Legislative History for Connecticut Act

SB 1046 PA 260 1989

House 9722-9747 (26)

Senate 1672-1674, 2178-2182
2226-2227, 3494, 3535-3537 (14)

Education 1730 - 2135 (406)

CONNECTICUT STATE LIBRARY
LEGISLATIVE REFERENCE SECTION

Total 446 p.

Transcripts from the Joint Standing Committee Public Hearing(s) and/or Senate and House of Representatives Proceedings

Connecticut State Library

Compiled 2015

H-540

CONNECTICUT
GEN. ASSEMBLY
HOUSE

PROCEEDINGS
1989

VOL. 32
PART 28
9661-9980

Is there objection? Hearing none, the item is passed temporarily.

CLERK:

Page 19, Calendar 582, Substitute SB1046. AN ACT IMPROVING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION. (As amended by Senate Amendment Schedules "A" and "B").

Favorable Report of the Committee on APPROPRIATIONS.

The Committee recommends passage with Senate "A" and "B".

REP. COHEN: (15th)

Mr. Speaker?

DEPUTY SPEAKER SMOKO:

Representative Naomi Cohen of the 15th District.

REP. COHEN: (15th)

Thank you, Mr. Speaker. I move acceptance of the Joint Committee's Favorable Report and passage of the bill, in concurrence with the Senate.

DEPUTY SPEAKER SMOKO:

The question is on acceptance and passage of this bill, in concurrence with the Senate. Will you remark?

REP. COHEN: (15th)

Thank you, Mr. Speaker. This bill is a bill that improves access and opportunities in our higher education institutions, namely our community colleges

and our technical colleges. It is the famous merger bill, which is now no longer a merger. It provides only that the Boards of the two institutions will be merged. It maintains separate budgets, separate bargaining units for two divisions, one for regional community colleges and one for regional technical colleges.

It provides for a number of advisory committees, both at the regional level and at the state-wide level. It provides for reports, not only to the Board of Governors of Higher Education, but to the General Assembly, and I urge adoption.

DEPUTY SPEAKER SMOKO:

The question is on adoption of this bill. Will you remark?

REP. COHEN: (15th)

Yes, thank you, Mr. Speaker. The Senate has adopted Senate Amendment Schedule "A", LCO6018. May I ask that the Clerk please call, and I be allowed to summarize?

DEPUTY SPEAKER SMOKO:

The Chamber is in possession of LCO6018, designated Senate "A". Will the Clerk please call?

CLERK:

LCO6018, previously designated Senate "A", offered

by Senator Sullivan.

DEPUTY SPEAKER SMOKO:

Representative Cohen has sought leave to summarize. Is there objection? Hearing none, Representative Cohen.

REP. COHEN: (15th)

Thank you, Mr. Speaker. Mr. Speaker, this bill makes a technical correction to the file copy by referencing not only bargaining agreements but bargaining obligations. I urge adoption.

DEPUTY SPEAKER SMOKO:

The question is on adoption of Senate "A". Will you remark? Will you remark? If not, all those in favor of the amendment, please signify by saying aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER SMOKO:

Those opposed? Senate "A" is adopted, ruled technical.

REP. COHEN: (15th)

Mr. Speaker?

DEPUTY SPEAKER SMOKO:

Representative Cohen.

REP. COHEN: (15th)

Thank you. The Clerk has an amendment, LCO7164,

previously designated Senate "B". May I ask that it be called, and I be allowed to summarize?

DEPUTY SPEAKER SMOKO:

Clerk is in possession of LCO7164, Senate "B". Will the Clerk please call?

CLERK:

LCO7164, designated Senate "B", offered by Senator Sullivan.

DEPUTY SPEAKER SMOKO:

Representative Cohen has sought leave to summarize. Is there objection? Hearing none, Representative Cohen.

REP. COHEN: (15th)

Thank you, Mr. Speaker. This amendment clarifies what personnel in the central office of the Regional Community Technical Colleges serve at the pleasure of the Board. Because I have an amendment that encompasses that and also corrects something else in the file copy, I urge rejection of Senate "B".

DEPUTY SPEAKER SMOKO:

The question before the Chamber is the rejection of Senate "B". Will you remark? Will you remark? Representative Farr of the 19th.

REP. FARR: (19th)

Madam Speaker-- Mr. Speaker.

DEPUTY SPEAKER SMOKO:

Good start, sir.

LAUGHTER

REP. FARR: (19th)

Through you, a question to Representative Cohen. Could you tell us what's wrong with the language in Senate "B"? It seems to me to address a concern that I had with the original language. Through you, Mr. Speaker, to Representative Cohen?

DEPUTY SPEAKER SMOKO:

Do you care to respond, Madam?

REP. COHEN: (15th)

Yes, thank you. I think if Representative Farr waits until we do House "A", he will see that in fact the language in Senate "B" will remain, but will be amplified.

DEPUTY SPEAKER SMOKO:

You have the floor, sir.

REP. FARR: (19th)

Well, through you, my problem with what I believe the Representative is going to offer as House "A" is that-- I am sorry, is that I don't see-- I guess we have to address the amendment. I don't see a problem with Senate "B". It's better than the file. The problem that the file, with the file copy is it says

that all of the executive staff serves at the pleasure of the Board. The problem is that all of the staff is eligible to join a union.

If tomorrow, - with the exception of the Executive Director. If we pass the bill, without the amendment, then everyone joins the union. Under the union contract, everyone is tenured and has, can only be dismissed for cause. So, if you want to seek that end, then I suppose you go with the file copy. But -- because it will force everybody into the union. The one person who can't join a union and ought not to be, and ought to serve at the pleasure of the Board is the Executive Director.

And so I don't know why we have to reject "B". It seems to me that "B" is an appropriate amendment. It's the proper way to go, and I just want to tell this body that we had earlier in this session, a bill concerning, that was going to give everybody furloughs, and we were going to apply that to the-- If they weren't in a union, we said that to the executive board, to the staff of the Board of Higher Education. As a result, the staff of the Board of Higher Education is now joining a union.

If you want everybody to be in the union, we ought to just say that. But it seems to me that if that is

not the goal, then we ought not to pass "B", or we ought to accept "B", and I would urge that we adopt "B".

REP. COHEN: (15th)

Mr. Speaker?

DEPUTY SPEAKER SMOKO:

Representative Cohen.

REP. COHEN: (15th)

Mr. Speaker, let me assure Representative Farr and the members of the Chamber that House "A", which I will offer following the rejection of this, will indeed satisfy his objections. And again, I would urge rejection of Senate "B".

DEPUTY SPEAKER SMOKO:

Will you remark further on the rejection of Senate "B"? Will you remark? All those in favor of the motion to reject, please signify by saying aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER SMOKO:

All those opposed?

REPRESENTATIVES:

No.

DEPUTY SPEAKER SMOKO:

It appears Senate "B" is rejected. Will you remark

further on this bill? Will you remark?

REP. COHEN: (15th)

Mr. Speaker?

DEPUTY SPEAKER SMOKO:

Representative Cohen.

REP. COHEN: (15th)

Thank you, Mr. Speaker. Mr. Speaker, the Clerk has an amendment, LCO7971. May I ask that it be called, and I be allowed to summarize?

CLERK:

LCO7971.

DEPUTY SPEAKER SMOKO:

The Clerk is in possession of LCO7971, which we will designate House "A". Will the Clerk please call?

CLERK:

LCO7971, House "A", offered by Representative Cohen.

DEPUTY SPEAKER SMOKO:

Representative Cohen has asked leave to summarize. Is there objection? Hearing none, Representative Cohen.

REP. COHEN: (15th)

Thank you. The first part of the bill, I think, has been adequately summarized by Representative Farr, in terms of who shall serve at the pleasure of the

Board. What is added to this amendment is that not only will the executive staff not serve at the pleasure of the Board, but the executive staff may be appointed or re-appointed for terms no longer than one year. And I urge adoption.

DEPUTY SPEAKER SMOKO:

Will you remark further on House "A"? Will you remark?

REP. COHEN: (15th)

Yes, Mr. Speaker?

DEPUTY SPEAKER SMOKO:

Yes, ma'am. Please proceed.

REP. COHEN: (15th)

Thank you, Mr. Speaker. The reason for this amendment, ladies and gentlemen, particularly in terms of the one year appointments is, is for several reasons. As you know, there have been on-going and continuing concerns about the delivery of technical education and community college education to the students of Connecticut and in terms of will they be able to supply the workforce needs of our economy in the coming decades.

Unfortunately, the technical colleges in particular have not been doing that well over the last number of years, and we have had an incident recently where a

person with a multi-year contract has left employment, and we have paid a large sum of money to let that person leave. I believe that while the Legislature is re-evaluating technical education, and you will see in the bill that we have asked for numerous reports to do that, that we are better served by granting one year appointments and re-appointments to members of the central office staff.

I should also point out for clarification that persons now serving on the executive staff, who have more than one-year appointments, will continue with those multi-year appointments, until their appointment runs out. And that is the re-appointment process. Thank you.

DEPUTY SPEAKER SMOKO:

Thank you. Will you remark further on the adoption of House "A"? Will you remark? Representative Robert Farr.

REP. FARR: (19th)

Yes, for purposes of legislative intent. Through you, Mr. Speaker, to Representative Cohen, executive staff? Does that include college presidents? Through you, to Representative Cohen?

DEPUTY SPEAKER SMOKO:

If you'd care to respond, Representative Cohen.

REP. COHEN: (15th)

Through you, Mr. Speaker, the answer is no.

DEPUTY SPEAKER SMOKO:

Representative Farr.

REP. FARR: (19th)

Well, I would just comment. I think that Senate "B" was better than this, but this is clearly better than the file copy. I don't know why we put the one year limitation on the other executive officers. I don't know for a fact that there are any that have more than one year terms, so I don't have any major problem with the amendment. But I was concerned to make sure that it does not include college presidents.

I think traditionally college presidents come in on a contract for more than one year. Thank you.

DEPUTY SPEAKER SMOKO:

Thank you. Will you remark further on House "A"? Will you remark? If not, all those in favor of the amendment, please signify by saying aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER SMOKO:

Those opposed? House "A" is adopted and ruled technical.

******

House Amendment Schedule "A":

Delete lines 590 and 591 in their entirety and insert the following in lieu thereof: "TECHNICAL COLLEGES, EACH OF WHOM SHALL SERVE AT THE PLEASURE OF THE BOARD, and an executive staff."

In line 598, after "trustees" insert ", PROVIDED SAID BOARD OF TRUSTEES MAY NOT APPOINT OR REAPPOINT MEMBERS OF THE EXECUTIVE STAFF FOR TERMS LONGER THAN ONE YEAR"

******

DEPUTY SPEAKER SMOKO:

Will you remark further on this bill as amended? Will you remark? Representative Belden.

REP. BELDEN: (113th)

Thank you, Mr. Speaker. This is quite an extensive bill, as we are all aware, and there is one small portion in here that I did want to get some clarification on. So, if I might, through you, to the lady--

DEPUTY SPEAKER SMOKO:

Please proceed, sir.

REP. BELDEN: (113th)

Bringing out the bill-- Roughly on lines 711 through 714 of the file, it talks about recommendations for the establishment of new academic programs. I could not find anywhere, in a quick perusal the other day, where the Board has the ability to do away with programs, etc. And so, for the record, I just wanted

to make sure that because we are in fact by law saying they can establish new programs, that they have by right the ability to do away with existing curriculum or classes or reduce the size or do away with existing academic programs.

So, my question to the lady is: as she understands the file, the file gives permission to establish new programs. It is silent, as best I can tell, on reducing existing programs. Is it her interpretation of the file that the Board has that authority, by the fact that the Board is in fact in existence? Through you, Mr. Speaker?

DEPUTY SPEAKER SMOKO:

If you would care to respond.

REP. COHEN: (15th)

Through you, Mr. Speaker, my interpretation, Representative Belden, is yes, I believe that this language is current law, and that the Board could always eliminate existing programs. We looked at the issue of new academic programs in terms of the 11 hours of public testimony about what was needed to improve the delivery of technical education in Connecticut.

DEPUTY SPEAKER SMOKO:

You still have the floor, Representative Belden.

REP. BELDEN: (113th)

Thank you, Mr. Speaker. I just wanted to make it clear in a debate anyway that the Board reconstituted existing law. It was our understanding that it didn't have the right to do away with existing academic programs. Thank you.

DEPUTY SPEAKER SMOKO:

Will you remark further on this bill as amended? Will you remark?

REP. ADAMO: (116th)

Mr. Speaker?

DEPUTY SPEAKER SMOKO:

Representative Adamo of the 116th.

REP. ADAMO: (116th)

Thank you, Mr. Speaker. Mr. Speaker, may I just ask a couple of questions to the proponent?

DEPUTY SPEAKER SMOKO:

Please frame your first question.

REP. ADAMO: (116th)

Thank you. Representative Cohen, there are some dealings with collective bargaining and changing of the bargaining units. And for legislative intent, I would just like to make a couple of statements, and see if you agree.

That the enactment of Senate Bill 1046, SB1046, would not modify an existing collective bargaining

agreement or utilize the, be utilized to change or serve as the basis for a change in the bargaining unit designation of any of the employees at either the community colleges or the technical colleges, and that any negotiations for collective bargaining agreements in process prior to the enactment of this bill would be continued without interruption.

DEPUTY SPEAKER SMOKO:

Would you care to respond?

REP. COHEN: (15th)

Through you, Mr. Speaker, yes.

DEPUTY SPEAKER SMOKO:

Will you remark further on this bill as amended? Will you remark?

REP. FLAHERTY: (68th)

Mr. Speaker?

DEPUTY SPEAKER SMOKO:

Will you remark? Representative Flaherty of the 68th.

REP. FLAHERTY: (68th)

Thank you very much, Mr. Speaker. Mr. Speaker, ladies and gentlemen, I rise in support of this bill, as a member of the Education Committee, and also someone whose district is very close to the Central Naugatuck Valley Higher Ed Center, with both a

community and technical college.

I received a great deal of mail on this issue, and I also got very involved, or at least as involved as I could. When the bill first came before the Committee in public hearing, I believe it was on a Monday. We had the place packed, and there was a great deal of concerns from members of both the technical and community colleges as to how this merger was going to be done. And I would say that between that public hearing and I believe it was Friday of that week when we acted on the bill, the bill underwent a complete metamorphosis, and I think it addressed just about everyone's concerns.

And I would just compliment the members of the LCO and OLR and the leaders of the Committee who worked on the bill, because I think a great deal of effort was put into it. And I would urge all members here to support it. I think we all agree that there were some problems inherent in the tech college system. There was a lot of disagreement on the cure. But I firmly believe that this bill will go a long way to improving that, and I urge your support.

Thank you, Mr. Speaker.

DEPUTY SPEAKER SMOKO:

Thank you, sir. Will you remark further on this

bill as amended? Will you remark? Representative Fritz of the 90th.

REP. FRITZ: (90th)

Thank you, Mr. Speaker. To the proponent of the bill, please.

DEPUTY SPEAKER SMOKO:

Please frame your question.

REP. FRITZ: (90th)

Thank you, Mr. Speaker. Through you, Representative Cohen, for the purpose of legislative intent, would you say that lines 727 through 732 verifies that the community college system and the technical college system shall remain independent entities and distinct in both the admission and in their goals?

DEPUTY SPEAKER SMOKO:

Would you care to respond, Madam?

REP. COHEN: (15th)

Through you, Mr. Speaker, I would say yes, that they will remain as two separate divisions, with separate budgets, separate missions, under the aegis of the new Board of Regional Community-Technical Colleges.

DEPUTY SPEAKER SMOKO:

Will you remark further on this bill as amended? Representative Liz Brown of the 74th.

REP. BROWN: (74th)

Thank you, Mr. Speaker. For the purposes of legislative intent, I would like to ask a question to the proponent of the bill.

DEPUTY SPEAKER SMOKO:

Please proceed, Madam.

REP. BROWN: (74th)

Representative Cohen, in terms of the configuration of the new advisory board that is going to be established, I would like to make sure that the bill includes specific language, in terms of hiring the new Executive Secretary and making sure that the new staff person is hired according to affirmative action. Could you please comment?

DEPUTY SPEAKER SMOKO:

If you would care to respond, Madam.

REP. COHEN: (15th)

Yes, thank you, Mr. Speaker Through you, to Representative Brown, while the bill itself does not have the words "affirmative action" in it, I would say to you that it was our intention in writing this bill that we would not obliterate any existing statutes, and in 46a-70 of the Connecticut General Statutes, the requirements for affirmative action hiring in all agencies is reflected. And it is my assumption that it

will be carried out the same as in any other hiring procedure. Thank you.

REP. BROWN: (74th)

Thank you.

DEPUTY SPEAKER SMOKO:

You still have the-- Thank you, Representative Brown. Will you remark further on this bill as amended? Will you remark? Representative Nystrom.

REP. NYSTROM: (46th)

Thank you, Mr. Speaker. A brief question to the proponent, please, through you?

DEPUTY SPEAKER SMOKO:

Please frame your question.

REP. NYSTROM: (46th)

Thank you, Mr. Speaker. Representative Cohen, during the discussion amongst the Committee members, there was a considerable amount of discussion concerning the makeup of the board, as it was phased down to 18 members. And one of the concerns mentioned in fact was that as the phase down occured, that we might be losing some of the expertise from the business appointees.

Has there been any further thought or any change in the scope as the phase down occurs? Are we still currently going to phase out and come up with the same

composition that we did when this bill was JFed out of the Committee? Through you, Mr. Speaker?

DEPUTY SPEAKER SMOKO:

If you would care to respond.

REP. COHEN: (15th)

Yes, thank you, Mr. Speaker. Through you, to Representative Nystrom, beginning I believe in line-- Somewhere around line 513, where we discuss the phase down, we begin on August 15th with a Board comprised of 24 members, 14 of whom are from the Community College Board, and 10 of whom are technical college people, 8 of whom have expertise in business labor, etc. And when the phase down is completed on June 30th of '93, the Board will be comprised of 18 members, 11 of them community college people, and 7 of them technical college people having expertise in business and labor and also a student and an alumnus.

And I would say to you, Representative Nystrom, that it is my hope that by 1993, as the Board is downsized, that all 18 members will believe that they are representing the Regional Community-Technical College System.

DEPUTY SPEAKER POLINSKY:

Representative Nystrom.

REP. NYSTROM: (46th)

Thank you, Representative Cohen. Thank you, Madam Speaker. That is my hope as well, because I do see this as a new beginning for the technical college system. There are a lot of good things happening in technical education in Connecticut, and I think that this file and this bill allows those movements to continue. So, I do support the bill, and I urge adoption. Thank you.

DEPUTY SPEAKER POLINSKY:

Will you remark further?

REP. FARR: (19th)

Yes, I will.

DEPUTY SPEAKER POLINSKY:

Will you remark further? Representative Farr.

REP. FARR: (19th)

Yes. Madam Speaker, I realize that we are all at the point of exhaustion at this point. This is a very significant bill, and I cannot let the opportunity go by without commenting that I think that we missed an opportunity to really make some substantial changes.

While I support the bill, and the bill does I think make some progress in improving education in the State of Connecticut, the original proposal, which was far more sweeping in its intent, I think would have been a better direction to go. One of the problems we have in

this whole area is definition of technical colleges versus non-technical colleges.

The fact of the matter today is that the whole medical field, when we have medical education, that is nursing education, other types of things relating to medicine on a two year basis, we teach them in our community colleges, and we don't call it technical education. And yet, medicine is clearly technically related. There is no really clear definition of what is technical and what is not technical, and we ought not to try to spend a lot of time trying to define what is technical and not.

I think the problem with the bill is that it attempts too much to keep two different institutions separate and apart. And it is going to result in too much effort in the future, trying to distinguish between what programs ought to go in what institution. And I think we had an opportunity to really make a true merger, and we could have gotten on about the business of providing a better education and better technical education without worrying about which of the institutions it is properly, should be properly providing that service.

Thank you.

DEPUTY SPEAKER POLINSKY:

Will you remark further? Representative Ward.

REP. WARD: (86th)

Thank you, Mr.--, Madam Speaker. I rise to support this bill. And I think what Representative Farr says, that there is clearly a legitimate issue that was raised. What is the best way to deliver technical education? Was it best for a complete merger with the community colleges, so that there is not any separate and distinct system?

And I think that the conclusion that I came to is that ran far too grave a risk of losing altogether true technical education. On the other hand, there could be no denying that there were very, very serious problems within our technical education system. Enrollments nearly cut in half, costs to the state doubling per pupil. If we had done nothing, I think in a year or two, there would have been no technical education in the State of Connecticut.

This bill leaves me hope that we can have effective education for technical and improvements in community colleges. More importantly, the ability for students to move from one system to the other, to broaden the types of courses that are in fact truly technical that can be offered to the students of the State of Connecticut.

But I will say that it doesn't answer all of the problems, and it will take that Board that we are now creating to work together, to not say that there is a turf war further, but rather that they are going to work for all education. And, I guess just to echo a warning, I am willing to look again in another year or two. If they are not in fact more effectively delivering technical education, as is the hope, we will have to look at it again. And maybe there would have to be more drastic steps take towards merger. I am certainly hopeful that this is the right way to go now, and the right way for the future. But I think those involved in the system need to know that many of us, on both sides of the aisle, will be watching this very carefully, because there are serious problems today. This gives them a couple of years to address those problems, prove to us that this is the right way to go.

I am hopeful that they will be able to do that, but as I say, it is too serious for us not to continue to keep our eye on, because technical education is very important to the State of Connecticut. So, please support this bill now, and join with me in keeping a close watch on how it develops.

DEPUTY SPEAKER POLINSKY:

Thank you, Representative Ward. Will you remark

further on the bill as amended? Will you remark further? If not, will all members please take their seats? Staff and guests, to the Well of the House. The machine will be opened.

CLERK:

The House of Representatives is voting by roll call. All members, to the Chamber please. The House is voting by roll call. Members, please report to the Chamber.

DEPUTY SPEAKER POLINSKY:

Have all members voted, and is your vote properly recorded? Have all members voted, and is your vote properly recorded? If all members have voted, the machine will be locked, and the Clerk will take a tally. The Clerk will announce the tally.

CLERK:

SB1046, as amended by Senate Amendment Schedule "A" and House Amendment Schedule "A":

Total Number Voting	147
Necessary for Passage	74
Those Voting Yea	147
Those Voting Nay	0
Those absent and not Voting	4

DEPUTY SPEAKER POLINSKY:

The bill as amended is passed.

CLERK:

Calendar No. 488, page 9, Substitute HB7195. AN ACT RESTRICTING PUBLIC ACCESS TO CERTAIN HOME ADDRESS INFORMATION RETAINED IN THE MOTOR VEHICLE DEPARTMENT. (As amended by House Amendment Schedule "A" and Senate Amendment Schedule "A").

Favorable Report of the Committee on APPROPRIATIONS.

DEPUTY SPEAKER POLINSKY:

Representative Hanchuruck of the 102nd.

REP. HANCHURUCK: (102nd)

Thank you, Madam Speaker. I move adoption of the Joint Committee's Favorable Report and acceptance of the bill, in concurrence with the Senate.

DEPUTY SPEAKER POLINSKY:

Motion is on acceptance and passage of the bill, in concurrence with the Senate. Will you remark, Representative Hanchuruck?

REP. HANCHURUCK: (102nd)

Yes, thank you, Madam Speaker. I believe the Clerk may have erroneously said "As amended by Senate "A"." To my knowledge, Senate Amendment "A" was not adopted here. Unless he was referring to Senate Amendment "A"

S-292

CONNECTICUT
GEN. ASSEMBLY
SENATE

PROCEEDINGS
1989

VOL. 32
PART 5
1510-1902

Further remarks on the bill as amended.

SENATOR ATKIN:

I would ask that this be placed on the Consent Calendar.

THE CHAIR:

Without objection, so ordered.

THE CLERK:

Calendar Page 6, Calendar 325, File 497, Substitute SB1046, AN ACT IMPROVING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION. Favorable Report of the Committee on EDUCATION. Clerk is in possession of one amendment.

THE CHAIR:

Senator Kevin Sullivan.

SENATOR SULLIVAN:

Yes, thank you, Mr. President. I move acceptance and passage of the bill and would ask the Clerk to call LCO6018.

THE CLERK:

LCO6018 designated Senate Amendment Schedule "A" offered by Senator Sullivan of the 5th District.

THE CHAIR:

Senator Kevin Sullivan.

SENATOR SULLIVAN:

I move the amendment and request permission to summarize.

THE CHAIR:

Without objection, you may proceed.

SENATOR SULLIVAN:

This is a technical amendment which we wish to put on prior to referring the bill as it must be to another committee of jurisdiction to clarify that in the transfer authority of the bill, collective bargaining agreements and obligations are transferred from one authority to another.

THE CHAIR:

Further remarks on the amendment? Those in favor of the amendment signify by saying Aye.

SENATORS:

Aye.

THE CHAIR:

Opposed? The amendment is adopted. Further amendments?

THE CLERK:

Mr. President, the only other amendment that was filed, I believe, is not to be called.

THE CHAIR:

We are now on the bill as amended by Senate "A". Senator Kevin Sullivan.

SENATOR SULLIVAN:

Yes, Mr. President, I would move that this be

referred to the Government Administration and Elections Committee.

THE CHAIR:

Without objection, so ordered.

THE CLERK:

Calendar 328, File 495, Substitute SB468, AN ACT CONCERNING THE USE OF REASONABLE PHYSICAL FORCE DEFENSE BY TEACHERS AND CERTAIN OTHER PERSONS. Favorable Report of the Committee on APPROPRIATIONS.

THE CHAIR:

Senator Kevin Sullivan.

SENATOR SULLIVAN:

Thank you, Mr. President. I move acceptance of the Joint Committee's Favorable Report and passage of the bill.

THE CHAIR:

Will you remark?

SENATOR SULLIVAN:

Yes, Mr. President. With this legislation Connecticut will be taking an important step to join all other states in the Northwestern Region by ending the practice of corporal punishment in our schools. By saying that what now is otherwise criminal assault, except for an exemption that we put into the criminal assault statute, we are going to move to a position

S-293

CONNECTICUT
GEN. ASSEMBLY
SENATE

PROCEEDINGS
1989

VOL. 32
PART 6
1903-2292

Substitute SB1046, AN ACT CONCERNING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION. As amended by Senate Amendment Schedule "A".

THE CHAIR:

Senator Kevin Sullivan.

SENATOR SULLIVAN:

We stand at ease.

THE CHAIR:

The Senate will stand at ease.

Senator Kevin Sullivan.

SENATOR SULLIVAN:

Thank you, Mr. President, for that courtesy. I would move acceptance and passage of the bill, please, and ask that the Clerk call LCO7164.

THE CHAIR:

Mr. Clerk, please call the amendment.

THE CLERK:

LCO7164, designated Senate Amendment Schedule "B", offered by Senator Sullivan of the 5th district.

THE CHAIR:

Senator Kevin Sullivan.

SENATOR SULLIVAN:

Request permission to summarize, Mr. President.

THE CHAIR:

You may proceed.

SENATOR SULLIVAN:

This is purely a technical amendment. We discovered this afternoon a drafting error in placement of certain language. We wanted to be sure that the top leadership of this new system clearly served at the pleasure of the newly constituted board, and that is the purpose of this amendment.

THE CHAIR:

All those in favor of the amendment. Further remarks on the amendment. All those in favor, signify by saying aye.

SENATORS:

Aye.

THE CHAIR:

Opposed. The amendment is adopted. Further amendments.

THE CLERK:

No further amendments, Mr. President.

THE CHAIR:

Senator Kevin Sullivan.

SENATOR SULLIVAN:

Thank you, Mr. President. This legislation, we hope and we believe, marks a very important new beginning, new beginning for the quality of technical higher education in the state of Connecticut.

I don't need to recite for the Senate the rather sorry history of our system of technical colleges in recent years. The fact that over the past six years, 40% enrollment decline has been suffered in that system. Its Central Office costs have exploded in that system at the same time the student costs have gone up by 300%, costs which have really deprived the school, the kids, the faculty in the state of Connecticut the kind of quality system that we need.

More particularly for a system which is clearly intended and need to meet the requirements of a changing economy and a changing work force in our state, we have unfortunately seen a system which has been incapable of responding to those needs.

What the bill tries to do is address those weaknesses while building on the strengths, and there are some strengths that still exist within the system. What we have done is to avoid the risks, and I think there are risks in what was originally discussed as a merged two-year system, and instead set in place a coordinated two-year system of higher education, a single Board of Trustees which will govern over both the regional technical and the regional community colleges, will have express representation on it to reflect the concerns of technical education in the

business labor community, a single executive, where now there are two which will result in and of itself of a savings of some $100,000 to the state of Connecticut, but below that level, separate divisions for technical colleges and community colleges, so that we will have accountability, so that we will have clear budgeting, and so that there will also be no changes anywhere in this state immediately in the campuses, and so as well, that we will be able to assure the orderly transfer from the existing system, to the combined and coordinated system of all employees, contracts and obligations.

The other important elements of the bill are to strengthen the regional advisory councils for technical colleges, to assure that the business community, the labor community, the community at large around each of these schools has more input to what goes on in the colleges. And perhaps, most important of all, to charge the new board with reporting back to the legislature and the Board of Governors, with the development of a new mission statement and a strategic plan for technical education which is aimed at overcoming the deficiencies which we have unfortunately seen in recent years.

I suggest, Mr. President, that this is indeed a

strong breath of fresh air in higher education, one that will hopefully blow out the cobwebs from the system which has not been responsive, and blow down the barriers which have kept many of our students from participating in quality technical education.

THE CHAIR:

Further remarks. Senator Kevin Sullivan.

SENATOR SULLIVAN:

If there are no questions or comments, Mr. President, again I move this to the Consent Calendar.

THE CHAIR:

Without objection, so ordered.

THE CLERK:

Disagreeing Actions, Calendar #136, File #187 and 709. SB892, AN ACT CONCERNING THE REGULATION OF MOVING PICTURES. As amended by House Amendment Schedules "A", "B", and "C".

Favorable Report of the Committee on JUDICIARY.

THE CHAIR:

Senator Herbst.

SENATOR HERBST:

Thank you, Mr. President. I move adoption of the bill as amended by House "A", "B", and "C".

THE CHAIR:

Wish to remark.

Calendar #454, Substitute SB1036.

Calendar Page 16, Calendar #456, Substitute SB1031.

Calendar Page 23, Calendar #162, SB922.

Calendar Page 24, Calendar #308, Substitute SB486.

Calendar Page 25, Calendar #325, Substitute SB1046.

Calendar Page 26, Calendar #137, Substitute SB825.

Calendar #189, Substitute HB5113.

Calendar Page 27, Calendar #311, Substitute SB757.

Calendar Page 28, Calendar #352, Substitute HB7491.

Calendar #116, Substitute HB6328.

Calendar Page 29, Calendar #188, Substitute HB5241.

Calendar Page 30, Calendar #429, HB7407.

Mr. President, I believe that that completes the third Consent Calendar.

THE CHAIR:

Are there any changes or omissions?

The machine is open, please record your vote.

Excuse me, the Clerk has indicated that he neglected to mention another item that was referred to the Consent Calendar. Would you read that?

THE CLERK:

The last item to be placed on the third Consent Calendar, Mr. President, appears on Page 25, Calendar #136, SB892.

THE CHAIR:

Are there other changes or omissions?

The machine is open, please record your vote.

Has everyone voted? The machine is closed.

Clerk, please tally the vote.

The result of the vote:

32 Yea

0 Nay

The third Consent Calendar is adopted.

Mr. Clerk.

THE CLERK:

Mr. President, I would like to just make an announcement to the Senators that as we head towards the end of this session, the Clerk's Office will be passing out amendments only once, so that if there are amendments on bills that have not been called today, it is not our intention to pass out amendments once again the next time we're in session, so if you could please keep track of the amendments that you do have.

THE CHAIR:

The Chair wishes to announce, for the record, the Committee on Conference on Substitute SB592. Senators Atkin, Maloney and Upson.

Committee on Conference on Calendar #189, HB5113, Senators Avallone, Spellman and Eads.

