dance. The variety of dance classes I a lot of ways saved and made my life possible. I was able to try many different cultures of their forms of dance through the UH dance & theater program.  
It would not be a university without the arts especially

dance. We live in our bodies and expression through dance was life.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

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Signature



Name:

Amanda Morris

I am a UH Manoa:

Alumni

Address

City: Honolulu  
State / Province: HI  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Michele Painter** <noreply@jotform.com>

Thu, Sep 17, 2020 at 12:41 PM

Reply-To: michele1981plie@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name	Michele Painter
Email	<a href="mailto:michele1981plie@gmail.com">michele1981plie@gmail.com</a>
Phone Number	(845) 7989778
Date	09-17-2020
Letter Heading	To: UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

I would like to point out that the Dance program is like no other university Dance program in the United States. Although a small program, it offers a large variety of multi-cultural classes in dance forms, including Hula and traditional Japanese dance to name just a couple. This makes the program extremely unique, as these multi-cultural offerings just cannot be found in other dance

programs around the country. It would be a huge loss to the performing arts community at large if this program were to be cut. Also, the state of Hawaii would no longer have ANY reputable dance programs available if these cuts take place. I am telling you this as a graduate of the M.F.A. Dance program at UHM and as a Dance professional currently living in New York State. I trust that the leadership at UHM would be able to exercise integrity and common sense as they find a budget that works for the school and for the good of all. Thank you.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

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Signature



Name:

Michele Painter

I am a UH Manoa:

Alumni

Address

City: Ellenville

State / Province: New York

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Milan Ragasa** <noreply@jotform.com>

Thu, Sep 17, 2020 at 6:59 AM

Reply-To: milanr@hawaii.edu

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Milan Ragasa  
 Email [milanr@hawaii.edu](mailto:milanr@hawaii.edu)  
 Phone Number (808) 7690111  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
 Associate Chair of Theatre, Julie Iezzi  
 Associate Chair of Dance, Betsy Fisher  
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Please add your additional comments:

As a former student of the UHM dance program, I have been able to make connections with other dancers who have introduced me to Oahu's dance community. Without meeting them, I would probably not have continued dance in a foreign environment. It is crucial for other dancers like me who are new to Oahu.

Letter Body: Proposals to cut these programs identify "small size" as

the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Milan Ragasa

I am a UH Manoa:

Student

Address

City: Honolulu

State / Province: Hawaii

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.****Eve Sanders** <noreply@jotform.com>

Thu, Sep 17, 2020 at 9:03 AM

Reply-To: [evewanders@gmail.com](mailto:evewanders@gmail.com)To: [mhou@hawaii.edu](mailto:mhou@hawaii.edu), [david@hawaii.edu](mailto:david@hawaii.edu), [david.lassner@hawaii.edu](mailto:david.lassner@hawaii.edu), [mbruno2@hawaii.edu](mailto:mbruno2@hawaii.edu), [COVID19@hawaii.edu](mailto:COVID19@hawaii.edu), [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu), [parnade@hawaii.edu](mailto:parnade@hawaii.edu), [tbrisl@hawaii.edu](mailto:tbrisl@hawaii.edu), [kondo@hawaii.edu](mailto:kondo@hawaii.edu), [iezzi@hawaii.edu](mailto:iezzi@hawaii.edu), [efisher@hawaii.edu](mailto:efisher@hawaii.edu), [wessendo@hawaii.edu](mailto:wessendo@hawaii.edu) **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Eve Sanders  
 Email [evewanders@gmail.com](mailto:evewanders@gmail.com)  
 Phone Number (808) 779-7830  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
 Associate Dean of CALL, Kimi Kondo-Brown  
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Please add your additional comments:

My name is Eve Walstrum Sanders. I was a lecturer of ballet for many years at UH at Manoa. I was very taken back that the Theater and Dance programs would possibly be cut. They are such terrific programs. On a personal level, Dance is so important to the students to possibly be professional dancers. Dance so helps students to better understand themselves and use their

imagination through movement. Dance comes from the Heart!

Thank You  
Eve

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these



devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Eve Sanders

I am a UH Manoa:

Alumni

Address

City: Las Vegas  
State / Province: NV  
Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Celeste Staton &lt;noreply@jotform.com&gt;

Thu, Sep 17, 2020 at 6:47 AM

Reply-To: statonc001@hawaii.rr.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrislins@hawaii.edu, kondo@hawaii.edu, iezzzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Celeste Staton

Email [statonc001@hawaii.rr.com](mailto:statonc001@hawaii.rr.com)

Phone Number (8086401358) 8086401358

Date 09-17-2020

Letter Heading To:  
UHM President David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
Dear President Lassner,

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To take the place of the elimination of these degree programs, instead, I urge:

-Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

My son is a dance professional because of this program. It is imperative to continue for our local and exchange students. This is a quality education important to our culture.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much

as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to

survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

Signature



Name:

Celeste Staton

I am a UH Manoa:

Supporter

Address

City: Volcano

State / Province: Hawaii

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.




---

**KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

---

**Lani Winskye** <noreply@jotform.com>

Thu, Sep 17, 2020 at 4:51 AM

Reply-To: lani.winskye@gmail.com

To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, iezzi@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu

 **KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.**

Name Lani Winskye  
 Email [lani.winskye@gmail.com](mailto:lani.winskye@gmail.com)  
 Phone Number (727) 5807587  
 Date 09-17-2020  
 Letter Heading To:  
 UHM President David Lassner

CC:  
 UHM Provost, Michael Bruno  
 The Board of Regents  
 Dean of CALL, Peter Arnade  
 Associate Dean of CALL, Tom Brislin  
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-The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Please add your additional comments:

As an MFA graduate, I urge you to reconsider your push to cut Theatre and Dance programs. UHM's program is culturally diverse both in faculty and offerings, which is so vital in our current world climate of anger and fear. UHM offers Asian-Pacific culture based teaching that can not be found elsewhere. I feel that by suggesting these cuts you are devaluing my degree and those of my colleagues,

and indeed devaluing the name of your University. As a student who lives in both the white and Asian Pacific Islander cultures, I urge you to keep these programs alive. The body of the letter below contains sentiments that I strongly agree with and I hope you will read them with an open mind and take them to heart. There is much more at stake here than just the University's financial stability.

And as one of the graduate students who taught the 100 level courses while at UHM, shame on you for so devaluing my work and that of my professors who prepared me to be able to teach those courses.

Letter Body:

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

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Signature



Name:

Lani Winskye

I am a UH Manoa:

Alumni

Address

City: 514 Siobhan Court

State / Province: FL

Country: United States

You can [edit this submission](#) and [view all your submissions](#) easily.



**LATE TESTIMONY**

Board of Regents <bor@hawaii.edu>

**Please find attached and pasted below my testimony re agenda item VII.A.2.  
"Approval of the Fiscal Year 2021-2022 Supplemental Capital Improvement Project  
Expenditure Plan**

1 message

**Candace Fujikane** <fujikane@hawaii.edu>  
To: bor@hawaii.edu  
Cc: fujikane@hawaii.edu

Wed, Sep 16, 2020 at 11:36 PM

To: The University of Hawai'i Board of Regents

From: Candace Fujikane, Professor of English, and Director of the Undergraduate Program in  
English, University of Hawai'i

RE: Testimony regarding Agenda Item VII.A.2. "Approval of the Fiscal Year 2021-2022  
Supplemental Capital Improvement Project Expenditure Plan"

Date: September 15, 2020

My name is Candace Fujikane, and I am an English professor and the Director of the Undergraduate Program in English. I am testifying today regarding Agenda Item VII.A.2. "Approval of the Fiscal Year 2021-2022 Supplemental Capital Improvement Project Expenditure Plan." I ask you as the Board of Regents to take a leadership role in urging the Hawai'i State Legislature to reallocate monies currently designated for Capital Improvement Projects so that they can be used to protect the integrity of academic departments at the University of Hawai'i.

According to the memo from Jan Gouveia, the State Legislature is pouring money into Capital Improvement Projects at the university at the same time that it is making dramatic cuts to the university's budget. She explains: "The 2019 legislative session yielded the University of Hawai'i one of the strongest Capital Improvement Project appropriations in recent history. A total of \$236 million and \$93 million was appropriated for FY 2020 and FY 2021." Those monies were appropriated in a time before COVID, and now, with the dire financial straits the university finds itself in, this is a tremendous amount of money being spent on capital improvements for FY 2021, \$38 million for parking structure improvements at Mānoa, \$41 million for a Student Success Center, and \$79 million for "Renew, Improve, Modernize (RIM) Projects.

There is something terribly wrong when such capital improvement project monies cannot be used in a flexible manner to maintain the integrity of the university itself. It is demoralizing to see the expenditures on parking lots while vital programs are being gutted. Can the UH Board of Regents and the university take a leadership role in advocating at the State Legislature for a shift of these monies from capital improvements to funding departments in a way that enable them to grow instead of cutting them and the strong foundation of ethics they offer, such as that provided by the Ethnic Studies and Women's Studies Departments?

With the recently proposed and revised recommendations from the Mānoa Budget Committee, we are see the crumbling of the gains made by the civil rights movement precisely at a historical moment when the Black Lives Matter movement is showing us that we need ethnic studies more than ever, and I would venture to say that as for many of you as regents, you would not be in the positions you are in today without Ethnic Studies and Women's Studies.

The Theater and Dance departments have become venues for a flourishing of Kanaka Maoli arts in Hawai'i, not the least of which is the critically acclaimed off-Broadly performance of "Au'a 'ia: Holding On" in New York City and its celebration of Kanaka Maoli knowledges and intellectual and artistic achievements. That theatre production and the work of Professor Haili'ōpua Baker has made the University of Hawai'i the premier university for Indigenous Theatre.

I urge you to speak with the State Legislature about the greater importance of the knowledges produced in the departments under threat rather than the buildings that house them.





**Fujikane BOR testimony 9-16-20.docx**

143K

To: The University of Hawai‘i Board of Regents  
From: Candace Fujikane, Professor of English, and Director of the Undergraduate Program in English, University of Hawai‘i  
RE: Testimony regarding Agenda Item VII., A., 2. “Approval of the Fiscal Year 2021-2022 Supplemental Capital Improvement Project Expenditure Plan.”  
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I urge you to speak with the State Legislature about the greater importance of the knowledges produced in the departments under threat rather than the buildings that house them.

**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) \***

Cristina Bacchilega

**Your Organization (optional)**

English UHM

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

cbacchi@hawaii.edu

**Board of Regents Agenda Item (required) \***

OTHER

**OTHER (Please describe) \***

VI.A. and VI.B

**Your Position (required) \***

Comments Only

**Your Testimony/Comments**

see attached

**Your Testimony (pdf or word)**

[testimony 9-17-20 Bacchilega.pdf](#) (23.7 kB)

## Actions

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Aloha Regents,

As a recently retired full professor who received the BOR Teaching Award as well as Guggenheim and Fulbright extramural awards and who served as Department Chair and Graduate Director for many years, i write to the Board asking you to seriously consider what cutting programs at UHM means when the President, the Provost and other high-level administrators are NOT even proposing to take any pay cuts. What does this say about the university's commitment to the people of Hawai'i? About the value of higher education in the state? About the responsibility UH has to its students? We are ALL aware of how dire the crisis is--and we must take measures to address it; it is an economic crisis but also an opportunity to show how education is a mission, not a business, that we ALL take seriously. Asserting there are fewer administrators and therefore things are fine in that department is a complacent and inadequate response that eschews the central administration's responsibilities. When this response goes hand in hand with attacks on programs that have made an academic place for women's issues and ethnic cultures or nurture embodied creativity and culture (i.e., dance and languages), things really do not look good for our institution in the public eye. True, the administration's committees seem to listen when faculty and community members protest the projected cuts, but what does that say about the criteria used to make the decisions in the first place? And why get to this point when consultation with faculty could provide a more just and honest process? I hope you ask the President and his entourage **hard questions and demand just actions** as UHM faculty, students, prospective students, families, and non-academic communities deserve better. Thank you

Cristina Bacchilega

Department of English

**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) \***

Paul M Chandler

**Your Organization (optional)**

Professor of Spanish, UHM (former LLEA department chair for 8 years)

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

cpaul@hawaii.edu

**Board of Regents Agenda Item (required) \***

BOR VII.B. Approval of Amendments to RP 11.203, Naming of Campus Improvements and Academic Programs

**Your Position (required) \***

Comments Only

**Your Testimony/Comments**

Dear Honorable Regents,

Please help faculty, staff and students support programs that are needed such as those in Indo-Pacific Languages and Literatures. Most of these programs are not available on the mainland, but are important to the state of Hawaii. We must avoid short sighted decisions now that do not save funding, while doing great harm to UHM and Hawaii. The enormous administrative salaries are the first that should be cut back--and some should be eliminated before programs are destroyed.

