



Testimony in support of HCR 121/ HR 121

submitted by Amy Agbayani, co-chair Hawai'i Friends of Civil Rights

Chair Takayama, Vice Chair Clark and members of the committee.

Mahalo for hearing this resolution and I respectfully request you approve it.

The Hawai'i Friends of Civil Rights supports programs and policies that ensure equal access, diversity and inclusion. HF CR strongly supports HCR 121/HR 121 requesting UH to report on the Pamantasan Council's systemwide efforts to improve the status of Filipinos at the UH.

Filipinos have been in Hawai'i for 116 years; Filipino students are the largest ethnic group in the public schools and every fourth individual in our state is of Filipino ancestry. Unfortunately there are few courses about Filipinos in Hawai'i, Philippine languages, culture and history at most campuses; faculty and graduate students continue to be underrepresented and the transfer rate to four year campuses continues to be low.

HF CR supports this resolution requesting UH to report on the systemwide Pamantasan's efforts to improve the status and representation of Filipinos in the curriculum, faculty, staff and students. These objectives are consistent with the university's mission of teaching, research and service to the state. We thank the legislature for passing Act 266 in 2019 for providing 2 positions and funds for the Pamantasan Council. We support the request to UH to provide a report on the Pamantasan Council's activities, funding and plans.

I want to express my appreciation to the Filipino Senate and House caucus for introducing this resolution

Amy Agbayani, Co-chair

Hawaii Friends of Civil Rights

HCR-121

Submitted on: 3/30/2022 2:54:52 PM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Phillippe Rivera Fernandez-Brennan	Individual	Support	Written Testimony Only

Comments:

COMMITTEE ON HIGHER EDUCATION & TECHNOLOGY

Date: Friday, April 1, 2022

Time: 2:00PM

Place: VIA VIDEOCONFERENCE, Conference Room 309

March 30, 2022

Dear Chair Takayama, Vice Chair Clark, and members of the Committee:

I am sending testimony in strong support of HCR121, REQUESTING THE UNIVERSITY OF HAWAI‘I TO REPORT ON THE PAMANTASAN COUNCIL'S SYSTEMWIDE EFFORTS TO IMPROVE THE STATUS OF FILIPINOS AT THE UNIVERSITY OF HAWAII.

My name is Phillippe Fernandez-Brennan and I am a PhD student in Education: Curriculum and Instruction at the University of Hawai‘i at Mānoa (UHM), member of the UHM College of Education Tinalak Council and council member of the College of Education Doctoral Student Association (COEDSA). I have also taught in the Hawai‘i public schools for the past 8 years. I am testifying as an individual and do not represent the University of Hawai‘i nor the Hawai‘i Department of Education

I strongly support HCR121 because Filipinos are the largest non-White and Asian ethnic group in Hawai‘i, with 25% of the population identifying as Filipino. The majority of Filipinos in Hawai‘i are Ilokano, coming from the Northern region of the Philippines. Despite a strong presence in Hawai‘i since 1906 and significant contributions to the fabric of Hawai‘i, Filipinos as a community, continue to struggle socially, politically and economically.

Filipinos in Hawai‘i have undergone what is interpreted by scholars as a “process of cultural and ethnic disidentification,” a denial of their heritage and embrace of the

dominant ideologies of a local identity while being aware of their marginalization and the lack of social benefits for being Filipino.

At the University of Hawai'i at Mānoa (UHM), 2021 data showed that Filipinos accounted for only 5.9% of faculty at the UHM. Data from 2016 indicates the same trend of Filipinos accounting for only 2.6% of the entire UHM faculty. At the College of Education (COE), Filipinos are disproportionately underrepresented among the COE faculty with only 5 of 174 faculty members of 2.8% having Filipino heritage.