Committee on Conference on Calendar #311,

S-297

CONNECTICUT
GEN. ASSEMBLY
SENATE

PROCEEDINGS
1989

VOL. 32
PART 10
3262-3622

S-297

CONNECTICUT
GEN. ASSEMBLY
SENATE

PROCEEDINGS
1989

VOL. 32
PART 10
3262-3622

Without objection, so ordered.

The Clerk informs me that we have a sufficient number on the Consent Calendar which would warrant action at this time.

Clerk please make an announcement for immediate roll call.

THE CLERK:

Immediate roll call has been ordered in the Senate, will all Senators please return to the Chamber.

Immediate roll call has been ordered in the Senate on the Consent Calendar, will all Senators please return to the Chamber.

THE CHAIR:

Please give your attention to the Clerk, who will read the items that have been referred to the Consent Calendar.

THE CLERK:

First Consent Calendar includes the item that was reconsidered, Calendar 448 on yesterday's Calendar, HB7415.

Returning to today's Calendar. Calendar 4, Calendar 521, Substitute for HB7237.

Calendar 524, Substitute for HB7420.

Calendar page 5, Calendar 525, Substitute for HB7468.

Calendar page 7, Calendar 543, Substitute for HB7588.

Calendar page 8, Calendar 551, Substitute for HB7298.

Calendar page 9, Calendar 563, Substitute for HB7450.

Calendar page 12, Calendar 236, Substitute for SB970.

Calendar 310, Substitute for SB560. I'm sorry, correction, SB506.

Calendar page 13, Calendar 325, Substitute for SB1046.

Calendar page 18, Calendar 220, Substitute for HB5692.

Calendar 33, HB5696.

Calendar page 19, Calendar 146, Substitute for HB7127.

Mr. President, that completes the first Consent Calendar.

THE CHAIR:

Are there any changes or omissions? Senator Robertson.

SENATOR ROBERTSON:

Yes, Mr. President. Would Calendar 563 on page 9, file 672, Substitute for HB7450 be removed.

THE CHAIR:

The Senator has requested for removal. It is removed. Any further changes or omissions.

The machine is open, please record your vote.

Senator Thomas Sullivan, Senator Scott, Senator Przybysz, Senator Hampton.

Has everyone voted? The machine is closed. Clerk please tally the vote.

Result of the vote:

36 Yea

0 Nay

The second Consent Calendar, the first Consent Calendar is adopted.

THE CLERK:

Immediate roll call has been ordered in the Senate, will all Senators please return to the Chamber.

Immediate roll call has been ordered in the Senate, will all Senators please return to the Chamber.

THE CHAIR:

The question before the Chamber is a motion to adopt Calendar 563, Substitute for HB7450, file 672. The machine is open, please record your vote.

Senator Daniels, Senator Thomas Sullivan, Senator McLaughlin.

Has everyone voted? The machine is closed. Clerk

JOINT
STANDING
COMMITTEE
HEARINGS

EDUCATION
PART 6
1729-2135

1989

The second portion of the hearing then will commence with the Legislators and Agency Heads, other than those agencies that have been represented in the first portion of the invited testimony. Now, apparently, there has been some confusion already on this. Trustees, apparently feeling they were Agency Heads, have signed up on that portion. We usually allow that, but because of the invitation, we are going to not allow that this morning. But, we will go back and forth between those two sign-up lists, so that no one who signed up on one will fall to the end of the list of the other, so that in fairness, everyone will have more or less the same opportunity to speak.

Finally, we will get to the longer portion of today's hearing, which is the public hearing. That will be approximately three minutes, please, per person, and again, written testimony to be submitted to the Clerk and summarize your remarks.

With that, we are going to begin with the first person who has been invited to testify today. That is Dr. Jeremiah Lowney, Chairman of the Board of Governors of Higher Education.

DR. JEREMIAH LOWNEY: Representative Cohen, Senator Sullivan, Members of the Education Committee, I am going to work from notes and probably be the first one to disobey Senator Sullivan about the brief statement, but I seem to do better that way. So, if you will indulge me--

I am Jeremiah Lowney, Chairman of the Board of Governors for Higher Education. I regret that Commissioner Glasgow cannot attend this morning. She had a prior committment to be part of a mission from Connecticut to strengthen and expand trade, education and cultural arrangements with the Shandong Province in China. I am here on the Board's behalf to state our strong support for SB1046. Your action on this bill will determine not only the fate of technical education in Connecticut, but could affect the ability of our state to prosper and compete competitively, economically for years to come.

The Board of Governors in January recommended that the state technical and regional community colleges be joined in a single comprehensive system with a single Board. The bill before you today would implement many of the Board's recommendations. In my testimony, I will share with you the Board's recommendations, their rationale and some suggested modifications to the bill. The Board's overall purpose is to strengthen technical education. Our plan would benefit students. It would benefit taxpayers, and it would particularly benefit employers.

To maintain our competitive edge, our economy needs more graduates skilled in more diverse fields and levels of modern technology. We must broaden opportunities for technical education. We must improve responsiveness to industry, student and state needs. We must attract more students and increase services, particularly for women, minorities and part-time students. We must expand technical offerings, particularly in the areas of less than two-year programs and certificates. We must help employers obtain relevant training for their workers by streamlining program approval. Finally, we must serve state needs by making better use of resources and simplifying administration.

The Board's plan would accomplish these goals by creating a comprehensive system of public two-year higher education. We propose to join the resources and strengths of the technical and community colleges which already are located in the same geographic areas. Technical units within these comprehensive colleges would remain distinct. We do not advocate duplicating present technical college resources at each of the other two-year colleges. But, community colleges in the state not now served by technical colleges could offer technical programs, based on local needs.

Funds saved through better use of technical college faculty and staff would be reallocated to new programs and state-of-the-art equipment. With one comprehensive system in place, we would broaden our pool of potential students. We would build on remedial and developmental services that already exist to create a ladder of success for students

seeking entry level technical programs. In doing so, we could expand the number of skilled workers trained in low and mid technologies and the number of students prepared for the advanced technical programs now offered.

The need for such action, ladies and gentlemen, is urgent. Connecticut already is suffering already a shortage of qualified technical workers. This shortage is threatening our ability to maintain our competitive edge and to sustain our manufacturing base and emerging technologies. Despite demand for graduates, enrollment at our technical colleges has dropped 40% since 1982, while the costs in these institutions has doubled. The cost for one year in a technical college now approaches the cost to train a student at the School of Engineering at the University of Connecticut.

Last year, Connecticut employers could choose from only 736 graduates skilled in a very narrow range of fields, far short of industry's needs. Our state ranks seven out of eight northeastern states in its production of graduates of two-year and certificate programs in the engineering and science technology. High school drop out rates at the technical colleges signal a need for more student centered colleges. Efforts over the years to stimulate change at the technical colleges have led to few positive results.

During my tenure and once prior to my tenure on the Board of Governors, once prior to the Board of Governors' establishment, a unification system was suggested, only to have us persuaded by the technical college system that they could solve their own problems. And, matters have gotten worse.

First, linkages with industry will be improved. Local councils will be made up of area industry leaders, and technical experts will identify needs for new programs and how to develop them. A new Standing Committee on Technical Education will advise the System Board on how to strengthen and monitor the progress of technical education.

Second, technical education will retain its importance, by remaining a distinct unit, in at least five of the combined colleges. The Board of Governors will require periodic reports throughout the transition, with a full report at the end of the two years, regarding plans for joining colleges, new programs, enrollments, retention, resource allocation and equipment. Standards will be maintained. Technical programs will have to meet the current accreditation standards of the Department of Higher Education, the New England Association of Schools and Colleges, and the Accreditation Board for Engineering and Technology.

High student expectations not only will be maintained, but strengthened by a rich array of resources across the system, across this new system for counseling, remediation, developmental learning and other support services. The special funding needs of technical colleges for equipment and laboratories will continue to be recognized with annual requests, reviewed by the Board of Governors. Board formulas will continue to differentiate technical education requirements.

Finally, enrollment and retention in technical programs should improve. Students would continue to enroll in existing programs throughout the transition, avoiding disruption in admissions and in graduation. Efforts to recruit and retain students will be strengthened at the institutional level, where they are most effective. Open door admission policies accompanied by remedial efforts would broaden access for students into technical programs. Students will receive the assistance necessary to prepare for and succeed in advanced technical programs. More flexible cost schedule and sequencing and support services such as child care and learning labs will better serve both part-time and full-time students.

A strong comprehensive two-year system, combined with the best of technical and community education, is a proven way to fortify our work force and economy. Comprehensive community colleges now exist in most states. In fact, the vast majority

of technical programs approved by the Accreditation Board for Engineering and Technology are offered by comprehensive two-year colleges.

I have distributed my testimony with several handouts. These include a copy of the Board of Governor's recommendations, responses to most often expressed concerns about the proposed merger, and excerpts from catalogues from outstanding comprehensive colleges in other states. These institutions offer a wide array of programs. Their engineering technology programs are accreditated by ABET. These programs have high admission standards and placement rates.

SB1046 would put into statute key recommendations of the Board. I want to commend particularly Section 34, which addresses collective bargaining. It provides for an orderly transfer of technical college employees to the regional community colleges' bargaining unit. It ensures a smooth transition, so that the new community technical college Board will be able to utilize faculty in a way that is cost effective and will avoid layoffs. The bill also ensures that no faculty or non-faculty professional covered by collective bargaining suffers an economic loss or loss of tenure.

I would also strongly urge however that the bill provides the Board of Trustees for community technical colleges and approval of the Board of Governors, have authority to combine community and technical colleges in the same geographic area. This joining is crucial to the cost effective delivery of technical programs. It will ensure that students in technical programs have the full benefit of support services now available in community colleges and will allow for administrative savings when they can be reallocated to technical programs.

If the Committee will indulge me with just one more minute, I would like to shed the light of truth upon the shadow of unfortunate and incorrect allegations, levied against Commissioner Glasgow's honesty and integrity within the past week by members of the Technical College Board of Trustees--

SEN. SULLIVAN: Jerry, I think that-- I appreciate what you are about to go into, and maybe I should have made this clear at the outset as well. We consider that to be, in either respect, whether it is given credence or not given credence, irrelevant to the discussion we are having here this morning.

DR. JEREMIAH LOWNEY: Thank you, Senator. Then, I will--

SEN. SULLIVAN: And we will so request others not to bring that issue before us.

DR. JEREMIAH LOWNEY: Fine, thank you. In closing, let me state strongly that Connecticut can no longer afford inaction. We are losing, we are in danger of losing qualified workers, losing businesses to other states and losing our competitive edge. A comprehensive system of two year education can help us reclaim our leadership in technical education and assure our state economic vitality.

Thank you.

SEN. SULLIVAN: Jerry, if you will stay for a moment, perhaps there are some questions. And if you would like to consult with your staff, you are more than welcome. Let me ask a couple to start with. You mentioned that most other states have coordinated, comprehensive two year systems. Is my recollection correct that in fact only two other states, Minnesota and Wisconsin, continue to have separate systems?

DR. JEREMIAH LOWNEY: Senator, I would have to rely upon the staff. Is that the case, Martha?

MARTHA HIGHSMITH: I believe that is true. There are about four--

SEN. SULLIVAN: If you could identify yourself and also come up to the microphone, we would appreciate that.

MARTHA HIGHSMITH: There are two states that clearly have separate systems with their own governing Boards. There are about four states that have

series of separately operated technical institutions, but also comprehensive systems that do offer technical training in their institutions.

SEN. SULLIVAN: Would you identify yourself as well?

MARTHA HIGHSMITH: Martha Highsmith, from the Department of Higher Education.

SEN. SULLIVAN: Jerry, you also mentioned the 40% decline in enrollment over the last 6 years, the 300% increase in per pupil costs. Are these typical nation-wide with respect to technical educational and higher education? Do we have any statistical base to suggest that that kind of precipitous decline in enrollment and that kind of rise in cost is typical or atypical?

DR. JEREMIAH LOWNEY: I would again ask Dr. Highsmith to respond.

MARTHA HIGHSMITH: It is very difficult to get two year enrollment data nation-wide, because that information is not collected in a systematic fashion from each state. So, the information that we do have nation-wide is not consistent state to state. The one thing that we do have that is consistent nationally is degree data on engineering technology programs. There have been some declines in degrees granted nationally at the associates level in engineering technologies.

I would point out that the declines have not been as steep as what we have seen in Connecticut.

SEN. SULLIVAN: Could you sometime in the next two days, to the extent that you have already done the research, and I know that Dr. Libby has shared with us some information in this respect as well, provide the Committee with a brief analysis of the information that you just cited? Not so much in terms of whether there have been declines or not. I think we all understand that there have been declines in all aspects of higher education enrollment, or most all, except the University of Connecticut in this state. But, relatively speaking, comparisons to technical education in other jurisdictions throughout the country?

MARTHA HIGHSMITH: Yes.

SEN. SULLIVAN: I guess I would ask also, if you don't have the information today, how the $11,000 aggregated per pupil cost for technical college students in Connecticut compares to other jurisdictions outside the State of Connecticut. If you don't have that, if you could get back to us very quickly on that, I would appreciate it as well. And, finally, with respect to an easier calculation, I suspect, but one that you can also share with us tomorrow or the day after-- And, that is how the percentage of total budget, total technical college budget for central office compares to total central office budget for other institutions of higher education in the State of Connecticut.

DR. JEREMIAH LOWNEY: On a per student basis?

SEN. SULLIVAN: No. Well, you could present it on a per student basis. I am really interested in a percent analysis of how much of the overall budget is in central office, versus out with the faculty and the students and the institutions of the system, compared to two and four year institutions, yes.

MARTHA HIGHSMITH: No, if I could just make one comment about the enrollment data, going back to your earlier question. The Engineering Manpower Commission, which is a national organization, does survey engineering programs throughout the country to collect data. I believe you may have some of that data in some of your handouts, prepared by the state technical colleges. Engineering programs at the four year level are required to report. It is mandatory reporting, and the data at the four year level are very accurate. At the two year level, it is voluntary reporting.

I believe some of that data indicates a large drop in enrollment in the year 1984. That was the year that a large group of technical proprietary schools know as the Debrie Institute of Technology chose not to report associates and two year program

enrollment data. I believe that that failure to report or choice not to report, accounts for most of the decline in that year.

My conversations with people at the Engineering Manpower Commission indicate that the two year program enrollment data are not accurate for the nation as a whole from year to year, but rather have to be used in terms of looking at an individual institution, as it reported year to year. So, just to clarify another point about the difficulty of getting enrollment data, as opposed to degrees.

SEN. SULLIVAN: So that, there is a problem of comparability.

MARTHA HIGHSMITH: Yes.

SEN. SULLIVAN: And consistency in reporting that may create peaks and valleys in the numbers, that don't in fact exist. But, to the best of your ability, some further comment on that, I think would be helpful.

MARTHA HIGHSMITH: I could also note one other thing, Senator Sullivan. From 1984-1985 to 1985-1986, which is the most recent year that we have complete national data on associates' degrees in engineering, there was a 3.1% decline nation-wide in the number of associates' degrees in engineering technology. In Connecticut, the decline was 14.5%.

SEN. SULLIVAN: Two other quick questions. One has to do with articulation and transfer. Are there any, to the best of your knowledge, formal articulation arrangements between our regional vocational technical school system and our technical colleges, or between our technical colleges and four year institutions of higher education, formal articulation arrangements?

DR. JEREMIAH LOWNEY: To the best of my knowledge, it is something that we have encouraged, something that has been a standing committee of-- from both the Community College Board and the State Technical College Board. How many of these arrangements are written on paper at the present time, I do not know. Do you? Mark?

SEN. SULLIVAN: If you would identify yourself, Mark.

MARK JOHNSON: Yes, I am Mark Johnson with the Department of Higher Education staff. So far as I know, there are no system-wide articulation arrangements between the state tech colleges and the vocational technical schools. There has been historically a transfer agreement between our public two-year colleges and our public four-year institutions. Frankly, we are looking into this right now. We are not quite sure of the status, but it provided for transfer between two and four year institutions. It did not specify the amount of credit that would be transferred on a program by program basis.

DR. JEREMIAH LOWNEY: It has always been a problem, Senator, because of the semester and trimester system left the transfer of credit a very difficult articulation between systems. We have encouraged again the conversion to a semester system within the technical colleges. It is something that I believe they have been preparing for the last year, and hopefully, this new arrangement will ease that articulation, because it is one of the keys to success in our system.

SEN. SULLIVAN: I guess the question also really goes, because I know one of the comments that is being offered at this point is that there is a greater community of interest between the vocational technical schools and the technical colleges. Yet, I had not been aware historically of any strong articulation between graduates of the vocational technical schools and the technical college enrollments.

DR. JEREMIAH LOWNEY: Not to my knowledge.

MARK JOHNSON: In fact, Senator, we have been encouraging for some time, the stronger relationship. I would say the relationship, given the apparent similarities, has been pretty loose.

SEN. SULLIVAN: Representative Cohen.

REP. COHEN: Let me just ask the follow-up question to your last comment. What has, what form has the encouragement taken?

MARK JOHNSON: I would say for the most part, it has been on a programmatic level. In other words, discussions when programs are proposed, about possible linkages between the two systems.

DR. JEREMIAH LOWNEY: The Board of Governors has, for the last three or four years, encouraged these articulations, to the point where we made the technical colleges quite aware of the fact that we wanted a semester conversion. Is that what you are talking about?

REP. COHEN: Wait a minute. No. I am on a different subject.

DR. JEREMIAH LOWNEY: Oh, sorry.

REP. COHEN: Here we have vocational technical high schools, where rightly or wrongly, I assume the students are enrolled because they have an interest in technical education.

DR. JEREMIAH LOWNEY: Yes?

REP. COHEN: Now, they are going to graduate. Is what you are telling us is that there has been no outreach? No one has gone down to the tech schools and said, "Hey, with these courses in this speciality, you can now come to our tech colleges and further your education?"

DR. JEREMIAH LOWNEY: I have asked that question of Dr. Libby on a number of occasions. I have heard varying responses, because in Norwich it seemed to me that we had the state technical college, the Thames Valley Technical College sitting right next door to the vocational high school. And, I asked that very question, and one of the repeated excuses for the lack of an articulation was that the math and some of the preparatory subjects were not available in the regional high school. And I can recall suggesting strongly on many occasions to

have some people from Thames Valley walk across the parking lot and attempt to upgrade that particular system.

I felt just like you do, Representative Cohen, that this was a ready pool of students for the technical college.

REP. COHEN: So, that is the long answer to "no."

DR. JEREMIAH LOWNEY: The answer is no.

REP. COHEN: Okay, thank you.

SEN. SULLIVAN: Representative Wyman.

REP. WYMAN: Can you tell me how you-- You were talking about how you encouraged the semester, the change from the trimester to the semester. Could you tell me how you did that? Was there money in the budget? Was the Board of Governors--?

DR. JEREMIAH LOWNEY: There was money in the budget for it. Unfortunately, much of the money in the budget was lost in its trip through the General Assembly. But, there was sufficient money left that the technical colleges assured us that they could do the semester conversion. I would also remind you that it took several years for the Board of Governors to convince the technical college system of the wisdom of the semester conversion.

I think that they decided to convert when it became obvious that they had no other choice.

REP. WYMAN: If you could, I would like to see if you could get me a copy of the proposal that the Board of Governors had for financial assistance in that? Because, what I remember correctly is that there wasn't any money in the budget when the Legislature, two years ago--

DR. JEREMIAH LOWNEY: There was money originally in the budget, and I don't remember the figures, Representative Wyman.

REP. WYMAN: I mean, it might. There is one step between you two, you and us, but I would like to know where it was lost. Thank you.

DR. JEREMIAH LOWNEY: We will get that information for you.

SEN. SULLIVAN: Representative Fritz.

REP. FRITZ: Good morning, Dr. Lowney. I have several questions for you. For the record, I will identify myself. I am Representative Mary Fritz from the 90th District. The first question I have, I would like to start with Section 34 of the bill, where you talk about-- You brought it up, and it refers to the bargaining unit. It's on page 39, for those who have the bill in front of them.

I found it a bit upsetting when in that section, the language specifically states that the members of the state technical colleges, whatever bargaining unit they belong to, will be totally obliterated. And, there is no option, but that they will become members of the bargaining unit of the community colleges. Now, my concern and my understanding is that this is considered a merger. When I read this language, it appears to me to be a takeover. Can you answer-- ? (APPLAUSE)

SEN. SULLIVAN: This is not entertainment. This is a public hearing. And, I would ask all present to please refrain from any further displays. Thank you. Representative Fritz.

REP. FRITZ: And I think this is a legitimate question, because--

SEN. SULLIVAN: It is a legitimate question, Representative Fritz. The applause is all I am objecting to. Thank you. If you would proceed.

DR. JEREMIAH LOWNEY: I would ask that one of our staff, Val Lewis, who is closest to the labor part of this, answer this.

VALERIE LEWIS: My name is Valerie Lewis. I work for the Department of Higher Education. I believe that the statute calls for one bargaining representative for each unit in Higher Education, and that was I think drawn by the Legislature, as I read that statute, and looked at the records regarding the proposal and the legislation, in order to try to

bring together a community which would work together in the bargaining arena and which would provide a climate in which education could grow and flourish.

That one bargaining unit obviously provides an opportunity for the system to work towards both the needs of working conditions and salaries of participants and for the good of the education of the students, and of the whole educational community. At the point at which these discussions were brought forward to the Committee, it was the Board of Governors' recommendation that indeed the one bargaining unit again prevail, as the legislation has intended. And in that regard, it seemed pertinent to try to create a climate in which this comprehensive system would continue to grow and serve students well.

The Board of Governors has recommended that all employees within the state technical colleges across the state be drawn into the new unit, assimilated with their base salary intact and with tenure as it has already been given in prior system involved.

REP. FRITZ: But that doesn't't-- If I could ask you again. It doesn't give them the choice of which unit they want to belong to.

VALERIE LEWIS: I understand, but--

REP. FRITZ: It assumes that in line 1350, and in that section that the bargaining unit of choice will be the community college bargaining unit.

VALERIE LEWIS: That is correct.

REP. FRITZ: And that to me does not allow for choice.

VALERIE LEWIS: Actually, every contract cycle provides another choice for union members of any union in the state. In the arena of the college organizations, in the summer prior to the time in which new negotiations take place, there is a window within which any union may come in and petition to become the bargaining unit representative for that group of institutions or

for that particular bargaining unit. So, that is a standing setting for any bargaining which takes place within the Higher Education system.

REP. FRITZ: But, again, the language of Section 34 automatically eliminates a whole bargaining unit, and leaves only one standing when prior to that, there was two.

DR. JEREMIAH LOWNEY: Temporarily.

REP. FRITZ: Temporarily.

VALERIE LEWIS: Until at such time that--

REP. FRITZ: As the window opens. But, I think you should still be aware of this, because I think this is a serious, serious oversight. I have some other questions, and I would like to go back to what Senator Sullivan raised, about the 40% decrease in enrollment. I am very concerned about that, and I am also very concerned about what you talked about, in the increase in expenses. Has the Department or has anybody identified why the significant or where the significant increase in costs for technical education came in?

DR. JEREMIAH LOWNEY: The difficulty is with the increase of costs-- One of the main difficulties is the number of students within the system. You have a system that has 40% less students with the same faculty, with the same support staff, with the same everything else in place, you certainly are going to look at costs escalating to a similar percentage, and that is exactly what has happened.

There have been some internal difficulties, as you are aware, with contracts that have been in existence for a long period of time. That made it very difficult, if not impossible, for the system to be more flexible. For example, after 4:00 o'clock in the afternoons, the faculty went into a different mode as far as the salaries were concerned. These were all contractual, and it made it difficult. So, it was a question of numbers, Representative Fritz.

REP. FRITZ: Is there also a question with regard to the costs, or has anybody spoken to the issue that basically from day one, technical education is much more expensive? And, from my understanding, at this point in time, or at the point in time that you identified, from '82-'86, as being very expensive, is also the time when there was an upgrade in technical education, and there was a time for replacement for many of the tools and the machinery and everything else in the technical colleges, to bring them into the '80's and to bring them into the changes of technical, the world of technology around us?

DR. JEREMIAH LOWNEY: I am not certain how much money was spent during that particular time on new equipment, but historically, in all units of higher education, close to 85%-- Between 85 and 90% of the budget is salaries, so the new equipment certainly could have been a part of the problem, but a very small part of the problem.

REP. FRITZ: Well, I would submit to you that I believe that because of the time frame, because of the history of the technical colleges, replacement and the change in technology required additional expensive equipment at the same time as the salaries increased.

I also have a couple of more questions with regard to-- Don't you consider this development of the Regional Council another layer of bureaucracy, that we certainly don't need, if we are going to be doing outreach, and we are going to be addressing and going out into the regular classroom? Because I do believe that to just signal out the vocational technical schools as the supplier for the technical college, is a big mistake. Because I know our comprehensive high schools in the towns that I represent, send to two technical schools, New Haven and to Waterbury and do so very happily and in great numbers.

That is from the comprehensive high schools. So, if you are creating this Council to go and then look again, are you setting up--?

DR. JEREMIAH LOWNEY: The Council, Representative Fritz, to my understanding was a response to the problem of, that kept repeatedly, that the critics of this particular endeavor repeatedly brought before the Board of Governors, that the technical college system and technical education would be lost with this type of a relationship. It is our, the reason for this Council is that we want to be very careful that technical education has representatives on the local level from industry, from all walks of life on the local level, to assure the fact that technical education is continued and is improved.

REP. FRITZ: Okay.

DR. JEREMIAH LOWNEY: So, it is more or less, if you want to call it anything, a watch dog type of Committee.

REP. FRITZ: I have two questions now that I would like to ask in reference to the Board of Governor's for Higher Education Recommendations to Preserve and Enhance the Technical Education in Connecticut, that was released on January 31, 1989. And, for those of you who have the report in front of you, it is on page 4, where they talk about incentives for organizational and program change, and about the reduction of between 50 and 55 staff members in the technical colleges, and that they are basing it in the explanation on-- I believe it was credits and number of students in the program and the credits that were being awarded.

And, I found that it was off kilter, out of kilter or off base for the simple reason that it was equating or establishing the same base as the community colleges and the technical colleges, putting them on the same base in terms of enrollment and students. And, I don't think that is possible. I don't think that you are going to be able to equate or use this formula and say you have 100 students in an English class or a Social Studies class and take that same formula and translate it into a lab or a shop, where you, by safety standards, can only have 20 people working with Bridgeport Millers or planners or Cadcams, or whatever.

I don't think that the formula is going to translate and work.

DR. JEREMIAH LOWNEY: I agree.

REP. FRITZ: And I find that this was very, very, you know--

DR. JEREMIAH LOWNEY: I agree with you, but I don't think that the formula was set up quite that way, Representative Fritz, and I think Dr. Harris would explain to you. Each unit has its own formula. The community college formula is much different from the formula for the technical colleges, as is much different from the University of Connecticut. Each unit has its own formula.

So, the formula that we addressed and we suggested, there were 50 faculty positions over budgeted, as a formula established for technical colleges, with all of the various problems, laboratory, etc., that you have just explained. And, Dr. Harris will--

DR. MERLE HARRIS: Not only does-- Merle Harris, Department of Higher Education. Not only does each institution have its own formula, but frankly each program within an institution has a different formula. For example, when we look at something like nursing in the community colleges, we expect a much lower faculty-student ratio in nursing, because of laboratory work that has to be done and practical experience outside of the college. And, therefore, when we build the instructional funding, we provide a lower faculty-student ration.

The same thing would be true about technical programs. If you look at a four year institution, engineering would be treated differently than liberal arts and sciences. So, we do exactly what you are suggesting, make sure that those programs that need more, a lower faculty-student ratio, have more faculty assigned to them.

REP. FRITZ: And at the same time, you feel comfortable with eliminating 50-55 positions?

DR. JEREMIAH LOWNEY: We felt very uncomfortable with that. As a matter of fact, of course, for a couple of years, we continued to break our own formula, Representative Fritz, and allow-- Because of the problems with the technical colleges, we allowed the breaching of this particular formula. It was only of late that, with the financial cutbacks we all see across the system, that we made them very aware of the fact that we were going to have to address that 50 positions.

REP. FRITZ: Thank you.

SEN. SULLIVAN: Are there other members of the Committee that have any questions? Representative Meyer.

REP. MEYER: Alice Meyer, 135th District. Doctor, the Board of Governors in reaching this decision, it seems to me that what we are doing now is really changing an organizational format. I am feeling that this is going to help with the basic problems that have been found at the technical colleges. Would, did you consider the fact that perhaps, if you put as much energy into looking at the lack of incentives to get young people to go into these kind of programs, doing more work with promoting the technical colleges in the secondary schools, doing the very things that you are saying that this organizational format is going to do, just helping with more support services and better equipment and remediation and the like--

Should I emphasis, perhaps, be not on that area, rather so much on the area of an organizational reshuffling, which really is not hitting at the problems that we have?

DR. JEREMIAH LOWNEY: Well, Representative Meyer, as long as I have been on the Board of Governors, we have encouraged exactly what you are suggesting we should encourage. And, I am sure that the technical colleges have attempted to stimulate more interest in their-- I am positive of that.

One of the difficulties that we see is beyond the coordinated administration, is one of flexibility, of students being able to move from one unit to

another. We see it as a problem of flexibility with faculty who could be utilized in two systems. We see the possibility of a unified central office, with unified counseling. We see a community college that has expertise in aiding students who have difficulty. And, the technical colleges have not been as student oriented as they would have to be, in order to encourage the student who was timid about approaching technical college education.

So, it is more than just the merging of administration. It is a merging of services. It is an increase in flexibility, as well.

SEN. SULLIVAN: Senator Eads.

SEN. EADS: Thank you. Doctor Lowney, I have a few questions. Can you tell me what the requirements are to enter a state tech college, compared to a community college?

DR. JEREMIAH LOWNEY: The community college, for the most part, with the exception of some specialized programs - nursing, dental hygiene - have open enrollment. The technical colleges, to my knowledge, so not have open enrollment, although I have-- I haven't see the documentation, but someone had suggested recently that that was changing, that open enrollment was indeed something that was taking place in some of the technical colleges.

But, there is an admissions standard.

SEN. EADS: There is? However, in your talk this morning, on page 4, you said open door admission policies, accompanied by remedial efforts. Are we going to have open door admission polices, then, with the technical colleges?

DR. MERLE HARRIS: I think we continue to work in the way that things work now in the community colleges. For example, there is open door admission to the institution. Everyone who has a high school diploma is admitted and is allowed-- They are tested. If there is a need for remediation, they are given remediation, and they are allowed to to begin to take some courses. However, if you want

to get into a nursing program in a community college, you must pass some very specific entrance requirements.

This is true in comprehensive colleges across the country. In the material that you have before you, examples of comprehensive colleges that do offer technical programs, we have shown that to get into a technical program in those community colleges, there are very strict admission standards. You have to have two or three years of mathematics, depending on the program. You also have to have certain scores on, very often, on entrance examinations.

So, we are saying open door as far as beginning to go to college, but there would be very rigid standards still or strict standards to get into particular programs. But, you would be given assistance to raise your educational level with remediation, so that you could then meet those higher standards.

DR. JEREMIAH LOWNEY: Senator, what we are attempting to, we are attempting to increase the access. The access has been a problem, and I am not saying that critically. I think that the technical colleges have a good product. I don't think anybody argues with the product that is coming out of those technical colleges. The difficulty is that we don't have enough of that product. And, the open door policy of taking students who heretofore were shy of either credits or somewhat timid in their approach to technical education, to commence their educational experience in a community college and find their way into the technical part.

SEN. EADS: Doctor Lowney, why do you think this problem arose? At one time, you know, the technical colleges were under the State Department of Ed. They thought it would be better than to put it with Higher Ed. All of a sudden, I guess that was about 12 years ago or 10 years ago, whenever it had happened to be. I, granted the enrollment is down and the faculty has remained the same, or the Central Office has increased or something to that effect, or what you told us before. But, at the

same time, who was watching the henhouse? I mean, why weren't we there or the Board of Governors there, to see that there was a decline?

There has been quite a number of years there that the Higher Ed has been in control over this. And, this worries me a little bit, because if the community colleges are doing as well as I know they are, what has happened to the technical colleges, that nobody has put some reinforcement behind them?