Thank you for your hard work during these difficult times. Sincerely, Paul M Chandler

**Your Testimony (pdf or word)**

No file attached

## Actions

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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) \***

Kamil Deen

**Your Organization (optional)**

UH Manoa

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

kamil@hawaii.edu

**Board of Regents Agenda Item (required) \***

OTHER

**OTHER (Please describe) \***

Reorganization plans by BOR and UH Administration

**Your Position (required) \***

Comments Only

**Your Testimony/Comments**

Aloha Regents of UH,

I am writing to express my deep concern that the BOR and administration of UH plan to make deep and profound changes to the structure of UH at a time of fiscal crisis. I am referring to plans at UH Manoa to radically restructure degree programs, eliminate entire departments, and change the university in ways that most people do not understand yet. Many of these changes target so-called "small programs", but this misses the impact that each small program has on the unique education we are able to provide. The proposed changes are intensely complicated, and yet they are being forced through in a matter of weeks. These are \*generational changes\* being made at a time of panic, and none of the changes appear to save any money. I ask that these changes be considered fully over the

course of the year, instead of being forced through when we are all in a state of panic. This is not how smart organizations operate - we are better than that.

If we are dealing with an existential financial threat, let's see solutions that are tied to that immediate emergency. I point out that fact that we have seven community colleges, each with enrollment less than a quarter of UM Manoa, and each are led by a chancellor on a high EM salary. I ask that the BOR hold the President accountable for the high salaries provided to relatively small campuses. If we do not have the luxury of supporting small programs (see above), then we don't have the luxury any longer of supporting a small number of students with very highly paid executive managers.

With thanks for your hard work and your dedication to the University of Hawaii,  
kamil

Professor and Chair  
Department of Linguistics  
UH Manoa

### Your Testimony (pdf or word)

No file attached

### Actions

Close

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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) \***

Sarah Hadmack

**Your Organization (optional)**

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

minnis@hawaii.edu

**Board of Regents Agenda Item (required) \***

BOR VII.B. Approval of Amendments to RP 11.203, Naming of Campus Improvements and Academic Programs

**Your Position (required) \***

Oppose

**Your Testimony/Comments**

**Your Testimony (pdf or word)**

No file attached

**Actions**

Close

Export

**Public Testimony Form - University of Hawaii Board of Regents**

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**Your Name (required) \***

Jesse Knutson

**Your Organization (optional)**

University of Hawaii

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

jknutson@hawaii.edu

**Board of Regents Agenda Item (required) \***

BOR VII.B. Approval of Amendments to RP 11.203, Naming of Campus Improvements and Academic Programs

**Your Position (required) \***

Oppose

**Your Testimony/Comments**

The Future of Language & Literature Humanities at UHM from the Perspective of IPLL (Indo-Pacific Languages and Literatures)

IPLL is the canary in the coal mine for the study of language & literature at UHM. The recommendation is now to annihilate us, but so long as we continue to exist in our present form, it is safe to say to all the other language & literature departments facing recommendations to dismantle their degrees: "we are living your future."

What I mean is that many of the recommendations for language & literature programs have already long ago been carried out in IPLL, or at least virtually carried out since we have never had a BA to even place on the chopping block for most of our languages and literatures. It is in this sense that our current state represents your department's future. We are living in the future and the future might not even last that long.

IPLL has no degree corresponding to any of the languages and literatures we teach outside of our Philippine Language and Culture BA. We are extremely proud of the Philippine Language and Culture BA, the only one of its kind in the world outside of the Philippines. Given this BA's strong, ongoing growth and potential for future growth, as well as the ongoing conversation about our institution's priorities—*austerity packaged as 'doing well what we do that others don't do,' 'not being everything to everyone,' etc.*—not to mention that Filipinos now represent the largest single demographic in the state, we sincerely hope this BA will not only be protected, but strongly supported. The **recommendation to cut it** was so perverse as to seem surreal. The recommendation was based on incorrect data, as our Deans have pointed out, and hopefully we can forget that it was ever expressed. The Philippine Language and Culture BA is not in fact now in the “small program” category. It is growing so vigorously that it is hard to fathom the motive that could reanimate the recommendation to destroy it. We should keep in mind though that a ‘not small program’ first starts as a small program. We wouldn't have the world's only BA in Philippine Studies outside of the Philippines if we had to start it today, under current strictures.

My central point is simply to emphasize something that was suggested by a faculty member in the meeting of department Chairs from across the campus and Provost Bruno (9/11/2020), namely—to paraphrase—that cutting a degree program ultimately creates a self-fulfilling prophecy of doom for the teaching of a given subject. IPLL is living (or maybe dying) proof. This is truest for the language & literature humanities.

No immediate connection to a degree program leads down a dark path: from degradation, to disgrace, to death. First you lose a secure mechanism for generating interest and enrollment (the very existence of a degree program sends the message that a topic can be taken seriously). Then comes the degradation of one's immediate working conditions. The old teaching load of 3-3 has been repeatedly reaffirmed for IPLL professors (3-2 or 2-2 for all other literature departments, based on various impersonal metrics), and that is just the beginning, since we house many programs which routinely demand heavy overload teaching (mostly in the form 99-courses) when student need outweighs our formal capacity to offer courses. In fact, the colleagues who do this the most are 1-2, and their teaching load is already 4-4. I have a stellar colleague teaching 6 courses this semester, despite my ardent appeal that he try to work less.

**This is a kind of informal sector that has opened up in IPLL. The informal work drives down our real wage in the sense that we do more work for the same pay. Ironically, we are constantly told that we don't work enough because our small classes are imagined to involve less labor.** However, anyone who has taught a difficult language to small groups of students with specialized interests also knows the intensified labor this can entail. There is no transparent relationship between SSH and actual work, and we in IPLL are severely harmed by the one-dimensional equation not just of teaching and workload, but SSH and workload. I have taught Hindu mythology to 120 students, and Sanskrit to a number of students I can count on one hand. The labor involved has been comparable.

In this light it can be seen that **the recommendation to “pause all small language classes in IPLL” is ultimately about workload.** An astute colleague of mine pointed this out to me: we will go on offering our language courses from dedication or obstinacy, but within the kind of informal sector to which I have alluded. These language courses will not even count toward a portion of workload. It would be criminal to impose this additional burden on an already severely overworked department.

As far as workload is reckoned our faculty's research activities, or potential research activities, are likewise ignored, bearing the frankly racist implication that certain areas of the world merit higher-order intellectual engagement, while others are...curiosities? Much of the scholarly and language-pedagogical work we do is truly pioneering, but we are not treated as professors. Our smaller courses—courses in difficult languages, for which we generate extensive materials, often writing the textbook itself—are valued at such a low rate that even our bigger courses don't count toward workload in the same way.

Many of us likewise do a lot of advising work on graduate committees without our role being fully acknowledged. My Sanskrit students are almost exclusively graduate students, many of whose committees I also serve on. I work closely with these students and one of my key roles is to rescue students' work from the superficiality or inaccuracy that can ensue from comparative work whose ambition can easily outweigh the ability to independently engage with primary texts.

I know my colleagues often feel that they are exploited on such committees: graduate work in the humanities is defined by working independently with primary sources. Other departments rely on our faculty to cultivate such abilities and thereby bolster the quality of a graduate program whose grandiose ambitions—whether 'East-West' comparison, or uncharted Pacific territory—can only be fulfilled when students have advanced training in language and literature. If the pandemic has had one positive effect it is to make us realize that the most essential work is often valued the least.

The differential teaching load across language & literature departments at UHM is a disgrace, and it belies the claim of being a "premier R1 research university." Such pettiness and myopia in the computation of workload is commonplace at non-R1 academic sweatshops. A chain is only as strong as its weakest link, and if the experience of our faculty is pretty uniformly that of a non-R1 academic sweatshop, then we have to question whether we are delivering on our promise of being a "premier R1 research university." We are definitely not living up to our potential to more closely resemble this model. **This kind of workload-culture also ultimately privileges the wider dissemination of certain knowledges at the expense of others.**

The Mānoa leadership team's recommendations pointed out that UHM has overall way too many programs for our size, way more than peer and benchmark institutions. The real problem strikes me to be the unevenness and arbitrariness of program-development, which our last, erstwhile-LLL-college-level external review (2013) highlighted. They basically said "why does "department x" have a degree, certificate, PhD, etc. while "department y" has virtually none of the above?" They emphasized the "optics" as well, especially with regard to IPLL.

**While major universities have sought to remedy the marginalization of the formerly colonized world by reorienting and deprovincializing curricula, the languages and literatures we teach are located at the margins as if by the most conscious design, in institutional conditions that seem designed to give a "third-world" experience to faculty and students alike.** One of our external reviewers from 2013, a professor of Urdu from the University of Washington, called our physical plant "disgusting" and added that only politeness kept him from using "stronger language."

The physical plant is a problem, but the real problem is that it emblemizes our department's status. We recognized a professor for 10 years of service last week who shares an office full of cubicles with 5 or 6 other faculty. I received the author copy of my first book while sitting in an office I shared with 4 part-time lecturers. My office only came to me in my third year of service, when a colleague abandoned it fearing that the space was causing breathing problems. Sure enough, when I started spending more time in the office, my asthma also got worse. Replacing the AC seems to have improved the situation.

### **Servitude of People and Curricula in the "Service Department"**

In my department, most faculty have no direct, formal connection to any kind of degree program, which then makes the low-enrollment and ghettoization a self-fulfilling prophecy. This will be the fate of others and eventually everyone trying to teach language and literature. Your department will become a "service department."

IPLL is considered UH Mānoa's archetypal "service department," as some other language & literature departments are also vaguely referred to sometimes. Even though East Asian Languages and Literatures (EALL) is the biggest department in our new merged college, I have heard even it referred to as a service department. For IPLL the servitude

is conditioned by the lack of our own degree programs to feed enrollments. We are a “service department” in the sense that we teach other people’s students, serve on other department’s committees, etc., etc. This model was probably healthier in an earlier age of more robust public investment in higher education when units didn’t need to compete so intensely for enrollment, but it is still a disgusting concept, and there is no need to hierarchize the division of labor among academics in this way.

Not to mention hierarchizing the subject matter: certain languages and literatures can be pursued as BA, MA, and PhD degrees (guess which ones!) while others are implicitly deemed unworthy. Precisely those Asia-Pacific languages and literatures which are offered almost nowhere else, which should be points of pride and if anything, special concentration here, are not deemed a worthy object of serious study as far as the institution is concerned. If you are a UHM undergrad and you are interested in literary studies, you can follow your passion all the way to the PhD if it is in English or a handful of East-Asian languages. You can do this up to the BA level in Filipino/Tagalog or Ilokano. Samoan, Tongan, Khmer, Thai? You’ll have to go somewhere else to do a degree unless you have the wherewithal and initiative to cobble together your own degree working with the Interdisciplinary Studies Program, one of the saving graces of our university’s rigidly bureaucratic modus operandi.