Fall 2021 data indicates that Filipinos are underrepresented at the College of Education as teacher candidates and graduate students. Filipinos represented only 11% of teacher candidates and 7.6% of graduate students at the COE. As the highest producing licensure Education Preparation Program (EPP) in Hawai'i, this low number of Filipino teacher candidates consequently leads to under-representation of Filipino teachers and administrators employed in the Hawai'i Department of Education (HIDOE). The most recent data in 2021 shows that Filipinos have one of the lowest representations of teachers (7.4%) and administrators (5.1%) employed by the HIDOE. This is problematic because Filipino youth represent the majority of the students in Hawai'i public schools. I argue that there is a link between the underrepresentation of Filipino teachers and administrators and lack of Filipino curriculum to persistent low performance, low achievement and lack of success among Filipino students at Hawai'i K-12 public schools.

Please support HCR121, REQUESTING THE UNIVERSITY OF HAWAI'I TO REPORT ON THE PAMANTASAN COUNCIL'S SYSTEMWIDE EFFORTS TO IMPROVE THE STATUS OF FILIPINOS AT THE UNIVERSITY OF HAWAII.

Thank you for the opportunity to testify.

Sincerely,

Phillippe R. Fernandez-Brennan

HCR-121

Submitted on: 3/30/2022 3:22:29 PM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Leon Florendo	Sariling Gawa Youth Council	Support	Written Testimony Only

Comments:

Aloha Chair Takayama, Vice Chair Clark, and members of the committee,

My name is Leon F. Florendo and I am the President of the *Sariling Gawa Youth Council*. I am submitting a written testimony on behalf of Sariling Gawa Youth Council.

We strongly support *HR 121/ HCR 121* Requesting the University of Hawaii to report on the Pamantasan council's systemwide efforts to improve the status of Filipinos at the University of Hawaii.

Sariling Gawa Youth Council has been dedicated to youth leadership development efforts since 1980 ensuring that Filipino youth are empowered to be community leaders with a deep understanding of their history, languages, culture and values. Over 3,000 high school students across the state have participated in our annual Sariling Gawa's Youth conferences and workshops. Throughout our organization's 40 plus year history, these students expressed a common desire which is to increase their pride, respect and appreciation of their Filipino history and cultural heritage.

We support HR 121 and HCR 121 because we believe in the work the University of Hawaii Pamantasan Council has been doing to ensure Filipino language, culture, history, and identity is offered through the various University of Hawaii programs and courses. As well as supporting Filipino students' enrollment and transfer and hiring of Filipino faculty.

Salamat po,

Leon F. Florendo

President Sariling Gawa Youth Council

March 30, 2022

Testimony to the Committee on Higher Education & Technology

Re: HCR 121/HR 121

Dear Chair Gregg Takayama, Vice Chair Linda Clark, and members of the Committee on Higher Education & Technology:

I am Dr. Jeanne Batallones and **I submit this testimony in strong support of SCR 132/SR 116**, requesting the University of Hawai'i to Report on the Pamantasan Council's System Wide Efforts to Improve the Status of Filipinos at the University of Hawai'i. **I am urging you to support these measures.**

I am a Counselor at a UH Community College and a member of the UH Pamantasan Council. I have worked as a counselor within the UH system for the last seven years, and as a community college counselor for the last 14 years. I provide my testimony on behalf of myself as an Filipina educator, practitioner-scholar and community advocate.

Although Filipinos are 25% of the state's population and the second largest ethnic group in Hawai'i, as a community, we are not adequately represented in the UHCC curriculum and are not transferring to the 4-year institutions at proportionate rates. Recent studies have shown that COVID-19 has had significant impacts on Filipino's economically. The impacts of COVID-19 have also directly impacted resources previously allocated to support Filipino students as the sole tenured faculty position assigned to the only Philippine Studies program in the UHCC system at Leeward CC was swept during the COVID-19 pandemic and funds allocated from the 2019 Pamantasan Bill were discontinued, as a result of COVID-19 budget restrictions.

