
A BILL FOR AN ACT

RELATING TO THE UNIVERSITY OF HAWAII.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that the Filipino
2 community in the State has grown since the first immigrants
3 arrived from the Philippines in 1906. In the most recent United
4 States Census Bureau's American FactFinder, people of Filipino
5 ancestry were identified as the second-largest ethnic group in
6 Hawaii, with fifteen per cent of residents identifying
7 themselves as Filipino alone and twenty-six per cent of
8 residents identifying themselves as Filipino and another race.
9 The legislature finds that, in Hawaii, only seventeen per cent
10 of residents of Filipino ancestry have a postsecondary degree,
11 compared with forty-two per cent of residents of Caucasian
12 ancestry and thirty-five per cent of residents of Japanese
13 ancestry.

14 The legislature also finds that, at twenty-three per cent
15 of the State's student population, students of Filipino ancestry
16 are the second-largest ethnic group in the department of
17 education. These students represent more than half of the



1 student population at Farrington high school, Waipahu high
2 school, Lanai high school, and Lanai elementary school.

3 The legislature further finds that, despite their high
4 representation in the general population and in schools within
5 the department of education, students of Filipino ancestry are
6 underrepresented in the university of Hawaii system. While
7 students of Filipino ancestry are well-represented at the
8 university of Hawaii west Oahu and the university of Hawaii's
9 community colleges at thirty-two per cent and twenty-five per
10 cent of the student population, respectively, students of
11 Filipino ancestry are severely underrepresented at the
12 university of Hawaii at Manoa, comprising only ten per cent of
13 undergraduate students and four per cent of graduate students.
14 While students of Filipino ancestry outperform their non-
15 Filipino peers in degree attainment at the university of
16 Hawaii's community colleges and at four-year degree campuses,
17 their transfer rate from the community colleges to four-year
18 campuses is low. Further, only five per cent of the university
19 of Hawaii system's faculty are of Filipino ancestry, and only
20 three per cent of faculty at the university of Hawaii at Manoa
21 are of Filipino ancestry.



1 In 2008, the legislature adopted Senate Concurrent
2 Resolution No. 120, requesting the university of Hawaii and the
3 department of education to submit a report to the legislature on
4 a plan to develop, offer, and expand Philippine language courses
5 at public schools and university of Hawaii campuses. More than
6 twenty Filipino community and student groups supported S.C.R.
7 No. 120, in addition to the Filipino legislative caucus in the
8 house of representatives, the university of Hawaii, and the
9 department of education.

10 In response to S.C.R. No. 120, the university of Hawaii
11 submitted a report recommending the establishment of a committee
12 to consider the following tasks:

- 13 (1) Surveying Philippine language courses and courses with
14 significant Philippine or Filipino ethnic content;
- 15 (2) Identifying and supporting public schools and
16 university of Hawaii campuses interested in offering
17 new classes or expanding access to existing courses in
18 Ilokano and Tagalog and related areas;
- 19 (3) Incorporating appropriate language and culture in pre-
20 college and college recruitment and retention
21 activities;



1 (4) Offering workshops, mentoring, and other professional
2 development activities for Ilokano and Tagalog
3 language teachers;

4 (5) Seeking funds for student support, co-curricular
5 activities, and Philippine language courses; and

6 (6) Requesting advice and resources from San Diego
7 Philippine language experts, Hawaii organizations,
8 such as KNDI radio and the Filipino Community Center,
9 and other resources.

10 The legislature further finds that the university of Hawaii
11 Pamantasan Council, with representation from Filipino students,
12 faculty, and administrators, organizes annual conferences and
13 periodic workshops on the status and aspirations of Filipinos at
14 the university of Hawaii. The Pamantasan Council was
15 established in 1987 to address:

16 (1) Filipino student, faculty, and staff representation
17 and success;

18 (2) Philippine and Filipino-American courses in the
19 curriculum;

20 (3) Filipinos in the department of education;

21 (4) Filipinos in jobs, careers, and community service; and



1 (5) Relations between Philippine and American higher
2 education institutions.

3 Furthermore, the Pamantasan Council has the capacity to
4 engage in substantive discussions with and reach out to
5 community groups, private organizations, and state agencies to
6 improve the status of Filipino education at the university of
7 Hawaii and the department of education.