Being a “service department” is both frustrating and humiliating on a number of levels. Faculty members’ work is underrecognized or unrecognized, and their role is inherently subordinate no matter what or how much they do. **Other departments, not to mention the various Centers (Center for South Asian/Southeast Asian/Pacific Studies) then in effect constitute another layer of management over us: another dimension of our subordination.**

It is part of the rampant punitive culture of UHM—a culture completely incompatible with the claim to be “a premier R1 research university”—that faculty are then individually blamed for the fluctuating enrollments that naturally result from a lack of structure combined with rampant territorialism, and petty competition. If all languages and literatures were equal, this competition wouldn’t get so much impetus, but UHM operates on the principle of “feed the strong and starve the weak.” The playing field of the language & literature humanities at UHM is a Hobbesian war of all against all, a zero-sum game, which misrepresents the state of the language & literature humanities more broadly. Nowadays you find budding Dante scholars studying Arabic to understand the transmission of classical antiquity to the western world. Scholars of Buddhism famously confront a literally endless array of relevant languages. To arbitrarily restrict the scope is to swim against the tide. We should know better.

Structural explanations for fluctuating enrollment are passed off as excuses for what is implicitly regarded as some kind of personal, moral defect. Other universities might take it upon themselves to expand and challenge traditional frameworks of study by engaging with less-commonly-taught languages (LCTL-s). UHM reifies old boundaries in practice, while paying lip service to “decolonizing.”

The reality is that this is a provincial university that expands students’ perspectives mostly in prefabricated, tokenistic ways. The patient investment of learning to understand the non-west on its own terms, in its own languages, is considered too laborious and time-consuming to impose on students. Yet this is not the case for many of those with whom they might compete on the job market. Today’s career playing field is as uncompromising as it is unforgiving.

In the midst of the pandemic it is easy to lose sight of difficult longer-term issues and patterns. **If we have a problem with students choosing to go to the mainland, even when UHM is a much better deal, then we arguably have a problem with the prestige or perceived quality of the institution. It is a supreme irony that internal competition over SSH—one of the main ways that academics spend their time at UHM—actually encumbers our ability to compete in real terms, i.e. in absolute terms, the only terms that matter financially in the grand scheme of things: “do students come to UH or do they take their business elsewhere?”. Our academic capital, our market value relative to other universities, sinks when we try to measure ourselves in market terms at this granular scale, instead of seeing the institution as a collective totality.** When each program and each faculty member is evaluated only in terms of a dollar



amount, we become pennywise and pound foolish. It becomes impossible to do anything coordinated and collective as an institution.

**I always say that UHM is less than the sum of its parts. This institution angers me so much precisely because I know how great it could be if it did even just a handful of things differently. If it were simply the sum of its parts, instead of impeding its faculty from reaching even their own individual potentials, it would be very good. However, if it were organized with vision and creativity such that our energies and efforts could synergize, this university could become a great one. Instead, a soul-killing bureaucracy, as well as a brutish culture of jealously guarding SSH, privilege, and territory, hamstrings us.**

Being a literary studies faculty working in one of the underprivileged languages at UHM is consistently depressing and demoralizing, especially if you keep in touch with old classmates working at other institutions that actually hold themselves to 'decolonial' standards instead of just patting themselves on the back for being able to pronounce the word "Kuleana." Hopefully this crisis—both the real one killing people, and the manufactured one that comes from market fundamentalism (also killing people)—will push us to become more interdependent, intertwined, and collective in our orientation. There are some signs of hope. We have a Kuleana to represent the non-west and to do it with integrity and sincerity, rather than cynical, self-serving tokenism. We should be a center for the study of the non-west as we once were. Our international reputation has not even caught up with how far we have fallen so that if we correct course, we can swiftly become what we were always meant to be: a university like no other. We can become a university of first choice, not only for marine biology or astronomy, but for the whole range of human knowledge and experience. I dream of an institution with which students, faculty, and donors can maintain a life-long partnership, built on the most profound self-respect and mutual respect, in other words, Aloha

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MIRIAM STARK

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miriams@hawaii.edu

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OTHER

**OTHER (Please describe) \***

Registering opposition to Lassner's/Bruno's recommendations for programmatic cuts

**Your Position (required) \***

Oppose

**Your Testimony/Comments**

Esteemed colleagues:

I write to recommend that President Lassner/Provost Bruno REVERSE the order of budget cutting in the next two years to first address Executive/Staffing cuts (FY 2022) and then programmatic changes (FY 2023). Many of their extensive recommendations, released last week, were based on obsolete data, and most – if implemented – will harm our UHM students by giving them a narrow technological training experience rather than a true public education: and none, so far, will yield the cost-savings that we need. Some, in fact, will REDUCE the workforce training that we provide to our local community.

The entire UH system, like universities nationally, suffers from administrative bloat. The Chronicle of Higher Education recently recommended cutting administrative waste to save "millions" of dollars:

<https://www.chronicle.com/article/universities-can-save-millions-by-cutting-administrative-waste-panelists-say/>

We understand that up to 60% of staffing costs through the UH system was allocated to Executive positions (and presumably, to their associated staff) as recently as ten years ago. And we note each of the seven UH community colleges – most of which have experienced pre-COVID dropping enrollments (up to 25% at KCC by 2019) – has a Chancellor's office. That includes Kaua'i Community College, whose Fall 2019 enrollment was under 1,500 students. Please consider establishing a single Community College chancellor who would administer the 26,000 student system.

Cutting programs for our students while protecting executive offices across the system is unconscionable. It also makes no economic sense. Cutting Executive positions in FY 2022, and giving the faculty a year to address programmatic issues and make informed recommendations.

Our state needs a flagship university where local kids can get the kind of quality education that their mainland peers get, and we provide this at UHM. Please stop pandering to local interests and make sound economic decisions – even very difficult ones – that will produce a vibrant post-pandemic UH. Doing so means having a bold vision of a real university where our own children can dance, study theater, play music, they can study cyber-security, and we can continue to bring the world to them in life-changing ways.

Many faculty like me have taught Hawai'i's kids for more than 25 years. We know your children, and we are dedicated to helping them learn and grow. Let's work together to do this the right way, and begin by reducing the administrative layer of the UH system in sensible.

Thank you very much.

Respectfully submitted,  
Miriam Stark  
Professor, Anthropology, UHM  
Director, Center for Southeast Asian Studies

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Center for South Asian Studies

### Your Organization (optional)

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csas@hawaii.edu

### Board of Regents Agenda Item (required) \*

BOR VII.B. Approval of Amendments to RP 11.203, Naming of Campus Improvements and Academic Programs

### Your Position (required) \*

Oppose

### Your Testimony/Comments

#### **Collective Testimony in Support of HINDI-URDU, SANSKRIT and SOUTH ASIAN STUDIES at the University of Hawai'i, Mānoa**

The Department of Indo-Pacific Languages and Literatures has received recommendations to "pause" offering all low-enrolled Indo-Pacific languages--Hindi-Urdu and Sanskrit are among the languages that are impacted. The reasons for low-enrollment are systemic, and the university needs to take responsibility and foster these languages, as they are vital to our Asia-Pacific mission. We believe that "pausing" the languages will further marginalize them and disrupt the cycle that keeps them running; it could be virtually impossible to revive them. It is also recommended that the status of "Department" be taken away and the unit be rebranded as "Center" under the Outreach College. These measures have long-term consequences for the regions and their people, for students, and for our university's value as a leading institution committed to Hawai'i and the Asia-Pacific.

The Hindi-Urdu program specifically has been crucial to students in departments across campus. Current and past students come from: Public Health, Physics, Mathematics, Chemistry, Computer Engineering, Biology, Business, Nursing, Speech Pathology, Geology and Geophysics, Psychology, Library, Law, Theatre and Dance, Second Language Studies, Japanese, Chinese, German, English, Linguistics, Anthropology, Ethnic Studies, Women's Studies, Peace and Conflict Resolution, Art and Art History, Architecture, Interdisciplinary Studies, Geography, History, Asian Studies, Religion, Philosophy, Urban and Regional Planning, Sociology, Political Science, International and National Student Exchange Programs, and other students exploring their majors. The language classes have been beneficial to students, faculty, as well as community members. Students and scholars who already focus on South Asia cannot be expected to do their work with integrity without being able to study the region's languages. Not having those languages offered at UH will dissuade new students from choosing South Asian Studies. It cannot be stressed enough that Hindi is an internationally strategic language important for our multifaceted and collective global future.

Our Hindi-Urdu program also has a uniquely creative, interdisciplinary, and cross-cultural pedagogy, recognized by South Asian and Less Commonly Taught Language experts in the US and in India. It incorporates project-based learning and the use of creative media and performance that is flexibly designed for online/distance/hybrid/face to face learning. Our teachers and students are committed to paying personal attention and bringing care, creativity, and joy to technology. The Hindi program has resulted in many cross-cultural collaborative initiatives, and in infusing South Asian curricula in other departments, with new courses on history of Hindi Cinema and Bollywood dance, theatre productions and dance concerts at the university as well as at Honolulu Museum of Art, Shangri La, with outreach at other local universities, colleges, schools, and community in general. The Hindi language program has become the source and center for bringing South Asian culture(s) into Hawai'i's mainstream activities. It is supported greatly by the community and the generous Watumull Foundation.

The Sanskrit program is essential to the Asia- and East-West comparative focus of the Philosophy, Religion, and History Departments in particular, and students come from across the campus to study what is objectively one of the most important languages of literature and systematic thought in the history of human civilization. The graduate program in Comparative Philosophy, which has produced generations of scholars working on Indian Philosophy, Buddhist Philosophy, Comparative Aesthetics, etc. would be a shadow of its former self without Sanskrit. Students studying Indian philosophy, intellectual history, literature and literary theory require deep learning in Sanskrit to do research that is original and path-breaking. Sanskrit in its role here opens up the world of premodern South Asia to these students, making it a Classics program of the future, encompassing the ancient world as a global phenomenon. Students come to UHM expecting to be able to study premodern texts from across Asia and the Pacific. A robust Sanskrit program is the mark of a top-tier research university, and it would dilute this institution's identity forever to discontinue it, after more than a century of unbroken Sanskrit teaching at UHM.

We do NOT want Hindi-Urdu, Sanskrit, and other Asia-Pacific languages "paused," nor the department of Indo-Pacific Languages reconfigured as a center. This would undo the decades of work that have made UHM the Asia Pacific university that it is. The university's mission entails serious commitment to the study and scholarship that engages with these regions on their own terms, in their own languages. We need to nourish these regions if we want to find solutions to our pan(aca)demic crises.