DR. JEREMIAH LOWNEY: We have encouraged the very things that we are talking about this morning, Senator Eads. The difficulty that we have had is the same difficulty that those technical colleges have had, and that is one of flexibility. That has been a major problem. We, there has been certainly encouragement on our part, for example, and as I had explained to Representative Fritz, we overlooked a 50 faculty budget breach and allowed that to continue.

We have stimulated the system with money to counseling. We have stimulated the system with staff. It hasn't, it just hasn't responded. Maybe we all have a little responsibility.

SEN. EADS: Right. Then, the other thing is: you say that technical education will retain its importance by remaining a distinct unit in at least five of the combined colleges. Which five?

DR. MERLE HARRIS: Those would be in areas where there now are technical colleges, so it would be Waterbury, Norwich, Hartford, Norwalk and New Haven.

SEN. EADS: Thank you.

SEN. SULLIVAN: I think at this point we are going to switch to the next two speakers. I am sure you will stick around and may return for questions (inaudible - mic not on)-- Thank you, Doctor Lowney.

SEN. HAMPTON: Kevin? Before they leave, may I just add my request that you started off with, of asking for data? Could they add to that the number, how this was affected by the unemployment in the area?

SEN. SULLIVAN: I think the question has to do with putting enrollment data within the context of a full employment economy and a declining -- you might also add a declining rate of graduation from high school as well, and degrees of magnitude of comparison.

Lynn Brooks and Dick Gamble? If you could come up together, since you serve together on the Advisory Committee, and we will continue. Good morning.

LYNN BROOKS: Good morning. Thank you very much. Senator Sullivan and Representative Cohen, my name is Lynn Allen Brooks. I am a brand new member of the Board of Governors of Higher Education and previous to that, served on the State Technical College Study Advisory Committee.

REP. COHEN: A glutton for punishment, Lynn.

LYNN BROOKS: Many of you, perhaps, I know I have spoken with many times in the past, and even had the pleasure of working with on other educational issues.

SEN. SULLIVAN: Don't get carried away.

LYNN BROOKS: I finally graduated to higher education myself. I had the pleasure of serving on the State Technical College Committee, first as a member, and later as my colleague here ended up into some medical problems, I ended up as Chairman. So, he served as the Chairman to begin with. I ended up as Chairman, so you can have access to both of us.

I want to support the recommendation of the Board of Governors and the Senate Bill, SB1046, because I believe that in fact it is critical that we have a major change at this point, if we are to achieve our technical education goals and economic development goals in the State of Connecticut. And, I want to just reinforce briefly several areas of Dr. Lowney's comments and add somewhat of a personal note, because I came to the State Technical College Study Committee very open minded and believing that we had a problem that dealt primarily with demographic and social changes.

I believed at the time, and I continue to believe that the state technical colleges, as currently constituted, produce very fine graduates, who are snapped up by industry in the state. And, I would like to review with you the charge that the Committee started out with, because I think it is important. The charge came from the Legislature, and the initial charge was for us to look at enrollment patterns and reasons for continued declining enrollment, funding patterns and needs in light of enrollments, distribution of funds to each of the five colleges in the central, system's central office, management policy of the Board of Trustees, and other areas related to system utilization.

The Committee which, as you know, consisted of representatives of the Board of Governors, the Trustees of the state technical colleges and private citizens added to that charge the following: the role of technical education in Connecticut and its relation to changing technology within the manufacturing economy, the mission role and scope statements for the state technical colleges, enrollment rates and trends as they relate to state technical college programs, curriculum scope and sequence, trends and practices at peer institutions, public image and perceptions, and faculty schedules and staff distributions.

In other words, the Committee believed that the only way to look at the issue was to broaden the scope and look totally at what was happening in technical education in the State of Connecticut. And the principle conclusion reached by the Committee was that a major gap in technical education existed within the state, that there is in fact no continuum of technical education from the time when science and math first start being taught in our schools, through the four year level of education. There is no continuum. There are huge gaps.

The question was raised earlier about the relation to the vo-tech schools. There is a major gap, we believe, between the vo-tech schools and where technical education starts in the state technical colleges. It's very difficult for people to bridge

that gap. There is a gap between our high schools and where the state technical colleges start. This gap, we believe, is a result of major changes that have taken place in emerging technology, that technology has crept into many parts of our society. They are called middle technologies. The fact that a car has five computers now. You can't teach people at vo-tech schools, high schools, how to change piston rings and then expect they are going to make the leap to become an auto mechanic these days. And yet, our technical colleges, until only recently, have begun to move into that area of automotive technology that has clearly passed where the internal combustion engine leaves off and where electronics technology begins.

Those are the kinds of middle technologies that in fact are being just not addressed by the State of Connecticut. And because of the mission statements of the state technical colleges and the regional community colleges, the community colleges have not picked up in large that technical education as well.

We came to the conclusion that the issue, primary issue that needed to be addressed, was one of vision, was one of attitude, and was one of leadership. And, we came to believe that only a major change, a significant change was going to address those kinds of issues. I per se am a very strong advocate for technical education, and I will continue that role as a member of the Board of Governors. And, I also recognize the sincerity and the strength of opinion of those who oppose the merger of these two institutions. And, I would not be honest with you if I didn't say that there is some risk involved, in terms of this kind of structural change. There is always risk involved in structural change.

But, I would say to you that in my personal judgement, the risk of doing nothing is far greater. The risk of doing nothing is to continue to allow that gap to exist, because nothing that I have seen in the state technical college has led me to believe that they have either the sense of urgency or the vision at this point to correct it by themselves, given the current structure. There are many well-meaning people within the state

technical college system. There are dedicated people, to technical education in the state. I believe the new structure will allow them the freedom to bring technical education back to where it is in fact where it ought to be in this state, an education of distinction.

I also believe that the new structure will allow something that current is just absolutely not happening and that is tieing technical education to the state, to economic development. Right now, that tie is almost non-existent. And, we need the kind of attitude that was reflective in that article in the Courant last week, where we use technical education as a state policy to retain business in this state, to meet their needs, and also to go out and attract new business into the state. And, in my judgement, the only way we are going to do that is through some kind of a major change, such as contained in SB1046.

Thank you very much.

SEN. SULLIVAN: Lynn, is this the article that you are referring to?

LYNN BROOKS: Yes.

SEN. SULLIVAN: That appeared in the, the rather long article in the business section of the 17th, I believe of March.

LYNN BROOKS: That was last Monday, I believe.

SEN. SULLIVAN: "Training Programs Get Bad Marks from Employers in State".

LYNN BROOKS: Right.

SEN. SULLIVAN: I think that copies have been provided to the members of the Committee who may not have seen it. Before we take questions, I am going to ask Dick to comment. Mr. Gamble.

RICHARD GAMBLE: Thank you, Senator Sullivan and Representative Cohen. I am here to speak in favor of SB1046. I was Chairman, as Lynn has said, at the time we began the Committee proceedings, the Advisory Committee. And, I was Chairman at the

time that we made the selection for the consultant. And I won't comment, because you asked us not to. But, I am very clear on the sequence of events. The vote of those present certainly had a clearcut decision that they were superior in both their oral and their written presentation. And, I believe they performed with distinction.

And the report that our Chairman gave to the Board of Higher Education on January 17th represented the majority view of that Committee result. I am a mechanical engineer, a graduate of the University of Connecticut in 1949. I am very proud to have served for several years on the Board of Trustees of the University of Connecticut. I was President at Hamilton Standard. After 33 years, I retired from United Technologies a couple of years ago, and for the past few years, I was the Senior Vice President in charge of the Controls Room of the corporation over in the Gold Building here.

I was involved in a high tech business in airplane equipment and space travel and all of the life support equipment that goes on in the free world. Where human life was in space, we provided it. So, high tech is the name of the game, certainly from my work experience. The need for education, of course, is-- We have a consistent, we have a very consistent response in all regards, that the technical education is vital to the growth if not the sustaining of the industrial base in the State of Connecticut.

Our technical colleges are justly proud of their engineering excellence and of the high acceptance rate of their graduates in industry. It is 100%. There are problems, but we found no difficulty with the quality. It is excellent. The problem is with quantity. The technologies are becoming more diverse and more complex, and it seems that we have been very carefully managing and looking over the status quo, when changes, radical changes are taking place. And, there are lots of parallels in this kind of a problem in industry, where excellent people imagine they are doing just fine, thank you very much. We are making changes. Can't you see the changes we are making? But, yet the problem becomes more and more severe.

So, we need, we need an upheaval of thinking, of attitude in order to make this turn around. We have the technology we need in this state. There is no doubt. Why we are not servicing it is the question that we have to address.

First and foremost, young people need to have, not just at the secondary, but at the primary education levels in the state, need to have a consortium of industry and the technical colleges provide excitement and interesting enthusiasm for matters of technology. And, I submit that we should formalize that discipline. We did a little bit of it. When you take a space suit out to a bunch of 3rd graders, you have a wonderful time. But, there are all levels of that, and we have to stress manufacturing engineering, because it is the manufacturing base in the state that is really keeping a lot of people employed and really one of the reasons that we have a good economic base here.

So, you need to do, with the help of a combined effort, a cooperative effort things to help the teachers. And then, of course, by that means, help the students understand that it is exciting. We are not saying everybody has to be an engineer. But they have to have the choices in front of them, and you have all had the experience of a teacher having a particular impact on your growing up experience and your choice of a career.

Many of the applicants that do get to the technical colleges need help, and we saw, as we went from campus to campus, that there were varying degrees of effort in regards to help. And, those that were doing the help were pretty proud of their efforts. The problem is it was not enough, and not flexible enough, not enough variation allowed to treat the cross-section of the student body that comes to them today. People are trying to make a living in the daytime and go to school and night, or whatever the requirements are. We can't say, "Look, we have got excellent students. We have an excellent graduating body, and don't tell us that we are going to change this, because you will hurt quality."

Well, I have heard that a few times in my industrial experience. It is always an excuse that you will hurt quality. Well, they are not bad people that say these. They are thoroughly convinced of it. But, thinking people can do great things without and in fact enhancing in quality, at the same time.

The technical education is demanding. I know when I went to college, about a quarter of those that started in the freshman year came out the other end of the pipe, and the other three-quarters, most of them transferred to some other curriculum. Some to Business Administration or Liberal Arts, or something like that. The ease with which you could do that in the University environment said that we aren't ruined here. We can start down another path.

Combining the institutions, as we are talking about here in SB1046, certainly enhances the ease with which a student can make a life change, if they find the going tough or beyond their particular aptitude, in the middle of this.

Above all, the attitude of all concerned, the administration, the government, the industry, the faculty, ought to be: what can we do to help you with your career objective? Whatever that is, it ought to be a positive attitude in saying: what can we do to help you? And, it ought to be for the students. Now, I don't want to insult people when you say they weren't thinking of the students, because I am sure every members of the educational institutions we have has said, "Of course, we are here for the students."

There is evidence that that is not altogether so, that there was a great deal that was going on was to manage the status quo for the benefit of others than the students. And, I will speak about that a little bit more before I conclude. It is interesting that the customer is always right. In this case, the student is the customer, and when a customer doesn't find what they want, they take a walk. And, amazingly enough, there is always something else. They will do something else, and

so we are losing some of the people who could be in the program, and they are customers, and they ought to be treated like it.

Connecticut is a state which most particularly competes on a global basis. It is an international thing. I had operations in Italy. I had about 3,500 employees in Europe, in Germany and Italy and Mexico. And, certainly that is a microcosm of what UTC is, for example. They have, just add a few more zeros, and you will see what that becomes, in terms of international. And, we are competing on an international basis. So, to survive in the State of Connecticut, we need a world-class educational system, that addresses what the industrial needs are, particular in this state. That is what they are here for.

So, with that and an attitude, an attitude adjustment-- If we say "We are doing just fine, leave us alone," it isn't going to do it. We need to really fundamentally change our attitude. And then there are some specific points that have been talked about by the prior speakers, that need to be put down and thought about and action taken.

Certainly it is not the end-all, beats-all, but combining the technical colleges with the community colleges is a start. It is the kind of shake-up in thinking and the earnestness of a fresh start of thought of how to address the student and the industrial needs of the State of Connecticut that is necessary.

SEN. SULLIVAN: Mr. Gamble, since you are a graduate of the University of Connecticut in mechanical engineering, let me ask you a question of comparison. My recollection, one of the concerns expressed is that if there were to be a coordinated system for two year, that someone there would be a disappearance of technical education. If my recollection is correct that mechanical engineering or engineering at the University of Connecticut on the four year level and beyond exists within a comprehensive institution of higher education?

RICHARD GAMBLE: It does indeed, and I am sure Dean Harris of the Engineering School at the University of Connecticut does not feel like a second class

citizen. He has the attention of the entire management structure of the University, and they are very proud of their engineering and should be.

As a matter of fact, I might comment. United Technologies, the State of Connecticut facilities, which of course represents a very large population, there are more engineering people as a head count from the University of Connecticut in UTC than from any other learning institution.

SEN. SULLIVAN: Lynn, if I could just ask you, you did mention this article in the Hartford Courant. You may recall a story told by and about Tom Fritado, who I know you know, as do many of us, as one I think of the primary spokespersons in Connecticut for the improving of career, vocational and technical education-- who tells about approaching the technical colleges to give course credit for some course at that time being offered at Pratt, in order to bring more students into the programs of the technical colleges.

Apparently having then been turned down in his approach, approached the community colleges to see if they were interested in doing the same. And, since one of the criticisms also seems to be a denigration of the community colleges in this comparison-- The community colleges apparently responded in some thousand, several thousand kids have gone through that program. Do you think that's changed? Is it your sense that there is a greater innovativeness and flexibility than perhaps when Tom was dealing with that issue? Or, is that one of the problems that you are talking about?

LYNN BROOKS: Well, it is both. In fact, it is one of the problems I was discussing, but it certainly is, I think, one of the very best things that has come out of this whole state technical college study and focus on it, has been a much greater awareness of the public of the role of technical education. But, it has also spurred within the technical education system, some change and a desire for change, and I think within those leaders within the state technical college who are, in fact, strong advocates for change, it has given them some more flexibility to make some changes, that perhaps wasn't there before this all started.

So, I think that the answer is that if you were to go to a state technical college today with a similar program, there would be greater receptivity, and I think that is very positive. On the other hand, I still don't think that the attitude is such that you can accomplish what needs to be done in the time period that I think we are talking about. I don't think we have ten more years. I don't think we have five more years to make a major change in how we approach technical education. And, that is one of the reasons why I think this is absolutely needed.

On a personal level, on a company with which I am on the Board of Directors, is a small manufacturing company here in Connecticut. They approached Hartford State Technical College about a program at some point in time and got very little response at all. But, within the last six months, they have been contacted by the school and have begun working on something. So, I think there are some changes taking place. They are very positive changes. My own view is that the reason the change is taking place is all of this has focused attention and to some degree the fear-- And I think that that is exactly it's going to require if we are going to make a quantum leap forward, in terms of changing attitudes and getting leadership involved.

I think the type of leadership community colleges have shown in terms of their student orientation is precisely what is needed to be infused within the system. So that is one of the reasons why I recommend that change.

SEN. SULLIVAN: You also mentioned flexibility. And let me go beyond the technical colleges to a larger issue, although I appreciate the comments about over centralization in the system, that system having a stultifying effect on the campuses. But doesn't the Board of Governors and perhaps don't we, legislatively, also bear some of the responsibility for that, to the degree that we have this rather arcane, ornate process of program approval, which tends to take a very long time and tends to discourage a lot of innovation that could occur at the campus level.

RICHARD GAMBLE: I might just address that.

SEN. SULLIVAN: Go right ahead.

RICHARD GAMBLE: I think particularly as it relates to the recommended formation of Boards or Commissions or Committees locally to respond, to local industrial needs, there have been in place Advisory Committees at each of the campuses of the technical colleges. They have had an opportunity to input. They haven't had the authority, however, to put in place programs that might be responsive to those suggestions. And, certainly our intent and our deliberations in the Committee is that you ought to decentralize them, and to have the power to do that.

Certainly, it is like any large organization, review of those decisions needs to be held centrally, so it doesn't go hog wild, but the authority ought to be localized, and the input of the local Committee ought to be listened to and adhered to, to the extent that they possibly can. I look at a state like North Carolina, where they will even buy the machinery and put it in the school and offer to train your people, if you will take a Connecticut company down there as a transfer. You know? So, that's--

REP. COHEN: Great idea.

RICHARD GAMBLE: So that is who we are competing against. As Lynn has said, we need to connect these things. Our education is connected to the success of the state.

LYNN BROOKS: We did recommend, sort of, for a lot of programs-- Of course, you need accreditation, and those have to go through the normal review process. But, there are many programs we think could be done and post-audited, rather than pre-audited. Rather than getting pre-approval, certificate programs in particular, like the program with Pratt and others, you ought to be able to put in place and then test them and see how they go. And, look at them a year later, or a year and a half, or two years, whatever it takes. And, then make a decision as to whether to continue it or not.

And that kind of flexibility is what is really needed in the system.

SEN. SULLIVAN: Representative Cohen.

REP. COHEN: Let me ask you, Lynn, about your comments about the continuum of offerings and the gap and the visions. Because I think that we can agree that that is in fact what exists at this point. What I am, I guess, fascinated by and frustrated by is the sense from reading the consultant's report and even from listening to the comments that we have had so far this morning, that there really was no effort made, either by the consultants or by the Board of Governors to look down, as opposed to across and up.

Can you explain to me (a) if that is true, and (b) if it is, why?

LYNN BROOKS: Well, there is no doubt that much more work needs to be done on the definition of the gap and exactly the steps to be done to correct it. Part of the problem was time and resources. I think the Legislature appropriated $10,000 for the study, which doesn't get you very far. The Board of Governors, the Department of Education made up whatever was the difference.

But, within the time frame that we had, in trying to get recommendations done in time for this legislative session, we didn't have time to go and look at everything, everything that there was. But, they did identify what was happening in other states, enough so that the sort of outline of the gap became very clear, specifically within-- It is a little difficult to tell, Representative Cohen.

REP. COHEN: Tell me what you asked the consultant.

LYNN BROOKS: In terms of the gap?

REP. COHEN: No. I mean, what were, what was the parameters of the task?

LYNN BROOKS: Well, the parameters of the task is what I went through in the charge.

REP. COHEN: To look at how we could expand it, improve access--

LYNN BROOKS: Well, we started out looking at enrollment patterns and those kinds of things and the costs involved and the management. Then, we asked them to look at the role of technical education in Connecticut. We asked them to look at the mission role (inaudible - coughing) statements for each of the colleges, trends and actions of peer institutions in other states. What other states were doing in technical education? What were the trends? Public image and perceptions, and so forth.

So, we broadened it to look at those things, to try and get a clearer perception of what was the gap and what was happening in technical education that we weren't doing in Connecticut.

REP. COHEN: And from that, they chose, the consultants chose to focus on the issue of post-secondary education, as opposed to the vo-tech schools. Is that fair?

LYNN BROOKS: Well, that was their focus to begin with.

REP. COHEN: Okay.

LYNN BROOKS: Was looking at the two year educational system. We did not look at the four year educational system--

REP. COHEN: Or high schools.

LYNN BROOKS: Or high schools, so they did not look at the vo-tech schools specifically, although they did talk to them and spent some time with them.

REP. COHEN: Thank you. Representative Nystrom, then Representative Hartley.

REP. NYSTROM: Thank you. Good morning. For the record, Representative Peter Nystrom, 46th District. Your comments interest me very much. You talked about the need for the cooperation between the schools, between industry and how they should be encouraged. There have been some

examples cited as to maybe when it wasn't encouraged or wasn't accepted. But, I think the Department of Higher Ed has a responsibility to encourage those relationships as well.

And, I would like to begin by saying that I find it odd that there has been criticism where, perhaps, a school has not moved forward fast enough. And, I know of an example where the Department of Higher Ed, in my opinion, is not moving fast enough. One of our tech systems or tech schools has been selected by IBM for the SIMS Program, and yet the program recommended by the Department of Higher Ed defers supports moneys to initiative that program on a more timely basis.

To me, I think we could point fingers at everybody, and that really isn't going to be the answer. I do however, would like to, should be a question for Higher Ed, but I wasn't allowed that opportunity. But, how does the Department of Higher Ed establish priorities for the tech system, considering industry has already stepped forward and is seeking to provide that partnership? And, here we have the Department saying it is a low priority, and those are words taken directly from the budget plan that is printed, I assume written, by the Department of Higher Ed.

I mean, to me, that is an example of how the Department of Higher Ed is not moving fast enough on behalf of the tech systems. Would anyone like to comment?

LYNN BROOKS: Well, there is certainly no doubt there is enough people around to accept blame.

REP. NYSTROM: I am not pointing to blame. I just want to know how our priorities are chosen.

LYNN BROOKS: I think it is important to point out at some point that governance has been a problem. I mean, the structure has been a problem. You have the Board of Governors of Higher Education that has certain abilities and certain non-abilities. You know, they are not a governing body is that sense of actually being able to go in and say, do this,

do that, and so forth. There is a-- The technical colleges have their own Board of Trustees. Then, they have local advisory committees and so forth.

And so, the Department of Higher Education staffs both the Trustees of the Technical Colleges, and they staff the Board of Governors of Higher Education. I think that if you look at the history of what has happened in state technical colleges over the past 7-8 years, as Dr. Lowney said, the Board of Governors of Higher Education has been very supportive of what has been requested by the Board of Trustees of the state technical colleges, to try to turn this thing around. They have been very supportive.

Now, you can look at individual situations, Representative Nystrom, and perhaps there were cases where you might disagree with the priorities. But, my reading of the history of this is that the Board of Governors, as an example of what Dr. Lowney pointed out, for the last couple of years, they have not applied the formula strictly with respect to the number of faculty positions, allowing some faculty members to be brought into other categories, to use to try and help turn the system around.

As far as I can tell, they have been very supportive. I think some of them believe they have been too supportive, that they didn't step in early enough to say, "Enough is enough. We have to see some progress, given the flexibility that we have given. I believe that the Department of Higher Education considers this a very high priority, in terms of seeing technical education strengthened and seeing the tie with economic development made, as far as, from what I can see from my viewpoint of having served on the Committee and now being on the Board of Governors. And, I intend as a member, as I said, to be an advocate for technical education. I intend to see that whatever we do do, that we take whatever actions we can to enhance technical education and make that strong tie to economic development.

REP. NYSTROM: I appreciate your comments. However, just reading from this document, that is not what the Department said. It is considered a very low

priority. You mentioned leadership as well. The reason is not-- The Commissioner is not here today, and I have problems with that. I think she should be.

LYNN BROOKS: The Commissioner is providing leadership for the state in another direction, and it was something that was much more previously committed. This hearing was originally scheduled last Friday. It was rescheduled, and I think it would be a little bit unreasonable in this particular circumstance, to except the Commissioner to cancel a trip to China on behalf of the State of Connecticut, in order to come to this hearing. That is my own personal opinion.

REP. NYSTROM: Thank you. I guess I would differ, because I think there is a higher priority right here today.

SEN. SULLIVAN: I think that the record should show that that remark is very accurate, that the Commissioner had indeed planned to be here when the hearing was originally scheduled. Because of the drafting time taken on the legislation, we moved the date. She did not. And, I think, we all try to juggle our lives, with more or less success.

Representative Meyer, then Representative Hartley.

REP. MEYER: Thank you. Alice Meyer, 135th. I have long been working for more technical education and greater coordination between our institutions of education and the business sector. And, so I am 100% committed to improving what we have. But, I still have a gnawing doubt in my mind. You are now going to take two different Boards of Trustees and combine them. Then, you are going to-- You are not combining them. You are just expanding one of them. And, then, you are going to ask this one Board to not only continue doing that work it has been doing over the community colleges, but also to take over the technical colleges, which need a tremendous amount of work, a tremendous amount of help.

How is this one Board with more responsibilities really going to be able to do a better job of

solving the problems than the single Board which you have now, which is committed to just the one area?

LYNN BROOKS: Well, I think the-- If I were to sit here and say to you: they are going to do it because they are talented people who have the interests of the time-- I mean, that would be just foolish. The answer is that I don't know exactly, except that I do know that in an organizational theory, if you want change, you don't just stay with the status quo. What you do is change.

And, you take people who have demonstrated success and have demonstrated leadership and the attitude that you are trying to achieve, and you allow them the opportunity to do it. And, I think that is what this is all about. The Board of Trustees for the regional community colleges have done very, very well. That is a very successful system. It is very student oriented. And, we think that needs to be put in place in the state technical colleges.

Frankly, I can't think of a better group to give it to, in terms of a responsibility. Now, is there some risk that they can't do both? I suppose there is, but I think that risk is far less than the risk of doing nothing and looking to the same group of people who have demonstrated in the past that they have not been able to turn the system around within the time frame that is required. They might be able to turn it around, given another ten years. I don't think we have ten years.

So, that is just my response to it, is that the community college Board has demonstrated the attitude and leadership that I think we are looking for.

REP. MEYER: Do they have the technical competency?

LYNN BROOKS: They will with the expanded Board, and the Board of Governors will be overviewing that as well. And, I believe that on the Board of Governors, we have several members who served on the State Technical College study now, and I think all of us are very, very interested and are going to continue to watch very carefully, to make sure in fact that it does work.

SEN. SULLIVAN: Representative Hartley.

REP. HARTLEY: Thank you. Representative Hartley from the 73rd District. Mr. Brooks, I too feel that I am an advocate for technical education, and you both have identified-- And, perhaps we all are today, but we just have different approaches as to how to do it. And, what we have got to get down to is what the very best approach is going to be, when all is said and done, for the students and our system of technical education.

I am not suggesting that we don't do anything, but to follow up on Representative Meyer's question, for example, I have great trepidation when I see the composition here of what we are talking about, of a Board of 19 persons, 3 or 4 of whom are going to be from the technical education area. Could you just share your feelings? Do you feel comfortable with those numbers? Do you feel like--?

I mean, here we are, trying to put a focus on an area that needs it gravely, that we have got these numbers where we don't even approach a balance.

LYNN BROOKS: Well, I am not sure what the balance, if there is a balance, needs to be. I think, if you look at what the regional community colleges have done in the fields of nursing and other areas that border certainly on the technical areas, I think they have demonstrated a good deal of interest in that area. And, I think to say that the Board of Trustees for the regional community colleges will not have any interest in technical education is to do them a great disservice.

I mean, these are highly competent people, who have been appointed by various people to these Boards. If they are given the charge of making technical education in this state a distinction and improved education process, and you put three people on there who are specifically technically trained, I believe that they will do it. And, if they don't do it, I think it behooves everybody who appoints people to that Board and the Board of Governors of Higher Education to try and step in and do something different.

But, I think that to just simply say that these people are community college people, and therefore they will have no interest or capability or desire, with respect to technical education is to do them a great disservice, just as I personally take umbrage when people say to me that the State Technical College Committee was somehow tainted because of the way we picked a consultant. I take umbrage at that. I don't volunteer my time to these things to go out and rubber stamp things for people. Neither does Dick Gamble or other people who go out and serve on these committees.

And the members of the Board of Trustees of the community colleges don't either. Neither do the members of the Boards of Trustees of the State Technical Colleges. These are people who are all dedicated. Yes, we do have differing of opinion. But, I think that the balance is something that you need to achieve. You are going to write the legislation. If you don't think that balances right, I think you should look for something else. But, I don't think you should assume that the other members of this Board are simply going to write off technical education, because they haven't previously been involved in it.

REP. HARTLEY: And I don't think, if I might just interject, that anyone is saying that. I am just saying that by virtue of the numbers, certainly they are concerning, in view of the fact that here we are, trying to put an emphasis on technical education.

But, let me just give you a scenario, if I might.

LYNN BROOKS: Yes.

REP. HARTLEY: Right now, we have 12 community colleges, and we have five technical schools. And, there are a number of those community colleges that do not, aren't in close proximity to, for example, technical schools. How would you see the instance of those community colleges, under this kind of a restructuring, coming forward asking for technical programming, asking perhaps for laboratories and those kinds of things, to support it? How would you grapple with that kind of a problem?

I would see that as a dilution of our technical emphasis, when we have limited resources to begin with now, and then all of a sudden, we have got to spread them even farther, rather than try to nurture and enhance what we have got on board already.

LYNN BROOKS: Well, I see it as an opportunity, rather than a limitation.

REP. HARTLEY: Limited resources, as they are?

LYNN BROOKS: Well, as they are. Again, I think if you challenge good people, the presence of these combined or the community colleges who aren't in any area where technical education, to start moving into areas of technical education, where they can, within the resources they have, they might surprise you and decide to divert some of their resources into this area, because they happen to believe it is a local need that is not being met, that ought to be.

And, I think that is exactly what we ought to be encouraging. It is the kind of problem that I think, you know, would be nice to deal with, rather than dealing with the gap that we have. Anybody who wants to move into these areas, I think we should encourage them. And I think there are numbers of these areas, Representative Hartley, where you can do that without necessarily the infusion of huge amounts of resources, although some of them clearly would take that.

REP. HARTLEY: I think that is the case. And, speaking about that flexibility that we talked about quite a bit before, are we not in the process right now, and correct me if I am wrong, in understanding that we have made a conversion from a trimester program to a semester program to start in the fall of 1989, and are we not being a little hasty in not giving ourselves the opportunity to reap the benefits of that?

LYNN BROOKS: Oh, I think we will reap the benefits of it precisely. I mean, it obviously makes a combination of the two schools even much better. I mean, the timing is even more right. It would be

even more difficult to do it if in fact the trimester conversion hadn't taken place. But, with it taking place, it puts them on roughly the same schedule. So, I think that in fact, you can do both. You can get the advantage of that conversion, because hopefully through the community college system, we will identify and pre-train people who otherwise would never have been able to get into the state technical colleges and will now be able to flow into them.

So, I don't see that as a major problem.

REP. HARTLEY: No. I see it as a benefit right now, that we haven't really had an opportunity to assess the true value of, and now we are going to the next, you talked about a quantum leap, which it is, in terms of totally restructuring a system which is going to be disrupted without knowing that we have got to go that far, quite frankly, to get to where we need to get. And, that concerns me quite a bit.

And, I just have a question for Mr. Gamble. The vote on that Committee was a 4-5 vote?

RICHARD GAMBLE: No, the vote you are talking about--

REP. HARTLEY: On the recommendation.

RICHARD GAMBLE: Had to do with the report that Lynn gave.

REP. HARTLEY: Yes.

RICHARD GAMBLE: That was not the vote related to the selection of the consultant. I don't know what question you are asking.

REP. HARTLEY: I am sorry. I am asking with respect to the vote from the Committee to the Board, regarding the recommendations from the consultant.

RICHARD GAMBLE: I don't recall. (inaudible - not speaking into mic)

LYNN BROOKS: The vote to combine the two Boards was, I believe, 5 to 4. There were two members absent who had communicated to me that they would also support the recommendations.

: Oh, come on!

SEN. SULLIVAN: Look, I am not going to put up with this any further today. People will be asked to leave this room, if you can't have respect for one another. There is going to be a lot of differing opinions. There is going to be a lot of differing information today. I ask you to respect the process.

REP. HARTLEY: And if I might, just one more question, Senator Sullivan. To follow up on Representative Cohen's question with respect to looking across on this restructuring, versus looking down to where we had been a number of years ago, in association with the vo-tech schools, because that seems like obviously a likely flow pattern, since those are individuals who have already started off in this area-- Do you feel comfortable, and I understand what the limited resources were and time and so forth, and having to make up the money that we obviously couldn't provide to you to have a study funded the way, ideally, we would like it to be--

Do you feel comfortable that the study is as complete as we need it, to make such a significant step in ultimately recommending a merge? When we didn't go back there and look at a primary resource feeder to our technical school systems, to our technical higher ed?

LYNN BROOKS: I would answer your question that I have no doubt that the consultant's report and the work of the Technical Study Group serves as a foundation to make this kind of recommendation. I have no doubts of that.

REP. HARTLEY: A complete foundation?

LYNN BROOKS: Yes, a complete foundation.

REP. HARTLEY: Exhausting the subject?

LYNN BROOKS: Well, you know, if you are looking for certainty, you are never going to find it.

(cass 2) (cass 1 and 2 do not connect. Small gap) --of anything, and so it is not certain, no. And, as I said to you at the very beginning, there is risk associated with doing this. And, it is a judgement call as to whether the risk of doing it is greater than the risk of doing nothing.