Filipinos are the second largest ethnic group in Hawai'i yet continue to be socio economically and educationally disadvantaged. A 2020 UH report, "COVID-19 and Job Loss: Who are the Workers Most Affected in Hawai'i?" shows Filipinos are among the top workers impacted by COVID-19 job loss, as Filipinos are disproportionately overrepresented in Hawai'i's lowest paid and most vulnerable employment sectors. According to 2018 Census data, among Filipinos aged 25 or older, only 32.3% have some college or associate's degree, 15.4% earned a Bachelor's degree, and 3.7% earned a Graduate or professional degree; well below the state average of 20.4% for a bachelor's and 10.5% graduate degree earners.

Within the UH system, Filipinos are overrepresented in the community college system and not transferring. According to UHIRO 2019 data, out of the total 6,828 Filipinos in the UH system, the majority (63%) are enrolled in the UH community college (UHCC) system and are highly unlikely to transfer to the 4-year UH campuses (Libarios, 2013).

Data from 2018–2019 obtained from the UH Institutional Research Office have shown disproportionate rates of Filipino degree completion have continued to persist, especially at the graduate degree levels (UHIRO, 2019). According to these data, 12% of all Filipino students attending the 4-year UH campus earned a baccalaureate degree, 4% earned a master's degree, and 1% earned a doctoral degree. In comparison, 31% of Caucasian students and 25% of Japanese students earned a master's degree, while 44% of Caucasian students earned a doctorate degree.

UHCC Filipino Curriculum Gap

The 4-year UH campuses offer most of the courses related to the Philippines or Filipinos. However, the target population of UHCC students, where the majority of Filipinos are enrolled, do not have access to these courses. Among the UHCCs, Leeward Community College offers the most courses dedicated solely to the Philippine and Filipino experience, with the only academic subject certificate in Philippine Studies. Other UHCCs that offer Filipino or Ilokano language courses are Maui College and Kapi'olani Community College. Among the seven UHCCs, Hawai'i Community College, Kaua'i Community College, and Windward Community College did not list any courses focused solely on the Philippines or Filipinos.

While COVID-19 has had significant negative impacts to the Filipino community, new opportunities have arisen, such as the shift to virtual modalities and the proposal of hub and spoke programs within the UHCC system, to avoid curriculum duplication and planned methods of shared online delivery options.

It is hoped that by reporting on UH efforts to address Filipino educational equity gaps, direct support for efforts such as the modification and expansion of Leeward Community College's Philippine Studies Certificate program to serve as a "hub" which can offer Filipino courses online to "spoke" campuses across the UHCC system and funding to prioritize the replacement of the only tenure track faculty position teaching Philippine Studies in the UHCC system at Leeward CC, will be restored.

For the reasons stated above and towards the goal of addressing Filipino educational equity gaps in Hawai'i, I strongly urge you to support this measure to request a report on the progress of the UH system to address the needs of Filipino students.

Thank you for your time and consideration.

Respectfully submitted,
Jeanne Batallones, Ed.D

March 30, 2022

Testimony to the Committee on Higher Education & Technology

Re: HCR 121/HR 121

Dear Chair Gregg Takayama, Vice Chair Linda Clark, and members of the Committee on Higher Education & Technology:

My name is Norman Q. Arancon and I submit this testimony in strong support of SCR 132/SR 116, requesting the University of Hawai'i to Report on the Pamantasan Council's System Wide Efforts to Improve the Status of Filipinos at the University of Hawai'i. I am urging you to support these measures.

I am a Professor of Horticulture of University of Hawaii at Hilo who led a committee on establishing the Filipino Certificate Studies Program at UH Hilo. I provide my testimony on behalf of the program.

Although Filipinos are 25% of the state's population and the second largest ethnic group in Hawai'i, as a community, we are not adequately represented in the UHCC curriculum and are not transferring to the 4-year institutions at proportionate rates. Recent studies have shown that COVID-19 has had significant impacts on Filipino's economically. The impacts of COVID-19 have also directly impacted resources previously allocated to support Filipino students as the sole tenured faculty position assigned to the only Philippine Studies program in the UHCC system at Leeward CC was swept during the COVID-19 pandemic and funds allocated from the 2019 Pamantasan Bill were discontinued, as a result of COVID-19 budget restrictions.