See our ongoing petition and individual testimonies here:

[https://docs.google.com/document/d/1T0zozlAnKVnpUaS9qyZxBC1BkyN-\\_l9WGWzfITBMbBU/edit?usp=sharing](https://docs.google.com/document/d/1T0zozlAnKVnpUaS9qyZxBC1BkyN-_l9WGWzfITBMbBU/edit?usp=sharing)

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nc8@hawaii.edu

**Board of Regents Agenda Item (required) \***

BOR VII.B. Approval of Amendments to RP 11.203, Naming of Campus Improvements and Academic Programs

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Comments Only

**Your Testimony/Comments**

University education is a fine balance. Globally, the neoliberal university has lost this sense of balance. The university's fundamental purpose is to foster critical self-reflection so that we can always keep in mind that the pursuit of technology, knowledge, skills etc. is meant to serve people and not the other way round. The idea that greater enrollments can only be achieved by going after upcoming fields of research such as big data, robotics, finance etc. is erroneous. The history of capitalism has shown us that technology changes at such a fast pace that employment requirements in a particular field of digitalization and automation cannot become stable subjects of research and development. Financial leaders have attested to the fact that young people who do an internship in the stock market are far better equipped than university professors or students of finance in hacking the art of financial algorithms. More and more young people are finding out that they would be better positioned in life by getting their apprenticeship in the streets and shop floors than in the University. The Rap music industry is worth \$10 billion per year, and its songs of drug dealing, gangster life etc. attest to the fact that our young people are hungry for wisdom and knowledge about life and death that is being systematically purged out of universities. The reorganization team should not add to this already existing poverty of education, and social content in the University.



The external review team from 2013 made a recommendation which said that the university has a responsibility to educate the people of Hawai'i and its leaders about the uniqueness of its multicultural needs, as much as it must be responsive to those needs. In order to push the idea of market-responsiveness, re-org administration should not forget that people also need to be educated on what is really profitable to them in a sustainable way; they should not take their demands at face-value. Very often, those demands are manufactured to serve the interests of very short-term industrial goals. I would therefore urge the BOR to listen to its faculty, and other stakeholders, and not rush into models of restructuring such as cutting out smaller programs, since these models have shown themselves to be counter-productive, and hence obsolete.

I would also urge the BOR to seriously consider converting the UH system to solar power to save dollars, and as a gift to humanity.

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Stuart P Donachie

**Your Organization (optional)**

School of Life Sciences, University of Hawai'i at Mānoa

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OTHER

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"Stop-out the MS and PhD programs in Microbiology"

**Your Position (required) \***

Oppose

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[BoR\\_Testimony\\_9\\_17\\_2020.pdf](#) (125.3 kB)

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## Written testimony for the University of Hawai'i Board of Regents

**To:** Pres. Lassner and the Board of Regents

**Re:** "Stop-out the MS and PhD programs in Microbiology"

**Date:** September 16, 2020

Dear Pres. Lassner and Regents,

We, the undersigned graduate faculty, alumni, students, and supporters of the Microbiology program, are writing in opposition to the proposal to "Stop-out the MS and PhD programs in Microbiology," as suggested for the College of Natural Sciences by the Manoa Budget Team in their document, "[Post-Pandemic Hawai'i and the University of Hawai'i](#)".

This document was published online on September 11, 2020, and thus there has not been sufficient time for faculty to consider the entire document, but we must voice our deepest concern about the proposed elimination of the Microbiology graduate program.

Microbiology is a cornerstone of the Life Sciences. This program has trained hundreds of scientists over its 70+ years in the university. Indeed, many microbiologists who work in Hawaii's state laboratories are graduates of this program! The State of Hawai'i relies on the Microbiology graduate program to meet critical state needs in public health, environmental monitoring, water quality, and clinical labs.

The graduate faculty of the microbiology program are based in multiple colleges, and thus are a multi-disciplinary and collaborative group. Cutting the program would affect the research productivities of these labs and negatively impact the opportunities for study and subsequent career choices of myriad graduate students, especially those from Hawai'i.

Furthermore, Microbiology graduate students are needed as Teaching Assistants (TAs) for a large number of microbiology courses that serve hundreds of undergraduate students from various programs every year. Without qualified TAs, such laboratory courses will not be possible, greatly diminishing experiential learning for undergraduate students.

Microbiology is an area of great potential growth, spanning hot topic areas ranging from virology and pandemic management, to renewable energy, therapeutics, and the microbiome. It is difficult to imagine a Research I university without a graduate program in Microbiology.

Closing the Microbiology graduate program would cause irreparable harm to the educational and research missions of the University of Hawai'i, and to the people of Hawai'i. Especially considering our remote location and strategic position in the Pacific region. We urge you instead to encourage the university to support the Microbiology graduate program.

Sincerely,

**Stuart P. Donachie**, Professor of Microbiology, Graduate Chair of the Microbiology Program, School of Life Sciences, University of Hawai'i at Mānoa

**Marguerite A. Butler**, Professor, School of Life Sciences, University of Hawai'i at Mānoa

**Sandra P. Chang**, Professor and Graduate Chair, Department of Tropical Medicine, Medical Microbiology, and Pharmacology

**Tung T. Hoang**, Professor of Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Benoit J. Smaghe**, Research Scientist, School of Life Sciences, University of Hawai'i at Mānoa

**Sladjana Prisc**, Associate Professor of Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Ethan C. Hill**, M.Sc Student, School of Life Sciences, University of Hawai'i at Mānoa

**Vivek R. Nerurkar**, Professor and Chair, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Pakieli H. Kaufusi**, Assistant Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Kalpana J. Kallianpur**, Associate Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Kenton Kramer**, Associate Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Chelsea Nicholas**, Graduate Student, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Michael Lieberman**, Laboratory Director, Tropical Medicine Clinical Laboratory

**Claire J. Fraser**, Graduate Student, School of Life Sciences, University of Hawai'i at Mānoa

**Renn Silve C. Salomon**, Graduate Student, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**LTC Jason Barnhill**, Associate Professor, Life Science Program Director, Department of Chemistry and Life Science, United States Military Academy at West Point (PhD, University of Hawai'i 2010)

**George Hui**, Research Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Aneesa Golshan**, Graduate Research Assistant, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Cecilia M. Shikuma**, Edwin C Cadman Endowed Professor, Department of Medicine; Director, Hawai'i Center for AIDS

**Saguna Verma**, Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Rosanna 'Anolani Alegado**, Associate Professor, Department of Oceanography and Sea Grant

**John M Berestecky**, Professor, Microbiology and Biotechnology, Kapi'olani Community College; Graduate Faculty, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**James F Kelley**, Technical Officer for Malaria, World Health Organization, Western Pacific Regional Office

**Colleen B. Allen**, Science Lab Coordinator, Kapi'olani Community College

**Clay Wakano**, Scientist, The Queen's Medical Center; Collaborating Scientist, University of Hawai'i Cancer Center (MSc, PhD Microbiology, University of Hawai'i at Mānoa, 2008)

**Cassidy Tabata**, Administrative Officer, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Daniel P. Strange**, Postdoctoral Research Specialist, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Angela Sy**, Assistant Professor, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Stefanos Giannakopoulos**, PhD Graduate Student, Department of Cell and Molecular Biology, University of Hawai'i at Mānoa.

**Albert To**, Graduate Research Assistant and UHM Microbiology alumnus, Department of Tropical Medicine, Medical Microbiology, and Pharmacology

**Endrei Marcantonio**, PhD student in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Taylor Onouye**, Undergraduate alumna of Marine Biology, School of Life Sciences, Current Graduate Student, University of Hawai'i at Mānoa

**Amanda Lee**, Instructor and UHM Microbiology alumna, Kapi'olani Community College

**Clifford Morden**, Interim Director, School of Life Sciences, University of Hawai'i at Mānoa

**Jayna Wong**, UHM Biology alumna, Graduate Student in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Alexa Dow**, UHM Biology alumna, UHM Molecular Biosciences and Bioengineering alumna, Current PhD Candidate in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Sally V. Irwin PhD**, Professor of Microbiology and Biology, and Adjunct with John A. Burns Medical School, Cell and Molecular Department.

**Howard Shen**, Instructor, School of Life Sciences, University of Hawai'i at Mānoa

**Colby Watase**, UHM Microbiology alumnus, School of Life Sciences, University of Hawai'i at Mānoa

**Yun Heacock-Kang**, Junior Researcher, Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Bryan Rios**, Graduate Student, Department of Tropical Medicine, Medical Microbiology and Pharmacology

**Ian McMillan**, Recent Graduate, Doctoral Program, Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Kabi Neupane**, Professor, Biology, and Outreach Coordinator of INBRE Program, Leeward Community College, University of Hawai'i.

**Szu-Chia Hsieh**, Researcher, Department of Tropical Medicine, Medical Microbiology, and Pharmacology

**Marian Melish**, MD Professor of Pediatrics, Tropical Medicine and Medical Microbiology, John A. Burns School of Medicine, University of Hawai'i at Mānoa

**Matthew Tuthill**, Professor of Microbiology and Molecular Biology, Kapi'olani Community College.

**Masato Yoshizawa**, Associate Professor, Biology, School of Life Sciences, University of Hawai'i at Mānoa

**Zhenxin Sun**, Current PhD Candidate in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Jan Zarzycki-Siek**, Current PhD Student in Microbiology, School of Life Sciences (MS Microbiology, University of Hawai'i at Mānoa)

**Eileen Nakano, Ph.D.**, Research Support, Department of Tropical Medicine, Medical Microbiology, & Pharmacology

**David Maison**, Ph.D. Candidate, Dept. of Tropical Medicine, Medical Microbiology and Pharmacology

**Christy Handel**, UHM Microbiology alumna, Graduate Student in Microbiology, School of Life Sciences, University of Hawai'i at Mānoa

**Rebecca D. Prescott**, University of Hawai'i at Mānoa alumna (Microbiology Ph.D. program). Current National Science Foundation Postdoctoral Research Fellow in Biology

**Yuanan Lu**, Professor, Office of Public Health Studies

**F. DeWolfe Miller**, Professor of Epidemiology (Emeritus): Department of Tropical Medicine, Medical Microbiology, & Pharmacology

**Amy Yamashiro**, Department Chair of Math and Sciences, Kapi'olani Community College

**Virginia S. Hinshaw**, Chancellor Emeritus, UH Mānoa

## 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) \*

Matthew S. LoPresti

### Your Organization (optional)

Hawaii Pacific University

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

matt\_lopresti@yahoo.com

### Board of Regents Agenda Item (required) \*

OTHER

### OTHER (Please describe) \*

Cutting or pausing South Asian Languages or other language programs

### Your Position (required) \*

Oppose

### Your Testimony/Comments

Dear Regents and President Lasner:

The importance of language programs are *never* to be measured solely in terms of the number of student majors. More than just supporting the general education curriculum and mission of the university, the language programs make it possible to educate competent graduates in dozens of majors in most, if not all, non-stem majors.

For my part, I was fortunate enough to have been enrolled in the doctoral program of one of the world's leading non-Western and Comparative Philosophy departments at the time at the University of Hawaii at Manoa. The high quality of this program would not have been possible were it not for the ability of students to study Sanskrit, Hindi, Urdu,

Arabic, Chinese, Classical Chinese, Japanese, and Korean as well as Western languages. It is impossible to adequately study the intellectual traditions of various cultures without being able to approach these traditions in their own languages.

By putting course offerings on “pause” in any of these languages you will be putting every single major dependent on them on pause as well, delaying graduation, encouraging students to transfer away or not enroll at all since quality programs that depend on these languages will not be able to be offered.

This is bigger than just the number of majors in a program.

Matthew S. LoPresti, Ph.D.

Former State Representative (and current candidate)

&

Associate Professor of Philosophy and Humanities

Program Chair, Asian and Pacific Studies Program

Hawaii Pacific University

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*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) \***

Kapali (Jeffrey) Lyon

**Your Organization (optional)**

Department of Religion, University of Hawai'i at Mānoa

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

lyonj@hawaii.edu

**Board of Regents Agenda Item (required) \***

OTHER

**OTHER (Please describe) \***

Sanskrit at the University of Hawai'i

**Your Position (required) \***

Support

**Your Testimony/Comments**

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UNIVERSITY  
of HAWAII  
MĀNOA

Department of Religion  
College of Arts, Languages & Letters

Kapali Lyon, PhD  
Chair, Department of Religion, UHMānoa  
Email: kapali.lyon@hawaii.edu  
Tel.: 808 956-6848  
Office: Sakamaki Hall, A-307

to: Board of Regents, University of Hawai'i  
re: Sanskrit education at UHM  
date: September 16, 2020

Aloha to the members of the BOR,

A university without Sanskrit cannot claim to offer a "world-class education" nor pretend that it is a research university with an "Asia-Pacific focus." Sanskrit carries 3,000 years of the science, history, religion, philosophy, and literature of India. It is impossible to undertake a serious study of Indian civilization without it, and if it ceases to be taught at our university at an advanced level, we will be unable to attract or keep graduate students in religion, history, philosophy, and other departments who want to do work on India. It is analogous to claiming a focus in American studies but without offering courses in English.