And, I think the Board of Governors and everybody has said that we come down very heavily on the favor of saying the risks of going ahead with this is less than the risk of doing nothing. So, I am not trying to say that it is an end-all and so forth. However, the study did show us that in fact you can't rely strictly on the vo-tech high schools as a feeder group to solve the problem either, that that would only be one aspect of increasing it, that there needs to be a much broader appeal to a lot of people in our society, who right now have no access to technical education.

This involves people in minorities, but it also involves people going through career changes in mid-life. It involves people coming back into the work force for the first time. Those people need access to this at all, and some combination with the vo-tech high schools doesn't even begin to address the broader range of those problems.

SEN. SULLIVAN: Before we move on to the next speaker, we will have one more question. Representative Millerick, and then we will go ahead.

REP. MILLERICK: I think that, just a comment to you and to subsequent speakers, who may be speaking as we go along today. I don't think there are many of us who feel that nothing should be done. I think most of us have absorbed the facts of what has been going on, what we'd like to see. And, I think that we all realize that the State of Connecticut needs to go forward with technical education, both high and low.

But, I think that we should all bear in mind that although we want these things, I think that the main thing that we have to discuss today, and for members of this particular body have to realize that what we need to do is come up with the formula by which we are going to accomplish this. And, I

think that is the thing that we should be discussing today. The facts seem to be out pretty well as to what has been done, what has not been done, and what we think we should do in the future.

So, any comments you or subsequent speakers have in that will be greatly appreciated by me and I think others on this Committee.

SEN. SULLIVAN: And on that summary note, we will thank you for your presence and your testimony this morning and move on to Andrew McKirdy.

ANDREW MCKIRDY: Senator Sullivan and Representative Cohen, Members of the Committee. I am Andrew McKirdy, the Executive Director of the Community Colleges. With me is the Reverend David Cannon of Preston, the Chairman of the Board of Trustees of Regional Community Colleges. I have a statement on behalf of the Trustees of the Community Colleges, as well as myself, after which both Father Cannon and I will be available to respond to any questions that you may have.

We appreciate the opportunity to be able to comment today on the proposal to establish a comprehensive state system of two year colleges, as detailed in SB1046. During the last several months, significant attention has been given to the importance of undertaking efforts to preserve and enhance technical education in Connecticut. Throughout this period, the Community College Trustees and the system as a whole have strongly indicated our agreement that technical education is extremely important to the Connecticut economy, that the range of technical programs at the post-secondary level should be expanded to fill the current gap in such programming, particularly in middle technologies, and that a broader range of programming should be made more widely available throughout the state, in order to encourage more students to pursue technical careers.

To respond to these concerns, SB1046 proposes creating a comprehensive two year college system. The way in which the linkage of community and technical colleges has been proposed responds to the concerns of the community colleges that any

such action should limit the potential for creating disarray in the community college system. We believe that that is an important consideration. For the state would not be well served if the efforts to help solve problems which are said to exist in one two-year system only resulted in creating great turbulence in a much larger system. We believe that the provisions on SB1046 are designed in large measure to minimize the potential problems, which would otherwise be likely to occur.

If, therefore, the Committee and ultimately the General Assembly decide to move to implement the proposal to consolidate the two systems, as proposed in SB1046, the community college system and its trustees and prepared to cooperate fully. But since association with the community colleges in a comprehensive two year college system is proposed as part of the solution for problems perceived to exist in technical education, I want to comment just briefly on the community college system and what it represents.

In the fall of 1988, Connecticut's 12 community colleges enrolled more than 36,500 full and part-time students, representing nearly 41% of all undergraduates in Connecticut public higher education. That represents a 5% increase in both total students and full time equivalent students over the fall of 1987, and the total enrollment in 1987 represented more than a 4% increase over the fall of 1986. And, preliminary enrollment figures for this spring indicate that enrollment has increased nearly 9% over the spring of 1987.

On average, 1 1/2% of the adult population of each region of the state is currently enrolled in their local community college. Community college students, I know as many of you know, are generally older. The average age is in the early '30's. Indeed, 41.5% are over 30. And the vast majority of students, 79.5%, attend in credit courses on a part-time basis. More than two-thirds are women and more than 16% represent minority groups. In fact, 54% of all black and hispanic students enrolled in public higher education in Connecticut are enrolled in the community colleges.

Fundamental to the mission of the community colleges is providing educational access with special attention to the economically and educationally disadvantaged. The open door admission policy of the community colleges enables students to enter and to initiate their learning experiences at appropriate and realistic levels and provides a supportive learning environment which instills in students renewed confidence in their capabilities. Those kinds of support include testing and counseling and remedial development courses and child care services designed to meet the needs of parents whose access to educational opportunity may be limited because of their obligations to young children.

To meet the educational needs of students, community colleges already offer a comprehensive range of academic programs, including transfer programs which parallel the first two years of a baccalaureate institution and career programs in approximately 70 different career areas, which lead to employment in business and commerce, health services, public and social service and some technical areas. Some programs are fully accredited by nationally recognizes accrediting bodies. Some are open to all students. Admission to other programs is selective and based on the perspective student's ability to meet established minimum requirements for entrance. However, these programs serve students at multiple levels.

Quickly, for example, community colleges associate degree nursing programs serve a critical state need and each year provide more than one-third of the state's newly licensed Registered Nurses. Those programs have established a long-standing record of high quality preparation. Admission to these programs is selective, based on the need for basic skills as well as specific course work in math, biology and chemistry. For students who enter a community college through the open door, but who do not at the time of their admission and assessment meet the established requirements for admission to the nursing curriculum, remedial basic skills instruction, as well as pre-nursing foundation programs are available to assist them to qualify for entrance.

The great diversity of community college programs and services demonstrates the extent to which they are already comprehensive, as well as their capacity to chart new courses, in response to identified needs. Indeed, the particular strength of community colleges is their ability to respond quickly to challenges presented by the needs of their communities. Those communities differ from region to region, and so colleges' response is different. But, ultimately, the success of the colleges flows from their willingness and ability to seek out emerging needs and respond to them through appropriate programs, educational services and delivery systems.

In fact, during the past two years, the community colleges have developed and submitted 24 new associate degree programs to the Board of Governors for Higher Education for licensure and accreditation. We would agree, therefore, that the experience and success of the community colleges in reaching out to serve previously unserved clienteles and in providing them with the support services necessary for them to be successful can benefit efforts to advance technical education at the post-secondary level.

In particular, within a comprehensive two year college system, community colleges in regions of the state where there are no technical colleges could begin to expand programming in selected technical fields which would meet local needs. In regions where both community and technical colleges are present, a comprehensive system would facilitate efforts to build upon the resources of both institutions, to ensure that a broader range of technical programs would be available to meet the needs of students as well as business and industry.

I would like to comment briefly on the concluding sections of SB1046, which relate to the proposed labor relations aspects of the establishment of a comprehensive two year system. Under these provisions, the professional staff of the technical colleges would be assimilated into the existing community college bargaining unit. We strongly encourage the adoption of this approach as

essential to the success of the proposed legislation. We believe that these provisions offer the best hope of promoting an orderly transition in the implementation of the legislation.

The overriding purpose of the legislation is to enhance an advanced technical education, without significant disruption to the operations of the community college system. To achieve that goal, all parties involved, trustees, management and professional staff, must focus on making the project a success. To the extent that attention is distracted from the purpose of the legislative mandate by conflicting and overlapping work rules inherent in multiple collective bargaining agreements, the prospect of success for this initiative would be significantly diminished. The process of implementing this legislation will be complex and must be carried out with great care.

We appreciate the achievements of the technical colleges and the obvious concerns of their professional staff. The legislation proposes more than a consolidation of two organizations. Rather, it involved the consolidation of human resources, represented by individuals and groups reflecting somewhat different cultures and visions. For the purpose of the legislation to be achieved, those individuals and groups must become part of a single community, with shared values and a shared vision. For that community to be successful, we must be committed to the value of inclusiveness. We must leave behind the old lines that separate people from one another and draw circles that pull people in, rather than leave them out, and facilitate bringing people together to labor effectively in a common cause of educational service. We believe, therefore, that the labor relations provisions of SB1046 are important to that end.

I will conclude by saying that it has always been the mission of Connecticut's community colleges to seek to maximize educational opportunities for the state's citizens by offering as comprehensive as range of educational programs and services as was within the system's capacity to provide. We have seen comprehensiveness and diversity, in students, in staff, in programs, as a strength not a burden.

To that end, the establishment of a comprehensive two year college system and the gradual development of more comprehensive community colleges as proposed in SB1046 offer the potential for substantially expanded opportunities for community and technical colleges to provide more educational options and support services to students within individual institutions, and to ensure a full range of degree and certificate programs in virtually every area of the state.

As I noted earlier, the process will be a complex on, and not without risks. But, if it is your decision to proceed within the context of SB1046, the community college system will cooperate fully in this endeavor, to advance not only technical education but all educational opportunities which Connecticut's community and technical colleges are able to extend to the citizens of Connecticut.

Thank you, Mr. Chairman.

SEN. SULLIVAN: Andy, let me ask about one of the issues you raised in respect to collective bargaining and representation, because while I think the greater substantive focus here is on our shared committment, everyone in this room, to improving technical education, there are certain process and issues that have to be dealt with. And, one of the ones that I have the greatest misgiving about is how we make a transition from who represents who and what terms people have worked under for a number of years and a number of contract to that all-inclusive circle that you talk about.

Let me ask you to comment on two possible alternatives to what is proposed in the bill, the first of which would be a mandate that would keep the present representation in place but require coordinated bargaining toward a single contract, which position the Board of Trustees would be negotiating with three representative groups at this point, all of whom would have to come together in agreement on a single contract for all employees, administrative and faculty, of the new coordinated system. Comments and concerns about that approach?

ANDREW MCKIRDY: I am going to ask, with your permission, Mr. Chairman, our Labor Relations Director the the Community Colleges to come forward, to join us. But, while he is doing that, our concern again is with, as I indicated in my statement, competing, overlapping and conflicting terms and conditions of employment for employees in comparable roles: specifically, faculty. And, that we think is important to avoid, in order for the system to be able to move forward and give attention to its educational mission, rather than preoccupation with labor relations concerns.

But, Jackson Foley, the Director of Employee Relations for the Community College System has just joined us. I would ask him, since he has had some time to think about it, while he was walking up here, to respond to your question. (laughter) Let's see how quick Jackson is.

JACKSON FOLEY: Mr. Chairman, I think the Executive Director has given you an excellent response. I can only add from my own experience that the, as I project forward the notion of coordinated bargaining with the concept of a unitary contract as an objective, is one where I can see the premise, and I can see the desired conclusion. But, I would think that it would be a very long and potentially disruptive process to get from the beginning to that desired conclusion.

It would be a process, as well, I am afraid, in which impasse would come up with regard to a number of different issues and ultimately the determination of work rules as well as the basic philosophy of the institutions, where it is determined by third parties. And, it seems to me that when inherent in this merger issue is so much a concern with philosophy, the way in which people work together, that that is a very poor means ultimately at arriving at the common rules by which people work together.

SEN. SULLIVAN: Do you have concerns given that even the legislation, as now drafted, specifies continuity of tenure, continuity of compensation, do you have concerns none the less that there is really no provision for a transition? There is a

rather forced marriage, and that in and of itself, might have some of the same consequences that would arise from the difficulties of coordinated bargaining, in terms of putting off a reasonable, peaceful and orderly coming together.

JACKSON FOLEY: There is probably no absolutely easy solution. As Mr. McKirdy indicated, I think the model which the Board of Governors proposed and which is in the legislation is probably the best of them. It is I think the model that was used in Massachusetts, when the Boston State College was merged into the University of Massachusetts system. What happens is that in effect, certain basic rights of the employees have been protected by the act, and there is a requirement of impact bargaining, that is bargaining with the existing community college union in terms of how the individuals will be placed in the setting of the new bargaining unit.

The University of Massachusetts situation was parallel in that the Boston State College faculty who were retained by the University of Massachusetts simply became subject to the existing collective bargaining agreement. And, I am not aware that there were any great problems ultimately in resolving that. There was a small piece of litigation, but it really isn't germane to the way in which this particular bill is structured. You have chosen to address in your legislation some of the problems that were not addressed in the Massachusetts legislation, in particular the continuity of employment, the continuity of tenure, and the continuity of compensation.

The Massachusetts legislation provided that it was elective with the governing board, as to whether or not the employees were continued. Here, you have mandated a continuation of them, so you have avoided the primary issue.

SEN. SULLIVAN: Does your opinion on the coordinated bargaining unitary contract change at all if that were to be specified for a fixed period of time, perhaps even for the same fixed period of time before the new Board returns with a comprehensive mission statement and the proposals for enhancing technical education? A fixed period of time until

a new election may be held, which will allow all of the employees to choose one or two units and who would represent them in one or two units?

JACKSON FOLEY: I think you have several questions there. The first question, as I understood it, was if there is a limited period of time for bargaining towards a single contract, would that change my view? It wouldn't change my view, because I think it would put even greater pressure on third party determination, ultimately with the terms and conditions of that unitary contract would be.

I think the other part of your question was, do I see it desirable in any way that there would be an opportunity for an early election among all the employees among the auspices of the enlarged Community College Board of Trustees? Frankly, I don't see that as particularly desirable. I think your legislation, in addition to being premised upon the model from Massachusetts, also relies on the private sector model, under the National Labor Relations Act, in which a very large employing creation absorbs a small number of employees from a smaller employer and that smaller employer disappears. What happens, in effect, is that the existing bargaining units, under the National Labor Relations Act model, terminate, and the employees who are retained by the larger employer simply take their employment, subject to the existing collective bargaining agreement.

And it seems to me, given the large numbers that we are dealing with the community college system, and the very small number of employees with the technical college system that the model is an appropriate model.

SEN. SULLIVAN: Are there questions from the Committee members? Representative Fritz.

REP. FRITZ: For the record, I am Representative Mary Fritz from the 90th District. Mr. McKirdy--

SEN. SULLIVAN: Mary, I am sorry. Let me just announce that what we are going to do, since no members of the Legislature have signed up to speak, we would normally break at this point-- We are going to continue and hopefully find our way through this

presentation and Dr. Libby's presentation. We will then, at the next commencement of the public hour, continue with the people who have been invited for the first portion, then move to the public list, since all the people who remain on the first portion would in fact be qualified to speak in the public section.

That way, nobody loses their place on line. I am sorry, Mary.

REP. FRITZ: That's okay. Very briefly, I have three questions or statements. Number one, I would commend you and the community colleges with your terrific increase and expansion over the number of years that you have been in existence. I would also like to ask you if in essence, your educational mission from the inception of the community colleges was not in fact somewhat different than the education mission of the technical colleges.

I don't know if that is an unfair question to ask you. I put it before you, since the community college seems to become in the piece of legislation before us, seems to be the top dog right now.

ANDREW MCKIRDY: From the inception of the community colleges as a state system in 1965 and as the statutory mission of the system was more fully defined over the years, it has always been a comprehensive mission with one exception. And, that is that technical education, specifically the engineering technologies, both by statute and by actions of the Board of Governors and its predecessor boards has been reserved to the technical college system and generally been excluded from ours.

That does not mean that we have not been involved to some extent in some aspects of technical education. One community college offers a course of instruction and associates degree program in automotive technician. Reference what Mr. Brooks was talking about earlier. You heard earlier also in reference to the fact that community colleges have worked cooperatively with Pratt and Whitney in order to provide academic credit for certain technical instruction that is offered by Pratt and

Whitney in combination of other instruction offered by the community colleges, to permit students, employees of Pratt and Whitney to graduate with an associate degree in what is now industrial science.

So, while community colleges have from time to time been involved in some programs, that their relationship to technical education, the bulk, certainly the vast bulk of technical education has been reserved to the technical colleges. That has been the distinction.

REP. FRITZ: And the differences. My second question is, in your testimony, you talked about where there is a closeness between say a community college geographical closeness between a community college and a technical college, as for example in Waterbury, okay? And that would be, you know, there would be no problem in terms of affiliation or in terms of working together or a coming together. But, then you went on to say that where there were no geographic, where there was no geographic relationship between a community college and a technical college, then the community college would then pick up some technical programs or technical labs or go into that technical field.

That gives me great cause for concern when I am looking at a deficit or a projected deficit and a budget of 877 million dollars. At this point in time, I would not see that a recommendation of expansion is a viable option. Would you care to speak to that?

ANDREW MCKIRDY: We are always constrained by the resources that are available to us. In the very, very recent past, the General Assembly has been very supportive of all of public higher education, and has provided substantially increased levels of support, which made it possible for us to move forward on the 24 new associate degree programs that I mentioned in my statement, we developed in the last two years. Clearly, there will be a lot less initiated, undertaken by educational institutions as will be the case with all state agencies for the foreseeable future. But that undoubtedly will end at some point.

I think that what is important to recognize is that there are areas of the state where there is a technical college, where there may be, where it may be appropriate for one or perhaps two technically oriented programs, perhaps in the middle technology area, to begin to be offered to meet a specific need. We are not talking about creating comprehensive full-fledged technical education components in every community college all over the state. That would not be appropriate, nor could we afford it. But, depending on the region of the state, specific programs would be appropriate.

In one rural area of the state, I know the President has expressed interest over the past several years, wishing he could move in the direction of developing an automotive technician program. That would be a particular need in that particular area of the state. That would be difficult to do right now, because of the lack of resources. But, in the future, within the comprehensive system, at such time as that might be affordable, it would be possible to move forward with that particular program in that particular area, assuming that the needs assessment does in fact justify the program.

It is in that context that I was referencing the opportunities that would open up for other areas of the state, served by a community college but not a technical college, to begin to offer one or perhaps a couple of technically oriented programs, to meet local needs in that region.

REP. FRITZ: My last question is: in generating people out into the work force, would you say that the majority of the positions are in the service sector?

ANDREW MCKIRDY: My understanding right now and certainly in the Connecticut economy, the greatest growth is in the service sector area. But, in manufacturing and the need for--

REP. FRITZ: No, I didn't ask you that. I said, from the community college, from your, from the community college, would you say that from your

enrollment or from your students, that the majority of the people go into service sector jobs or jobs in the service sector?

ANDREW MCKIRDY: Whether it is the majority or not, I won't, I can't say. But, I would suggest probably the largest single number might be, may be in service sector related positions.

REP. FRITZ: Thank you.

SEN. SULLIVAN: Just to follow up on that questions, don't the two questions that Representative Fritz just asked fit together, since you are not allowed to offer technical education, it would seem to follow that much, of a great degree of follow through to manufacturing sector jobs is probably more limited.

ANDREW MCKIRDY: That is correct, Senator.

SEN. SULLIVAN: How many institutions, how many community colleges at this point?

ANDREW MCKIRDY: We have 12 in Connecticut.

SEN. SULLIVAN: And roughly scattered throughout the State of Connecticut?

ANDREW MCKIRDY: That's correct. If I could just follow up briefly again, one of the concerns expressed in advancing technical education is expanding access to it. And we probably cannot expand access to it by limiting it to five urban areas of the state. And, indeed, the illustration that I was using of some community colleges in various areas, where there is no technical college, to begin to offer some programs, again expands access to programs in technical education which would respond to local needs in the particular region of the state.

SEN. SULLIVAN: Representative Flaherty, then Representative Wyman.

REP. FLAHERTY: I just have one quick question. I appreciate hearing your comments, especially when you talked about the labor aspect, because you spoke about the overriding and conflicting work

rules and details. And, as I look at this legislation, it seems to me that it is more enabling than detail oriented legislation. And, how would you envision, or maybe I should have asked this earlier. Maybe I shouldn't put this on your shoulders, but it seems to me that the details of ironing out the actual merger of the programs, which seem to me that the tech colleges and the community college currently have overriding and unclear lines.

How would you as the Director see that that would be worked out? Would that be something done on your level?

ANDREW MCKIRDY: Well, let me respond by saying, first of all, the legislation does envision an expanded Board, and I can't pre-judge how the Board might want to proceed along those lines. But, the legislation also calls for a planning process to begin. And, it mandates the involvement of significant numbers of people, particularly of the very, very first step is in the development of a new comprehensive mission statement for the comprehensive two year college system, with special mandates for the involvement of faculty and students and staff and representatives from technical fields and manufacturing and advisory councils, the broad involvement of a lot of people in the development first of all of that first step, and then subsequently in the development of the plans as to how the system would be brought together.

It is a process that must involve fully people really from the ground up. But, the Board of Governors has indicated to you that they will be working very, very hard to oversee that process and to be helpful wherever they can be. So, I can't and I wouldn't presume to say, and there is a specific thing that is going to happen. I agree with you. It is enabling legislation. It puts in place an administrative structure which will allow a process to begin and to work towards a specific goal, that is a comprehensive two year college system.

REP. FLAHERTY: And I think that is just where some of my fears are coming from, is there has been a lot of talk of encouraging, and you know, being a little bit more concerned that we are going to encourage this. But, when we really get down to how it is going to be worked out, I suppose that is something over time--

REV. DAVID CANNON: If I may, Representative Flaherty?

REP. FLAHERTY: Yes, you may.

REV. DAVID CANNON: I am the Reverend David Cannon of the Community College Board of Trustees. What Mr. McKirdy describes to you is essentially the pattern that the Board of trustees uses universally, as it approaches a new problem or a new opportunity. This would be the technique that we would use, exploring all of the levels of concern, as we begin to build a solution to a problem. So, it is not strange turf. I think we would be perfectly able and willing to, if we are do it in that orderly and sensitive fashion.

REP. FLAHERTY: Thank you very much.

SEN. SULLIVAN: Representative Wyman, the last.

REP. WYMAN: I think that my question has been answered, but thank you.

SEN. SULLIVAN: Thank you very much. At this point, we are going to move on to Dr. Libby. We appreciate your time. Doctor Richard Libby?

DR. RICHARD LIBBY: Good morning, ladies and gentlemen. Members of the Committee, I am Richard Libby, the Executive Director of the Technical Colleges. I would like to introduce my Board Chairman, Mr. Albert Vertefuille. Both of us will be available of course to respond to any questions which you might have.

Mr. Chairman, I would like to make a brief comment, based on the comments that I have heard today, that I think I may be able to touch on many of them, if you will bear with me throughout my comments. I am pleased, very pleased, as a matter of fact, to have

this opportunity to speak to the entire Committee this morning and thank those members who have been so very willing to meet with me and our Presidents and others over the past few weeks to discuss the issue at hand.

I want to briefly review some of the system's history, some of the inheritance that the new Presidents and I accepted when we joined the system, beginning as early as fall of 1985. And, I would like to discuss the focused efforts that we have made to reposition the system over the last three years. I am only going to speak of the last three years, not of programs missed, such were mentioned this morning earlier, with Pratt and Whitney. Ladies and gentlemen, that took place ten years ago, not in recent years.

First of all, on a personal note, I want you to know that I left my presidency to join what was perceived and still is perceived by my higher education colleagues in the midwest as one of the nation's outstanding technical education systems, the Connecticut State Technical Colleges. The system also had and still does have the reputation for producing outstanding engineering technicians, fully capable of entering prestigious positions in the labor market and transferring to prestigious institutions of upper level higher education. You would be very impressed with that list, I am sure. This is a real tribute to the talent and dedication, particularly of our faculty and our staff.

On the other side of the coin, I was fully aware when I arrived here that I was inheriting a system that had begun a trend toward declining enrollments, frankly paralleling the declining enrollments in engineering and technical fields, including nursing throughout the country, a system with a student tuition equity problem, a system that had a mandate from the Board of Governors to convert from the quarter system to the semester system, a conversion that was going to be met with great resistance for very legitimate reasons, but would put the system on a calendar similar to the other state higher education units, a system that had to diversify its technical level curricula and cope with the pressure to move into

low tech, the low tech arena. A system with an affirmative action record that simply had to be changed. A system that had a faculty labor contract that would be extremely difficult to renegotiate, and a system under the observation of a Commissioner, excuse me, of Higher Education clearly obsessed with the emerging of the community and technical colleges.

Our system would have no choice but to change dramatically to meet the social, political and economic pressures. And, change, we have. We have a long way to go, believe me. Change has begun. We have made significant progress in addressing the issues we inherited in 1985. I would like very much to tell you what the employees of this system have accomplished under the leadership of our five presidents. Speaking of change, four of whom have assumed their presidencies within the last three years. These accomplishments were not adequately addressed or in some cases addressed at all, in the NCHEMS report that I presume you have all received and read.

We have implemented across our system strategies to improve both recruitment of new students and retention of current students. Under our enrollment management plan, we expect an average of 5% per year increase over the next five years in new student enrollment, and a minimum of 1% per year increase in the retention of students. This is an organized written well-prepared plan, accessible to any of you if you question what our direction is. Our college personnel have been and continue to be trained in the use of inquiry and tracking systems, to enable them to be more responsive, more responsive to potential student enquiries and to track the effectiveness of our outreach strategies. Enrollment barriers are being identified, and they are being removed.

We have succeeded with your help in our proposal for tuition equity. Many of you, particularly some Senators in this room, and as a matter of fact a particular Senator in this room needs a great amount of applause for bringing about tuition equity for our students. This is already in place, but until a year ago, it was a significant problem. This program has provided a mechanism that lowered

the tuition costs for our evening students, so that their courses no longer cost one and a half times that of day students. In other words, if you were an evening student who came into our institution, you paid one and a half times for the same course that the person was taking during the day. This has improved our access and diversity and higher enrollments of part-time students are the result.

Two years ago, we initiated the process of putting our system on an academic calendar with other units, similar to other units in public education. Semester conversion has resulted in a thorough look at all of our curricula, resulting in some excellent, in an excellent academic product that not only meets the requirements of ABET, but more importantly will meet the needs of students with more flexibility and programming, more technical and general electives, less of a lock step approach to curricula sequences, and a base for implementing our career ladder curriculum model.

The semester conversion will be in place in fall 1989, on budget and on time. We need the opportunity to continue to monitor and refine it, as we build around our high technology programs and provide middle technology programs. We have developed a model to diversify our curriculum based on this foundation of newly revitalized courses through the semester conversion program.

Our results in affirmative action speak for themselves. We must model through our employees, faculty, our staff with women and minorities, and we have done that. We have increased the representation of women and minorities 27% across our system. Many of the top positions in the system are now held by females and minorities.

We are going back to the bargaining table with the Faculty Federation in an attempt to preserve the 8:00 a.m. to 10:00 p.m. work day, which will greatly improve faculty utilization. This item is essential to upgrading the efficiency of our system, not the effectiveness of our faculty, but the efficiency of our system, thereby lowering our costs per student.

I might also point out to you that we are now in our third, rolling into our fourth year of a comprehensive five year equipment plan, focusing on instructional equipment developed by my predecessor.

I would like to now turn my attention, if I could please, to the bill before the Committee. The content of Raised SB1046 is shocking, particularly in light of what many of you have shared with us as important issues, during our one on one meetings. This bill does not speak of a separate technical college system, nor even a division. It speaks of no balanced Board of Trustees, to maintain the focus and accountability of technical education, to maintain its philosophy without erosion. It sets apart no distinct appropriations for technical education. As a matter of fact, it reflects few if any of the assurances-- And, ladies and gentlemen, this is an important point. It reflects few if any of the assurances sought by the members of the study committee, who voted for a merged Board as we know, five to four. Their votes were predicated on the maintenance of a separate and distinct system, with appropriate earmarked resources.

It is important to explain to you that this bill had its genesis in the recommendations of NCHEMS, the private Colorado-based consulting group. NCHEMS made its report to a study committee, which in turn, as you know, made its recommendation to the Board of Governors. The Board of Governors then of course brought it over here. You are now considering it. The most evident purpose, in my opinion, of this bill is to dissolve a Board of Trustees, which has been in place for nearly two decades, which oversees a system which has existed or colleges that have existed for over forty years, by assimilating the Board and its colleges into the community college system.

Ladies and gentlemen, this is an incredible action to take when so little time has been taken for reflection and consultation with our students, employees and the business communities, the groups who will feel the greatest impact. The NCHEMS Group checked that report. The NCHEMS Group did not communicate with the businesses and industries

in their research. They did not communicate with the students. They did not communicate with our employees for the purpose of assessing the impact on them.

Surely a day like today, with a room full of people, under an enormous amount of stress cannot substitute for serious sit-down consultation and planning. The changes proposed in this bill came from work done between this past November and January. Your Committee has now turned the Board of Governors' recommendation, which goes way beyond the study committee's recommendation, into a piece of legislation in barely two months. No one, no one from my office has had an opportunity to discuss this language with anyone on this Committee and in particular with the leadership of the Committee, or with the Commissioner or the staff of DHE. The language was only released last Wednesday, March 29th, and our requests to discuss the language prior, the draft language prior to the bill's release were turned down. Indeed, this was a very short, close to the vest period for legislation with such dramatic outcomes.

It is important to point out that the NCHEMS consultant recommended three possible courses of action. It seems that we only read in the press the word "merger." Dissolving the present Board of Trustees and merger with the community colleges was listed with, as the third and most risky recommendation. As a matter of fact, the report did not recommend dissolving the Board. And, I quote, "The overarching concern that problems not," underlined, "created in the community colleges in the name of solving, not be created in the community colleges in the name of solving problems in technical education," unquote. And, quote, "There could be a possibility," and believe me, having spent 25 years in this business, there is a significant possibility, "that the technical colleges academic function and philosophy, because of its distinction, its size and high cost would be in danger of being eroded."

Even the comments made by NCHEMS with respect to recommendation number 3, merger, seem to have been ignored. I quote from the study. Quote, "To merge

two systems is a very complex process that demands sensitivity and much discussion." Does the short time I have described and the opportunities provided for consultation sound like this process has been treated with sensitivity or with much discussion?

Moreover, the STC study committee recommended that the system should be given until the end of fall semester 1991 to, quote, "prove its viability and effectiveness." This legislation, however, triggers merger July 1, 1989.

Some of you have been led to believe that the trend or most common way of delivering two year public higher education in the United States is through some form of merged system under community colleges. Ladies and gentlemen, that is simply not true. In fact, a study distributed to you last week in a gray packet shows that in three out of four, out of every four states, two year public post-secondary education is delivered by a mix of community, technical, junior and other types of public institutions, and not solely by comprehensive community colleges. A dozen or more states with comprehensive community colleges out of 50 states does not a trend make.

The Board of Trustees and I, the Presidents and our faculty and staff want to become significant participants in the development of a plan addressing the comprehensive needs of technical education in Connecticut. I am using the term "technical education" generically. It includes vocational education provided by the regional vocational-technical high schools, mid and high tech associate degree and certificate programs delivered by the State Technical Colleges, and technologists and engineering education at the baccalaureate and graduate level at both public and private universities.

The development of a plan in this broader context is vital and essential to the State of Connecticut, and particularly important before a hasty merger is recommended by this Committee. We are not asking for time as a couch. We ought to be using it as a tool, and we are enthusiastic about proceeding in

this direction and have said so to the Commissioner, as far back as February 1988. Let's not get the cart before the horse here.

Ladies and gentlemen, planning is vitally important, before you pull the trigger on merger. We ask that you vote disfavorably on this bill, and that you provide the technical college system with the opportunity to participate in the comprehensive planning that will respond to the broad range of vocational-technical technological and engineering education. By the way, technical and technological are two different levels of education. The needs of this state, as I mentioned earlier, as well as the option of initiating the number one recommendations by the NCHEMS consultant. That is the revision of our existing state technical college system.

Our Board, our Presidents and our staff are committed to this. We want the opportunity to do this. This revision would include approaches to assure, quoting the report, special funding for program innovation. We look forward to that. Adequate financial resources, to assure state of the art equipment. I commend the General Assembly for their record on that, but that must be continued. We look forward to that. An FTE funding, excuse me, an FTE-based funding formula, an initiative, frankly, begun at the, at our system level more than two years ago. Greater campus autonomy. Ladies and gentlemen, in my Presidency, I enjoyed that campus autonomy. There is legitimate criticism in my opinion philosophically of the centralization of our system.

You must ask the question, however, how much you want to spend to decentralize. And we also need to focus on a plan, frankly, for the reduction of the central office function. This is already underway, being considered by the Board of Trustees currently.