8 The legislature finds that the activities proposed by the
9 different campuses require funds and positions to ensure
10 adequate faculty, student service personnel, lecturers, graduate
11 assistants, and student staff. Over the years, the Pamantasan
12 Council has identified priority activities to increase access
13 and diversity by supporting annual conferences, workshops,
14 curriculum development, exchange programs, internships, neighbor
15 island travel, library material, distance education units, and
16 community partnerships. As part of its duties, the Pamantasan
17 Council multicampus program supports the university of Hawaii's
18 Hawaii Graduation Initiative to "increase the educational
19 capital of the state by increasing the participation and
20 completion of students . . . and preparing them for success in
21 the workforce and their communities."



1 Increased coordination, additional resources, and expansion
2 of Philippine studies, Philippine language courses, and content
3 on the Filipino-American experience in the university of Hawaii
4 system and the department of education will increase academic
5 interest, student success, and graduation among Filipino
6 students.

7 The legislature further finds that support from the
8 Filipino community will increase the representation of Filipino
9 students and professionals in the education, health, legal,
10 business, science, technology, engineering, and mathematics
11 fields. In particular, the Pamantasan Council will provide
12 insight to university of Hawaii administrators and other policy
13 makers on programs and policies related to Philippine courses
14 and Filipino students.

15 Accordingly, the purpose of this Act is to provide
16 additional resources to the university of Hawaii Pamantasan
17 Council to help the State and the university of Hawaii meet
18 strategic goals for access, diversity, and workforce
19 development.

20 SECTION 2. There is appropriated out of the general
21 revenues of the State of Hawaii the sum of \$ or so much



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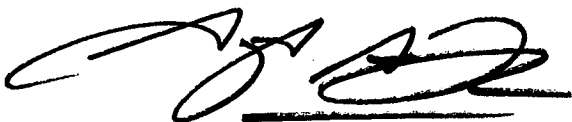

1 thereof as may be necessary for fiscal year 2019-2020 and the
 2 same sum or so much thereof as may be necessary for fiscal year
 3 2020-2021 to fund four full-time equivalent positions (4.0 FTE)
 4 for the university of Hawaii system-wide Pamantasan Council,
 5 including instructional faculty, student personnel, and graduate
 6 assistantships.

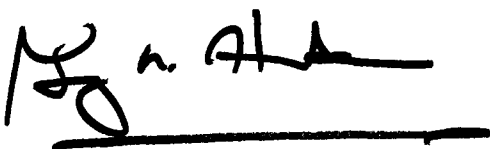
7 The sums appropriated shall be expended by the university
 8 of Hawaii for the purposes of this Act.



9 SECTION 3. This Act shall take effect on July 1, 2019.


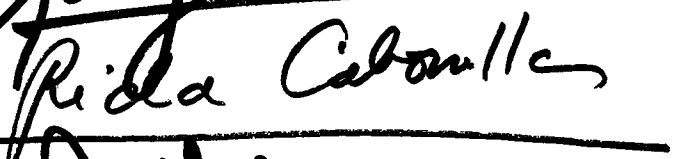
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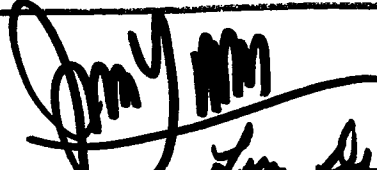
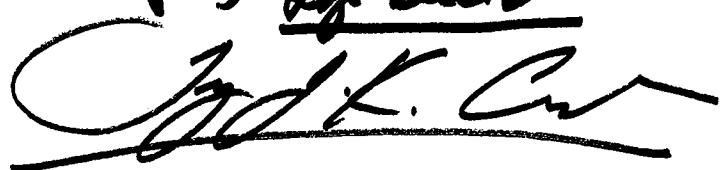
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H.B. NO. 377

Report Title:

UH; Hawaii Pamantasan Council; Appropriation

Description:

Appropriates funds to the University of Hawaii Pamantasan Council for 4 full-time equivalent positions to promote access, diversity, and workforce development, including programs and policies related to Philippine courses and Filipino students.

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.