Losing Sanskrit means we should tell students of Indian culture that they should look for an education elsewhere, that we do not have the interest nor the means to equip them for work in their field.

Me ka ha'aha'a

Kapali Lyon

**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) \***

Dr. (Ms. ) Kamakshi Murti

**Your Organization (optional)**

Middlebury College (retired)

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

kmurti@middlebury.edu

**Board of Regents Agenda Item (required) \***

BOR VII.B. Approval of Amendments to RP 11.203, Naming of Campus Improvements and Academic Programs

**Your Position (required) \***

Oppose

**Your Testimony/Comments**

**Your Testimony (pdf or word)**

[U of Hawaii letter 2020.docx](#) (13.4 kB)

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Dr. (Ms.) Kamakshi P. Murti  
Professor emerita of German  
Middlebury College  
Middlebury, VT

September 17, 2020

In April 2018, I was invited to be one of two key-note speakers at the symposium “Religion and Ritual: The Poetics and Performance of the Ineffable” organized by the School of Pacific and Asian Studies. I was privileged to witness the impressively balanced presentation of various cross-cultural and inter-religious presentations, a diversity that reflects so well our country as a whole. Consequently, I am deeply troubled at the news that the University of Hawaii wishes to pause offering all so-called low-enrolled Indo-Pacific languages, including languages that are spoken by millions of people across the globe – Arabic, Hindi-Urdu, Bahasa Indonesia, Filipino, to quote a few examples. Such a move would not only misrepresent the importance of these languages, but also lead to the possible extinction of many less-frequently spoken Pacific-Island languages.

Before retiring from the German department at Middlebury College, Middlebury, Vermont, I was deeply involved along with many other colleagues in increasing the multi-cultural nature of our courses. Departments such as *Asian Studies*, *Black Studies*, *Gender, Sexuality and Feminist Studies*, brought to the forefront the importance of languages that had been previously perceived to be sparsely enrolled, and our Summer School rose to the occasion by increasing its offerings of languages to meet these critical demands.

I urge the administration of the University of Hawaii in the strongest possible terms to reconsider its untimely and hasty move to ‘pause’ the Indo-Pacific language offerings. The faculty teaching these courses are among the best in your institution – it would be a pity not to use to the fullest extent their expertise and dedication to encouraging students, faculty, and community members to make their voices heard fully and respectfully.

Dr. (Ms.) Kamakshi Pappu Murti

## 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) \*

Heidi Pauwels

### Your Organization (optional)

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

hpauwels@uw.edu

### Board of Regents Agenda Item (required) \*

OTHER

### OTHER (Please describe) \*

Please continue Hindi-Urdu, Sanskrit, and South Asian Studies at UH

### Your Position (required) \*

Oppose

### Your Testimony/Comments

Dear Members of the Board of Regents,

Undoubtedly you have the very best intentions and wish for the University of Hawaii to flourish, even if right now that goal may have to be just narrowed down to "weathering the storm."

It is tempting to do what seems most obvious and cut the classes with the lowest enrollment, and what easier victim than underpopulated language classes?

I trust you will not fall into that trap and have a longer-term vision. You would make a great practical error considering that you have fantastic South Asian language offerings with internationally renowned teachers. The programs have been carefully built up over many decades. Language programs are notoriously difficult to establish. Reputations take

years to build, but can be easily lost in one stroke of the pen on the balancing books. You are undoubtedly aware that there is a real cost involved if one has to restart programs after closing them down. In fact, what looks like cost-saving in this very short-term moment will actually run up the bill on a medium-term scale, not to speak about the long term.

While it may seem that language learning is a luxury, keeping learning and research in the world's most highly visible languages is not just important for diplomacy and business, it is foundational to any university that seeks to be an international player. This seems to be the case especially for Hawaii, situated as it is.

I trust you will not make this disastrous decision to strip down one of your strongest assets.

Sincerely,

Heidi Pauwels  
Dept. Asian Languages and Literature  
University of Washington  
Seattle, WA 98195-3521

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**Your Name (required) \***

Swanaam Saathii

**Your Organization (optional)**

Marxiya Gurukul

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

marxiyagurukul@gmail.com

**Board of Regents Agenda Item (required) \***

BOR VII.A. Consent Agenda

**Your Position (required) \***

Support

**Your Testimony/Comments**

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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) \***

Susan M Schultz

**Your Organization (optional)**

Professor / Tinfoil Press

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

sschultz@hawaii.edu

**Board of Regents Agenda Item (required) \***

OTHER

**OTHER (Please describe) \***

Proposed budget cuts to the university

**Your Position (required) \***

Oppose

**Your Testimony/Comments**

I am writing to oppose the evisceration of departments of Dance, Theater, Filipino languages, Ethnic and Women's Studies, Religion, and any other liberal arts departments that are currently under threat. I would much prefer starting to think about budget cuts by starting from upper administration, including the many Chancellors of community colleges, and administrators at UHM. Once those savings come about, we can talk about dealing with further budget concerns by looking elsewhere. It seems

nearly criminal to start from entire fields of knowledge and culture, and then move to those who are responsible for the slashing and burning.

aloha, Susan M. Schultz  
Professor of English

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## Public Testimony Form - University of Hawaii Board of Regents

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**Your Name (required) \***

MIRIAM STARK

**Your Organization (optional)**

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

miriams@hawaii.edu

**Board of Regents Agenda Item (required) \***

OTHER

**OTHER (Please describe) \***

Lassner/Bruno recommendations to dissolve Indo-Pacific Languages and Literature and pause Hindi, Urdu and Sanskrit

**Your Position (required) \***

Oppose

**Your Testimony/Comments**

Esteemed Colleagues,

I write in support of the Department of Indo-Pacific Languages, whose status the UH administration has just recommended to downgrade into a "Center" under the Outreach College, and several of whose languages have been recommended a "pause" because they have low-enrollment. This letter specifically addresses the recommendation to "pause" Hindi-Urdu and Sanskrit. You are all doubtless aware that language enrollment has dropped across the country in the last two decades; you are all also familiar with this pattern here at UHM, where we have seen the erosion of a two-year language requirement across several professional fields. Language enrollments for nearly every language (except Filipino/Tagalog and perhaps Hawaiian) have slumped at UHM. I offer two reasons to protect these

less commonly taught South Asian languages: (1) they are foundational to scholarship across the Humanities and Social Sciences; and (2) both Hindi and Urdu are considered “non-Western European languages critical to national security” by our National Security Education Program (<https://www.nsep.gov/>).

Regarding these languages as foundational to scholarship, I assume that some -- or perhaps all? -- of your children attended college in their youth, and reaped the benefits of a comprehensive college education. Many Hawai'i residents send their kids to study at UHM; they deserve the same Research I college experience that your children received: not narrow tech college training that is largely restricted to producing cybersecurity analysts, engineers, and agricultural extension agents. I can only hope that we share a value in the Research I stature of UHM.

These South Asian languages are still important in that that post-pandemic Tech college vision which the recommendations outline: in which humanities and social science faculty provide service classes for students majoring workforce training fields, including the military and state department. Our state's myriad military and civilian units (and think tanks!) associated with the new Indo-Pacific Initiative have employees who need language competency in critical languages like Hindi and Urdu: both of which have been deemed critical for our national security. Our National Security Education Program funds instruction in these languages to students who, upon graduation, “are in demand in the federal workforce” ( <https://www.nsep.gov/>).

Scholarly and pragmatic reasons support the retention of these languages. Your administrators can develop a coherent budget reduction plan that prioritizes student learning and first cuts administrative excess. These two goals are scheduled for FY 2022 and FY 2023 and could be reversed in timing. Doing so would give the deans and their faculty time to find alternative solutions that allow our state's students to have a quality education here at home. They are, after all, our future.

Respectfully submitted,  
Miriam Stark

### Your Testimony (pdf or word)

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## Public Testimony Form - University of Hawaii Board of Regents

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### Your Name (required) \*

Center for South Asian Studies

### Your Organization (optional)

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

csas@hawaii.edu

### Board of Regents Agenda Item (required) \*

BOR VII.B. Approval of Amendments to RP 11.203, Naming of Campus Improvements and Academic Programs

### Your Position (required) \*

Oppose

## Your Testimony/Comments

TESTIMONIES in support of Hindi-Urdu, Sanskrit, and Indo-Pacific Languages and Literatures

Aloha Mai Kakou,

My name is Maria Teresa Houar and I can assure you that without having had Hindi and Urdu as a language option, as well as the South Asian Studies programs at UH I would not have applied to this university. UH Manoa has offered students a unique configuration of programs like South Asian Studies; Theatre, Dance and Performance Studies; Women (and Gender) studies, and Indigenous political science, along with these languages, which allow us to do interdisciplinary research as graduate students across departments. There are not many places, outside of IVY leagues and a few state schools which are 3 to 4 times the size of UH, which have this particular set of departments, as well as their well known reputation for the faculty and quality of research they are producing. It seems to me that anyone who has deemed it a good idea to cut these programs, even if small, has not considered the way that UH would lose its power and presence as a smaller sized state school that is uniquely situated, geographically as well as culturally, for interdisciplinary research in the Pacific.

Gutting “niche” and threatened languages, social sciences and the arts, leaves this university to be little more than a community college with a higher sticker price. Consider that a few weeks ago, [THE U EXPERIENCE](#) proposed to bring students to a hotel in Waikiki to “bubble” while they completed their online coursework. How does this university plan to compete with these kinds of options, when a student can pay \$15k for a hotel room and all inclusive meals on Kapahulu Avenue and retain their state school tuition costs in their mainland state, and receive the same non-specialized education? You have not considered this- but I can tell you the answer: As you continue to UNBUNDLE culture from education, to focus on money and stem contracts with the military, you will only become the victim of companies who benefit from this trend, and can monetize on the fact that your university no longer offers students anything that would motivate them to apply here over doing online classes back home and giving their money to a private dorming company.

I hope for your sake you will reconsider this path toward deteriorating the reputation of this university with these cuts.

Mahalo for your time- Maria Teresa

9/16/2020

To Whom it May Concern:

This letter is to emphasize the importance of maintaining the Indo-Pacific language courses at the University of Hawaii. The University of Hawaii is one of the few universities in the United States offering this language that has been deemed critical by the United States Department of State. Each year through the Critical Language Scholarship program sponsors students from around the United States to learn Hindi. This is needed because there are so few resources to learn the language outside India. UH is incredibly fortunate to have this language program. Hawai'i is often considered a critical location for studying the geostrategic relationship between Asia and the United States. However, scholarship on South Asia in Hawai'i has been limited. Instead the focus has been primarily on East Asia, often at the expense of South Asia. The Hindi language offerings alongside related South Asia courses such as history of Hindi Cinema and Bollywood dance and theatre productions, have helped to fill a significant gap. To eliminate or pause these programs and courses would be silencing a critical region of the world home to nearly 20% of the global population. As an Assistant Professor at Hawaii Pacific University that specializes in South Asia, I have immensely benefited from my connections to the program, specifically to Dr. Sai Bhatawadekar and the rich offerings she provides to UH and the community. Without her and her work I would feel lost as a South Asia scholar. Specifically, I intend to enroll in her future courses on Hindi, because it is a skill I still need to develop if I want to take scholarship on South Asia more seriously. I was not able to learn the language during Graduate school because the language was not offered at my University. University of Hawaii is so fortunate to be able to even offer it when other schools have been unable to meet the need. It would be devastating to lose this unique course that is in such high demand globally.