We have repositioned our system and have begun a turnaround. We ask that you give our system until the end of the fall semester 1991, as recommended by the study committee, to demonstrate the level of success we can achieve, in improving our viability and effectiveness. If we have not achieved a

pre-determined level of success that we should determine together, then by all means, merge the system.

Thank you very much.

SEN. SULLIVAN: Thank you, Dr. Libby. Do you happen to have with you a copy of the NCHEMS Report?

DR. RICHARD LIBBY: Yes, I do.

SEN. SULLIVAN: You mentioned their number one recommendation. Could I direct your attention to page 62 of the report?

DR. RICHARD LIBBY: 62?

SEN. SULLIVAN: Yes, please.

DR. RICHARD LIBBY: 62, yes.

SEN. SULLIVAN: Model number 3?

DR. RICHARD LIBBY: Yes.

SEN. SULLIVAN: Would you read that for me, and then read the paragraph that follows thereafter?

DR. RICHARD LIBBY: This model would merge the community, excuse me, the state technical colleges into the community colleges to get maximal, regional responsiveness, efficiency and effectiveness.

SEN. SULLIVAN: And?

DR. RICHARD LIBBY: There are a number of remaining unresolved issues, if the Board of Higher Education were to use Model 1 or Model 2, or a combination thereof. Is that the paragraph, sir?

SEN. SULLIVAN: And it finishes?

DR. RICHARD LIBBY: Yes. The critical success factors would be best served if there was a merger.

SEN. SULLIVAN: So, number one in sequence, but not necessarily number one in recommendation. I think that has been a misunderstanding all along.

DR. RICHARD LIBBY: That is the one, Mr. Chairman, that has been getting the press.

SEN. SULLIVAN: Yes. Can you tell me approximately what percentage of the total budget of the state technical colleges is now in the central office?

DR. RICHARD LIBBY: No, I can't give you a specific number, but I can get that for you very, very quickly, from the percentage. Jimmy, do you want to answer that? Mr. Chairman, if you don't mind?

SEN. SULLIVAN: Percent of total-- Jim, you are going to have to approach the desk. Percent of total budget which is in the central office. If it's not easy to, you know, to calculate it now, I would be more than happy to get the information later today or tomorrow.

JAMES LONG: It is about 1/20th.

SEN. SULLIVAN: Of your total budget?

JAMES LONG: That is including-- I am the Finance Director, James Long. All funds is about 20, 21.5, 22 million this year. Our central office is 1.4 million, so we are somewhere about 18-20---

SEN. SULLIVAN: About 5%. Can you discuss with us briefly the rationale that you employed and the Board employed when, I believe a year or two ago, the Legislature authorized a fairly significant number of new faculty positions, to enhance teaching in the technical colleges? And, you and the Board converted those to central office positions?

DR. RICHARD LIBBY: Mr. Chairman, I am not convinced, I am not convinced that I understand what you are saying, because as a matter of fact, since I have been here, we have only asked for two faculty positions. And, those were the two that have been sent, that were authorized by this General Assembly at Thames Valley State Technical College at Norwich for the nuclear engineering technology program that we had had, that we established long before my arrival with Northeast Utilities.

SEN. SULLIVAN: So, it is your testimony today that no positions authorized by the General Assembly for the campuses were converted by you or the Board of Trustees to central office?

DR. RICHARD LIBBY: No, I am not saying that. I am not saying that. There were positions, faculty positions converted to establish positions to carry out functions in the central office. Those functions had never been carried out before. I can give you the specific number, if you would like. But, I must tell you what the rationale was for doing that.

SEN. SULLIVAN: Could you give me the number first?

DR. RICHARD LIBBY: The number of converted, or the number of positions created?

SEN. SULLIVAN: The number of positions converted.

DR. RICHARD LIBBY: Sometimes, it is one for one. Sometimes, it can be two for one, depending upon the salary dedicated to the particular position.

SEN. SULLIVAN: How many positions would that be in total?

DR. RICHARD LIBBY: I would say, what? Six or seven? Seven.

SEN. SULLIVAN: Seven positions authorized by the General Assembly for campus were converted to central office, and now you want to offer some explanation to us?

DR. RICHARD LIBBY: Yes, I'd like to do that. First of all, when I arrived, I, with the staff and the Board, wanted to study the functions of our organization. Let me give you an example. Facilities: we had no expert in facilities to watch over the state's property, to develop capital plans, to do space allocation studies. We had no expert to do that. When I was presenting budgets, I found myself presenting budgets to our Board and the Board of Governors. We had no research base. Data was on paper in file cabinets, on shelves. There was no, there was no computerized research.

I underline research, research data. We didn't know where we had been, we didn't know where we were, we couldn't determine by inference where we might be going.

So, we did establish a facilities position and a research position. We also established a third, that was a position of college advancement, system advancement. That particular function is one of the functions that is being decentralized by our Board at this time. We found that the technical colleges were a big secret in this state, to say the least. People were very confused between the vocational schools, the technical colleges and our marketing, our publications simply were not focused. We wanted to bring them to focus. Once we got that focus established, put it to plan, then we decentralized the function. And, that is what is going on right now.

SEN. SULLIVAN: Since coming to the system in 1985, how many contracts have you been involved in with the Board in negotiating?

DR. RICHARD LIBBY: One. I arrived just, just prior to, arrived September '85, just prior to the contract in the subsequent year.

SEN. SULLIVAN: So, with respect to the contract-- So, with the contracts that are presently before the General Assembly would be the first of your substantive involvement.

DR. RICHARD LIBBY: That's correct, yes.

SEN. SULLIVAN: Well, with respect to those, because it is unfair to ask about ones that preceded that, can you share with us, assuming you did advise the Board, why it is that the Board in the course of the most recent contract negotiation, at one point agreed to a total no layoff provision in that contract, and then, as I recall, within a relatively short period of time thereafter, an action which was apparently unauthorized at the time, the Board them turned around, having backed off of that position and attempted to give notice and fire all employees of the State Technical Colleges, or some large number thereof, whether

central office or campus? Can you tell me why the shift from no layoff to termination in about a month and a half's time?

DR. RICHARD LIBBY: You have got several questions put in there.

SEN. SULLIVAN: Two questions actually.

DR. RICHARD LIBBY: Yes, you have. Let me see if I understand your questions. You are asking me why the Board took action to layoff faculty.

SEN. SULLIVAN: Having taken a prior action to apparently concur in a no layoff provision.

DR. RICHARD LIBBY: The faculty, the faculty layoffs, the initial approach to that was taken because of the disparity that the Board of Governors had noted, the excess number of faculty that they noted within our system. Al, do you want to--?

ALBERT VERTEFUILLE: Well your first question, if I may--

SEN. SULLIVAN: If you could please just identify yourself again?

ALBERT VERTEFUILLE: Albert Vertefuille, Mr. Chairman. The first question you asked was why we negotiated the no layoff clause in our contact.

SEN. SULLIVAN: I guess it is really the linkage between the two.

ALBERT VERTEFUILLE: Okay.

SEN. SULLIVAN: I understand the background of the no layoff provision. I think we have had some help from Dr. Libby on that point in the past. It is really the relationship between that decision and the flip-flop to the notice of termination.

ALBERT VERTEFUILLE: Well, there was no flip-flop. The no layoff clause in the contract we were negotiating did not include all faculty members. And, the members who were originally given layoff notices were not covered under the no layoff clause, if it were still in effect.

SEN. SULLIVAN: Say one more time for my dense hearing, Mr. Vertefuille.

ALBERT VERTEFUILLE: All right. The no layoff clause was only going to be for tenured faculty members.

SEN. SULLIVAN: Yes.

ALBERT VERTEFUILLE: No non-tenured faculty members. The layoffs were of non-tenured faculty members.

SEN. SULLIVAN: So, it had been the position at one point in time to agree to no layoffs for some and layoffs for others, and that is consistent. Is that your position? So that, the action of the Board was apparently consistent?

ALBERT VERTEFUILLE: Yes, it was consistent.

SEN. SULLIVAN: Okay. In terms of your present enrollment, I believe the document that you recently shared with us, the one packet of information, cites a 10% female enrollment? Is that correct?

DR. RICHARD LIBBY: Yes.

SEN. SULLIVAN: And a 15% minority enrollment, is that correct?

DR. RICHARD LIBBY: What was your second question, Senator?

SEN. SULLIVAN: And a 15% minority enrollment.

DR. RICHARD LIBBY: That is correct.

SEN. SULLIVAN: I know you attempted to deal with this a little in your testimony. Those numbers, particularly as to women are extremely inconsistent with the patterns in higher education in the state. Can you enlighten us a little bit more as to why? I understand there are difficulties in terms of non-traditional and traditional areas, and having to market more aggressively. But, why else would it be so far out of sync?

DR. RICHARD LIBBY: You mean the-- Why would it be out of sync? I would say for the same reasons it is out of sync in engineering in the rest of the country. Females simply are not enrolling in any great degree in the engineering technology programs. We are not inconsistent with the rest of the country.

SEN. SULLIVAN: Have you had a specific and directed outreach program for women and minorities, prior to what you have recently discussed with us as to your future plans?

DR. RICHARD LIBBY: Yes. As a matter of fact, I could point one out in particular. It is a program called Women Working Technical, which we have implemented at two institutions, Hartford State Technical College and Greater New Haven Technical College. It deals particularly with the disadvantaged female, and we have found that to be very, very successful and growing.

SEN. SULLIVAN: How long has that program been in place?

DR. RICHARD LIBBY: About two to three-- two years.

SEN. SULLIVAN: And how many female students are enrolled in that program?

DR. RICHARD LIBBY: 40.

SEN. SULLIVAN: Full-time or part-time?

MAGGIE FORD: My name is Maggie Ford. It is a non-degree program, and they are in the non-degree program full-time but not carrying credits. (inaudible)

SEN. SULLIVAN: In the materials which you-- Let me ask a question about this packet. Was this packet previously available, before this public hearing?

DR. RICHARD LIBBY: Yes. It was sent to each Legislator on this Committee.

SEN. SULLIVAN: No, previously available before this legislation, let me rephrase that?

DR. RICHARD LIBBY: Yes, it was. I believe it was sent out before last Wednesday.

SEN. SULLIVAN: Before last Wednesday, but not before the Legislature began to consider this legislation? For example, my recollection of the last two years, although I do not serve on Appropriations, and I appreciate that you have probably certainly been there for conversations. My recollection of the last two years is that this is the first time that we have received any information of this nature, of this degree, with respect to the technical colleges. So, something is different.

DR. RICHARD LIBBY: Senator Sullivan, this is the first time that I have ever appeared before the Education Committee as a matter of fact, since I have been here. There was one exception regarding foundations, I believe a couple of years ago. We can show in our budget documents a rationale in statements relative to these particular topics. Request for budget and the rationale for the request.

SEN. SULLIVAN: But, this information was generated with respect to the legislation before the Legislature.

DR. RICHARD LIBBY: Well, certainly, but it is a takeoff. For example, the paper that you have on enrollment management came out of a plan an inch and a half thick that has been developed over the last year and a half. Now, that is simply a synopsis of what has been developed over that period of time, as are each of these inserts.

SEN. SULLIVAN: A couple of things, and then I will yield to the other members of the Committee gratefully. A couple of things that are mentioned in that report, one of which has to do with, I guess, the phrase "excellence", and believe me when I tell you, that from my familiarity with folks who teach in the technical colleges, we do appreciate and understand that there are many excellent faculty teaching in a few excellent programs. But, one of the references there is to the ABET accreditation, which is a critical factor obviously in engineering programs.

I would like to share with you, I am sure you have read this, a comment from the March 27th Hartford Courant article, a comment by David R. Rasegeara of the, of ABET, which accredits technology programs such as those in Connecticut Technical Colleges. And Mr. Rasegeara says, "Connecticut's five technical colleges no longer enjoy the reputation they had for many years as the best in the country. Nowadays, if I ask which are the role models in engineering technology, I do not hear Connecticut mentioned." Could you comment on that?

DR. RICHARD LIBBY: Well, Mr. Rasegeara himself was with us, I believe one year ago in the fall at our speaker at convocation, where we addressed the issue of semester conversion, and his comments were just the opposite, as a matter of fact.

SEN. SULLIVAN: So, in addressing the convocation, his remarks were a bit more encouraging, but speaking in the newspaper in an interview, he had some concerns.

DR. RICHARD LIBBY: Well, we all read the press, and we have to take the press sometimes for what you read within it.

SEN. SULLIVAN: Okay, I have one last question which relates to, I thought, a rather courageous and candid statement by one of your Board members, which I would like to share with you and also ask for your comments on. This is from T. Ross Balou, who is a recent member of the Board, who in a letter, which I was copied into--

DR. RICHARD LIBBY: He is a current member of the Board.

SEN. SULLIVAN: Yes. Indicates as follows, and I will quote. "It is correct to say that the Board for the State Technical Colleges on which I have served for a year has failed in performance of its mission. Our failure to mount a timely and effective enrollment management program is inexcusable. Similarly, our lack of diligence in cost containment. I make no excuses for my part in that failure. As a group of well intentioned men and women, we have not been effective. I feel that

the Board for the Technical Colleges should be dissolved and reappointments made, as part of the establishment of a combined Community and Technical College Board. In the same vein, a single central executive and administrative offices should be put in place."

DR. RICHARD LIBBY: Would you like to hear me respond to that? Mr. Balou, I believe was one or two out of the sixteen members of the Board who did not support our enrollment management plan. He thought that from an expense standpoint, being a member of the Finance Committee, that we might take some other approaches. I believe that would be much of the basis for his remark regarding that issue.

SEN. SULLIVAN: But there is diversity within your, strong diversity of opinion within your Board, as there is within any group on this issue.

DR. RICHARD LIBBY: Of course. But, I can reaffirm, and it is on the record, the Board as a whole focused in on the enrollment management issue. In my opinion quickly and concisely, developed a good plan, once we knew we had the available resources to pull it off. And, you must determine if you have got the resources before you implement something as comprehensive as enrollment management across five institutions.

SEN. SULLIVAN: Representative Cohen.

REP. COHEN: Thank you. With respect to ABET, let me ask you another question. Can you share with us either now or provide to us today or tomorrow for sure the most recent ABET accreditation documents that you have for the five technical colleges?

DR. RICHARD LIBBY: Oh, certainly. Absolutely. We don't have them with us, because-- There is a technical question about releasing those, and if we release those, I would have to do that given the definition of ABET-- You obviously have the right to demand them, I know that.

REP. COHEN: Under Freedom of Information, are they public documents?

DR. RICHARD LIBBY: My understanding is, by ABET recommendations-- I would say yes to your question. Under the ABET regulations, that agency that accredits us, I believe their guideline is: if they release anything, they must release all of an accreditation report. So that people don't take little capsules and draw broad conclusions, without seeing the data and the evidence to back it up.

REP. COHEN: So, it is possible for this Committee to view the papers that were-- Where were they sent? To your office or to each--?

DR. RICHARD LIBBY: They are handled at the campus level.

REP. COHEN: So, each campus has an accreditation document.

DR. RICHARD LIBBY: That is correct.

REP. COHEN: And that is what we may review? Is that right?

DR. RICHARD LIBBY: Yes.

REP. COHEN: Fine, and I would like to just do that soon, because as you know, we are working within guidelines.

: Deadlines.

REP. COHEN: Deadlines.

: Those are also called for.

REP. COHEN: You spoke about reflection and consultation and the fact that there was none in the drafting of this language. I am sure it won't make you feel any better, but there was no reflection and consultation with any of the interest groups, as the language was put together. Your group was not selected to be excluded.

But, with respect to reflection and consultation, I am interested in knowing what kind of on-going consultation there is with the students in the institutions?

DR. RICHARD LIBBY: Each institution has a Faculty Senate, and as a matter of fact, most of them are very, very active. I suspect that we will see some of the students here today. I am sorry. You said, if I said Faculty Senate, it was a mistake. I meant Student Senate. Student Senates are very, very active in our institutions. As a matter of fact, at many of them, we find they become elected members of our Boards.

REP. COHEN: Do they, do the Student Senates sit with the faculty representatives on a regular basis?

DR. RICHARD LIBBY: That would have to be answered by the Presidents. I can't answer that, but I assume that the answer is yes.

REP. COHEN: And finally, can you tell us from your perspective if anything has been done and if so what, in relation to establishing linkages with our vocational-technical high schools?

DR. RICHARD LIBBY: As a matter of fact, we have prepared a report about a year ago for our Trustees over the various, over that very issue. We would be very happy to provide it to you. Our Presidents are here today. If you have any particular questions about articulation in the vocational schools, I would like to, we would like them to present that.

If you don't mind, Mr. Chairman, I would like to speak to an earlier remark-- I am sorry.

REP. COHEN: Could I just finish that thought?

DR. RICHARD LIBBY: It is related to articulation.

REP. COHEN: Did the-- I would like to see that report, and did your Board take any action on that report?

DR. RICHARD LIBBY: It was a report to the Board, and I don't recall any request for action.

: It was not an action item.

REP. COHEN: Okay, thank you.

SEN. SULLIVAN: Other questions from the Committee members? Representative Carter.

REP. CARTER: Good morning. I am State Representative Carter from the 77th District. Just a couple of questions. You spoke in your testimony, something about the cost of the merger of the two colleges. I am wondering: how much of a merger, how much of a cost do you think it would be, since the administrative part is already located in the same building?

DR. RICHARD LIBBY: I don't recall that I-- I would have to look at my quotes specifically. Can you quote any specific numbers?

REP. CARTER: Well, you didn't say what the merger costs would be, but you spoke of the cost, the cost factor.

SEN. SULLIVAN: Perhaps Dr. Libby, if he is not prepared on that answer now could present that to you later.

REP. CARTER: Okay.

DR. RICHARD LIBBY: I want to be sure that I understand the question, however.

REP. CARTER: The question is, you know, when you talked about there would be a cost factor of merging the two-- I guess, my question is: what kind of a cost factor do you think that would be, and how much it would be, because they are already located in the same building.

My other question is: you said that you had 10% female enrollment and a 15% minority enrollment. In that count, you probably,-- I hope you are not counting black women twice. (laughter)

MARION STEINBERG: I am Marion Steinberg, from the State Technical Colleges. The number that you have in that packet on females is incorrect. It is a typographical error. It is 19%, and no, we are not double counting.

REP. CARTER: 19% female enrollment?

MARION STEINBERG: Yes.

REP. CARTER: See, I am not reading from the packet. I took notes from his statement.

MARION STEINBERG: And he picked it up--

REP. CARTER: He said 10% female enrollment and 15% minority enrollment.

MARION STEINBERG: That's right.

REP. CARTER: Okay, now in that minority enrollment that you have counted, of the 19%, are the 40 disadvantaged under the non-degree program counted in that?

MARION STEINBERG: Those categories are overlapping. I couldn't give you a specific count, for example, of how many disadvantaged black women there are from those number. I can give it to you, but not that way.

SEN. SULLIVAN: Since your statistics that you have provided are both summary and apparently in error, could you supplement the information that you have provided by the end of the day tomorrow with documentation as to the present minority enrollment, and documentation as to the present female enrollment of the State Technical Colleges? And, perhaps you could address to some degree the detail that Representative Carter is seeking.

We would ask the Board of Governors, perhaps, to assist us by supplementing that with their own analysis.

MARION STEINBERG: I have provided to the Committee a document called the State Technical College '88-'89 Enrollment, which has all of that information.

SEN. SULLIVAN: Other questions from the Committee?

REP. HARTLEY: Just one?

SEN. SULLIVAN: Representative Hartley, then

Representative Fritz, and then we are going to go into the next portion of the hearing and start with Dennis Bogusky.

REP. HARTLEY: Very briefly, just a point of information. There are articulation agreements in existence right now, is that what we are saying?

DR. RICHARD LIBBY: Absolutely. That was the point that I wanted to follow up on Representative Cohen's question, regarding articulation. She talked about articulation being down. I would like to talk about articulation up also. There are clear written signed articulation agreements with the University of Hartford and their School of Technology and their School of Engineering. The articulation (inaudible - not speaking into mic) -- in Boston. We have a document now from the University of Connecticut. We have had, in fact we established soon after my arrival with each of the Connecticut State University campuses and in particular the Central Connecticut State University School of Technology. We have a long list, and we would be very glad to provide you with that list, where the students go directly into their junior year.

REP. HARTLEY: That would be very helpful information. And one other subject, a little different. Could you enlighten me with regard to the issue of course offerings? Now, I have been informed that there is, that there has been ample opportunity in the past to expand course offerings. However, the approval process is very cumbersome and lengthy, and it definitely works against expanding those kinds of offerings, based upon an identified need.

DR. RICHARD LIBBY: The approval process for any program that is ABET accredited, and by the way, our Board has had a policy, still does have a policy that encourages strongly, encourages each institution when they develop a program, to build it at a level of ABET accreditation. That takes time, because assuming criteria that we have to meet.

REP. HARTLEY: Does it go from, example, the college to the Board of Higher Ed? Where does it go?

DR. RICHARD LIBBY: It goes from the college to our Board's planning committee.

REP. HARTLEY: Then what happens?

DR. RICHARD LIBBY: Which makes a recommendation to our Board of Trustees for approval of the program. Once that official approval by our Board is completed, it goes to the Board of Governors.

REP. HARTLEY: And then what happens?

DR. RICHARD LIBBY: Their staff takes the responsibility of working jointly with us to review our proposals and present it to their academic affairs committee in that case, which goes to their entire Board. It is a long, cumbersome process in my opinion. And, the issue of pre-audit versus post-audit was raised earlier this morning. And, the NCHEMS Committee made it clear that if we were going to be able to respond as quickly as we should to business and industry, particularly with that level of programs, that category of program, that approval process has got to be streamlined. If I recall correctly, they used the term "post-audit" versus pre-audit in their report.

REP. HARTLEY: And you do not have the ability, with that post-audit.

DR. RICHARD LIBBY: Not for degree granting programs.

REP. HARTLEY: Is there anything being worked on with respect to try to cut down that turnaround time and initiate a post-audit?

DR. RICHARD LIBBY: That is something the Commission would have to answer.

REP. HARTLEY: Thank you.

SEN. SULLIVAN: Representative Fritz, for the last question.

REP. FRITZ: Dr. Libby, I want to ask you a question about the gap that Representative Cohen and other people have spoken about today, the gap between the secondary education or the level of

vocational-technical schools at the secondary level and the technical colleges. How much has there been any outreach recommended by your Board or by the Board of Higher Education, to go to the vocational secondary schools or to the comprehensive high schools to develop your enrollment or to increase your enrollment or to develop an awareness of the programs that you offer?

DR. RICHARD LIBBY: Let me try to answer it generally for a moment and then try to fill you in on specifics. The issue of access, recruitment, retention, whether it is vocational high school or a general high school has been emphasized heavily by our Board of Trustees. As a matter of fact, we do have a policy that allows admission into our institutions, an admission policy very similar to that of the community colleges. And, when the students come in, they are provided pre-technical remedial work to build, to build that base, to get them ready with the mathematics and scientific things that are necessary for that particular (inaudible - not speaking into mic)

SEN. SULLIVAN: I just wanted to ask one other question before we closed.

DR. RICHARD LIBBY: Did you get the second part of your question? Would you repeat it for me?

REP. FRITZ: I asked how much encouragement had come from the Board of Higher Education, in terms of, you know, developing-- I consider it to be outreach, because I have a suspicion that in the comprehensive high schools and in the vocational technical secondary schools in our state, they are not fully aware of what your offerings are and what their possibilities are as people in the workforce, by availing themselves of your curriculum.

And, I don't know if there is any message going out to them, and if there isn't, why isn't there, and where should it be coming from, I guess.

DR. RICHARD LIBBY: There is a significant impetus on that, and that is under the, around the enrollment management that I talked about before. There are very, very specific plans. They are in writing, and

each institution is focusing on that connection that we are talking about. The Board has clearly made it a top priority, and I will openly tell you that what Dr. Lowney said this morning about encouraging us to do that is absolutely true. And, we have responded.

And we would be happy to provide you with printed material, brochures or anything else that you would like to see.

SEN. SULLIVAN: Dr. Libby, over the last approximately three and a half years, since September of 1985, would you be able to tell us what the average increase in compensation for a faculty member in the system has been? You know, as a percent?

DR. RICHARD LIBBY: I would say in the 8-9% range.

SEN. SULLIVAN: Over that period of time?

DR. RICHARD LIBBY: I would say that, yes, per year.

SEN. SULLIVAN: Can you tell us what your starting salary was when you began with the State Technical College Board?

DR. RICHARD LIBBY: $72,000.

SEN. SULLIVAN: Can you tell us what your salary is today?

DR. RICHARD LIBBY: Yes. It is $98,046.

SEN. SULLIVAN: So, in the period of time of 9%, roughly a 36% increase in your salary?

DR. RICHARD LIBBY: I said 9% per year for faculty, sir. You compound that.

(cass 3)
SEN. SULLIVAN: We will say 30-36 comparison then, 27 to 36. Thank you very much for the time that we have taken from you this morning, and for the time that you have shared with us. We are going to proceed as follows now with the patience of everyone, because we are going to be juggling three lists simultaneously.

We are going to begin, the first choice will be working through the remainder of the public people who had signed up on the invited list, which will be Dennis Bogusky next. We will then move to the list of those who had signed up for the public portion of the public hearing, and we will continue in that vein for the remainder of the day, until all have had an opportunity to speak. Dennis Bogusky?

For the benefit of the Committee members, the next person on the invited list is not present, which is why we are moving forward to Dennis. Dennis, I am sorry for the interruption. If you would introduce yourself, if you would introduce yourself and proceed? And, if we could have some cooperation from the folks who are here? I know there is going to be a shifting in and out as people want to get a little lunch or take a break. But, would you just do that quietly, and we will all get along. Dennis?

DENNIS BOGUSKY: Good afternoon, members of the Education Committee, Senator Sullivan. My name is Dennis James Bogusky. I am the President of the Federation of Technical College Teachers, CSFT-AFT, AFL-CIO. I am also a member of the faculty at Norwalk State Technical College. I have been a member of the faculty for almost nine years now.

Connecticut is a highly industrialized state. It needs trained men and women in a wide variety of technical and semi-technical jobs. Not just as engineering technicians and tradespeople, but in a whole host of emerging occupations. A simplistic merging of the technical colleges with the community colleges will not effectively meet the State of Connecticut's needs.

Technical education started in Connecticut in the early 1900's at the state trade schools and primarily concentrated on teaching of the building trades. In the mid-1940's, the state technical institutes were developed in response to the needs of the state to provide post-secondary education in the emerging fields of engineering technology. In the mid-'50's, the trade schools were renamed to reflect their expanded roles, and they are now

called Regional Vocational Technical Schools. The State Technical Institutes were renamed to Technical Colleges in the late '60's, to clarify to the general public that these institutions granted associate's degrees.

Both the state technical colleges and the regional vocational technical schools shared the same birth mother, the State Board of Education. The operating policies and procedures of this Board control both the technical colleges and the vocational technical schools. The vocational technical schools are still under the control of this Board. The state technical colleges, on the other hand, convinced the State Legislature that they needed a separate Board of Trustees in order to operate as a college. This occured in two stages.

First, a Board of Trustees was established, but it was composed of the identical membership as the Board of Education. Then, a few years later, a completely separate Board was established. Utopia had been reached, and the state technical colleges were evolving slowing into becoming truly collegiate institutions. In the late 1960's, the regional community colleges sprang up, in response to the need for liberal arts and vocational education at the two year college level across the state. Suddenly, a state which only had about a dozen public institutions now had more than two dozen, and the Legislature saw a need to create an coordinating body, an oversight body to oversee all public and private colleges in the state.

The original Commission of Higher Education, CHE, evolved into the Board of Higher Education, BHE, and finally developed into the present Board of Governors, the BOG. With each of these Board had an ever increasing degree of power over the constituent units of higher education in the state. The Federation of Tech College Teachers is opposed to the action of the Board of Governors for Higher Education regarding merger, and is opposed to the bill in front of us today, SB1046, AN ACT IMPROVING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION.

Specifically, SB1046 does not improve access nor opportunities in higher education. It eliminates the technical college system. The technical college system is a system that (1) effectively delivers quality technical education to Connecticut students, (2) has the support of Connecticut's business and industry. Recently, the Governor's Technical Advisory Board went on record as opposing merger and in support of revision of the existing structure of the state technical colleges, (3) is currently involved in the development of more broader range technology programs that are designed to meet the needs of Connecticut industry, both today and into the 21st century, (4) and probably most important, at least important to me, being a member of the faculty. It has a highly educated, dedicated and an able faculty. And, this faculty is working to assure themselves a more participatory role in the governance and decision making of the system.

We approached our Board a few months ago with the formation of a Senate. A Senate has been formed, and that Senate has been charged with the task of new program development. I expect that Senate to expand and to really get involved in all of the issues of the system and on the campus levels. And, I think this is the first time that this system has been around that we have actually seen some on-going dialogue and a hard dialogue between faculty, administration and the Board. And, I think this is just the beginning.

SB1046 contains no provision to address or remedy current issues within the existing system such as enrollment, upgrading equipment and facilities in the expansion of programs. It eliminates and destroys 13 years of working conditions that have been achieved through the collective bargaining process. It eliminates and destroys the collective bargaining relationship and the rights of the state technical college employees. It joins together two systems with entirely different focuses and missions, and it places the state technical colleges and the system, our system, into a stepchild relationship as a minority component of an expanded existing community college Board.

It fails to recognize the fiscal impact associated with technical education, such as smaller classes, equipment, individual work and lab stations, and consumable costs. Passage of SB1046 would be disastrous to technical education, Connecticut's economy, the current participants in the existing technical college system, and most importantly the students of the State of Connecticut. What is needed is an organized integrated coordinated system of vocational-technical education, which would allow students to progress from the junior high school level through and beyond in the professional technical environment. Such a system would allow students to enter and leave the system for the world to work at many levels, not just as high school graduates or two year college graduates. It would allow students to continue, it would allow students to return to the system for retraining and/or continuing of their education on either a full or a part-time basis.

Vocational-technical education requires constant upgrading of both skills and knowledge in order to keep our state competitive. Such a system properly organized, funded and managed, could provide Connecticut with the best structure for the delivery of technical, vocational education. The Federation, after an extensive and a careful review of Connecticut's needs, technical needs, proposes that as an alternative to SB1046, a Task Force composed of leading industrialists, business and outstanding citizens be formed, to create a new system of vocational-technical education, to include under its control the State Technical Colleges and the Regional Vocational-Technical Schools.

Such a system would be responsible and would be accountable for all public vocational technical education and training in this state. To assist the Task Force in meeting their charge, they should have access to information and assigned staff from the Departments of Education, Higher Education, Labor and Economic Development and also the advice of Connecticut Superintendents of Schools and others should be sought. As a faculty, in

representing the faculty, I would also suggest that we be involved in the, in this Task Force, and we would encourage extensive participation.

Thank you.

SEN. SULLIVAN: Thank you, Dennis. I believe, in the course of your remarks, you indicated that the legislation would eliminate the state technical colleges. I don't know whether you have a copy with you, do you?

DENNIS BOGUSKY: Of the legislation?

SEN. SULLIVAN: Of the bill?

DENNIS BOGUSKY: Not with me at the moment.

SEN. SULLIVAN: If not, I just would, at some point, direct your attention to Section 9, which says: "There shall be a state system of public higher education to consist of the community technical college, which shall include the regional community colleges and the state technical colleges." There is nothing in this bill which closes, merges, eliminates, reduces any existing state technical college in Connecticut. So, that is just by way of clarification.

If things, and I do not mean this facetiously, I mean this quite honestly. If things are as good as they appear to be in your testimony, why do you think we are here?

DENNIS BOGUSKY: I think that we are in the process of trying to take a look at some of the issues that have faced the system over the years. Yes, the declining enrollment. We can look at national trends and say we are consistent. We are (inaudible), but let's face reality. We have a declining enrollment, and we need to deal with it. We need to deal with costs. We also need to deal with the gap in technical education in the State of Connecticut. I think this is one of the reasons why we are here, because there is a growing need. There is an outcry for educated students, that industry can hire and put to work. It is important to our economy.

I think that's why we are here. I also think that one of the reasons I am here is to say that the resources are in the existing system. We have the skills. I think the system needs to be improved, expanded upon, nurtured, held accountable, oversight and a variety of those things.