Filipinos are the second largest ethnic group in Hawai'i yet continue to be socio economically and educationally disadvantaged. A 2020 UH report, "COVID-19 and Job Loss: Who are the Workers Most Affected in Hawai'i?" shows Filipinos are among the top workers impacted by COVID-19 job loss, as Filipinos are disproportionately overrepresented in Hawai'i's lowest paid and most vulnerable employment sectors. According to 2018 Census data, among Filipinos aged 25 or older, only 32.3% have some college or associate's degree, 15.4% earned a Bachelor's degree, and 3.7% earned a Graduate or professional degree; well below the state average of 20.4% for a bachelor's and 10.5% graduate degree earners.

Within the UH system, Filipinos are overrepresented in the community college system and not transferring. According to UHIRO 2019 data, out of the total 6,828 Filipinos in the UH system, the majority (63%) are enrolled in the UH community college (UHCC) system and are highly unlikely to transfer to the 4-year UH campuses (Libarios, 2013).

Data from 2018–2019 obtained from the UH Institutional Research Office have shown disproportionate rates of Filipino degree completion have continued to persist, especially at the graduate degree levels (UHIRO, 2019). According to these data, 12% of all Filipino students attending the 4-year UH campus earned a baccalaureate degree, 4% earned a master's degree, and 1% earned a doctoral degree. In comparison, 31% of Caucasian students and 25% of Japanese students earned a master's degree, while 44% of Caucasian students earned a doctorate degree.

UHCC Filipino Curriculum Gap


The 4-year UH campuses offer most of the courses related to the Philippines or Filipinos. However, the target population of UHCC students, where the majority of Filipinos are enrolled, do not have access to these courses. Among the UHCCs, Leeward Community College offers the most courses dedicated solely to the Philippine and Filipino experience, with the only academic subject certificate in Philippine Studies. Other UHCCs that offer Filipino or Ilokano language courses are Maui College and Kapi'olani Community College. Among the seven UHCCs, Hawai'i Community College, Kaua'i Community College, and Windward Community College did not list any courses focused solely on the Philippines or Filipinos.

While COVID-19 has had significant negative impacts to the Filipino community, new opportunities have arisen, such as the shift to virtual modalities and the proposal of hub and spoke programs within the UHCC system, to avoid curriculum duplication and planned methods of shared online delivery options.

It is hoped that by reporting on UH efforts to address Filipino educational equity gaps, direct support for efforts such as the modification and expansion of Leeward Community College's Philippine Studies Certificate program to serve as a "hub" which can offer Filipino courses online to "spoke" campuses across the UHCC system and funding to prioritize the replacement of the only tenure track faculty position teaching Philippine Studies in the UHCC system at Leeward CC, will be restored.

For the reasons stated above and towards the goal of addressing Filipino educational equity gaps in Hawai'i, I strongly urge you to support this measure to request a report on the progress of the UH system to address the needs of Filipino students.

Thank you for your time and consideration.



Respectfully submitted,

Norman Q. Arancon, Ph.D.

HCR-121

Submitted on: 3/30/2022 8:50:15 PM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Doris Ching	Individual	Support	Written Testimony Only

Comments:

Testimony Presented Before the House Committee on Higher Education and Technology
Friday, April 1, 2022 2:00 pm

By Doris Ching, Emeritus Vice President for Student Affairs, University of Hawai‘i System

HCR 121/HR 121 REQUESTING THE UNIVERSITY OF HAWAII TO REPORT ON THE PAMANTASAN COUNCIL'S SYSTEMWIDE EFFORTS TO IMPROVE THE STATUS OF FILIPINOS AT THE UNIVERSITY OF HAWAII.

