

**HR-121**

Submitted on: 3/30/2022 2:52:45 PM

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

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
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 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 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 HR121 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.**

**Thank you for the opportunity to testify.**

**Sincerely,**

**Phillippe R. Fernandez-Brennan**

**HR-121**

Submitted on: 3/30/2022 3:19:14 PM

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

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Leon Florendo	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Takayama, Vice Chair Clark, and member of the committee.

My name is Leon Fuimaono Florendo I am counselor at Leeward Community College Waianae Moku and *I am testifying as an individual* and do not represent the University of Hawaii.

I 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.

I support HR 121and HCR 121 because I believe that we need to finish what was started back in 2019 with Act 266 but was cut short because of Covid19 pandemic. Also to advocate for my three children who are part of the 23.4 percent of Hawaii’s public-school students who are of Filipino heritage and consist of the largest ethnic group in the Hawaii Department of Education system. Additionally, Filipinos in Hawaii represent the largest ethnic group in the state due to historical forces that initially brought Filipino Sakadas and their families since the early 1900’s. Today, 25% of Hawaii’s population are of Filipino heritage and are major contributors to the state’s economy and social, multicultural productivity.

In closing, your support will ensure that the University of Hawaii Pamantasan Council will continue to strive to create educational opportunities for all students to learn about the rich Filipino history, identity, and cultural heritage.

Salamat po,

Leon F. Florendo

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



**HR-121**

Submitted on: 3/30/2022 8:51:14 PM

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

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
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



**HR-121**

Submitted on: 3/30/2022 10:38:49 PM

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

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
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.

**HR-121**

Submitted on: 3/31/2022 10:00:24 AM

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

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Aurelio Agcaoili	NAKEM Conferences	Support	Written Testimony Only

Comments:

I am submitting this testimony in strong support of HR 121.

I am submitting this testimony as an individual citizen and as president of NAKEM Conferences, an advocacy group in pursuit of linguistic justice, cultural democracy, and emancipatory education. NAKEM Conferences, founded in 2006, has been involved in advocacy work in Hawaii and in other parts of the country including the Philippines where the 25% of the current population of Hawaii trace their ancestry. It has organized academic conferences, symposia, and summits. It has been a partner in the putting up of a community language program in Ilokano that eventually included the Visayan community.

HR 121 has this clarity of vision and purpose and goal: the pursuit of substantive democracy as framed by access to the goods of heritage and as a conscious of critical, engaged, and expansive inclusivity. In a state like Hawaii with this number of people coming from a particular heritage--and even when the number is less--inclusion is the act of recognizing the virtues of participatory democracy, of recognizing everyone, and of giving respect to all. The inclusion of what is generally understood as "Philippine studies" in the university is the way to go in celebrating this country as a nation marked by diversity and plurality.

*Mahalo nui loa.*

March 31, 2022

Testimony to the Committee on Higher Education & Technology (HET)

**Re: HR 121**

To the Chair, Vice Chair, and members of the Committee on Higher Education and Technology:

My name is Dr. Wayland Quintero. I offer this testimony as a Filipino American educator raised in Hawai'i and a family man who works primarily with students of Filipino ethnicity. I urge you to support HR 121/HCR 121 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.

A number of studies show that the COVID-19 pandemic has wrought significant economic impacts upon Filipinos. The pandemic shutdown has also taken away resources that were already allocated to support students of Filipino ethnicity:

**Funds allocated in the 2019 Pamantasan Bill for two positions were discontinued due to the pandemic. Additionally and just as importantly, the only full-time faculty position in the sole Philippine Studies program within the entire UHCC system at Leeward Community College, was frozen due to the pandemic shutdown after the sudden retirement of the full-time position holder in February 2020.**

While the four-year UH campuses offer courses related to the Philippines and Filipinos in the diaspora, the majority of Filipino students are enrolled in the UHCCs who do not have access to the four-year courses. However, Leeward Community College offers courses dedicated solely to the study of contemporary Philippine society and the Filipino experience locally, nationally and globally as part of an Academic Subject Certificate (ASC) in Philippine Studies. Starting in Fall 2022, these courses will continue with topics on Filipino history, culture, performing arts, current issues, heritage and identity. These LCC courses were officially approved by the campus to be designated as "FIL" (Filipino) in the University of Hawaii's course registration system. Relatedly, modifications will be made to the existing LCC Philippine Studies Academic Subject Certificate to become the Filipino Studies Academic Subject Certificate. The restoration of the position for an instructor to teach the courses and continue to coordinate the LCC ASC on a full-time basis, would sustainably support and help immensely to invigorate and further grow the program over many years to come.

While the pandemic has had significant negative impacts to the Filipino community, new opportunities have also arisen. This includes the shift to add virtual learning modalities and putting forth proposals for hub and spoke programs within the UHCC system. Discussions among Pamantasan members and with the Administration at LCC have already begun. The hub

and spoke model would provide shared online delivery options for CC students who desire and continue to seek virtual learning. Many students have jobs, are raising families, and in some cases are also caring for elder parents and grandparents, and thus the desire and need for virtual learning options within the UHCC system that students can choose around their schedules. Along with in-person classes in the coming post-pandemic era, virtual Distance Education options will make it possible for more students of Filipino and other ethnicities to enroll.

Actions such as modifying and expanding Leeward Community College's Philippine/Filipino Studies program to serve as the "hub" that provides access to Filipino-related courses online to "spoke" campuses across the UHCC system, supported by restored State funding for the full-time faculty position in Philippine/Filipino Studies at Leeward CC, and the positions in the Pamantasan 2019 bill, will go a long way toward fulfilling educational equity gaps.

I strongly urge you to support the request for a report on the progress of the UH system to address the needs of Filipino students while also restoring all of the above-mentioned positions that would be filled by instructors who deliver Filipino-related coursework for the UHCC campuses.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Wayland Quintero".

Wayland Quintero

# 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.

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