Thank you for your time and consideration

With Aloha,

Andrea Malji  
Assistant Professor  
Hawaii Pacific University  
Department of History and International Studies

---



To Whomever It Concerns

As a Fulbright Foreign Language Teaching Assistant (2013-2014) at University of Hawaii, Manoa, I was honored to work with Dr. Sai Bhatawadaker and assist her with the Hindi-Urdu language programs. During my 9-month tenure, I learnt that the Hindi-Urdu courses were not merely about learning a new language but fostering a strong sense of community. After seven long years, I still feel that the tradition of learning and community building must go hand in hand and not stop at any cost. In fact, we need it now more than ever! In our classes we did not only learn Hindi or Urdu, we utilized the space to share culture and build bonds of long-lasting friendships. Every Sunday, we got together to practice Bollywood dancing, which only strengthened our community and enriched our lives. Food, traditions, festivals, and films—all added to our holistic learning and growth. The interdisciplinary pedagogical practices guide my teaching even today. I hereby extend my full support to the department and the Hindi-Urdu program. I hope their brilliant work will continue without any hiccups. We do not need a “pause” to such courses. We need more of them!

In solidarity,  
Ankita Rathour

Fulbright FLTA, UH, Manoa (2013-2014)  
Graduate Teaching Assistant  
Department of English  
Louisiana State University  
Email: [aratho2@lsu.edu](mailto:aratho2@lsu.edu)

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My name is Rena Dumas and I am currently a junior pursuing my religion major. I specifically chose UH Manoa because it is an Asian-Pacific University with a focus on Southeast and East Asian studies. I plan on pursuing my masters degree in Religion which is why I chose UH Manoa. I am currently enrolled in Hindi 101 which is an essential language for the research I plan on doing in Hinduism for my thesis. Next year, I intend on studying abroad in India where Hindi is the number one language. Continuing Hindi is essential for my academic plans at UH Manoa.  
Rena Dumas,  
Junior, Religion major, student of Hindi Fall 2020.

---

Dear Sir/Madam,

I am an undergraduate student at UH Manoa, currently taking courses for an interdisciplinary major that few universities in the world offer: Futures Studies. The wide diversity of people and global viewpoints are part of what drew me to Hawaii, and in every class I am reminded of how important it is to have a cohesive understanding of different cultures, different perspectives - and different languages. For the Global Perspectives requirement in my studies, I chose to take Hindi 101, as Hindi is one of the most widely spoken languages in the world. Understanding Hindi helps to fill a little of that knowledge gap between East and West, and teaches the lesson that there is more to Indo-European heritage than we have traditionally been taught. The faculty at UH Manoa clearly take pride in their commitment to global awareness, which in turn inspires me to do the same.

Recently I learned that Hindi is on a list of language courses being considered for removal. I understand that these decisions are both difficult and necessary, and I cannot in good conscience defend every class. I would, however, argue that having a “Global Perspectives” requirement doesn’t mean much when there’s no class for teaching a

language spoken by ~20% of the world. If the concern is that Mandarin Chinese is more important and more popular with students, I would ask that one consider what kind of diversity this college wants, and whether it's justifiable to represent the world so narrowly to fresh faces such as mine.

I thank you for your time, and look forward to looking forward!

Sincerely,

Drew Williams

Undergraduate, Future Studies, student of Hindi Fall 2020

---

David Lassner, President UHM

Michael Bruno, Provost, UHM

RE: Stop-Outs & Other "Recommendations"

Your "draft" proposed cuts to different schools across the university, is not in line with the ideals that you yourself have stated time and again, in sound bites, to the public or to the students and faculty that you serve. These are unprecedented times, and these times call for unity, and leadership unlike any our generation has seen. We need decision and policy making that will not give us strength to make it to the other side of this (whatever that may look like), but help us weather this tumultuous storm in the process. We need a leadership that will provide a foundation of integrity, and remind us of the values that lead us to apply and enroll in the University of Hawai'i in the first place.

We are one of the few universities in all 50 states where the enrollment isn't predominantly white, where diversity in our community is truly our strength, and that diversity is reflected in the programming that is offered. A place that you have said yourself is "a place of Hawaiian learning." To hold values and concepts of

- Ahupua'a: land division with mountain ridges as natural boundaries in which land, sky, and ocean are ancestors and cared for, nurtured, and honored
- Aloha: kindness, compassion, affection
- Malama i ka 'āina & malama i ke kai: caring for the land and sea that sustain us
- Kaiāulu: community
- Kuleana: responsibility (to honor the indigenous people)
- 'Ohana: family

These are all things YOU continue to tell people that you care about. That YOU continue to give lip service to. Show us that this isn't just lip service.

I am currently a graduate student at the University of Hawai'i at Mānoa. As part of my curriculum I was able to take Bollywood as part of my studies. This course, which included dance, along with a rich film history lecture, not only introduced me to a new dance form that I knew little about, but has given me a love of a culture, and history that I intend to continue to explore further through Hindi language courses here at UHM. This is only possible because of course offerings like Hindi, and higher level dance courses. With anticipated budget cuts, and programs like these slated for removal, students like myself would never have any sort of access, in any other way to these languages, and cultures that so greatly enhance our diverse community. We should have access, education, and understanding for the multitude of cultures that are integrated onto our small campus. These programs have value far beyond the classroom, and into the community for which they serve. Hindi and Bollywood are an important part of enrichment at our UH 'ohana and should be treated as such. These languages are also essential to the university's values of Kaiāulu, Kuleana, and 'Ohana.

Please, I implore you to reconsider your decision to cut these programs.

Marisela Martinez  
Theater & Dance, UH Mānoa  
Performance Studies, MA  
Student of Bollywood Dance, Music, and Film, Spring 2020.

---

Dear Board of Regents:

The importance of Hindi language courses at the University of Hawaii Manoa should not be understated. Hindi speakers are the largest plurality in India. India itself is an up and coming scientific juggernaut. Many Indians are members of the Belle II Collaboration in Japan (of which the UH Manoa Physics Department is a large contributor) and in the LIGO India collaboration, just to give two examples. As such, international scientific collaborations with India will likely increase in the future. Related to that is the issue of language, a key component of human interaction, understanding, and relations.

English is currently the international language of science and will likely continue to be into the future. However, good relations with scientists in other countries, such as India, should be fostered. One approach to doing this, outside of working together in scientific collaborations, is obtaining some cross-cultural understanding. And one method of doing that is through language instruction. The UH Manoa is a prime candidate to be a leader in this area as many (Asian) languages are taught with a higher frequency than at some other universities. Small class sizes at UH allow for more personalized and in-depth instruction, particularly with the less-frequently taught languages, such as Hindi. With respect to Hindi in particular (and South Asian languages in general) the training of not only STEM students but all interested students in Hindi could help build good relations with the world's largest democracy and up and coming scientific and economic powerhouse. The UH Manoa is well positioned to be a leader in this area among American universities.

Shawn Dubey  
Ph.D. student in Physics, student of Hindi Fall 2020.

---

Dear Sir/Madam

I would like to ask you to reconsider your proposal to cut off Hindi from UH Manoa. I am a PhD student in Linguistics who is currently taking Hindi 101. Linguistically speaking, Hindi is a particularly important language which represents complex linguistics features that are significant for the scientific study of language. I am interested in SOV language and taking Hindi will help me to understand more about this typology. Besides, as an international student from Indonesia, my culture and history are related to India which I would love to understand more through the language.

Mahalo,  
Khairunnisa  
Hindi student Fall 2020

---

Aloha,

"Maluna a'e o na lahui a pau ke ola ke kanaka", The University of Hawaii's motto, upheld by the Universities support of ethnic diversity and vast collections of academic opportunities allowing everything to learn, is in danger. A University

is not a place to transform the economically valuable to the valuable, a university is a place for students and faculty of all types to come together and have academic conversations.

I had an interest in Mathematics coming into the university, but my thought of doing mathematics was crunching symbols and integrals and doing real world work which utilizes the ideas. For a long time I believed I would be a matrix multiplier by profession for the sake of creating better artificial intelligences and more accurate neural networks.

My mom would speak Urdu at home, but the sounds were intelligible and the only language one could ever 'feel' in is in English. Me and my mom would practice by learning one word or sentence a day, but there was no link or logic between the words. For a long time I believed I would never learn Urdu, and that I would only know English, never being able to talk to my grandma.

Sincerely,  
Zain Jabbar, Hindi Student

---

Aloha mai kakou,

I want to start by acknowledging that these are difficult times. The world is a very uncertain place right now, and things that once seemed settled have been thrown up into the air. All of our expectations of normal have been forced to the side, making room for harsh realities.

That being said, harsh realities have harsh consequences.

From personal experience, the Hindi classes I've taken have meant a lot to me. I was fifteen when I first got the idea that I would like to go -- at least to visit -- the vast Indian sub-continent. I had just spent a year participating in my schools' Academic Decathlon team, which had been given the task of studying every aspect of Indian culture, history, and worldview possible. From that experience, I could tell you of Mughal miniature paintings, and the incredible details that were propagandized to the public through them. I could tell you of the difference between different raga -- classical Indian scales -- and how they differed from classical western scales. I could tell you about Jawaharlal Nehru's speech on the night of August 14th, 1947, as the British Empire began to unravel with the independence of India.

But I still knew so little.

If I had magically been dropped in Mumbai, I would be lost and confused. I couldn't tell you about the different kinds of street foods that are sold by hawkers on the streets of Delhi. I couldn't tell you what a market sounded like, or what the midday sun felt like on my neck.

It became a goal of mine, one that I have worked towards for years now, to eventually find myself in the sub-continent. Personally, Hindi classes at Manoa have been one of the most valuable assets to reaching that goal I could've ever found. I am not a fluent speaker of Hindi -- nor will I ever be -- but with these few classes, I feel like my goal is one step closer.

On top of that, there's the simple fact that these classes have been -- by quite a bit -- my favorite classes that I have taken at UH Manoa -- and I've taken some that I've quite liked. Especially last semester. After spring break, when school moved online due to this new harsh reality, the Hindi class I had by far the smoothest, and best transition to an online setting. In other classes, there was an immediate, and precipitous drop in quality, but there wasn't such a thing with Hindi 102. The class continued on, quality ever-steady.

Mahalo,  
Kawika O'Connor.

---

Aloha,

My name is Cherie Gendron and I am a graduate student at UH Mānoa. I am writing to acknowledge the proposed cuts and “pausing” of Hindi and Urdu languages and South Asian Studies as a monumental mistake. I chose this school because of its commitment to “serving” local, national, and international communities. This is not serving, this is deliberate sabotage.

Which communities did the university have in mind if not all? How do you make the decision that one community is more important to learn about than another? That’s what this proposal communicates to me, that somehow Hindi and Urdu are less valuable in some way. This is NOT what I stand for nor can I stay quiet. By “pausing” Hindi and Urdu and restructuring the department as a “center” communicates to the world, the country, and students, that these programs do not hold space on their own. It communicates that to its growing community that their commitment to these studies is not valuable. Not only would this devalue UH as a “top tier” research university, it makes it less attractive to potential students. Research itself isn’t privy to monetary value, research is valued based on discovery and uncovering what has been. Taking away these classes limits students’ research ability inherently, especially those that are in interdisciplinary studies. The student experience and research itself will suffer greatly.