Chair Takayama, Vice Chair Clark, Members of the Committee Representatives Au Belatti, Costales, Ganaden, Gates, Hashimoto, Kapela, Ohno, Quinlan, Woodson, Yamane, Okimoto: Thank you for the opportunity to submit testimony on HCR 121 and HR 121. I am testifying as a concerned individual and member of the Hawai‘i community. Having had the privilege over five decades of teaching in K-12 education with the Hawai‘i Department of Education at Kalakaua Middle School, August Ahrens School, and Kawanānakoā Middle School as well as serving higher education at the University of Hawai‘i as Vice President for Student Affairs at UH-Mānoa and the UH System, and other positions including Interim Chancellor at UH-West O‘ahu, I personally observed the educational and representation shortcomings relative to students and professionals of Filipino ethnicity within Hawai‘i’s K-12 and higher education systems. In my roles as UH faculty and administrator, I supported the objectives and work of the Pamantasan Council which collaboratively addresses underrepresentation, equity, and campus diversity. I concur with the assertions in HCR 121 and HR 121. I believe a report will prompt the University of Hawai‘i to give greater recognition of the Pamantasan Council’s efforts and facilitate improvement to overcome the current shortcomings. I, therefore, strongly support HCR 121 and HR 121 Requesting the University of Hawai‘i to Report on the Pamantasan Council's Systemwide Efforts to Improve the Status of Filipinos at the UH.

Thank you for your attention to this important matter.

March 30, 2022

Testimony to the Committee on Higher Education & Technology

Re: HCR 121/HR 121

Dear Chair Gregg Takayama, Vice Chair Linda Clark, and members of the Committee on Higher Education & Technology:

We are Filipinx/a/o students representing the Samahang Filipino Club at Hawai'i Community College in Hilo. **We submit this testimony in strong support of SCR 132/SR 116**, requesting the University of Hawai'i to Report on the Pamantasan Council's System Wide Efforts to Improve the Status of Filipinos at the University of Hawai'i. **We are urging you to support these measures.**

We support the request to have the UH system report on efforts to improve the status of Filipinos at the University of Hawai'i because there are many needs that Filipino students have that should be addressed. One of the issues is that although the majority of Filipino students in the UH system are at the community college, and we are the second largest ethnic group in Hawai'i, there are no courses available for us to learn about our history or culture at our campus. To make up for this, we have created a student club, however, it is difficult to maintain the club without the support of courses that can complement the mission of the club.

During COVID-19, Filipino courses offered at Leeward CC have become accessible to us, since they became offered online. We hope that if this measure passes, efforts to make Leeward CC's Philippine Studies Certificate program available online, across the UHCC system as a hub and spoke can be supported. We feel that every student should be given the opportunity to learn about Filipino history, culture, and social issues and that our General Education and graduation requirements should be inclusive of Filipino curriculum. We hope that initiatives such as these can be supported and that funds can be allocated to replace the full-time, tenure track position teaching Filipino Studies at Leeward CC to support the program's expansion to serve the needs of Filipinx/a/o students like us, across the UHCC system.

Many of our Filipinx/a/o students experience shame in their identity, experience mental health challenges, lack adequate representation in our curriculum, and need greater resources to support and encourage our transfer to the 4-year UH system. We hope that this measure will help to ensure that the UH system continues to address the needs of Filipinx/a/o students.

Thank you for your consideration.

Submitted by

Rachael Uyeshiro, Vice President of the Samahang Club of Hawai'i Community College

Stecy Dingle, Secretary of the Samahang Club of Hawai'i Community College

HCR-121

Submitted on: 3/30/2022 10:38:23 PM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Patricia Halagao	Individual	Support	Written Testimony Only

Comments:

I am a Professor at the University of Hawaii, Manoa College of Education. I am testifying as an individual and do not represent the University of Hawaii.

I strongly support HCR121/HR121. The Pamantasan resolution will create systemic conditions that will lead to the equitable representation and success of Filipino faculty and staff at the University of Hawaii, ultimately benefitting Filipino students in the State of Hawaii. Thank you for your support.