SEN. SULLIVAN: Let me just tap your special expertise, not only as a faculty member, but as a representative of the AFT. What would be your position if the legislation were to call for, as I discussed I think with Mr. McKirdy, a coordinated system involving coordinated bargaining by the three representative organizations now in place, or I should say by at least the three representative organizations now in place? With the successor Board towards a unitary contract?

DENNIS BOGUSKY: I haven't had time to develop a position. The legislation as it is currently written absorbs us, and we are out of business, as of July 1st, 1989, which is just a couple of months. Obviously, I think that impact bargaining needs to take place.

SEN. SULLIVAN: But this goes beyond impact bargaining. Impact bargaining, as you know better than I, would occur under the bill as written, because there are differences. There are significant differences. And, the change must be dealt with through collective bargaining. I guess what I am suggesting for some thought, and you don't have to respond today, is some thought about the potentiality of a requirement of coordinated bargaining, leading to a unitary contract.

DENNIS BOGUSKY: I would like to reserve comment on that.

SEN. SULLIVAN: That's fine.

DENNIS BOGUSKY: But I would also like to clarify something for my own mind. In reading of the bill, it says impact bargaining, but the only one that is doing impact bargaining and responsible for that is the existing Board of Community Colleges.

SEN. SULLIVAN: The successor Board.

DENNIS BOGUSKY: Or the successor Board and the existing group representing the community college, which would now be the larger union. There is no provision for impact bargaining for the Federation at this point in time, within that bill.

SEN. SULLIVAN: The impact bargaining, with respect to the employees, as as you know, whether through election or otherwise, whatever representative organization represents employees has an affirmative duty to represent the best interests of all the employees that are under their jurisdiction. So, the impact bargaining is to, particularly as to those who find themselves in a changed relationship, whether they have been prior community college or technical college.

Let me just throw one other thing out for you to come back to us in a day or so, perhaps, give us a call. And, that is a further variation, and that is to allow for, if this bill goes forward, a relatively immediate election, either a determination that there will be four units or two units or three units, and the determination as to who is going to represent those, with wide open competition among anyone who wishes to step forward and offer themselves as a representative agent.

DENNIS BOGUSKY: Again, I will reserve comment on that.

SEN. SULLIVAN: I appreciate that.

DENNIS BOGUSKY: Until I have time to speak with counsel and everything else.

SEN. SULLIVAN: Thank you. Representative Wyman.

REP. WYMAN: Hi, Dennis. How are you doing? A quick question. You mentioned in your testimony the development of the Senate, and you talked about recently, I am just quoting you-- Recently, a Senate was formed and charged with the task of new program developments. In previous discussions with you, I believe you had a list of new programs that you had wanted to develop or had suggested. Those suggestions, I believe you brought before this whole study came out, to the, to your leadership

and what not, or the central office and stuff. And, at that time, was not taken into consideration?

DENNIS BOGUSKY: The information I have in terms of new programs was the system information, in terms of the programs that we'd developed since 1984 and the variety of stages that each of those programs were in. I believe that that was the sheet that you had folded out, and it was kind of big? It was kind of letter size, that I had brought up here in our discussion, yes.

In terms of the Senate's function, not only those programs that are on the drawing boards and have been developed, but also looking into new programs and more expansive programs, and that is what our Board has charged the Senate with at the moment. And, I guess that kind of addresses and goes kind of farther in addressing that need. I mean, we can sit here and say, well, we need ten more programs and identify ten. But, there is probably a lot more programs out there, and I think that we really need to be talking with the industry people, and that is what this Senate is going to be working with, both the Board and faculty and administration.

REP. WYMAN: When was the first time you initiated this discussion about having the Senate?

DENNIS BOGUSKY: That discussion started, I believe it started in the late '70's. There was a discussion back in 1980, in terms of some form of faculty participation in the governance. In fact, it's kind of a funny story. The day I was hired, the Board of Trustees approved my appointment at the same time the Federation, or representatives of the Federation were in front of the Board that very night, asking for the formation of some sort of faculty advisement or Faculty Senate sort of them, to interact with the Board.

REP. WYMAN: But then it is just recently, the Senate took position, now has a position? And, that is only after the development of these studies? No answer necessary. Thank you.

SEN. SULLIVAN: Other questions? Thank you, Dennis.

DENNIS BOGUSKY: Thank you.

SEN. SULLIVAN: Carl Feen?

CARL FEEN: Mr. Chairman, excuse me, Chairman Sullivan, Co-Chairman Representative Cohen, in the way of background, my name is Carl Feen. I served as Chairman of the Business and Industry Committee, as well as the Strategic Planning Committee of the State Technical College Board of Trustees. In the way of additional background, I had the privilege of addressing your Committee back in 1972, when I served as Vice-Chairman of the Governor's Council of Economic Advisors.

During the course of those hearings, I spoke to this particular Committee about the advantages of having a great technical college system here in the State of Connecticut. We were charged in those days with implementing the Department of Commerce, which is currently the Economic Development Commission.

In consideration of the recent revelations regarding Commissioner Glasgow's membership on the Board of Directors of NCHEMS, the firm that studied the state technical college system and has paid over $100,000 of taxpayer dollars--

SEN. SULLIVAN: Mr. Feen, I think we made it--

CARL FEEN: Pardon me?

SEN. SULLIVAN: I think we made it very clear at the beginning that we-- If you want to discuss the report, we are not that interested in the process. We are interested in the report and the recommendations.

CARL FEEN: All right, fine. All I really want to do, Senator, is to advise this particular Committee, since you are going to be sitting in judgement of us, about the integrity and lack of credibility of this particular NCHEMS report.

SEN. SULLIVAN: You could deal with the conclusions and the recommendations of the NCHEMS report and how you disagree with them. We would appreciate that.

CARL FEEN: Okay. Can I go into a state of history that has occurred over the past six months to nine months on this particular report, and how it was developed and devised, from our point of view? I think it's important for your Committee, Senator, to be aware of this, and the reason why is that we are fighting for our very survival, and we want to play on a level playing field. And, we want to make sure that you and your Committee members know exactly what's going on from our point of view.

SEN. SULLIVAN: I think that you ought to take the time that you have to rebut or disagree with or suggest alternatives to, we would be very glad to hear those, okay?

CARL FEEN: Well, I think I made my point clear. I am going to go into another area.

I am here to speak in opposition to SB1046. I will keep my remarks brief and focus them solely on the issue of fiscal impact. While the bill alleges to improve opportunities for technical education, nowhere does the language address the cost of bringing about that change. I know that you have read and heard elsewhere of the high cost for state of the art equipment for technology. However, the language here does not address outfitting laboratories in ways that will assure improved educational opportunities.

I understand that the thrust in improving access to technical education is wider academic opportunities. The language of this bill does not address the cost of the new curriculum development, of opening new delivery sites, of hiring new faculty for new disciplines, of providing support personnel and services for the new curricula. I understand that Commissioner Glasgow expects to realize savings through this merger that can be used to cover these growth costs. I very much doubt that a mere governance overhaul will achieve savings of the magnitude required to accomplish these desired goals.

In fact, I am confident there is a cost attendant to accomplishing the merger itself. I have not heard this figure discussed either. I know that

the state's business community will be looking at the progress very closely of this legislation. The business community will be looking for a responsive solution to its needs, and will not welcome an action that increases the cost of delivering a service for which it is very anxious. The business community will be looking to the General Assembly to pass fiscally prudent and educationally sound legislation. It seems to me that if I were in your position, I would feel uncomfortable passing on an act for which there is so little fiscal data. I would feel uncomfortable passing on an act for which there is no implementation plan. In fact, I would feel extremely uncomfortable passing on an act that does not and cannot do what it alleges.

I thank you.

SEN. SULLIVAN: Questions for Mr. Feen? Let me ask a question which I posed to the others who were here, though (inaudible -mic not on) personal capacity, rather than in your official capacity, since we are in the public portion. If this legislation did not go forward, and it were the determination of the Governor that a fresh start in another capacity were needed (inaudible - mic not on) tender their resignations, so that a new board of appointments or reappointments (inaudible)--

CARL FEEN: Senator Sullivan, we hope that this body in its infinite wisdom will kill this particular bill, will vote a negative. However, our Board will do whatever is appropriate for the survival of our system.

SEN. SULLIVAN: Let me ask you the question personally, then, and not as you to speak for the Board.

CARL FEEN: Would you want to rephrase it so that I can answer it personally?

SEN. SULLIVAN: Would you be prepared in the absence of this legislation, to be among those submitting their resignations to the Governor, so that the Governor may have the option to appoint or reappoint members to the Board?

CARL FEEN: I think, I believe I serve at the Governor's will, and if Governor O'Neill decided that he wanted to replace me, I would by all means, without question, tender my resignation. I hope it does not come down to this, and I hope, as I said before, that each and every one of you will look to your hearts and to your heads and examine them very closely on what is being recommended here, and what really has to be done for our ultimate survival.

Thank you.

SEN. SULLIVAN: Thank you. George Springer.

GEORGE SPRINGER: Senator Sullivan, Representative Cohen and Members of the Education Committee. My name is George Springer. I am President of the Connecticut State Federation of Teachers, a union of 20,000 teachers, school employees, state employees, health care workers and college faculty. We are an affiliate of the Federation of Technical College Faculty, and I am here to express to you our strong opposition to SB1046.

We urge you not to allow this bill to leave this Committee in its present form. We share the goal of making the providers of technical education more efficient and effective in Connecticut. We share the vision that a thriving manufacturing sector is important to Connecticut's future, that we need to make sure that we continue to have a skilled work force, and that there is a need to increase the public's awareness of technology, its affect on society and the importance to our state.

We think it is essential that we increase the breadth of programs of technical education, understand that technical education involves doing as well as knowing, make our institutions adaptive and responsive, and make our schools exciting places to be. The challenges facing our technical colleges are well known and have been for some time. They include increasing the responsiveness to local regional and state needs, sharpening the focus on needs of students, having resources appropriate to the task, and broadening the offerings and increasing access.

To date, attempts to solve these problems have been limited to administrative changes with not enough time to show affects. This bill represents another effort to precipitously change administration with a treatment of significant stakeholders as objects. This particular bill treats merger as a solution, rather than as a strategy. It seeks to merge the technical colleges and community colleges without sufficient understanding of either, nor how such a merger would work. This bill treats the faculties of both institutions not as central to the delivery system with important knowledge and experience, with convictions and feelings, but as objects to carry out the directives of others.

Even if we agreed with the merger, we would oppose the how and when of this bill. There has not been enough said about the variety of programs now offered in the technical colleges that turn on accomplished graduates. There is not enough said about the expertise of the faculty and the pride they take in their product. Negatives make news, so we talk about dropping enrollment, cost per student and outmoded equipment. Every once in a while, we hear of innovative programs, but lost in the negative reports in the fact that since 1980, degree and certificate programs were introduced in biomedical engineering technology, computer systems, computerated drafting design, construction technology, general engineering technology, hazardous waste technology, optical technology, quality assurance and robotics.

While negative anecdotes abound, we lose sight of programs being planned in automotive technology, avionics technology, building inspection, coop programs, energy management, engineering science, transfer program, heating and air conditioning, hi vac technology, industrial illustration graphics, industrial model technology, industrial plastic technology, solar technology, surveying, telecommunications technology, and welding metal fusion technology.

Just this past year, the union and management sat down and negotiated a contract that provided for conversion from quarters to semesters and for more flexible scheduling. All of this suggests to me

that there is a ferment. My own sense of our affiliated local union is that they are ready to work with others to bring about improvement. I don't think this is best done by approaching change at this area. This bill seems to have been fashioned in back rooms by one stakeholder claiming superior knowledge.

I would suggest that an approach that would offer greater opportunities for success is to have all the stakeholders, policy makers, managers, faculty, industry, community, in the same room, sharing their information and vision, and fashioning a solution that they each own. It is claimed that the consultant's report on the technical colleges recommends a merger with the community colleges. I read it differently. I read it differently, I still read it differently.

Three models are offered. One would revise existing, the existing structure. A second would encourage open competition, and the third is related to merger. The report stated that merger of systems such as the technical college and the community college systems would be complex, requiring time, sensitivity and much discussion. The two systems have distinct traditions and history. The student bodies and faculties have different orientations. Their organization and mission to date have been different. If we were able to recruit the numbers of students we need to train technically, cost per student would decrease, but our overall costs would rise.

A merger, properly done, would not save costs in the short run. I don't believe the consultant's report can be used to justify SB1046. I believe this bill, if enacted, would create problems for the community college system and make it more difficult for technical education to get greater articulation.

The last three pages of the bill merges three collective bargaining units into one and relegates to the junk pile of history two contracts. That is unacceptable. The faculty of the technical colleges elected a union to be their exclusive bargaining representative. Over 15 years, this union negotiated in good faith with representatives

of the State of Connecticut, over hours, wages and working conditions. With each contract, the parties left the bargaining table feeling that their needs were met and they could better deliver for their constituencies and fulfill their mission.

To say to these 200 faculty members that as of July 1, 1989, they will be offered employment, but that the state would not be bound by their contract, nor recognize their union, but negotiate with another union over the impact of these changes, is to poison the atmosphere where faculty will cooperate to improve the delivery of technical education. I hope the unfairness is an unclear and as outrageous to you as it is to me. This particular section of the bill also raises a red flag for all state employee unions with contracts with the State of Connecticut. While the CSFT is opposed to this bill, the CSFT is not opposed to change.

It seems to us that there needs to be a needs assessment along with a careful review of the recommendations of the consultant. This could be accomplished by a Task Force, which could report back to the Board of Governors and Legislature. This Task Force could include faculty, administration, business and industry, policy makers, vo-tech high schools, community, students and Legislators. Particular attention could be given to expanding program offerings, creating new certificate courses, expanding cooperative ventures with local industry, improving recruitment, expanding student support services, and enhancing student life on campus. The Task Force may want to go beyond recommendations of the consultant's report.

Let me repeat: the CSFT strongly opposes SB1046. We find it precipitous and ill-conceived. We believe it will create more problems than it will solve. We urge a more serious consideration of the faculty of technical colleges and community colleges and their unions. They want to be part of the solution. If our bottom line is improvement of the delivery of technical education, let us work to create an atmosphere where that is more likely.

Thank you.

SEN. SULLIVAN: Thank you, George. Are there any questions? Representative Fritz.

REP. FRITZ: Mr. Springer?

GEORGE SPRINGER: Yes.

REP. FRITZ: Could you please refresh my memory? The AFT represents the teachers also in the vocational technical secondary schools, is that not true?

GEORGE SPRINGER: That's right.

REP. FRITZ: We keep hearing throughout the testimony this morning and in all the reports that there is a significant decline in enrollment at the technical college level. From your knowledge and from your traveling about the state, would you say that there is also a decline in enrollment at the vocational technical schools, at the secondary level?

GEORGE SPRINGER: There is a, there is a decline in enrollment in the vocational technical high schools, but there is a more ambitious recruitment program and recruitment strategy in the vocational high schools right now.

REP. FRITZ: Okay, but as it stands right now, there is a companion decline in enrollment at the secondary level in the vocational technical high schools?

GEORGE SPRINGER: There is a phenomena that when unemployment in the state is low, enrollment seems to go down in the community colleges, technical colleges and vocational technical high schools. I am not suggesting that either the low unemployment rates explains the kind of decline that there is in the technical colleges. It is somewhat greater than what exists in other place right now.

REP. FRITZ: Thank you.

SEN. SULLIVAN: Thank you, George.

GEORGE SPRINGER: Thank you.

SEN. SULLIVAN: Sid Lipshires.

SIDNEY LIPSHIRES: Good afternoon. Senator Sullivan--

SEN. SULLIVAN: Time flies when you are having fun.

REP. COHEN: We are just lucky that he didn't say "Good evening."

SIDNEY LIPSHIRES: Good evening? Well--

REP. COHEN: Not yet.

SIDNEY LIPSHIRES: I am Sidney Lipshires. I am the President of the Congress of Connecticut Community Colleges, the union which represents the teachers and the bargaining unit administrators, registrars, librarians etc., in the state's 12 community colleges, over 950 people and 600 part-timers.

I have a Ph.D. from the University in Connecticut in Modern European Intellectual History, and I only mention that by the way, because my bouncing around from one machine shop to the next, I was able to pick up enough knowledge to be able to operate at least, to set up and operate a milling machine and a (inaudible). So, I know a little bit about the activities of the technical community colleges.

One thing that I like about your hearing today is that there are some questions being asked, and I hope they will-- I hope some of the same questions will be asked of me, because my personal opinion of the three sessions, the three hearings that I attended, organized by the Department of Higher Education on this issue were just a little too self-congratulatory, and that one didn't really have-- If one sat through it, then one didn't really know that there might be legitimate questions in people's minds.

In my opinion, this is one of the most unworkable pieces of legislation I have ever seen. (APPLAUSE) Please don't applaud, because the Senator has asked people not to.

SEN. SULLIVAN: Thank you.

SIDNEY LIPSHIRES: The flaws in the proposal stem from a common source, a failure to consult the professional staffs of the technical and community colleges. It is almost as if this body, and this present Legislature, regard the tech college staff, and I might add state workers in general, as the enemy and not the valuable resource which we are. True, in the process, the community colleges have been lauded as pace-makers in two year education in Connecticut. And, at this point, I must comment on the notions of organizational theory that I heard earlier in the day.

When I teach Western Civilization, Part I, I ask my students who built the pyramids, the pharaohs or somebody else? And, I ask them that because the people I teach are the masses. They are the mass of people in Connecticut. Their answer is quite simple. And, when I look at how the system operates, I look at how the system operates from below. Because the real producers in this system are your teachers. The only product we have is education, and the only person that can deliver that is a teacher like myself, with the help, with the help of counselors who help students, librarians who help students and of course with the help of an administration which will also help students.

Now, if it is true that we are so great as a community college, it probably is because we are participants in the governance of our system. In fact, we as a union, and before we had a union, before there was a collective bargaining law, we had a union. We often made ourselves participants over the objections of college Presidents and members of the central office staff. As participants, we happen to be in favor of improved technical education in this state at all levels. We feel that this bill will not help in that regard.

What is wrong with the bill? First, it does not suggest, to my view, a genuine plan as to how to improve technical education. Second, its projected savings of 1.5 million dollars, a document which I saw from the Department of Higher Education, in my opinion, are illusionary. It won't happen. Third,

there is no guarantee that the necessary funding for the improvement of technical education will ever be forthcoming, except from the mythical savings. Without funding, the promise of increased of low and middle technology technical training in Connecticut, particularly for women and minorities, will remain an empty promise.

And in this regard, I want to comment also on an earlier mention of the favorable nursing program, formula for a nursing program education in the community college system. The nursing program in the Connecticut community college system was underfunded from the beginning and remains underfunded today. It exists at Greater Hartford Community College, where we are under subject of discrimination, which charges, a grievance, which charges discrimination against the women who are teaching there. It exists only because the staff is willing to carry the burden of that program on their own back. Yes, we would like to see that kind of technical education corrected.

The reason people cannot take these promises seriously in two year education of the state is because we already see in the community college system, the results of proposed budget cuts. I have a student of mine who called me up, pleaded with me, and I did something. I spoke to the Dean, Associate Dean of the Faculty. She said, "I want to take French, continue my education. I have taken the two semesters of introductory French. I want to take it at night. They have always offered French at night in the second year." No course, no course. "What am I supposed to do? Am I supposed to quit my job, and how can I support my family and go to school?" We see this as what is happening already to people.

Fourth, the cavalier treatment of the staff of the technical colleges around the issue of bargaining unit representation will result in an imbittered and immoralized staff, surely, no basis upon which to build a new course in technical education. You probably know something about collective farms. There are two countries in the world which have collective farms and I'd like to compare. One is the Soviet Union.

The collective farm in the Soviet Union is called a cohose, and it doesn't work, and you know it doesn't work. You have been reading about it in the paper every day. It doesn't work because the people in the cohose were coerced and remain coerced to remain there. Now, the kibbutz is in Israel, and the kibbutz is a collective farm. I would like to believe, you know, that it is because Jews are smarter than Russians, but I know better than to believe that. (laughter) I know better. So, I have to look for the real difference. And, the real difference is that the kibbutz in Israel is voluntary. If you want to be in a kibbutz, you go into a kibbutz, and if you don't, you don't. And, because it is voluntary and because certain sacrifices are always involved in learning how to work with other people, then that works.

And, this proposal has got, is a cohose, if you please, and not on the kibbutz variety. Most of these difficulties could have been avoided in the draft of legislation, in my opinion, had the staff in both technical and community colleges been consulted.

In addition, the documents which has been produced contravenes both the spirit and the letter of Connecticut labor law. You clearly have a right to vote to merge the tech and community colleges into a single entity, if that is your wish. But, you have no right to abrogate on July 1st of this year the existing continuing labor agreements between the State of Connecticut and the CSFT, representing teachers and AFSCME representing the administrators in the tech colleges. In so doing, you are proposing to abrogate our constitutional right of freedom of association, a freedom guaranteed by Connecticut law, which states that workers are free to choose the union of their choice, and that the state employer must recognize that right by dealing with that union and only that union as the legal representative of those workers.

Now there is another violation, out of this violation, the abrogation of the contracts, comes another violation. And, that is the whole question of impact bargaining, which under this proposed

legislation is assigned to us. I don't think that is what impact bargaining is about in this situation.

I believe you have an obligation to do impact bargaining with the present representatives of the workers in the tech colleges, the Connecticut State Federation of Teachers, and with AFSCME. And, I have just done that kind of bargaining, because I was in a comparable situation in West Hartford, with a small unit of people, who, and it was finally decided by the town. They are doing what you are doing. They wanted to merge them with a public school system. And we did impact bargaining. There was no question about who did the bargaining. We did it, the union that was giving up these workers, and not the CEA, the Connecticut Education Association that represents the teachers there. And we bargained impact.

And we said to them, "These people are losing something, or they may lose something by this move. What are you prepared to do about it?" And, they said, "Oh, we are prepared to work with you," and we reached an agreement. That is where the impact bargaining has to, you know, has to take place in our view. As long as you recognize that you do not have a right to abrogate that contract.

Some people in Connecticut cheer the efforts of Polish workers to force their government to deal with the union of their choice, Solidarity. For whom are you going to cheer here? For whom are you going to cheer here? I want you to cheer for us, because that is what we have come to expect in good labor relations here in the State of Connecticut. And I must also say that while we as a union, you know, support the Polish workers' cry for justice in Warsaw, that here in Hartford, we intend to move heaven and earth to maintain our solidarity with those other unions now representing the workers. We are not about to allow ourselves, you know, to become the overseer of these workers and to carry out contract changes which are not their wish to do.

I think all of this might have been avoided, had the management of both systems and members of this august body in different committees listened to our

advice, given privately, and to our demand that each bargaining unit be left intact, even if there were to be a merger of the two systems. That is what we have suggested. That suggestion, and there is some indication today, maybe has not fallen on deaf ears, but it does not appear in this legislation.

Now, I know, because I am negotiating a contract now, and I am sitting across the table from the state, representing as a team, representing 44,000 state workers in the pension negotiations, that we have some fiscal problems. But, as you may hear later today from the State ALF-CIO, this administration has just thrown 100 million dollars down the rat hole by not carefully overseeing the medical rights in the hospitals, and I have got that information, and I won't use your time for detailing. I can give you the details. That is the cost to the State of Connecticut, for state workers' health payments, for teachers' health payments and for Medicare. 100 million dollars was given away.

While we are sitting here, the little gnomes in Washington are busy, trying to figure out-- They don't know yet, whether they are giving away 75 billion dollars or 200 billion dollars to the savings and loans companies, to a bunch of people, in my own opinion, I would describe as Texas and California gamblers, all right? While at the same time, we in Connecticut and other states suffer because the federal contributions to health and welfare services decline. Those issues that I am raising here, we in our union and the union movement in our state, is perfectly willing to address with you, to cooperate with you, you know, to see how we can resolve these problems in the best of all possible ways.

Well, I wish to close with just a few personal words. I think I have that right, because I have paid my dues. I am completing my 23rd year at Manchester Community College as a teacher with an unimpeachable record of performance and dedication. I am the kind of state employee who turns off the lights upon leaving the classroom, because I feel a

social responsibility to save the State of Connecticut dollars and to save energy for the world which will exist after I am gone.

My elder son is 47. And therefore I may presume, because of my age, to speak to you as a father, though I see some of the younger members couldn't hold out and had to go get some lunch. (laughter) But, to paraphrase, and my message is this: to paraphrase the words of H.L. Menkin, I believe the mission of government should be like that of the church, to comfort the afflicted and to afflict the comfortable. (laughter)

I am afraid that in general, this Legislature is doing just the opposite. You are affliction the already afflicted, and you are comforting the comfortable. If you wish to do that, if you wish that epitaph to be written on the tombstone of this session of the Legislature, so be it. But, it is not too late, and George Springer, the speaker who proceeded me, gave some very good ideas. It is not too late to accept the outstretched hand of the only people who can deliver on our promise of a quality two year education for working people, minorities and women: the staffs of the Connecticut technical and community colleges.

Thank you.

SEN. SULLIVAN: Thank you, Sid. Is it your understanding or, is there some way in which you believe this bill prevents the employees, the faculty, administrators, if there were to be a successor single unit, from exercising their electoral rights and their organizational rights to opt out of that unit?

SIDNEY LIPSHIRES: Yes.

SEN. SULLIVAN: Or to opt into a new representative?

SIDNEY LIPSHIRES: Well, the testimony was presented today, I forgot by whom, says that the language on the last page, roughly line 1400, means that there is no window period right now, which would allow an election to take place, because--

SEN. SULLIVAN: Why is there no window period now?

SIDNEY LIPSHIRES: That is what they said. The window period is not now, and they said, I think someone described it. The window period being the two months in the summer prior to the expiration of the following year's contract. So, that was the interpretation that I heard today.

SEN. SULLIVAN: Unless this Committee were to create a new window.

SIDNEY LIPSHIRES: Yes, unless--

SEN. SULLIVAN: In this legislation.

SIDNEY LIPSHIRES: I don't think that is what the language says. I think the language says something different.

SEN. SULLIVAN: Okay.

SIDNEY LIPSHIRES: Our attorney says it is something different. But, we say that we may do that right now. So, yes. Obviously, in any collective bargaining arrangement, at some point, there legally has to be a window period, so that people could opt out and have a new election. That is certainly true.

We are in favor of the preservation of the present collective bargaining, collective bargaining units, if there is to be a merger.

SEN. SULLIVAN: Without any opportunity for those to choose whether or not they wish to continue in those units?

SIDNEY LIPSHIRES: There will have to be at some point such an opportunity. We are not in favor of opening that up tomorrow, you know, on July 1, because I think that the notion of getting people to work together was Executive Director McKirdy, spoke about, is a very worthwhile notion. But, I think he underestimates the difficulty that that is going to take place. And, I know that Attorney Foley, the Personnel Director, now again, had the same notion. And, I think one of them said something about the difficulty of conflicting, conflicting and competing roles.

There are conflicting and competing roles in the world. There are in a family. There is in this Committee. There is in this Legislature. There is in both of these parties. There is in every department in a college, and every college. There is in every central office. That is the way the world runs. There are these conflicts. Now, we want to minimize these conflicts. And, the existence in my view of separate bargaining units would do that. Now, management undoubtedly would say, and I can't speak for them. But, it is going to make a lot of difficulties. But, they are going to have a lot of difficulties anyway, no matter which way we go.

If the technical college, the administrators, who are represented by AFSCME, this is the administrators, the admission officers make more than the registrars. Okay? In the community colleges, the admissions and the registrar people, the registrars that we represent make the same. That is just a little tiny one, one little tiny conflict that is going to have to be adjusted, if there were to be a merger. And certainly, certainly, we are the larger unit. You know, I said,-- We would undoubtedly win such an election, and I think we would. That is, there are about 235 people in the other two units, you know, full time people, and we have 900. But, we don't want that agony.

We don't think the State of Connecticut wants that agony, because the results of these elections, and what you are likely to see in this election, if there is an election, that the local people can work together. I work very closely with George Springer. He is a personal friend of mine and has been for many, many years. But, there is no guarantee that the National American Federation of Teachers might not be prepared to pump $500,000 or $250,000 into an election. There is no such guarantee. There is no such guarantee that AFSCME which is a very, very large union, you know, might not throw a tremendous amount of resources into developing an electoral base. The scars from that battle-- I think we'll win. We'll survive. I will still be there if I want to.

And, but that's not the point. The point is the deep, deep divisions within the bargaining unit. We had a situation not too long ago where the national office of the American Federation of Teachers cooperated, and not with George Springer, but with some local people, to raid our unit. And, the purpose, the strategy which they sought to use was to disrupt a long established custom. We have always fought in our unit to keep administrators, counselors and librarians and teachers together in one bargaining unit. We think it works better. We are one of the very few unions in the country that did that.

Their goal was to divide everything. Now, we you start dividing people, it is very much easier to find grounds for division than it is for grounds for unity. Very much more difficult. A lot more difficult.

SEN. SULLIVAN: What do you think, let me reverse the roles a little bit for you and ask you to contemplate this. One scenario that I hear you saying, and it is consistent with the conversations that I have had with Steve and with others over the course of the last few months, is that if the merger or the consolidation or the coordinated system, however one wishes to describe it, goes forward, that the principle misgiving it to retain or not retain the integrity of the present bargaining units and the present representatives of those units.

SIDNEY LIPSHIRES: That is in regard to that issue, right?

SEN. SULLIVAN: Now, change roles and ask me how you think this would work if you were asked or even could be asked, as the Four C's, to negotiate on behalf of one group of employees, with three different employers, shared employers, and come out with three different contracts for that same group of employees. Because in a sense, that is the flip side of what would be asking to happen, if we allowed each and every unit, barring an election to divide, to each and every unit simply to continue on.

How would you manage that if you were sitting on the other side of the table, with three employers staring at you?

SIDNEY LIPSHIRES: Well, I would try to find those marks of division on the other side, which could be exploited. But, there is one other factor that should come in, and I mean, if the people-- I certainly would hope that on the labor-- I am not telling you-- You know what you are doing, you know? But, I certainly would hope that this Committee would send, also send this legislation to the Labor Committee for examination of the labor part of the issues. It might be helpful.

But, we are prepared to talk to anybody openly. We are prepared to talk privately. My only, let me put it this way. I have always been in favor of united bargaining, together. And, we approached, some time ago, six years ago, in 1981-- Robert Finder was then the Director of Labor Relations, I believe, in the state. He called each bargaining unit in. He was very nice. He said, "You know, guys. We are going to cut your legs off." I says, "Thanks for telling us."

And, so we say to you is that we want you to bargain with everybody together, coordinated bargaining. You made an offer, okay? The state rejected the offer. They were not interested. I personally, I was the person who organized the pension coordinating committee, with the help of other people. George Springer was the first person I approached, and he said, "I am onboard." And, we didn't get everybody. We had 16,000 people, and we negotiated the primary contract for the State of Connecticut in pensions. It went into effect in 1982. The CSEA negotiated theirs. They didn't want to be part of the coalition. And, the independent, the CIU negotiated theirs.

The binding arbitration law mandated group bargaining. It mandated that, and we had great difficulty in getting the group to agree. And, I took the initiative again, and I am going to say in all due modesty, that is the history. I was the architect of putting that thing together. It took a little elbow twisting, you know, here and there,

promises etc., and it took sense. And, I will tell you the basis on which we came together and were successful, was the basis on which I have worked at Manchester Community College before there was a union. And that basis is consensus. You get agreement from people. You just thrown them in a room long enough and tell them: you can't come out until you agree, you know that?

And if I were faced-- And, let's say this situation were to go forward, and we had the three bargaining units. I would approach the other people and say, "Let's bargain together."

SEN. SULLIVAN: So the--

SIDNEY LIPSHIRES: I don't worry so much about a unitary, you know, a unitary. But that is something, Senator, I would leave to the unions to work out, you know, together. Maybe you would like to hear what their solution would do. But, I mean, I haven't talked to you. I mean, I haven't talked directly to (inaudible name) and George Springer on this subject. You know, we talked about this legislation, and to see where they are.

