

SENATE COMMITTEE ON EDUCATION
Tuesday, March 29, 2022, 3:05 PM
Conference Room 229 & Videoconference



March 27, 2022

To: Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

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

Subject: Support for SCR132/SR116

The Tinalak Filipino Education Council **strongly supports SCR132/SR116** 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 HIDEOE 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 **SCR132/SR116** 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 **SCR132/SR116** 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.

SR-116

Submitted on: 3/27/2022 9:03:56 PM

Testimony for HRE on 3/29/2022 3:05:00 PM

Submitted By	Organization	Testifier Position	Testify
Leon Florendo	Individual	Support	Remotely Via Zoom

Comments:

Aloha Chair Mercado Kim, Vice Chair Kidani, Senator Dela Cruz, Senator Fevella, and Senator Kanuha

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 **SCR 132 / SR 116** 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 **SCR 132 / SR 116** because I believe that we need to allow UH Pamantasan System Committee 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. As well as ensure outreach to future educators of Filipino ancestry.

Salamat po,

Leon F. Florendo

SR-116

Submitted on: 3/26/2022 6:08:36 PM

Testimony for HRE on 3/29/2022 3:05:00 PM

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

Comments:

SENATE COMMITTEE ON HIGHER EDUCATION

Thursday, March 29, 2022, 3:30 PM

Conference Room 229 & Videoconference

March 26, 2022

Dear Chair Kim, Vice Chair Kidani, and Senate Members of the Higher Education Committee:

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) and member of the UHM College of Education Tinalak Council. 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 SR116, 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.

I strongly support SR116 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 Rivera Fernandez-Brennan, M.Ed. (He | Him)

UH Mānoa, Curriculum Studies | PhD Student

pfgalici@hawaii.edu

SENATE COMMITTEE ON EDUCATION
Tuesday, March 29, 2022, 3:05 PM
Conference Room 229 & Videoconference

March 29, 2022

Dear Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

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 SCR132 / SR116 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. SCR132/SR116 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

SENATE COMMITTEE ON EDUCATION
Monday, March 29, 2022, 3:15 PM
Conference Room 229 & Videoconference

March 27, 2022

Dear Chair Donna Mercado Kim Kidani and Vice Chair Michelle N. Kidani:

My name is Leticia C. Pagkalinawan and I am an Assistant Professor at UH Manoa. I am testifying as an individual and do not represent the University of Hawaii.

I strongly support SCR132 / SR116 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 SCR132 / SR116 because Pamantasan has done a lot to improve Filipinos' academic success and careers and students' quality of education at the University of Hawaii. Through the Pamantasan initiatives, Filipinos at UH System get to know each other, strengthen their bonds, enrich their knowledge, understanding, and appreciation of their Filipino heritage language and culture, share and support each other's needs and problems, work together to uplift their personal and professional/academic life, and become valuable members of their community and citizens of this country.

I hope that you allow Pamantasan to continue its existence in the University so that Filipinos, consisting of a large population in UH, will have better opportunities and positions at the University of Hawaii.

Thank you for the opportunity to testify.

Sincerely,


Leticia C. Pagkalinawan

SR-116

Submitted on: 3/27/2022 9:59:08 PM

Testimony for HRE on 3/29/2022 3:05:00 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 SCR132/SR116. 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.

SR-116

Submitted on: 3/28/2022 10:22:25 AM

Testimony for HRE on 3/29/2022 3:05:00 PM

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

Comments:

Testimony Presented Before the Senate Committee on Higher Education
Tuesday, March 29, 2022 3:05 pm

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

SCR 132/SR 116 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 Mercado Kim, Vice Chair Kidani, Senator Keith-Agaran, Senator Wakai, Senator Fevella: Thank you for the opportunity to submit testimony on SCR 132 and SR 116. 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 Kawanakoa 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 SCR 132 and SR 116. 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 SCR 132 and SR 116 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 28, 2022

To: Chair Kidani, Vice Chair Mercado Kim, Senator Dela Cruz, Senator Fevella, and Senator Kanuha,

From: Hannah M. Tavares

Subject: Support for SCR132/SR116

I am writing to **strongly support SCR132/SR116** 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).

As an individual of Filipino-American ancestry, I represent a very small portion of tenured faculty at the UH. I have served UH for nearly 20 years.

UH Mānoa College of Education (COE), Filipinos are underrepresented among the COE faculty. I am one of 5 faculty members of Filipino descent. Two of five faculty in COE are untenured despite having over ten years of service and doctoral degrees, and only one has been promoted to Full professor.

I believe the passing of **SCR132/SR116** 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 the barriers and identifying the changes needed to have equal representation of Filipino students and faculty.

Thank you for this opportunity to testify in **support** of **SCR132/SR116**.