March 31, 2022

Testimony to the Committee on Higher Education & Technology

Re: HCR 121/HR 121

Dear Chair Gregg Takayama, Vice Chair Linda Clark, and members of the Committee on Higher Education & Technology:

My name is Hannah Tavares and **I submit this testimony in strong support for HCR121/HR121** Requesting the University of Hawaii to Report on the Pamantasan Council's Systemwide Efforts to Improve the Status of Filipinos at the University of Hawai'i (UH).

Despite Filipinos being the largest ethnic student population in the HIDEOE at 23.4%, Filipino students represent only 10.6% of undergraduate students and 5.4% of graduate students at the UHM. Passing of **HCR121/HR121** is a necessary step in acknowledging this gross disparity and collectively working towards implementing solutions.

This resolution will contribute resources to help the Pamantasan Council's efforts toward access, retention, and representation of Filipinos at UH.

Thank you for the opportunity to testify.

HOUSE COMMITTEE ON HIGHER EDUCATION AND TECHNOLOGY

Friday, April 1, 2022, 2:00 PM
Conference Room 309 & Videoconference



TINALAK
University of Hawai'i Mānoa, College of Education
Filipino Education Advisory Council

March 31, 2022

To: Dear Chair Gregg Takayama, Vice Chair Linda Clark, and members of the Committee on Higher Education & Technology:

From: Tinalak Filipino Education Council, University of Hawai'i at Mānoa, College of Education

Subject: Support for HCR121/HR121

The Tinalak Filipino Education Council **strongly supports HCR121/HR121** Requesting The University of Hawaii to Report on the Pamantasan Council's Systemwide Efforts to Improve the Status of Filipinos at the University of Hawai'i (UH).

Tinalak Council was established in 2012 to serve as an advisory council to the Dean of UH Mānoa College of Education (COE). We are composed of the COE's tenure and non-tenure track Filipino faculty and doctoral students. Our mission is to inspire and weave together Hawaii's new generation of educators through the recruitment and support of Filipinos in the education field.

Despite Filipinos being the largest ethnic student population in the HIDOE at 23.4%, Filipino students represent only 10.6% of undergraduate students and 5.4% of graduate students at the UHM. We believe the passing of **HCR121/HR121** is a first step in increasing the representation of Filipino students and faculty at the UH. This resolution will contribute resources to help the Pamantasan Council's efforts with understanding why Filipinos are not enrolling at UH, and continue organizing conferences and activities

that help retain Filipino students enrolled at the UH. In addition, we believe annual reporting as a result of **HCR121/HR121** will show the need for more Filipino faculty. At the UH Mānoa College of Education (COE), Filipinos are underrepresented among the COE faculty. Only 5 of 174 faculty members are of Filipino descent. Two of five faculty are untenured despite having over ten years of service and doctoral degrees. Retaining Filipino faculty is critical for building the next generation of teachers.

Thank you for the opportunity to testify.

HCR-121

Submitted on: 3/31/2022 2:53:52 PM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
RAYMUND LLANES LIONGSON	Individual	Support	Written Testimony Only

Comments:

Rep. Gregg Takayama, Chair
and members of the Committee on Higher Education and Technology

Honorable Members of the Committee,

I strongly support HCR121.

Through the years, the Pamantasan Council has been at the forefront in increasing the enrolment of students of Filipino ancestry across the University of Hawaii System, particularly at the Manoa Campus. It has also worked toward improving the representation of faculty and professional staff of Filipino ancestry and thus contributed toward modest improvement in access, diversity, and workforce development in the University.

The report on the Pamantasan Council's Systemwide efforts hopes to provide information regarding the 2019 appropriation; resource and budgetary needs; recommendations on curriculum development; and representation and success of students, faculty, and staff -- information that is helpful in the continuing effort to improve the representation of Filipinos at the University of Hawaii.

Thank you for the opportunity in supporting this measure.