But that is certainly the, that certainly is the approach. It isn't-- It will avail no one, believe me, of anything to have a merger of these two systems and to have the management component or the union component or the clerical people or anybody, or the maintainers or--

SEN. SULLIVAN: Well, the clerical maintainers of course are not--

SIDNEY LIPSHIRES: They are not in there. But, the fact that people are disgruntled. That is not going to help any. And I can't give you the name. I will give it you privately, because it was told me in confidence. But, when this raid occurred, a very important leader of our system on the management side took me aside, and he says, "My God! Can't we get this thing over more quickly?" Because the employees were using a great deal of their time discussing this issue, and we are not getting done the work, you know, which we have to do.

And that is certainly something, you know, which needs to be avoided. If I am correct, it is obvious that in drafting the bill, our opinion, our legal opinion was not taken. It was listened to. If I am correct, there might even be law suits about this. There might be. I think the hesitation-- I think some people with whom I have spoken have said there is a basis for seeking of an injunction, around the constitutional right of freedom of association of the 1st Amendment. So, I said, "Tell me more." And, he said, "Well, give me $1,000," so he can hire some lawyers and do the study. (laughter) Well, he may.

The difficulty of that is who wants a situation where the state and the unions are tied up in litigation in five years and there is no contract out? No one. No one wants that.

SEN. SULLIVAN: Thank you, Sid. Any other questions? Representative Wyman.

REP. WYMAN: Sid, good morning, or good afternoon. You referred to $100,000 that one of the branches of government has thrown away on--

SIDNEY LIPSHIRES: 100 million, I said.

REP. WYMAN: Oh, I am sorry, 100 million.

SIDNEY LIPSHIRES: $100,000, we don't bother with $100,000 anymore.

REP. WYMAN: I am on Appropriations. We bother on that.

SIDNEY LIPSHIRES: I know that you do, if you see it in front of you. But, do you--

REP. WYMAN: Could you tell me what you were referring to?

SIDNEY LIPSHIRES: I am referring to the increase in hospital rates of the DRG regulations.

REP. WYMAN: Of the DRG.

SIDNEY LIPSHIRES: Which the state has allowed and the cost to the state. The cost to the state from the state employees in the State Employees Retirement System, the cost of the state to pick up - what is it? 40% of the health cost for people in the K-12 in the municipalities, and the cost for Medicare. The figures amount to 100 million dollars. I think Mr. Olsen is supposed to testify today, and he has those--- I have those materials somewhere in my briefcase, and if you'd like them, we can duplicate them and give them to you.

Now, in that framework, those figures show, and I think the end year was 1986. But, please don't hold me to it. In the five year period, the most recent period in which statistics are available, the profits for Connecticut hospitals increased from 800 million dollars to 1.4 billion dollars. That's not 100,000. That is several multiples. I don't know. I didn't stop to figure how many. A lot of multiples of $100,000.

REP. WYMAN: You also stated before, something about I believe it was the Board of Governors or the Commissioner's in some paper, in talking about a billion dollar savings--

SIDNEY LIPSHIRES: In a document which I have there somewhere, the total estimated cost, I saw is a million and a half dollars, roughly.

REP. WYMAN: A saving?

SIDNEY LIPSHIRES: Savings.

REP. WYMAN: Could you get me that information?

SIDNEY LIPSHIRES: Yes, we will.

REP. WYMAN: I appreciate it.

SIDNEY LIPSHIRES: I didn't offer it here, you know. It wasn't my-- I certainly, and I will be glad to explain to you why I think it is a loser. Bureaucracies don't decline very readily, and it would be very interesting. I don't have the up to date figures. Mine are only two or three years old. It is very interesting to look at the

increase in the size of the staff of the Department of Higher Education, and the increase in their budget. That would be a very interesting statistic to bring up to date. I mean, I can't do everything, so I don't have that right now.

But, bureaucracies have, you know, have that habit. We all know that. You have a Dean of Faculty at a college. The Dean gets too busy, and he says, "I want an Associate Dean." He gets an Associate Dean. The Associate Dean says, "Where is my secretary?" And, once it is in place, you know, it is very, very difficult to move. I don't think the savings are there.

SEN. SULLIVAN: Thank you, Sid.

SIDNEY LIPSHIRES: Thank you very much.

SEN. SULLIVAN: Stuart Hipkins?

STUART HIPKINS: Good afternoon. Senator Sullivan, Representative Cohen, Members of the Education Committee, my name is Stu Hipkins. I am a student at Manchester Community College. I am here today to speak against SB1046, the community college/technical college merger, because of the negative effect I think it will have on community college students.

Let me tell you what we have heard coming out of the State Legislature over the last three months. We have heard that between the Governor's recommended budget cuts in the community college system and the proposed layoff of 2,000 state employees, a total of 4,000 students could be denied an education, because of the state's budget crisis. We have also heard that Legislature, including some Legislators here today, have voted against state employee labor contracts. This will also hurt our system, since the ability to keep and attract good teachers depends on competitive salaries, a point you yourselves have made in improving special funding for public school teachers over the last few years.

Budget cuts, layoffs, turning back labor contracts, these actions add up to a serious attack on public higher education, and now on top of this,

we hear that the Legislature intends to merge two fully grown systems of higher education, because one of them is too expensive and has problems that the college management has not yet been able to solve. A merger means 17 colleges under the same roof instead of 12. It means that the 40,000 students to provide services to, instead of 36,000. It means more faculty, professional staff and support staff to negotiate with and deal with in personnel matters.

It means trying to improve the delivery of both technical and community college education, with one Board of Trustees and one central office staff. A bigger system with more problems and fewer resources? We don't have to be public policy makers to recognize a bad idea when we see one.

A plan to create a comprehensive two year system on public higher education could have worked 25 years ago, when the community college system was first envisioned. It could even work now, if the Legislature promised us no budget cuts, no layoffs, and more money for our education. Particularly the community college system, which has been on a starvation diet for most of its life.

But, unless you are prepared to write those guarantees into this bill, you will be forcing me and other community college students to organize and work against you, as you advocate this merger. I have one final comment to make. I am sure you know that the average community college student is 30 years old, but whether we are 18, 30 or 60 years of age, we can tell when we are getting the short end of the deal.

You should also know that thousands of us are workers and union members. Even if this proposed merger didn't effect us as students, we would be here in support of our faculty and staff and their right to maintain their own unions. And finally, we are voters and taxpayers. We want the best representation possible and we want sensible use of our tax dollars, of course. But, we also expect that our needs and opinions will be taken seriously, especially now, when we tell you that this merger is the wrong plan at the wrong time.

Thank you.

SEN. SULLIVAN: Tell us what the right plan at the right time is.

STUART HIPKINS: Well, as I mentioned earlier, perhaps 25 years ago, it may have been a good idea.

SEN. SULLIVAN: No, today.

STUART HIPKINS: But at this point today, you are asking, we are talking about merging 17 colleges under the same roof as 12. And it would create, in my opinion an overburdened system.

SEN. SULLIVAN: By dint of its size. So, I can't really ask you how to improve this, because once we don't discuss this anymore, you will be all right on the community college side. But, you understand that we have a concern about the availability of technical education?

STUART HIPKINS: Yes, sir.

SEN. SULLIVAN: Can you suggest some ways we can do that? Particularly to you and your fellow students who right now are proscribed from having technical education in the community colleges of the State of Connecticut?

STUART HIPKINS: Well, sir, I believe in technical education. I think that Connecticut especially is a high tech area of the country. I support technical education. But I feel at this point, where I say that we have been on a starvation diet all these years in the community college system. I have never been in a technical school myself. I can only speak from the community college where I am.

And I feel that the merge that is proposed here would only be counterproductive to our education.

SEN. SULLIVAN: In the community colleges.

STUART HIPKINS: Yes, sir.

SEN. SULLIVAN: Thank you. Other questions? Representative Cohen.

REP. COHEN: I am interested in who told you that 40,000 community college students, or 4,000 community college students were not going to get an education in the community colleges anymore.

STUART HIPKINS: Well, these are some facts that I have compiled through some discussions that I have had with various union people in the college system. This is some opinions that have been told to me as a student.

REP. COHEN: Let me ask you about that. How have the students at Manchester Community College been discussing this? Is it in class? Have there been meetings? Through written materials?

STUART HIPKINS: There has been all of that, ma'am. There has been some class discussion. There is quite a bit of activity in my college of great concern. We feel budget constraints all the time. Our teachers indicated to us at great length-- Many of my classes, I have been told by the teacher, "Well, you know, we really can't do this because of budget." And that has been said. I hate to see education being cut back. It is the future of our country.

REP. COHEN: Do those kinds of comments and comments about this particular issues take place in curricular areas across the spectrum?

STUART HIPKINS: In classroom discussions, I have heard it. In hallways, by teachers, by other students. It is quite a hot issue at my school at this point. In fact, there are students here from my college observing these sessions today, these hearings. We are all concerned.

As a matter of fact, on my way in, I saw a demonstration at the front of the building by as many as 50 students, concerned about this, and there will probably be other people testifying here after me.

REP. COHEN: Thank you.

STUART HIPKINS: We are very concerned. Thank you, ma'am.

SEN. SULLIVAN: Representative Wyman.

STUART HIPKINS: Hi.

REP. WYMAN: Hi. It sort of puts your mind to ease a little bit, and I don't know where you got the numbers from, but at no time with any budget that I have seen in the last few months that we have worked on, was there anytime that you would have had 4,000 students not being able to attend the entire system, not only in the community college, but any other higher education system.

Now, if I remember correctly, at one time, we were a little bit nervous about maybe 400 students, but not 4,000 students. But, I believe at this time, this Legislature has looked at it, and would assure you that there will not be a turn down of 400 students.

STUART HIPKINS: Well, that is nice to know, ma'am, but I must say as a working person-- I am a state employee. I find it very costly for me to go to college. I believe I paid $150 for one class. Now, that is money that comes out of my pocket, and it is very costly for me, in seeking this degree, that I am hoping to attain so that I can better myself. But, as a working man, a working person, it is very difficult to afford education as it is, and I only think of people that are less fortunate than me, that may not have a state job or even a job at all. How can they afford to go to college?

I don't know, but it is very difficult for me to go to college, and I am sure it must be even more difficult for people that are maybe lower on the socio-economic ladder than myself.

REP. WYMAN: I guess maybe we misunderstood you, then. Either you said in your statement that with the budgetary cuts--

STUART HIPKINS: Yes, ma'am.

REP. WYMAN: That were coming down, that about 4,000 students could not attend the college.

STUART HIPKINS: That's correct.

REP. WYMAN: Is that, are you saying because of the state's budgetary problems, or personal budgetary problems?

STUART HIPKINS: I speak of both, ma'am. I personally have a budgetary problem, but also I am aware of the state budgetary crisis. I know the Governor has proposed laying off 2,000 workers in the state, and I am opposed to that.

REP. WYMAN: The Governor never proposed that.

STUART HIPKINS: I am sorry.

REP. WYMAN: And I would like to tell you--

STUART HIPKINS: Please correct me, if I am wrong, ma'am.

REP. WYMAN: I'd rather you not, I am trying to get it on record, the correct one.

STUART HIPKINS: Yes, ma'am.

REP. WYMAN: The Governor never proposed the 2,000 layoffs.

STUART HIPKINS: My error. I apologize.

REP. WYMAN: And at this point, as far as we look at the budgets throughout, we are not going to, you know, we are not going to allow that more students could not come in. We are trying to keep it open so that at least the same amount of students that we are educating in higher education will continue to be educated in higher education. So, I mean, that has been looked at.

STUART HIPKINS: I appreciate that. Thank you, ma'am.

SEN. SULLIVAN: I take it you are not eligible for any tuition waiver program as a state employee, where you are presently working.

STUART HIPKINS: I have not been made aware of any reimbursement program or anything.

SEN. SULLIVAN: The thing I am having still a little difficulty with-- I understand any proposal to change elicits anxiety. It does here, it does there, it does everywhere. That is only natural. Most of your comments have been directed to the budget of the State of Connecticut, however, and not to this legislation, which will travel to some degree separately, whether this legislation goes forward or not, budgetary issues facing the state.

What specifically in a system that is committed to continuing to keep open every one of the community colleges, that does not talk about the merger of any personnel or the layoff or the reduction of any personnel outside of the central offices, where one of your concerns of the system being too top-heavy and complicated. The bill does look to some reduction there, in order to potentially make resources available for the campuses. I don't quite understand what the concern, other than a generalized concern, what the concern for the community college student is.

STUART HIPKINS: Well, sir, I don't support any reduction in staff. I would support actually an increase in staff. I, in one particular instance, I have seen my career counselor at MCC, whether her job is state funded or federally funded, I am not aware.

SEN. SULLIVAN: She is not a central office person. She is at the campus level.

STUART HIPKINS: Correct.

SEN. SULLIVAN: Right.

STUART HIPKINS: But I have seen, she has been informed that her job is being eliminated, and I can only say that--

SEN. SULLIVAN: As a consequence of this bill?

STUART HIPKINS: I am not aware of it. I am just indicating to you that I don't support any reductions, because reductions clearly hurt the students.

SEN. SULLIVAN: I understand that. I am just trying to distinguish. And, it is a good opportunity to hear these concerns, because obviously we have to deal with the budget as well, and some of us on the Education Committee don't get the chance to hear these as often. Representative Wyman gets to hear them as often as she wishes.

STUART HIPKINS: If you indicate there are some reductions involved in this, then I clearly don't support any reductions. I am interested in actually increasing staff and support services for students.

SEN. SULLIVAN: So, you think it would be appropriate to spend more money increasing central office staff, rather than making those resources available to the campuses through faculty or counselors or equipment or other resources at the college level?

STUART HIPKINS: Well, sir, I would like to see both.

SEN. SULLIVAN: Well, the world is unfortunately not that perfect.

STUART HIPKINS: I know that. But, I believe so strongly in higher education, because I have benefited a great deal through my years at MCC. I just can't comprehend any reductions in either areas, whether it be central or the local schools.

SEN. SULLIVAN: Thank you, as a student for being here. And, I guess I will say at this point, on behalf of all the students who have taken time out of their schedules to be here, their presence, whatever the testimony may be, is particularly appreciated.

STUART HIPKINS: Thank you for hearing me, Senator. Thank you, Committee.

SEN. SULLIVAN: Thank you. Next, we have Arthur Carlson?

ARTHUR CARLSON: Thank you. Good afternoon. Let me introduce myself. My name is Arthur Carlson. I have been associated with the technical colleges for a number of years, and I have been engineer for the past 30 years. I work for Naval Underwater Systems Center. I guess you could say that I am involved, certainly in the high tech end of the business. I am familiar with computerated design, manufacturing very fancy testing problems. I give you this by way of background, to let you know that I think I am very relevant and current with the needs for the type of technical education that the State of Connecticut must have to support the high tech industry that we have going in Connecticut.

With that aside, I will move off into my comments on the merger, what it may mean. I should say also that in 1956, I in fact graduated from what was the technical college, went on to the University of Connecticut, finished my graduate school at the University of Connecticut. I have, was on the first Board of Trustees of the technical colleges, and shocked me, that was 20 years ago. I have been involved with regional councils and advisory councils, and I suspect I spent more time than I really choose to think about with colleges.

Let me first though, as I was writing up my notes, I was going to dig right into the more substantive issues, and I realized after reading an article in the Hartford Courant about a week ago, that there is massive confusion, I think massive confusion, on the technical college, vocational high school, this whole words, spinning through space. I thought, I had better at least set the record straight in my own mind, before I wrote this up.

Now, the consultant who was hired to study the tech college system either knowingly or unknowingly brought into question not only the tech college graduate. That is the product now of the two year college program, but the need for the skilled artisan or the middle technologist. I am going to start making a distinction here. The-- I have already mentioned that the Hartford Courant picked up on this facet of the study. Because of the consultant's - I think - confusion, and rather wide reporting by various newspapers, I cannot address

the merger question alone, but will also try to separate out the artisan or middle technologist issue from the technical college merger issue. They are not the same at all, and this is not by accident nor design.

The definition, by the way, of middle technologist, as defined by the consultant was as precision production, mechanics and repair, precision production and assembly, etc. Thirty years ago, forty years ago, you would have called this man a tool and die maker. You would have called him a skilled artisan. Well, very little has changed. Things stay the same, the longer you live, the more you realize that.

Let me now go into the technical college system, from whence it came, what is its role. Let me give you my version of it, having lived through it, and having in fact profited from it, because it gave me a start. The technical college system dates back to 1946, when because of experienced gain during World War II, we saw the need for a new type of industrial personnel, the specific person called an engineering technician, requires a level of education between that of a skilled artisan and the engineer. This technician is the product of a two year college program, okay? That is absolutely fundamental that we understand that.

To be able to straddle this range of needs, the technical college created a program that mirrors the four year engineering program, okay? Essentially, you took all the subjects that exist in a four year engineering program, and you repeat those in two years, so that you can provide an education and provide a graduate who can very comfortably work on the right hand with the engineer and on the left hand with the skilled artisan or middle technologist. All right? So to do that, you have to pick up every specific course, in each particular technical discipline. Now, how in the world do you do that in two years?

Well, you do it by reducing the length of each subject, the time with each subject, and you do it by reducing the mathematical rigour, right? But

it permits you, nevertheless, to cover all the subject areas, each particular technical discipline.

With that in mind, let me discuss then the hierarchy of technically qualified people provided by the public and private educational institutions in Connecticut. At the top then, for lack of another reason, we have the university system who gives us our Bachelor of Science, Master's and PhD type people. In the middle, if you will, we have the Junior Colleges, of which the technical college plays a role. They get the Associate in Science Degree. And then as part of the secondary school system, we have the vocational-technical high school who grants a diploma and various apprenticeship programs.

The last two programs, that is the vocational high school and the apprenticeship programs, are really the source of your artisans, the source of the middle technologists. At the technical college, there are approximately 12 Associate Degree programs, 3 or 4 associate programs, and pre-tech program. Additionally, they have short courses, for example, just for industry. People come in and are trained over the course of a day, 3 days or 3 weeks. There is further an intense interaction with Connecticut industry. I want to discuss that a little bit later.

Before I get to my merger comments, I want to call your attention that occurred in the training of the skilled artisans in Connecticut. Not the training of technicians for the technical college, but the skilled trained machine operator, repairer, and the like. Starting about 30 years ago, the apprenticeship program training in Connecticut which was carried out by all industries, started to be put aside. There were a whole bunch of reasons, the real driving force was the cost. So what you've seen happening is the pool of people that would enter this technician and artisan market, middle technologist market, simply are not being trained by the very industries that in fact need them, right? That's a great source of confusion, I'm convinced of that.

Because of the reduction in apprentice programs, there's no doubt a shortage of skilled operators or middle technologists in the consultant's vernacular. This shortage, though, should not be equated with a shortage of technical college graduates, because they are not the same person we're talking about. We're talking about two groups of people. Let me go now into the publicly stated reasons for need to merge between these two college systems. Enrollment is dropping; cost per student and teacher-student ratios are at a balance; ease of transfer between the two college systems; be more responsive to Connecticut industry, and comprehensive community colleges are equal or perhaps even better at times. Take each one of these issues, take them apart, see where they fall.

That the enrollment is dropping is a technically correct statement. What's lacking here is the why. The reasons by and large are outside of the control of the tech college system. These reasons are for example, a decline in the student population of lack of interest in math and science, high employment rate. Let me give you an example of another institution that's experiencing a declining enrollment due to forces outside its control. 1976, the University of Connecticut, College of Agricultural and Natural Resources, had 1300 students. Today it has 581. That's more than a 40% decline. Why, you may ask? Or why, you should ask.

Because in 1976 there was tremendous public interest in the environment, and the college could satisfy interest. Today career interest in the environment simply are not there. Both areas are outside the control of the university. You would not for a minute, you would not for a minute suggest merging the College of Agriculture and Natural Resources with the College of Liberal Arts and Science to reverse this enrollment slide, or to improve the student-teacher ratio. You simply wouldn't do that; you would reexamine the issue and say, why in the world do I have this dilemma?

Further, you would be cautious to suggest, they were out of touch with their clients' needs. Perhaps they're very much in touch with their clients' needs. So I could give you a second example, by the way, of what's happening in the field of engineering and science across not only the state, but the United States. As a private associate degree granting college in Connecticut who five years ago had 12 students in its engineering transfer program. Now, there's two. Not by design. And they're hustling for students all the time. Simply the pool is disappearing.

We know there's a much reduced interest in science and math in today's students, particularly grades one through 12. A story, a true story which illustrates this. I heard Carl Sagan speaking recently. He went into a very large toy store in New York City to buy a microscope for a gift. They did not sell microscopes. There was simply no demand for any type of scientific toy. Okay? So you have to get the depth of this problem, and how far out of control it is from a guy or a girl who runs a technical college. It's simply way beyond their control.

I recently lectured at a university in New York State. A very prominent technical institution. They have graduate scholarships going begging. That's inconceivable for me going thirty years ago. In fact, I was a beggar thirty years ago, looking for those. A coordinated program, what can we do about this? I think it's rather straightforward. A coordinated program between state and industry to address the needs of skilled artisans, by rebuilding apprenticeship and certificate programs. This may very easily involve the vocational high schools, the community colleges, the technical colleges, private two-year colleges, industry itself.

And then we should also advertise down to the grade school level about science, careers in science, the advantages, etc., etc. Look at the cost of students, the cost of students is highest in the state's system. This is a very easy thing to answer. First, it's necessary to recognize that any engineering or science program has the highest

cost per student, simply because of equipment and facility needs. Because the enrollment has dropped, it's natural that the current rates have increased.

Secondly, add to that the fact that the faculty and administrative personnel, have not had a chance to naturally (inaudible), and you further exacerbate this problem. How is this dilemma solved? First, because you can reasonably expect enrollment to increase with advertisement, and perhaps a change in employment rates, you gain students. To this, add the attrition of faculty, and with careful replacement, a better balance can be achieved. This by the way, is not a unique cost problem; every business in the world faces this from time to time.

We talk now about the ease of transfer between the colleges.

REP. COHEN: Can I ask you to begin to wind down your testimony?

ARTHUR CARLSON: I certainly can.

REP. COHEN: Thank you.

ARTHUR CARLSON: I will go right to the summation. The summary will be unsupported, but you certainly can ask me questions. I believe I have given a set of reasons why a merge of these two systems will solve nothing and has the clear potential to reduce the technical quality of the technical college and its product, the associate degree graduate. I strongly advocate rejection --

(cass 4) (cass 3 and 4 don't connect, small gap) two, the need to merge is not driven by the need to upgrade the technical college product. I would suggest we adapt a model very similar to model 1 of the consultant's report, which in essence says, increase local authority and smooth functions.

The merging of the two systems will not in and of itself increase the number of associate and science graduates from the technical college, nor reduce

the absolute cost of technical education. The costs are its costs because of the facilities usually.

Connecticut industry and business cannot hire enough skilled artisans, that is the middle technologists so the state could take the lead with the industry to address this issue. It's perfectly reasonable that additional training programs could be added to the vocational high school, the high schools in general, community colleges and technical colleges.

Finally, I do not suggest for a moment there are any evil forces afoot driving a merger. I do say that there is a considerable confusion on many people's part on the role of the technical college and the necessity to preserve their integrity by maintaining a robust independent system.

I have a lot of wonderful thoughts in between, but I think you get the gist of my argument.

REP. COHEN: Thank you, Arthur. Are there questions? Thank you very much.

ARTHUR CARLSON: You're welcome.

REP. COHEN: For the benefit of the 60 people who are still waiting to speak to the Committee and are signed up, I would ask again that if you have written remarks that you please submit them and try to summarize your testimony.

If we go to the three minute rule, we're here until 5:15 just to kind of give you an idea of where we're at in this hearing. We'll go next to Paul Wallace please.

PAUL WALLACE: Good afternoon, Chairman Sullivan, Chairman Cohen...

REP. COHEN: We'll tell him you asked.

PAUL WALLACE: Well, he'll hear it...and members of the Education Committee. My name is Paul Wallace and I am the Staff Representative and Lobbyist for Connecticut Council 4, AFSCME, AFL-CIO. AFSCME

represents over 32,000 members in Connecticut in more than 400 separate bargaining units, and we are the largest union in the state.

We also represent the administrative faculty who work at the state technical colleges. We appreciate being invited to this public hearing to share with you our view and suggestions on Raised SB1046. If one was not familiar with the content of this legislation, the Education Committee would have the public believe that the only theme being suggested is what the title offers, AN ACT IMPROVING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION.

However, the title, like the statement of purpose hides behind the inclusion of retaining the uniqueness of the state technical college system, but in reality it does not. It is most important to understand the goals and historical aspirations of the system and its students in order for you to appreciate our concerns.

The state technical colleges are located within major population centers of the state and were established primarily to improve and provide men and women with post-secondary technical, occupational and vocational education as they apply to the business and industrial community.

To elaborate further the technical colleges have and continue to operate in five well defined areas: One, educating and training technicians for immediate employment in Connecticut industries. Two, offering unit of mini-series courses for job upgrading and/or retraining. Three, developing programs to meet special needs of industry. Four, placing emphasis on the applied sciences rather than the theoretical. And five, gearing courses and programs toward hands-on laboratory experimentation.

One sure way of measuring the success of these rather specific endeavors is to look at the job placement record of the graduates - approximately 100% annually.

Because of their mission, the state technical colleges are unique in many ways - from the

students with their focused goals and expectations to the dedicated staff that nurture and guide them through the technical education process.

The graduate engineering technician performs a vital function in society. To produce this high level technician the five technical colleges are staff by knowledgeable faculty and administrators who have the engineering and technical background and training to provide expertise to oversee staff in the current programs and to initiate new ones.

The sophistication to acquire, maintain and repair laboratory equipment and the background required to develop meaningful relationships with industry and the ability to evaluate their needs.

The state technical colleges have a unique mission and operating procedures which do not easily mesh with other constituent units of higher education. The programs are expensive and require special funding. Autonomy of the colleges is a prerequisite for the continued delivery of technical education. Anything less would dilute and eventually destroy the quality courses and programs now provided by five of the technical colleges.

Another important aspect of this bill that needs to be addressed is the impact on collective bargaining. If this legislation were to pass by this Committee in its present form, the effects would be far reaching and devastating.

Under what is known as a successorship doctrine, when a corporation seeks to merge with or acquire another company it must consider the legal rights and duties it will inherit as a successor to a former company. The successorship issues also arise when the former company has an existing collective bargaining agreement or a relationship with a recognized union, or is a respondent in an unfair labor practice proceeding.

The problems surface in alleged unfair labor practice charges where the new employer fails to recognize and bargain with the former employer's bargain representatives. A new employer is also

generally deemed a successor if a majority of its workforce is hired from the employees of the predecessor company.

Although these trends are occurring in the private sector it is clearly applicable in this legislation. for this legislation states that the technical college staff would be hired by the new board, a board made up of individuals with experience in the technical fields.

However, why does this legislation made an attempt to preserve the uniqueness, but not respect the rights of those who work? Nor respect the rights of unions, nor respect over 50 years of labor management traditions which have allowed employees the right to retain their existing representation.

We ask this Committee to uphold the tradition of labor laws in this state and not to send a signal to the federal government of other state legislatures that in the name of some ill defined goal and hiding under the guise of public policy erode bargaining unit certifications without any input from existing unionized employees or their representatives.

You, the members of this Committee know, that if this legislation were to pass in its current form no respect would be shown for the laws of this state, nor to the students who are so desperately seeking a technical education, nor to the employees who have been so desperately dedicated to the state technical college system.

Is this legislation designed to create years of legal labor management hostility? Is there really some hidden revenge motive in this legislation? We see very little respect for employees rights, students' rights or goals or retaining the system's autonomy or integrity. We must therefore conclude, that in its present form this language is revengeful, and the question is, why?

AFSCME feels that those who believe that this bill retains the uniqueness of the state technical college system probably also believe that the merger and acquisition mania that has been sweeping this country has been good for the economy.

Good, bad or indifferent this merger can be successful if done the right way, and not surprisingly, and in most times, the right way is the best way. If there are problems with the administrative aspects of the state technical college system, we would urge this Committee to resolve that problem so that a more efficient and orderly flow of state technical college education can be achieved.

Otherwise, what AFSCME sees, and what our members are looking at, is a piece of legislation that in reality will be known as the technical college vengeance act of 1989. In conclusion we suggest that Section 34 of this bill be deleted and insert language that preserves and maintains the integrity of the state technical college bargaining units.

We further suggest that new legislation be written guaranteeing the continuance of technical education programs meeting the needs of the business community so as not to get lost in a merged budget.

Legislation must also guarantee that the needs of the students will not be lost in a merge shuffle, and finally this new legislation must also guarantee that the new board of trustees have a membership made up of technical experts who are no less in number than the advocates of community college education.

Thank you once again for the time that this Committee has allowed me to speak and our organization as always stands ready to assist this Committee in any way that we can.

REP. COHEN: Questions. Representative Mintz, then Representative Hoye.

REP. MINTZ: Yes, Paul. You heard Senator Sullivan before ask the other union representative about the possibility of having elections as quickly as possible. What does your union feel about that?

PAUL WALLACE: Well, I think the Committee at least has to acknowledge that there already were elections at one time, and a piece of legislation that calls for elections is rather unique I believe in labor

management traditions, because it is the employers under this kind of a notion that is being suggested, it is the employer that is calling for, in essence, the decertification.

Usually, if people want to leave a bargaining agent that is due to some employee dissatisfaction or disgruntlement, this kind of notion suggests that the employer is calling for the decertification. Now, Representative Mintz, having said that in terms of an election if an election should be called for in terms of the legislation, our first position is that we believe that we can work cooperatively with the new board or a merged board with existing bargaining units in place.

We really don't believe that we would be creating such an administrative nightmare with two more bargaining units to call for another elections, but with respect to the question of elections, I believe that if AFSCME were to be involved in an election under the notion that you're talking about it should only be with those people that we represent.

It should not be with people that we do not represent, so if there's going to be an election to determine where people should go to, I think you have to understand that we already have that election and understanding my previous thoughts on that, but the election should be with those people that we represent voting for a union that they choose to be with, but not with members of other bargaining units as was pointed out by Sid Lipshires and other people that spoke before me.

If there is a move to get out from under a particular bargaining unit, so be it, but it should not be in a vote that calls for hundreds of other people to vote. We don't represent them, and they should not be, those people should not be eligible to vote.

As far as the other union being placed on the ballot, that's a function of whether or not they seek to petition those people.

REP. MINTZ: What happens now? You talk about your testimony successor in the private sector. If there are two separate bargaining units in a corporation that merge. Are those, what happens in that situation?

PAUL WALLACE: Well, it's usually a pretty unique situation that the employer in the private sector would have the capacity in terms of the Board of Directors to call for the consolidation of two existing bargaining units.

REP. MINTZ: That's not what I asked. What I'm asking is what happens in the private sector? I mean... if three companies merge, and they merge other operations, what happens to the bargaining units at that point?

PAUL WALLACE: Well, I believe that those bargaining units remain intact. I don't believe that the employer, the employer has the legal authority to merge bargaining units. If it's a function of the labor board, then it's a function of a labor board, but in the private sector, as I would equate the Legislature in terms of a board of directors, I don't believe that they're a direct authority to merge bargaining units.

Understanding the concern where employees should go, if employees want to opt out of the particular bargaining unit in the private sector, they petition the labor board, an election is conducted and the votes are there or not there.

REP. MINTZ: I really do have a question on this. I really don't understand, and you're not really getting to the heart of my question. If two companies merge with two different unions, and they merge the, the exact same companies in terms of what they produce - two automotive companies, and they merge and they combine all the employees into one, they move everybody into one factory, and I'm sitting next to a person doing the exact same job who's from the other union. How does..does that go on item for item?

PAUL WALLACE: I don't...yes, it can and yes, it can, because in that kind of a situation, you might have craft people represented by one bargaining unit and non-craft people represented by another bargaining unit. In the situation here, we already have the uniqueness of people being represented by one bargaining unit and different kinds of people with different communities of interest and are represented by another bargaining unit, so it is not uncommon in the private sector where companies merge to have different people working alongside each other for reasons of being a disparity of interest, for reasons of being that the unions still retain those individuals, or possibly an election was conducted under the private sector, under the American Arbitration Association, and the results of the election were that people stayed where they were.

But it's important to note that in the private sector the board of trustees like the public sector has the Legislature, doesn't really have the authority to merge bargaining units.