Who are you telling is no longer welcome? Taking away courses that have a GROWING community tells future students that their potential future in their area of study is no longer welcome. It tells future and present Hindi, Urdu, and South Asia Studies leaders, professors, and teachers that their area of study will no longer provide a sustainable future here.

The pause and rebranding limits research, potential students, and takes away present and future sustainability for teachers and professors. Even if these courses would actually be “paused”, the future of these courses are not promised to be restored nor re-imagined to hold space and a future at UH Mānoa.

How do you want the school to be presented to the world? One that succumbs to monetary pressures and academic stigma or a leading example of how education belongs to everyone? The school’s reputation is on the line.

Hindi and Urdu are important and valuable, DO NOT PAUSE!

South Asian Studies is important and valuable as a DEPARTMENT, DO NOT REBRAND!

Mahalo,

Cherie Gendron

MFA in Dance Candidate UH Mānoa

Student of Bollywood Dance & Film, Fall 2020

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I am deeply troubled at the news that the University of Hawaii wishes to pause offering all so-called low-enrolled Indo-Pacific languages, including languages that are spoken by millions of people across the globe – Arabic, Hindi-Urdu, Bahasa Indonesia, Filipino, to quote a few examples. Such a move would not only misrepresent the importance of these languages, but also lead to the possible extinction of many less-frequently spoken Pacific-Island languages.

Before retiring from the German department at Middlebury College, Middlebury, Vermont, I was deeply involved along with many other colleagues in increasing the multicultural nature of our courses. Departments such as Asian Studies, Black Studies, Gender, Sexuality and Feminist Studies, brought to the forefront the importance of languages that had

been previously perceived to be sparsely enrolled, and our Summer School rose to the occasion by increasing its offerings of languages to meet these critical demands.

I urge the administration of the University of Hawaii in the strongest possible terms to reconsider its untimely and hasty move to 'pause' the Indo-Pacific language offerings. The faculty teaching these courses are among the best in your institution – it would be a pity not to use to the fullest extent their expertise and dedication to encouraging students, faculty, and community members to make their voices heard fully and respectfully.

Sincerely,  
kamakshi pappu murti

Dr. (Ms.) Kamakshi P. Murti  
Professor emerita of German  
Middlebury College  
Middlebury, VT

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Dear Members of the Board of Regents,

Undoubtedly you have the very best intentions and wish for the University of Hawaii to flourish, even if right now that goal may have to be just narrowed down to "weathering the storm."

It is tempting to do what seems most obvious and cut the classes with the lowest enrollment, and what easier victim than underpopulated language classes?

I trust you will not fall into that trap and have a longer-term vision. You would make a great tactical error considering that you have fantastic South Asian language offerings with internationally renowned teachers. The programs have been carefully built up over many decades. Language programs are notoriously difficult to establish. Reputations take years to build, but can be easily lost in one stroke of the pen on the balancing books. You are undoubtedly aware that there is a real cost involved if one has to restart programs after closing them down. In fact, what looks like cost-saving in this very short-term moment will actually run up the bill on a medium-term scale, not to speak about the long term.

While it may seem that language learning is a luxury, keeping learning and research in the world's most highly visible languages is not just important for diplomacy and business, it is foundational to any university that seeks to be an international player. This seems to be the case especially for Hawaii, situated as it is.

I trust you will not make this disastrous decision to strip down one of your strongest assets.

Sincerely,

Heidi Pauwels  
Dept. Asian Languages and Literature  
University of Washington  
Seattle, WA 98195-3521

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Namaste Members of the Board of Regents!

Aloha!

India is the second most populous country in the world and the fifth largest economy in the world. Business has shifted from the Triadian Market of USA, Europe, and Japan to Brazil, Russia, India, and China (or BRIC), and it is imperative that all global universities develop comprehensive expertise on India to better educate their students.

India is not only a cultural wonder but also a linguistic wonder. Unlike the other Asian cultures that are relatively homogeneous, India has more than two thousand ethnic groups, second to only the entire continent of Africa. Indian languages represent all the four families of languages including Indo-European (Spanish, English, Hindi, Portugese, Bengali, Russian, German, Marathi, French, Italian, Punjabi, and Urdu, of which five languages are native to India and English and Portugese also have a long history of being present in India), Dravidian, Austro-Asiatic, and Tibeto-Burman (Lewis, 2009; Dinkar, 1956). India even claims to have a language isolate in the Nihali language spoken in Maharashtra in Buldana District. India is the home of 300 to 400 languages and 1652 mother tongues, according to linguists. It is no surprise that it has 23 official languages, 87 languages of print media, and 104 languages in which there are radio broadcasts. In more than half of the districts of India minority linguistic groups constitute more than 20% of the population (Mohanty, 2007). It is no surprise that *The Wonder That Was India* was written by A L Basham in 1954 when he was a faculty at UH.

UH has a 100 year history of excellence in comparative philosophy, and *Philosophy East and West* is the number one journal in the field, which is UH publication and started in 1951. The second President of India, Dr. S. Radhakrishnan was a co-editor with our own Professor Charles Moore, after whom Moore Hall is named for the book *A Source Book in Indian Philosophy* which was published in 1954 and continues to be reprinted to date, and is the go to reference book on Indian Philosophy. UH has excelled in Sanskrit education, and Professor Rama Nath Sharma is a world renowned scholar in Paninian Grammar, and has published more than 10 volumes making Sanskrit Grammar accessible to the Western academic world.

Teaching Sanskrit, Hindi, and Urdu also allows us to connect with the largest film producing country in the world, INDIA!

Teaching Sanskrit, Hindi, and Urdu is not strategic, but a categorical imperative. It reflects that UH is a global university with specialization in Asia-Pacific .

This is time to invest in Sanskrit, Hindi, and Urdu education, not to put a pause. The decision to put a pause will hurt UH academically, and hanut UH for decades!

Please do not pause teaching Sanskrit, Hindi, and Urdu.

With warm regards

Bhawuk  
Dharm P S Bhawuk  
Professor of Management and  
Culture and Community Psychology  
Shidler College of Education  
University of Hawaii at Manoa

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To Whom it May Concern,

I am a PhD student in the department of philosophy specializing in classical Indian philosophy. I chose to continue my graduate studies at UH Manoa specifically because the philosophy department here is thoroughly unique in its commitment to the study of both Western and non-Western philosophical traditions. No other program would have afforded me the same degree of exposure to and immersion in the study of Indian philosophy. Serious study of Indian philosophy requires serious study of Sanskrit. As it stands, PhD students specializing in Indian philosophy at UH Manoa can concurrently pursue Sanskrit studies at UH Manoa. This is an immense boon for us. Those of us who wish to specialize in Indian philosophy and subsequently enter the academic job market depend for our success on our ability to study Sanskrit here at UH Manoa. In my view, the significance of our philosophy department cannot be overstated. Our program is widely recognized and respected as a long-standing and leading facilitator of East-West philosophical dialogue. This status of ours is buoyed by our placement record which is in turn reliant on our relationship with the Sanskrit language program. I urge those with determining power to recognize the necessity of preserving the full scope of the department of Indo-Pacific languages at UH Manoa.

Sincerely,  
Emma Irwin  
PhD Student  
Department of Philosophy  
Current Student of Sanskrit  
University of Hawaii at Manoa

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Dr Niti Villinger

**Your Organization (optional)**

Retired professor

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

nitidv@gmail.com

**Board of Regents Agenda Item (required) \***

OTHER

**OTHER (Please describe) \***

Indo PAC languages continued at UH

**Your Position (required) \***

Support

**Your Testimony/Comments**

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Christine Walters

### Your Organization (optional)

University of Hawaii: Leeward Community College

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

cwalters@hawaii.edu

### Board of Regents Agenda Item (required) \*

BOR VII.A. Consent Agenda

### Your Position (required) \*

Oppose

### Your Testimony/Comments

I am a University of Hawai'i Alumna who graduated from the Religion department with my Master's degree in Religion (Asian) and I am very dismayed by the proposed changed to this department, and other essential Liberal Arts programs, at the University of Hawai'i at Mānoa and across the UH system.

It's heartbreaking to see fear of the unknown grip even the most educated of our decision makers; there's a much more rational way of handling the current crisis, and these sorts of solutions aren't going to help in the long term. There is a lot of uncertainties at the moment, and these decisions based on emotions, rather than reason, will not only damage the reputation of our esteemed institution: it has the potential to drive down enrollment at a time when the University needs student enrollment the most. While the immediate concern of balancing the budget is understandable, we need to be measuring those decisions against the big picture consequences. As a gentle reminder, in times of crisis such as these, **WE NEED TO UPHOLD OUR MISSION: "to advance the values and goals of a democratic society and ensure the survival of present and future generations with improvement in the quality of life"**. The ultimate goal, for all of us, is to serve our students and the community at large.

Regarding the proposal to cut the lecturer budget by 25% systemwide, I am currently collecting data from lecturers across the UH system which demonstrates how essential lecturers are to the UH system. So far, the current data shows that among participants, **about 70% of lecturers teach courses not taught by a tenure-track faculty member in their discipline**. Furthermore, **about half of participants reported that their students do not know the difference between lecturers and tenure-track faculty who are teaching their courses**. I hope this data compels decision makers to see that lecturers are essential faculty members, and that the proposed 25% cut to lecturers system wide has the potential to drive down student enrollment and revenue generating courses, rather than saving costs at the system level.

Please take these observations under due consideration into your decision making; I share them here as a humble offering from a very proud UH alumna who would like to see her alma mater thrive for years to come.

Mahalo.

### Your Testimony (pdf or word)

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## KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

noreply@jotform.com <noreply@jotform.com>

Mon, Sep 14, 2020 at 2:02 AM

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To: mhou@hawaii.edu, david@hawaii.edu, david.lassner@hawaii.edu, mbruno2@hawaii.edu, COVID19@hawaii.edu, bor.testimony@hawaii.edu, parnade@hawaii.edu, tbrisl@hawaii.edu, kondo@hawaii.edu, iezz@hawaii.edu, efisher@hawaii.edu, wessendo@hawaii.edu



### KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

Letter Heading

To:  
UHM President David President Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown  
Associate Chair of Theatre, Julie Iezzi  
Associate Chair of Dance, Betsy Fisher  
Chair of Theatre and Dance, Markus Wessendorf  
Dear President Lassner,

I write to STRONGLY OPPOSE the proposed elimination of degree programs in Dance (BA, BFA, MA, MFA) and Theatre (MA, Ph.D., reduction of MFA tracks).

To take the place of the elimination of these degree programs, instead, I urge:

Austerity Pay-cuts for all UH Manoa and UH System administrators earning over \$250,000 per year, as this measure is consistent with the pandemic response plans at other universities.

The implementation of UH faculty, student, and community counter proposals to preserve Theatre and Dance degree programs within the College of Arts, Languages, and Letters.

Proposals to cut these programs identify "small size" as the reasoning to "stop-out" certain degree tracks, however despite UHM's overall enrollment being as much as one-third of peer and benchmark schools on the continent, UHM Theatre and Dance programs produce a comparable number of graduates every year.

Your report on proposed cuts to programs in the College of Arts, Languages and Letters (CALL) even states that, "The 100-level dance and technique courses do not count towards the BA/BFA degrees. These are taught by lecturers and a few GAs. Given that these are not taught

by tenure-track faculty, the classes are relatively inexpensive to continue. The courses are popular." The said lecturers and GAs represent those trained by the UH Manoa tenured and tenure-track dance faculty. This statement reveals that even if you don't value the contributions of dance graduate students and faculty enough to continue the dance department for future student generations, you certainly value the money that their teaching brings to this university. Your proposal shamelessly contributes to the exploitation of adjunct labor to teach "inexpensive" courses, while overlooking the fact that these dance professionals represent the artistic lineage of the dance MFA program, and the undergraduate dance program.