Raymund Llanes Liongson, PhD
Retired Professor, University of Hawaii-Leeward
Ewa Beach, Hawaii

HCR-121

Submitted on: 3/31/2022 2:55:55 PM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Charlene Bumanglag	Individual	Support	Remotely Via Zoom

Comments:

Dear Chair Takayama, Vice Chair Clark and Members of the Committee on Higher Education and Technology:

Thank you for the opportunity to testify in strong support of HCR 121/ HR 121. My name is Charlene Bumanglag, and I am testifying as an individual; I do not represent the University of Hawai‘i.

I write in strong support of HCR 121/ HR 121 on REQUESTING THE UNIVERSITY OF HAWAII TO REPORT ON THE PAMANTASAN COUNCIL’S SYSTEMWIDE EFFORTS TO IMPROVE THE STATUS OF FILIPINOS AT THE UNIVERSITY OF HAWAII.

Filipinos (part- and full-) are the largest non-white majority in the state of Hawai‘i composing more than 25% of the population. While reports on the status of Filipino students exist, less is known about executives, faculty, and staff. To begin, **Filipinos are the most underrepresented faculty at the flagship University of Hawai‘i at Mānoa R1 institution**; Filipinos only composed of about 3.3% of all full-time faculty, and only about 2.6% of all tenured faculty (Fall 2020). This underrepresentation of Filipino faculty demonstrates the wide inequities in the workforce, which has major implications for the entire system and the Hawai‘i population; this means that there are less (or no) representation of faculty from Filipino backgrounds at the table to engage and inform in critical decision making processes that determine the allocation of resources through areas such as the University’s accreditation reports, strategic plans, course offerings, recruitment/ retention/ promotion of students to faculty and executives, as well as programs of research. This underrepresentation has had a direct and indirect impact on research, teaching, and service in the University and externally to the Hawai‘i community. The tragic outcome is that **Filipinos have the highest number of cases and highest numbers of deaths to COVID-19 in the state of Hawai‘i**. A comprehensive report on the status of Filipinos in the University of Hawai‘i System with hired personnel is the least that can be done to rectify social inequities, and aide in healing from this COVID-19 atrocity. A status report can contribute to the decision making processes to advance social equity at the University and the state of Hawai‘i.

I strongly support HCR 121/ HR 121 for the University of Hawai‘i to report on the Pamantasan Council systemwide to improve the status of Filipinos throughout the University of Hawai‘i System. Thank you for your time and consideration.

Sincerely,

Charlene Bumanglag, PhD

SENATE COMMITTEE ON EDUCATION
Friday, April 1, 2022, 2:00 PM
Conference Room 309 & Videoconference

April 1, 2022

Dear Chair Takayama, Vice Chair Clark, and members of the Committee on Higher Education and Technology,

My name is Nicole Alia Salis Reyes and I am an Associate Professor in the College of Education at the University of Hawai'i at Mānoa. While I draw on my professional knowledge and expertise, I am testifying as an individual and do not represent the University of Hawai'i.

I strongly support HCR121 / HR121 requesting the University of Hawai'i to report on the Pamantasan Council's systemwide efforts to improve the status of Filipinos at the University of Hawai'i.

As a Kanaka Maoli and Filipina woman, a scholar of higher education, and the first in my father's family to earn a college degree, I am deeply interested in issues of Indigeneity, diversity, equity, and inclusion. There is a noticeable educational outcome gap when it comes to Filipinos in Hawai'i. Whereas Filipinos comprise 25 percent of the total population of Hawai'i and 23.4 percent of all students enrolled in HIDOE schools, they are underrepresented at all levels in the UH System. Currently, Filipinos comprise only 17.4 percent of students enrolled in the UH community colleges, 12.3 percent of undergraduates enrolled in UH four-year institutions, and 5.5 percent of graduate students enrolled in UH four-year institutions. Those numbers continue to shrink when we look at the representation of Filipinos among faculty and staff in the UH. Across the UH System, only 8.9 percent of all faculty and staff, 5.9 percent of all faculty, and 2.9 percent of all tenure and tenure-track instructional faculty identify as Filipino. I very much feel this underrepresentation even in my own college, the College of Education at UH Mānoa, where only five out of a total of 188 faculty identify as Filipino. Of my colleagues, some are in temporary positions that have become increasingly precarious during this time of the pandemic. These conditions make it difficult for us to be able to do the work that many of us strive so desperately to do, to prepare educators and to do research that will contribute to more socially just, culturally sustaining, and academically excellent educational institutions in Hawai'i.

