

HR-121

Submitted on: 3/21/2022 3:21:31 PM

Testimony for CAI on 3/23/2022 10:40:00 AM

Submitted By	Organization	Testifier Position	Testify
amy agbayani	Hawai'i Friends of Civil Rights	Support	In Person

Comments:

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

Chair Woodson, Vice Chair Kapela and members:

The Hawai`i Friends of Civil Rights supports programs and policies that ensure equal access, diversity and inclusion. HFRC strongly supports hcr121/hr121 requesting UH to report on the Pamantasan Council 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. It should be noted that the transfer rate to four year campuses has not declined but continues to be low.

HFRC 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. The Pamantasan Council did not have any budget for decades until the legislature passed Act 266 in 2019. 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 introducers of this resolution--the multi-ethnic Filipino Senate and House caucus.

Mahalo to this committee for hearing this resolution. I respectfully request you approve this resolution

Amy Agbayani

March 21, 2022

Testimony to the Committee on Culture, Arts, & International Affairs

Re: HCR 121/HR 121

Dear Chair Cedric Asuega Gates, Vice Chair Adrian Tam, and members of the Committee on Culture, Arts, and International Affairs:

I am Dr. Jeanne Batallones and **I submit this testimony in strong support of HCR 121/HR 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. **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 the UHCC system, 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: 3/22/2022 9:48:38 AM

Testimony for CAI on 3/23/2022 10:40:00 AM

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

Comments:

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.

[HCR121](#) / [HR121](#)

DATE: Wednesday, March 23, 2022

TIME: 10:40 AM

PLACE: VIA VIDEOCONFERENCE

Conference Room 329

Testimony Presented Before the House Committee on Culture, Arts, International.

March 23, 2022 at 11:40am

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

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 Gates, Vice Chair Tam, Members of the Committee Representatives Har, Kapela, Nishimoto, Yamane, Ward:

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 of teaching in K-12 education with the Hawai'i Department of Education at Kalakaua Middle School, August Ahrens School, and Kawananakoa Middle School as well as serving higher education at the University of Hawai'i over five decades as Vice President for Student Affairs at UH-Mānoa and the UH System, as well as 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 educational 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

strengthen attention to the Pamantasan Council's efforts and facilitate improvement to overcome the current shortcomings. I, therefore, strongly support HCR 121 and HR 111 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 consideration on this important matter.

March 22, 2022

Testimony to the Committee on Culture, Arts, & International Affairs

Re: HCR 121/HR 121

Dear Chair Cedric Asuega Gates, Vice Chair Adrian Tam, and members of the Committee on Culture, Arts, and International Affairs:

I am a Filipinx/a/o students representing the Samahang Filipino Club at Hawai'i Community College in Hilo. **I submit this testimony in strong support of SCR 132/SR 116 & HCR 121/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 University of Hawai'i. **I am urging you to support these measures.**

I 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 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

HR-121

Submitted on: 3/21/2022 9:18:22 PM

Testimony for CAI on 3/23/2022 10:40:00 AM

Submitted By	Organization	Testifier Position	Testify
Leon Florendo	Individual	Support	Written Testimony Only

Comments:

Dear Chair Gates, Vice Chair Tam, Representative Har, Representative Kapela, Representative Nishimoto, Representative Yamane, and Representative Ward.

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 121 and 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