President Lassner, how can you propose to cut the university's dance programs after your own dance training and your oft-stated belief in the value of hula? Your proposed cuts diminish the significance of dance and theatre within this community, including its importance as a place-based form of Indigenous knowledge.

The proposed cuts to Dance and Theatre form, in conjunction with many of your other proposed cuts and consolidations, a pattern that perpetuates histories of racism and colonialism. As with Dance and Theatre, Women's Studies, Ethnic Studies, are fields where women, BIPOC and other under-represented populations in academia find leadership and pathways to support our the state with needed community-directed research projects, as well as help to build a resilient workforce that could serve the local economy. These cuts are directly in conflict with UH Manoa's stated commitment to deliver "a multicultural global experience in a Hawaiian place of learning, with a long history of adherence to the principles of sustainability and the essence of aloha."

These so-called "budget cuts" are, in fact, cuts that will end our artistic genealogies and histories, and sever the next generation from being nurtured by the legacy of local artistry that only exists in Hawai'i. Your cuts tell local creatives, arts educators, and stewards of knowledge, "You have no place in this state. You must leave your homes, your communities, and the people you hope to empower, in order to receive a higher education."

It is shameful that Executive Management propose these devastating cuts while preserving your own and Executive Management's inflated salaries.

It is a shame that your administration is, under the cloak of COVID-19 and the decline in tourism revenue, proposing these program eliminations, rather than leading Hawai'i through our present crisis by putting UH at the helm, and working together to pivot these islands toward establishing a more sustainable and public-serving way to survive and thrive.

I look forward to the swift and imminent withdrawal of these proposed cuts, and to hearing future news of your plans to preserve the Dance and Theatre degree tracks, in an ongoing conversation with the community you have been tasked to serve.

9/14/2020

University of Hawaii Mail - KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.

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# Board of Regents Meeting

September 17, 2020

LATE Testimony Submitted via jotform.com

**“KEEP THEATRE AND DANCE AT UHM- I strongly oppose the proposed cuts.”**

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# Board of Regents Meeting

September 17, 2020

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| 111. jessica marutani            | 149. Ka'ilialoha Dias-Blake |
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**Board of Regents Meeting  
September 17, 2020**

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**“KEEP THEATRE AND DANCE AT UHM- I strongly oppose the  
proposed cuts.”**

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178. Matt Fennelly
179. Kimberley Newhouse
180. ALIYA SLAYTON



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## In Support of the Philippine Languages & Literatures Program at UH Mānoa -

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noreply@jotform.com <noreply@jotform.com>

Thu, Sep 17, 2020 at 10:05 AM

Reply-To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknutson@hawaii.edu

To: david@hawaii.edu, mbruno@hawaii.edu, mbruno2@hawaii.edu, parnade@hawaii.edu, tbrislin@hawaii.edu, kondo@hawaii.edu, bor.testimony@hawaii.edu, bor@hawaii.edu, jknutson@hawaii.edu

### In Support of the Philippine Languages & Literatures Program at UH Mānoa

UHM Affiliation

Student

Letter Heading

To:  
UHM President, David Lassner

CC:  
UHM Provost, Michael Bruno  
The Board of Regents  
Dean of CALL, Peter Arnade  
Associate Dean of CALL, Tom Brislin  
Associate Dean of CALL, Kimi Kondo-Brown

I am writing in OPPOSITION to the reorganization of CALL, the elimination of the Philippine Languages and Literatures Program, and the general defunding of the Arts & Humanities currently proposed at UHM.

The Philippine Languages and Literatures Program offers two specializations, in Ilokano and Tagalog languages and has been in existence since the 1970s. These became degree-granting programs in the early 2000s servicing the educational needs of heritage language learners and non-heritage language learners alike. Recognizing the importance of the Program within the Academy as a service institution, the Board of Regents granted the BA Program permanent status in 2013. The BA in Philippine Languages and Literatures is founded on the recognition of the academic, professional, and personal needs of the community. Ilokano and Tagalog are two of the languages most commonly spoken by Filipinos in Hawai'i, where they make up 25% of the state's population and 11% of the UH Mānoa student body. There is a larger community need for Ilokano and Tagalog speakers, particularly for professionals in the areas of education, business, health, and social and legal services trained in Philippine history and cultures.

Cutting our BA in Philippine Languages and Literatures will not save the University money. Since its birth, the Philippine Languages and Literatures program is the largest within the Dept. of IPLL. The program has grown and maintained its growth with many majors and graduates, course offerings, and full enrollment for the majority of our classes. Currently, we have 30 majors and 25 minors in the Ilokano and Tagalog program combined. Consistent with previous semesters, we currently offer 31

courses (17 IP, 4 ILO, and 10 FIL) which have strong enrollments totaling 561 students. The courses offered in the program have multiple focus designations which fulfill the General Education requirements and focus requirements of the University. Every semester, we have multiple sections of several IP courses at maximum capacity, averaging about 20 students per class every semester. This semester alone we had 60+ students waitlisted for our IP courses and we were unable to offer them seats because we were not permitted to open up more sections or hire more lecturers. This record shows that the Philippine Languages and Literatures Program helps our students fulfill their language requirement and other GE requirements. In addition, full enrollment in our courses shows that we are not a cost center, but rather we draw in many tuition-paying students to our many popular courses.

The cost-cutting policies that the University is trying to implement have community-wide repercussions. It reveals a larger societal practice of devaluing certain people, cultures, and experiences. Recent data reveals that Pacific Islanders and Filipinos have the highest COVID-19 contraction because they are deemed “essential workers” and therefore are forced to work during the pandemic. Overwhelmingly, Filipinos are frontline workers and are overrepresented in the healthcare industry and in service jobs in the tourist industry. This is why there is an extreme health crisis in these communities. In addition, the University is trying to remove the Philippine Languages and Literatures program, which provides direct training for students in maintaining literacy in their heritage languages. This is not the way to support their lives and sacrifices. In order for Hawai’i to sustain itself now and recover in the future, it is necessary to support Filipinos, Pacific Islanders, and Kānaka Maoli who are suffering disproportionately during this pandemic. The pandemic makes the failures of this colonial capitalist system glaringly apparent, especially their lack of support for the basic needs of the people. We urge the university not to contribute to these failings but rather lead by example in sustaining the people and aiding in the recovery of our communities.

Signature



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# Board of Regents Meeting

September 17, 2020

LATE Testimony Submitted via jotform.com

In Support of the Philippine Languages & Literatures Program at  
UH Mānoa

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| 22. S. Shankar                         | 61. Christina Andres               |
| 23. Sarah Lauvao                       | 62. Janine Paula Tugaoen           |
| 24. Jordan Jackson                     | 63. Christian Charles Dela<br>Cruz |
| 25. Celine Lesane                      | 64. Alexis Matundan                |
| 26. Shanel Crawford                    | 65. Stephen Cu                     |
| 27. Christine Remigio                  | 66. Austin Crowder                 |
| 28. Xyrene Faavi                       | 67. Maura Torres                   |
| 29. Sophia Sansano                     | 68. Raphael Madrid                 |
| 30. Nicole Williams                    | 69. Maria Giavazzi                 |
| 31. Ryan Lee Lee                       | 70. Reimi Jirou                    |
| 32. Lisa Beams                         | 71. John Warren                    |
| 33. Misty Pegram                       | 72. Vincent Paul Sumibcay          |
| 34. Jazel Poliran                      | 73. Ty Francisco                   |
| 35. Kaelyn Onodera                     | 74. Celia Bardwell-Jones           |
| 36. Austin Kuniyoshi                   | 75. Yu Noguchi                     |
| 37. Sira Agustin                       | 76. Germaine Juan                  |
| 38. Jordyn Saito                       | 77. Heather Seiders                |
| 39. Jollene Levid                      | 78. Arwin De Jesus                 |
|  | 79. Anthony Aranico                |

# Board of Regents Meeting

September 17, 2020

LATE Testimony Submitted via jotform.com

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The preceding Comment Form was completed by the following individuals.

- |                              |                            |
|------------------------------|----------------------------|
| 80. Isaiah Salazar           | 121. Cacie Sonomura        |
| 81. Allison Harkenrider      | 122. James Mamuad          |
| 82. Kristen Laguana          | 123. Michael Jake Sumaylo  |
| 83. Katte Geneta             | 124. Steffanie Sobitz      |
| 84. Isabella Giannetti       | 125. Alika Okamitsu        |
| 85. Tamisha Tan              | 126. Jamaica Osorio        |
| 86. Janel De La Torre        | 127. Naomi Carrillo        |
| 87. Charisse Ghattas         | 128. Diliaur Tellei        |
| 88. Danielle Ganon           | 129. Lynn Nguyen           |
| 89. Kate Yusi                | 130. Tiana Kawaihoa        |
| 90. Audrey Alvarez           | 131. Seth Christian        |
| 91. Milan Ragasa             | 132. Te Kuru Dewes         |
| 92. Kyrstle Solano           | 133. Lamar Carter          |
| 93. Donavan Albano           | 134. Emily Ricker          |
| 94. Nanea Lum                | 135. Rochelle Mae Cadiente |
| 95. Sophia Santos            | 136. Jimmelle Parong       |
| 96. Rochelle Sugawa          | 137. Erna Alonzo           |
| 97. Hieu Phung Nguyen        | 138. John Reiss            |
| 98. Matthew Rasmussen        | 139. Sophia Isma           |
| 99. Brooke Hunter            | 140. Sabrina Aponte        |
| 100. Steph Yamagata          | 141. Cassandra Joy Ecraela |
| 101. Karissa Edwards         | 142. Romyn Sabatchi        |
| 102. Christian Daquioag      | 143. Jonathan Lazatin      |
| 103. Kendra Hein             | 144. Miranda Bohac         |
| 104. Alyssa Nye              | 145. Vernadette Gonzalez   |
| 105. Kaylee Ribilla-Takamoto | 146. Chariz Seijo          |
| 106. Mark Lester Ranchez     | 147. Gina Bui              |
| 107. Anthony Arce            | 148. Precious Arao         |
| 108. M. Y.                   | 149. Noah Kang             |
| 109. Rory Brandon            | 150. Rachelle Robley       |
| 110. Shekina Rumbaoa         | 151. Sophia Hess           |
| 111. Jennifer Brown          | 152. Samantha Miller       |
| 112. Joshua Rivera           | 153. Luka Naeole           |
| 113. Sairel Labasan          | 154. Angela Grace Piso     |
| 114. Maricar Daoang          | 155. Reese Hirota          |
| 115. Ivan Bondoc             | 156. Camryn Shiroma        |
| 116. Renee Togafau           | 157. Blessie Eliazar       |
| 117. Rei Antonio             | 158. Adam Manalo-Camp      |
| 118. Alessandra Talabong     | 159. Angel Velasquez       |
| 119. Natalie Schack          | 160. Mariana Jaramillo     |
| 120. Christianne Moss        | 161. Angelica Arao         |

**Board of Regents Meeting  
September 17, 2020**

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**The preceding Comment Form was completed by the following individuals.**

162. Imelda Arao
163. Jason Kosaki
164. Allyson Arrieta
165. Mahina Tuteur
166. Gavin Furukawa
167. Katelyn Wyatt
168. Sherimae Murro
169. Isaiah Zafra-Bungay
170. Alyssa Reyes
171. Raquel Chavez
172. Maecie Esperanza
173. Rayleen Bermudes
174. Allana Nicole Pinoliar
175. Yvette Cudal
176. Renzymeir Baloran
177. Maria Teresa Houar
178. Alliyah-Lei Dizon