Whereas the Pamantasan Council was formed in 1987 to review the status of and to advocate for Filipinos in the University of Hawai'i System, it is clear from the statistics above that their/our work is not done. Two dedicated full-time equivalent positions could provide an important start toward the work of the Pamantasan Council. Yet while funds were appropriated for these positions in 2019, they have not been filled due to pandemic budget restrictions. It is time for the State and for the University of Hawai'i to revisit their commitments in this regard.

If we want Hawai'i to thrive now and into the future, then we need Hawai'i to be a place where Filipinos, one of Hawai'i's largest ethnic groups, can thrive. Higher education plays a vital role in this. HCR121/HR121 can provide a first step in thinking about the University of Hawai'i's commitment to serving Hawai'i's Filipino community. Thank you for the opportunity to testify.

Sincerely,

Nicole Alia Salis Reyes

HCR-121

Submitted on: 4/1/2022 7:19:35 AM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Rosela Balinbin Santos	Individual	Support	Written Testimony Only

Comments:

Testimony to the Committee on Higher Education & Technology

Re: HCR 121/HR 121

Dear Chair Gregg Takayama, Vice Chair Linda Clark, and members of the Committee on Higher Education & Technology:

My name is Rosela Balinbin Santos and I am an Assistant Professor in the College of Education at the University of Hawai‘i at Mānoa (UHM). While I draw on my professional knowledge and experiences, I am testifying as an individual and do not represent the UHM.

I submit this testimony in strong support of HCR121/HR121 Requesting The University of Hawaii to Report on the Pamantasan Council's Systemwide Efforts to Improve the Status of Filipinos at the University of Hawai‘i (UH).

I believe the passing of **HCR121/HR121** is a first step in increasing the representation of Filipino students and faculty at the UH. This resolution will contribute resources to help the Pamantasan Council's efforts in annual reporting to show the need for more Filipino faculty. At the University of Hawai‘i at Mānoa College of Education (COE), Filipinos are underrepresented among the COE faculty. Only 5 of 174 faculty members are of Filipino descent. Two of five faculty are untenured despite having over ten years of service and doctoral degrees. Retaining Filipino faculty is critical for building the next generation of teachers, including higher education faculty.

Thank you for the opportunity to testify.

HCR-121

Submitted on: 4/1/2022 11:34:54 AM

Testimony for HET on 4/1/2022 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Marnelli Joy B. Ulep	Individual	Support	Written Testimony Only

Comments:

Chair Takayama, Vice Chair Clark, and Members of the Committee Representatives Belatti, Costales, Ganaden, Gates, Hashimoto, Kapela, Ohno, Quinlan, Woodson, Yamane, and Okimoto

Thank you for the opportunity to submit testimony on HCR 121 and HR 121. As a member of the Hawaii community and the daughter of Filipino immigrants, I submit this testimony in support of HCR 121 and HR 121 requesting UH to report on the Pamantasan Council system wide efforts to improve the status of Filipinos throughout the UH system.

Through my experience working in community organizations and in education, I see the value of perspectives and representation throughout all aspects of learning, mentoring, and empowerment that occur in higher education. Filipinos have and continue to make an impact on the state of Hawaii which makes the need for further representation of Filipinos as student, faculty, and staff, and in the curriculum, important. The creation of a report will reinforce the attention to the Pamantasan Council's efforts to address and advocate for representation of Filipinos in the UH system.

Thank you for your consideration.