SR-116

Submitted on: 3/28/2022 2:15:25 PM

Testimony for HRE on 3/29/2022 3:05:00 PM

Submitted By	Organization	Testifier Position	Testify
Breanna Agas	Individual	Support	Written Testimony Only

Comments:

March 28, 2022

Dear Chair Kidani, Vice Chair Mercado Kim and Members of the Committee.

My name is Breanna Komata Agas and I am a graduate student at the University of Hawai‘i Mānoa. I am testifying as an individual and do not represent the University of Hawai‘i.

I strongly support SCR132 / SR116 Requesting the University of Hawai‘i to report on the council’s systemwide efforts to improve the status of Filipinos at the University of Hawai‘i.

I strongly support this resolution as a second generation Ilocano and yonsei/gosei Japanese scholar because the Pamantasan Council has continued to serve the Filipinx community and always advocated for the success for Filipina/o/x students pursuing higher education. A report would not only demonstrate the effectiveness and efficacy of the Council, but would also shed light on the need for the hiring of Filipino faculty members across all campuses.

For instance, at the University of Hawai‘i at Mānoa’s 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.

More positions filled by Filipino faculty would advance the greater needs of Filipino students. When students of color see people who share their ethnic identity take on positions as faculty members, they believe that they too can achieve similar goals. I know this to be true for myself. It was through the Filipina/o/x professors and faculty members whom I have encountered during my time at the university, that I began to believe in my ability to pursue graduate studies and to succeed. They instilled in me that Filipinos not only have a place in higher education, but to also be passionately pinay about myself and the work I wish to accomplish.

In order for students to thrive, they must first know that they belong in these settings. Only then can we begin to dismantle previous hierarchies and create opportunities for mentorship and greater learning experiences for our youth.

Thank you for the opportunity to testify.

SR-116

Submitted on: 3/28/2022 2:49:00 PM

Testimony for HRE on 3/29/2022 3:05:00 PM

Submitted By	Organization	Testifier Position	Testify
Kim Compoc	Individual	Support	Written Testimony Only

Comments:

Mahalo for this opportunity to submit testimony on behalf of these important resolutions: S.C.R. No 132 and S.R. 116 regarding support of Filipino education and educators in Hawai‘i. As I understand it, the funding for programs like Pamantasan was disrupted during the Covid budget cuts. These programs are vitally needed by our students and support should be reinstated ASAP.

I received my Ph.D. at the University of Hawai‘i at Mānoa, and while in graduate school I was mentored by several Filipino/a/x heritage professors including Prof. Vernadette Gonzalez, Prof. Rod Labrador, and Prof. Ruth Mabanglo, Dr. Amy Agbayani, as well as Hamilton library’s Filipino librarian Elena Clariza. In 2017, I was proud to be a part of the “Fil-grad” (Filipino graduation) ceremonies with dozens of other students. In short, I received a culturally relevant education that was transformative for me both professionally and personally. I was given the historical tools to understand the backstory of my own family’s immigration from the Philippines, our contributions working on the plantations in Kahuku, our participation in America’s many wars, and our relationship to the Hawaiian sovereignty movement. What I learned should not be happening to those who can afford graduate school. Learning one’s history is a human right that should be available to all, especially in the public school system.

I am part of a growing number of Filipino/a/x educators in Hawai‘i eager to expand culturally relevant educational access for our community, as well as other marginalized communities. The legislature should support these important efforts with generous and permanent funding. Today I teach U.S. history at UHWO, where I have been for almost two years now. I have been privileged to teach the first Filipino/a/x American history class at UHWO last fall. Many of my students are Filipino/a/x, and admit to me that the educations they received in the public school system were sorely lacking. Many of them express anger, or even humiliation, for the educations they received. They feel cheated by the “colonial mentality” they were taught toward Philippine history, culture, and languages. They are motivated to end racism and accent discrimination in Hawai‘i, and they know that education is the necessary first step. We are in an exciting time when students are speaking out about the kind of educations they want and deserve. The legislature should encourage these efforts, not stand in the way.

UHWO will be sponsoring the Pamantasan conference in the fall, the same organization that had its budget cut under Covid. Please support these resolutions so the two Pamantasan Council positions can be reinstated, as well as the positions supporting Ilokano language access, the community college-level certificate in Filipino Studies, and coordination with the University of Hawaii at Manoa's Ethnic Studies Department for course development.

Daghang salamat for your time and attention.

Kim Compoc

Assistant Professor of History

University of Hawai'i - West O'ahu

March 28, 2022

LATE

Testimony to the Committee on Higher Education
Re: SCR 132/SR 116

Dear Chair Donna Mercado Kim, Vice Chair Michelle Kidani, and members of the Committee on Higher Education:

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 a 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