REP. MINTZ: And I understand that, and what...

PAUL WALLACE: So if the employees want out...

REP. MINTZ: I'll talk to you later about it. We don't have to...we've got too many people to talk.

REP. COHEN: Only 59 more, Representative Mintz. Representative Hoye.

REP. HOYE: I withdraw the question.

REP. COHEN: Thank you, Paul. George Cormack.

GEORGE CORMACK: Representative Cohen, members of the Committee, my name is George J. Cormack. I'm a Professor of Mathematics at Hartford State Technical College, but I'm also presently Chairman of the Mathematics Department.

I'm a Charter Member of the Federation of Technical College Teachers, Local 1942. I'm the past president of that organization. Presently I'm the vice president. I'm also a member of the

Governor's technology advisory board, and have been since its creation in January, 1985, and I attend meetings of that board.

I'll place my attendance record against anybody and everybody on the board, meeting from Burlington, Vermont to Pittsburgh, Pennsylvania, many stops in Connecticut. The State of Connecticut has not paid be one penny for any of these travel trips for all these meetings.

I've contacted some of you people on this Committee several years ago. At that time I asked you to help me convince the Technical College Administration to confer its first honorary degree and the system did, so I thank you for that help, and the John Trubas family will be eternally grateful for the honor bestowed upon their deceased son.

Do I sound like the overpaid, underworked technical college faculty member Hartford's only daily newspaper described? With due respect to Sid Lipshires who's a newcomer - he's been here 23 years - I've been in this system over 31 years, and I'm still on either step 4 or 5 of an 8 step salary grade.

No mention was made of my service in the system after 25 years. No mention was made of my years of service after 30 years. At that point I did mention to the executive director that if he eventually wants to recognize my years of service, I hope he does it for my 40th year because I don't plan on staying here 50 years.

He said he would consider it. Now you people want to do away with the system. Why? I didn't ask for a watch. All I asked for is possible recognition after 40 years, and the way morale at the technical colleges now, no one may make eight more years.

I believe it will be safe to state our group, the faculty members at the technical colleges would report this SB1046 unfavorable. I'm going to attach a letter I wrote to the "Hartford Courant" to this testimony. The "Courant" did not publish the letter, but the CSEA news did, and by the way in some...

REP. COHEN: I think we've received that George, Legislators have received your communication.

GEORGE CORMACK: Okay, thank you. The letter states the "Courant's" recent history of targetting state employees for all recent problems, and that now it is the tech college's turn. The letter also quotes Professor Aaron Widolsky, Director of the Survey Research Center, University of California, Berkeley, on the recent popular sport of bureaucrat dashing. The "Courant" appears to be a leading hitter in that league. It may be safer to keep separate the church and the state.

REP. COHEN: George, could I just ask that you speak at the bill and not about the...

GEORGE CORMACK: In one minute I'll be completed, Naomi. To make sure I leave you with no doubt, I in no way support the merger or merger attempt of the technical colleges with the community colleges. I believe the technical colleges, although not perfect, have been crucified for misdemeanors, not capital crimes.

The question is will the tech colleges rise again. The NCHEMS report lists three models to correct the technical college's alleged problems, and they do have problems. This Committee, the Education Committee, and the "Courant" appear to only see one model. I ask that you study the other two models, also. My personal preference is model one.

Does the community college system want the technical colleges? Not from what I hear here today. Has the community college system been studied by NCHEMS to see if such a marriage would last, or don't they expect marriages to last anymore? To be up to date in 1989, perhaps we should just co-habitate for a while 'til one of us gets restless.

By rushing this merger, if I were Pete Rose, I would bet it just won't last. Thank you for your time.

REP. COHEN: You know today's the opening day of the season.

GEORGE CORMACK: It may be the final day for him. If we're lucky next month our union will celebrate 20 years of existence.

REP. COHEN: I thought you were going to tell me, if you were lucky your union would celebrate Pete Rose Day. Are there any questions? Thank you very much, George.

GEORGE CORMACK: Thank you.

REP. COHEN: Lauren Weisberg Kaufman and then John Arnett. Lauren, we have a copy of your written testimony.

LAUREN KAUFMAN: Yes, ma'am. I'm not going to read it.

REP. COHEN: I knew you wouldn't.

LAUREN KAUFMAN: Good afternoon, Representative Cohen and members of the Committee. I know it's been a long day and it's going to continue to be a longer one, so I will not read my testimony. I'm the Director of Education and Training Policy for the Connecticut Business and Industry Association, and in this capacity we are representing approximately the 6,300 companies that are members of CBIA, who employe about 700,000 people and half of those firms and those employees are employed in manufacturing, so we feel they have a strong interest in the outcome of the discussion that was taking place today and will continue to take place.

Our members are very concerned about the proposed merge of the five state technical colleges with the community college system. However, they are more concerned about preserving and enhancing technical education in Connecticut. While they acknowledge that problems with the system exist, they're worried that the merger could result in the deemphasis of technical education, and this deemphasis at a time when they face a growing need for a highly trained, well educated workforce.

CBIA's members basically have two objectives, and I think that those objectives are shared pretty widely by everyone in the room today. They want to

preserve and enhance technical education, and they want to expand the pool of qualified individuals who enter into technical education.

Our membership, however, is divided on the issue of the organizational structure which will come out of these discussions to best achieve these goals, and because of that I'm not really here to take a position either for or against the proposed merger. However, if the merger were to take place, and I'm going to go very briefly, and if there are any questions, I'll be happy to answer them.

Were the merger to occur, there are three issues that we feel have been mentioned in the legislation and are not being addressed to our satisfaction. The first one is the issue of the number of representatives of the technical education system who would be on the board. We don't feel that five out of 15, Representative Hartley mentioned this earlier, would be efficient to really meet the needs the technical community and we would like to see a larger number of technical representatives on any type of a merged board.

We would also like to insure that were such a merger to take place that we do not weaken or dilute the standards for students who would enter into a technical education. This is something we keep hearing that we would lower standards in order to open up access to more people, and our vision of what would take place would not do that.

It would keep the standards certainly as high as they are now, but it would provide whatever necessary remedial help or skill, specific skill training would need to take place before someone would be eligible to enter into the technical training component. We feel that's very critical.

And the third part of the..that we would like to see in terms of legislation would be something really explicit. CBIA right now is taking a position in general statewide that we need to cut spending, so I'm not really here to advocate increased spending.

The business community doesn't really want to pay higher taxes right now, more than we're going to be paying, but we do feel very strongly that any cost savings which might result from this merger should be put back into technical education, that the dollars should not be considered saved dollars, but rather should be spent on upgrading equipment, on the development of new technologies and on enhancing the skills of the faculty, so we would really like to see something explicit in the legislation that would guarantee that technical education would not receive short shrift under any type of merged system.

I'd like to make just one more quick comment, and I have to make some small note of the program that Dr. Libby mentioned earlier, women working technical and my feel that CBIA was really the initiator with the Permanent Commission on the Status of Women of the program several years ago.

It's had its ups and its downs, and I would have to say that I hope that that is not the only avenue that the technical colleges are pursuing in order to increase the number of women and minorities, because we had felt that the program received the kind of direction and leadership. Despite Dr. Libby's efforts at the state level, he was very supportive of the concept, but we felt that the building level, we were not getting the kind of support that was necessary.

Certainly at the Hartford campus, and I'm just going to be explicit about that, because we've had frustrations with that for several years. We had companies around the table such as IBM and Pitney-Bowes, Southern New England Telephone - we had several state agencies from the Department of Labor, Income Maintenance, Departments of Education and Higher Ed - all of us working together to try to make the program work and I felt we were not getting the kind of responsiveness from that institution that was necessary to make it succeed.

However, I will say the second site, the greater New Haven site really under the leadership of Dr. Harris, has made that commitment to try to increase the number of women and minorities to make the

program accessible to people in New Haven, and it, to me, has made a difference, and you can see in terms of leadership if someone really wants a program to work and is willing to commit his resources to it, it will work, and that's the kind of response to this that we really feel we need to see in the system to serve business and industry.

REP. COHEN: Thank you, Lauren. Are there questions? Representative Ward.

REP. WARD: Lauren, a previous speaker talked about one of the problems of misunderstanding amongst many of the tech colleges who are doing a good job, and engineering technology and what's being called mid-tech or low-tech are really things that business and industry used to do themselves, and now they're asking the state to do.

It seemed to me that was some of what he was describing as an apprenticeship programs that ended and you discussed some frustration in terms of business with at least the Hartford program. The program that you just described, is that in a high-tech area? Is it engineering technology, but really preparation for it?

LAUREN KAUFMAN: It's an electro-mechanical training program. It would, I guess you'd call it low-mid-tech, I would propose, except the people that have graduated from the program have gone on to the type of job they'd go on would be, for example, a computer repair technician.

Two of the graduates from Hartford went on to IBM as entry level employees. Because it's a five-month certificate program, you're clearly..and you're dealing with a very low skill level population for the most part, AFDC women, low income women, we could not do, we couldn't bring the people up to say an eighth or ninth grade skill level, in order just basic skill level to go into the program.

We've had to rely on feeder organizations that are doing the remedial work, so when somebody comes in, they're at a point where they can benefit from the training. After five months, they can either generally get into a job that requires more

training, specific training such as at Souther New England Telephone or an IBM. In some instances if they're going with a smaller firm, they can just get on the job training and be absorbed immediately.

REP. WARD: Based on what you're saying and...the question that I have, is I'm trying to ponder everything that's...is should we be talking about a merger or not a merger, should be we be talking about clearly defining maybe the technical college mission more narrowly in the areas where there...

LAUREN KAUFMAN: I've actually heard the opposite.

REP. WARD: ...everybody's agreeing they're doing a very good job in some of the other areas being moved over to the community college which clearly has a better track record in terms of people that lack initial basic skills.

LAUREN KAUFMAN: Where I have hear frustrations, I think clearly everybody, the employers that hire graduates from the technical colleges have never said anything, and I don't think anybody would dispute the quality of those graduates in the engineering tech areas.

REP. WARD: Agree.

LAUREN KAUFMAN: They like to hire those technical graduates and the technicians, but where I've heard frustrations have been on the part and I think despite a lot of the programs that George Springer mentioned earlier, them seem to feel it's been very hard to develop new programs.

We have an optics company that's been trying for some time to develop an optics program and experienced, they felt, reluctance on the part of the faculty to get behind them and do what needed to be done to integrate that program. Whether that stems from the building level, or whether it's the getting through the process of the Department of Higher Ed, I don't know, but I have felt it was more in terms of opening up to some of the new technologies in the state, where they would like to

see that response to this, not so much fixing the current curriculum in those areas where they're very strong.

REP. WARD: I guess what I'm interested in...

LAUREN KAUFMAN: I'm not answering your question.

REP. WARD: I think you are, but I formed a mental question, I guess I'm getting to and you may not be able to answer it now, but does business and industry think those programs that they want to see expanded and more responsiveness would best be treated if we left the technical colleges where they are now, or would that be better that you're talking to people that lack some basic skills going it, should we be just redefining submissions and giving that kind of program to the community college and leaving, maybe the technical college ought to be called the Connecticut College of Engineering Technology, which is something everybody is saying they do well.

LAUREN KAUFMAN: I think on the plus side toward the merger companies are listening to the argument that because of the severe decline in enrollments and the very small pool of people that we have to go into technical education, that possibly through those closer ties with the community colleges, you could really draw on the access.

You could expose technical education to people who may never have thought of themselves of pursuing technical careers. The women, for example, and women working technical. I think when we all got involved, we just had no idea that they could really master that curriculum.

We hoped they could, but for the most part would never have thought themselves that could. Their problems were not the math, the science, the pre-electronics or the electronics. Their problems were the personal lives, their family lives, all the other - day care, transportation - those issues, not the curriculum issues.

They've done very well, so my feeling on that has been, and in talking to members, we've really talked quite a bit about that, have felt that that

open access may have a positive benefit in the sense that there may be a pool of people who could really succeed in technical training that get no exposure to it whatsoever.

On the negative side, every company I've talked to as well, and I'm sorry to say I'm like on both sides, but I think that's where we are really is that they're very concerned that if you go forward with the merger, we have no way of knowing if it's going to work.

Are we going to raise so many issues and so many battles that we really will hurt technical education in the process and not help it, and this is where, I know you're grappling with it. I wish I could be more direct in terms of what our members feel. At this point the best I could say is that they overall, our position is they are not opposing the merger. I wouldn't say they're wildly enthusiastic about it.

REP. WARD: Thank you.

REP. COHEN: A new twist. Thank you very much.

LAUREN KAUFMAN: Sorry.

REP. COHEN: That's alright. Now, John Arnett has agreed to change places with Hal Albert, so we'll go to Hal.

HAL ALPERT: Representative Cohen, members of the Education Committee, my name is Hal Alpert. I'm a member of the Board of Trustees of the State Technical Colleges.

REP. COHEN: Do you have written testimony, sir?

HAL ALPERT: No, I do not. I have a few brief remarks that I'd like to make. Given the perception of the Board of Governors of Higher Education's measurement of success of constituent unit, that is, how many students can you attract and how many students stay with you to graduate, it is my opinion that it would be impossible for one board of trustees to manage both systems, whether it is

the existing community college board, an expanded board or even if you gave the task to the existing technical college board of trustees.

Technical college would have, technical education would have to deteriorate because given that measurement or perception of a measurement of your success it would be necessary for any board of trustees to put its limited resources toward doing the type of things that the community colleges are doing which cost less money than the type of things that the state technical colleges are doing.

If the perceived problem with the Connecticut State Technical College System is its governments or lack of initiative on the part of its Board of Trustees, I recommend very strongly that the entire existing Board of Trustees resign and allow the Governor to reappoint those of its members that he thinks are competent and/or replace them with other people because in my opinion, the only way that we can keep the level of high tech, technical college education to your level in Connecticut is with two separate governing systems.

I had intended for that to be all of my remarks. However, like most people in our society, I wear more than one hat. After reading Raised SB1046, I feel compelled to put on one of my other hats and make a comment.

I am the Executive Secretary of the Connecticut State AFL-CIO. After reading SB1046 it appears to me that Section 34 of that bill is little more than a thinly veiled attempt at union busting, which if enacted will be looked at as a precedent in the State of Connecticut for breaking collective bargaining agreements and/or unions.

It appears to me to be not much different than Ronald Reagan's breaking of the air traffic controller's union as a signal that it is okay to attack collective bargaining agreements and unions. I would like to repeat that if the problem, the perceived problem with education at the state technical colleges is a lack of initiative or lack of competence on the part of the Board of Trustees, we should seek to change the Board of Trustees and not do away with the system.

I will be happy to leave my resignation with the Committee today in exchange for a promise to continue technical education in Connecticut. Thank you.

REP. COHEN: Thank you very much. Please understand that it's not the rule of this Committee to deal with appointments or resignations, but I appreciate your comments, sir.

HAL ALPERT: Thank you.

REP. COHEN: Questions? Thank you very much. Barry Williams, and then Marilyn Menack.

BARRY WILLIAMS: Good afternoon, Representative Cohen. My name is Barry Williams, and I'm here today speaking as the Secretary-Treasurer of the Connecticut State AFL-CIO in opposition to SB1046, AN ACT IMPROVING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION.

Our concern with regard to this bill is twofold. It raises serious questions about the welfare of the workforce and does not supply resolution to the very real problems of technical education in our state. Merging the technical college system into the community college system would not automatically -quote- improve access and opportunity to the critical problems faced by our technical college system, nor would it insure that the system "meets the secondary needs of the state in the areas of technical, occupational, vocational and continuing education as they apply to the business and industrial community" as currently defined in the technical colleges mission statement.

We have no argument with the problems, so I think we all admit that they exist and that they're there. However, there is no evidence that a merger would solve these problems, not even the NCHEMS report commissioned by the Board of Higher Education suggests merger as the only solution.

In fact, none of the six critical success factors that are suggested by the consultants require merger in order to be met. Further the report

points out and again - quote - that there are some very difficult problems related to merger, not the least of which is the possibility that the technical college academic function because of its distinctiveness, size and high cost would be in danger of being eroded.

We believe that rather than a merger, revising the existing structure, the first model that appears in the report would be the best route to take. This model with emphasis placed on broadening the programs offered, linking better linkups with industry, scaling down possibly the administrative offices and increasing efforts in recruiting and counseling of students would best lead to achieving the six critical success factors that are defined in the consultant's report.

The second area of concern to the AFL-CIO is that of the technical college workforce. Section 34 of this bill would nullify the existing collective bargaining agreement between the state and the technical college bargaining units and disseminate two of the units themselves.

The audacity illustrated by this language is chilling. The entire labor community of Connecticut has its eyes on this proposal as it is viewed as an anti-union attack that if successful could reverberate throughout the entire organized community. Further there seems to be no other rational for this proposal other than to bust the unions since it would be possible, as it's done currently within the University of Connecticut system to have two separate bargaining units representing similar types of workers in different divisions within the system.

When all is told, it's difficult, if not impossible to glean the rational for SB1046. As stated earlier, we acknowledge the problems within the current system. What we do not believe is that that the proposal to merge a technical college system into the community college system adds up to a solution to these problems.

As you know, there's been a lot of newspaper media reports about the existing technical college system as well as about the collective bargaining

agreement between the administration and the faculty union. In closing, we would suggest that the Connecticut AFL-CIO urges this Committee to vote not to adopt SB1046, and instead provide for a solution to the problems and technical education that would be both real and not harmful to the integrity of collective bargaining units and the rights of Connecticut workers to choose and maintain their unions. Thank you very much.

REP. COHEN: Thank you, Barry. Questions. Thank you very much.

BARRY WILLIAMS: Thank you.

REP. COHEN: Marilyn Menack.

MARILYN MENACK: Representative Cohen, members of the Education Committee, and regards to Senator Sullivan, I am Marilyn Menack. I am Provost of Tunxis Community College in Farmington.

Should this Committee proceed with SB1046, I would like to support the concept contained in the legislation, from the perspective of my own institution and also as an individual who is employed by a comprehensive community college for 17 years prior to coming to Connecticut.

As far as Tunxis is concerned, it would be reasonable to propose that with a close working relationship with technical education in a more collaborative system, the ability to expand our program offerings in response to the needs of our service region, which includes the manufacturing communities of Bristol and New Britain, we would be serving our constituencies well.

Tunxis has experienced a steady enrollment increase and would welcome the ability to explore ways to introduce technical education to its student body, and not be part of a strategy which would de-emphasize technical education, but to explore ways to introduce, enhance and expand our students' choices.

Prior to coming to Connecticut, I was at Westchester Community College, not too far away over the border in White Plains for 17 years. It

was a comprehensive community college which contained a large engineering division along with a business and social science division, an allied health division, and a humanities area.

I'm here to report that the collaboration works effectively, and collegially. I can attest to the fact that it does widen the perspective of the professionals working in the institution and increases opportunities for students, especially female students who might otherwise be exposed to or would consider non-traditional careers. Lauren Weisberg essentially said what I was going to say. The regional community college system which has almost 70% enrollment of females, with its strong tradition of open access and support services, innovative marketing approaches, both externally and internally, could in fact create a comprehensive system, which builds upon the strength of

(GAP BETWEEN 4A AND 4B)

systems. This would broaden access and widen opportunity. Thank you very much.

REP. COHEN: Thank you, Marilyn. Marilyn, can you tell you us what the budgeting system was like in Westchester. Was there a separate budget for the technical division?

MARILYN MENACK: No, there was an institutional budget that was - the academic budget, for instance, was managed by the academic dean, and there's no question that some of the technical and allied health areas had smaller classes than some of the offerings in my division which was more business oriented and social science oriented.

Classes in my division were more lecture oriented and larger, and that was recognized within the institution.

REP. COHEN: Thank you. Other questions or comments? Thank you very much, Marilyn. John Arnet. No John. Okay. David Cannon. No David. Murray Gerber.

MURRAY GERBER: Thank you, Madam Chairman.

REP. COHEN: Murray, you have written testimony?

MURRAY GERBER: Yes, I do.

REP. COHEN: Can we ask that it be summarized and distributed?

MURRAY GERBER: My written testimony is summary of many of things that you and I have talked about and others, and I would like to have the number of people who are here be privy to these remarks. I will keep them short as I can.

REP. COHEN: I knew you would.

MURRAY GERBER: My name is Murray Gerber. I'm testifying today as head of Industrial Advisory Group to the State Technical College System, but more as a small business owner to whose business technicians are a very critical and important component.

I'm a member of the University of New Haven Board of Governors and the Meriden Middlesex County Private Industry Council Chairman. I'm also an engineering graduate of MIT, and in this I differ from Dick Gamble's testimony this morning and suggest that MIT experience shows that independent organizations, and not consolidated ones, can also work quite well.

So I have some knowledge of education and particularly technical education. Those of you who know me also know that I am Chairman of CBIA, and the Connecticut Public Expenditure Council, but I do not speak for those associations on this topic today.

I have been an interested party in this issue since the consultant's report was first made public. I've attended every public meeting and testified at most of them. I have in recent weeks had lengthy conversations with Commissioner Glasgow and with Executive Director Richard Libby, with two presidents of the State Technical College System and with others.

It is an important issue to me. When I first got involved I thought the whole issue was about enrollment, and I said so. However, in that I was wrong. There are very real problems with the technical college system. Wholesome enrollment might have masked those problems, but would not have resolved them, and I thank the Commissioner and Dick Garris from Stanley Works, and Dick Gamble and others for providing me with that enlightenment.

On the other hand, my position from the beginning has been that a consolidated or comprehensive system as you call it, could work, but that the process of going from a two system organization to a single one was filled with risk and danger that technical education would suffer, and I continue to believe that, ladies and gentlemen.

In fact, based on this bill and the flaws in this bill, I'm more convinced than ever. This new board that you're creating will be borne in controversy and contention. It will be embroiled in legal, fiscal and labor problems from the start. They will be operating in a public fishbowl and may not be able to get to establishing policies and goals which should be their first priority.

They won't be able to get to that at the start as they should, and that part is the good news. The honeymoon will be over within a year when they will have to come up with their own independent budget. They are heavily unbalanced against the state technical colleges, and that will not show up for a year but it will take years to resolve the problems that are created by that imbalance.

I agree that there are problems that must be solved. I do not believe that merging systems or that this bill will solve the problems. I do believe that chaos may result from this bill. As powerful as you and the Legislature is, you cannot solve difficult labor, recruitment or education problems with the stroke of a pen or by ordering them to be solved, and I urge the defeat of this bill.

Having said that, we are still left with the problems that must be solved and how to do it. The answer is to get back to management basics. Your instrument to solve problems in the technical college system is its board of governors and the management team. I believe the root cause of the problems that we've been talking about for these months is the absence of a current, clear cut specific policy on what direction you want your state technical college system to move in, and a prioritized list of problems that are to be dealt with.

Answer the question, for example. Are we training people who can go on to four-year technical educations or are we training technicians? The answer to that question is not clear to the people in the system right now, and the answer resolves faculty credential, accreditation, enrollment standards and curriculum issues.

A prioritized list of problems headed by resolved labor relations situation and regain management influence over labor and includes also such items as broaden outreach and recruitment efforts to increase the percentage of non-traditional students, are issues management can sink their teeth into, and if management does not show results, fire them. Current management is doing what it thinks you want them to do and it's being criticized for other things. There is no compass on board that ship.

The problems we want solved can be more quickly and surely solved, with less upset and less risk, by providing clear new policy guidelines and objectives to a new board of governors and a new management, than by merging.

I left a lot of supporting detail out of this thing, or a lot of the issues, the problems with the current technical college system, the problems with the bill in the interest of providing you some short testimony. I'll be glad to try and expand on them if you'd like.

SEN. SULLIVAN: If only our economy of budget was matched by your economy of words, Murray.

REP. COHEN: Are there questions? Let me ask you. Tell me what's wrong with the technical colleges now.

MURRAY GERBER: I plan to. There is a labor problem. There is a clear cut labor problem. Management does not have control over the people that work for it, and I don't think management is totally... Okay, I'll just list the problems. I won't tell you, if any...

REP. COHEN: Okay.

MURRAY GERBER: ...additional comments. There are some curriculum problems. There clearly are some curriculum problems. There is an outreach problem, how to get more and different new people in. There is a resistance to change throughout the organization that probably should be changed. There is a need to become more student centered as you've heard, and in my opinion, the root problem is that there is a lack of direction and vision.

Management does one thing, but the vision that's needed to say where you're going will, if you clearly define that, you will also at the same time clearly define what's wrong with where you're presently going.

I think all of these things can be resolved with an organizational format just like you have now, and if you're not happy with it, I think that frankly the present state technical college board of governors and management is capable of doing this, but I think given all the articles in the "Courant", and the politics and the words that have been going on, they've probably been spoiled for the job.

I think that a new board should be selected, and they in their turn will take care of what's needed on the management side, and I think the first order of priority ought to be an updated set of policy guidelines and as I say a prioritized list of the problems you want management work on.

REP. COHEN: Thank you. Other questions? Thank you, Murray.

MURRAY GERBER: Short enough?

REP. COHEN: John Vaitkus.

JOHN VIATKUS: Senator Sullivan, Representative Cohen, members of the Education Committee, my name is John Vaitkus, and I've been a faculty member at Waterbury State Technical College for 22 years, am currently Chairman of the Humanities Department and acting Chairman of the State Technical College System Senate.

I speak in opposition to SB1046. The tone of SB1046 is derogatory toward the Technical Colleges's envied reputation for excellent graduates, is punitive and destructive and worse does not design a structure which is solely dedicated to improving technical education.

Connecticut, its citizens, students, industry, economy, and quality of life, deserves better promise than SB1046. A better way is clear, strengthen the existing system immediately and then give serious consideration to vertically organizing the delivery system of technical education in our state.

Some strengthening has already been put in place. In February, the Board of Trustees for Technical Colleges established a 16 member System Senate charged with developing new programs. The Senate, composed of two faculty and one administrative designee per college plus one representative from central office, has been elected and is currently working on bylaws. A number of new programs are about to be submitted to the Senate.

A Senate is vastly superior because it brings faculty and administration together. Now some 200 faculty can be involved in program development when previously they were denied that role. Faculty now have direct access to the Board in matters that pertain to educational interests when not permitted to before.

Faculty will have a role in recruiting new students and a say in how to retain current ones. All this suggests a new sustainable enthusiasm for technical

education especially since the direction is toward local college senates where efforts can be responsive and expedited because they are focused.

While it may be argued that it took the combined actions of NCHEMS, the Board of Governors, and the Education Committee to bring about change, I'd like to respond to Representative Wyman's question to Dennis Bogusky a few moments ago about the Senate. He made reference to his being hired way back in 1980 at a time when faculty were making a presentation before the board for such an activity.

The date was May 8th, 1980. I was the speaker making a proposal for a faculty advisory council. There have been numerous attempts at working with the board all getting increased emphasis and finally culminating in a Senate, not a faculty Senate, a Senate with administrators, everyone votes, and everyone works together.

However, it could be argued that it took the current situation to bring this about. In addition to that, you must recognize that this is an accomplishment. It's been elected, and it is working and I believe the Committee has to decide whether additional modifications to the existing system, whatever they may be, would be more likely to succeed that SB1046's suggested experiment with its larger central office and no Senate.

We acknowledge that our program offerings have to expand and STC operations have to decentralize. Yet upon close examination, SB1046's merger solution achieves neither goal. The community college central office only gets larger and its non-engineering faculty is not afforded a role in the decision making process of the system.

We are told to hurry up and believe that, with a new 19 member board, three members with technical expertise will be able to safeguard and enhance technical education. No, they will not. Technical education will be at risk and outvoted.

Dedicated focus is the key to strengthening technical education. I believe that a purposeful strengthening of our current system will assure that the quality of technical education is

preserved and enhanced in the future. A strengthened technical college with improved program flexibility, and not the flexibility in the recommendations of the Board of Governors which govern only certificate programs when the NCHEMS group pointed out pre and post audit should be for more, program review for accountability and program review for avoidance of programmed failure is an awful lot of ways to fail, and there could be a lot of students at Matituck Community College in Waterbury who might want to avail themselves of some of the programs in my Department of Humanities.

Yet we can't take them because we're full, and yet everyone says there's 50 faculty too many. I've been opening closets looking for them. I've even tried the community college. Can we borrow some? They said no. So avoidance of program failure, program review for accountability and improved program flexibility, I believe holds the greatest promise for the future of technical education in our state.

Lastly, when a major structural change in higher education needs to be done, it needs to be done well. The Legislature has a study on the technical colleges before it, but you do not have a study of the community colleges. If you rush to merge and the experiment frails, you might not be able to reverse the damage. Are bigger community colleges the only answer?

Would an inquiry into what is the best structure for technical vocational education in Connecticut conclude with a new mission statement that somehow aligns the vocational technical high schools with the technical colleges? NCHEMS did not explore this possibility because they were not asked to. Since they are from Colorado, were they even aware of our unique dedicated vocational technical high school system?

This mission's potential benefit to the state deserves exploration. The educational range of grades 9 through 14 suggests low-tech, mid-tech, high-tech program expertise already in place, experienced proven. There are more sites across the of vo-tech high schools than there are

community colleges, coupled with the technical colleges, all having existing high cost labs in place instead of having to duplicate them in community college sites.

There would be no more employer confusion over where to secure relevant work related training. Faculties with required technical or vocational backgrounds coupled with academic credentials, both faculties sharing a commonality of interest. Both institutions get an immediate yearly report card. The graduates are sought after an get jobs, and there perhaps are even more benefits.

The question comes down to if we're interested in technical education in our state, would the state benefit more with a vertically organized structure dedicated to the delivery of vocational technical programs at more high school locations and 5 college sites than at community colleges?

Would the state's business and industry be more comfortable with this new mission being entrusted to those they know rather than to an experiment? Governor O'Neill recently unveiled a new state initiative to make our state's economy the nation's top world exporter.

Would you entrust our state's economic future to an uninvestigated, hurried, flawed experiment? NCHEMS cautioned that merger, the third option, was a risk. Connecticut deserves that all the homework be done before you decide. I believe that SB1046 needs more homework. Thank you.

SEN. SULLIVAN: Thank you and thank you for the correspondence that you have shared before today with I don't know, certainly myself and other members of the Committee on this issue. In the terms of risk, understanding that there is risk in the direction of the bill before us, what risk is there in not passing the bill that's before us and trusting the system which has failed will suddenly reform itself?

JOHN VAITKUS: I think it's very clear from the testimony that you've heard so far that people do accept the fact that there has to be change. There has to be improvement.

SEN. SULLIVAN: Where was that acceptance before the evaluation done by NCHEMS and commissioned by the General Assembly last year and before this legislation was before the General Assembly this session?

JOHN VAITKUS: I think it began with the enrollment management that was put together by the board late last spring and early summer.

SEN. SULLIVAN: Would you say that that has made a significant difference that there is evidence prior to the legislation and prior to the actions of the General Assembly that what someone called a culture of complacency, is that ready to change? I'm not really talking about the campuses now. I'm talking about the direction from the top, because it is true that what happens at the bottom the pyramid is important.

It's also what happens from the top and what leadership is given, and I guess how would you share with us answers to our concern that if this Legislature does nothing, if we put our trust in the system that is there and leave and end the bill, that we will not be right back here one year and two years from now asking the same questions, finding the same problems. How do we get an assurance that that's what's going to happen or not happen?

JOHN VAITKUS: One of the suggestions in the NCHEMS report that was somewhat incorporated in SB1046 has to do with the concept of decentralizing running a system from a remote command post in Hartford, and setting up local operating boards on each one of the campuses.

Those boards being very receptive to the local needs of that particular region. I think that statutory authority being added by this legislative session could insure and give the impetus for the technical colleges to become even far more responsive speaking from myself not as the center on that one.

SEN. SULLIVAN: So you think that if the governments I take it as opposed to programmatic initiation because we have discussed the need for devolution of program initiation, but the govern in structure were to become essentially five separately governed technical colleges with five separate boards or advisory councils, that that would be enough?

JOHN VAITKUS: I said local operating boards, not policy boards. New programs...

SEN. SULLIVAN: So we would divide operation and policy.

JOHN VAITKUS: Yes.

SEN. SULLIVAN: I see.

JOHN VAITKUS: Even if it was going to be originally advisory in nature. Forgetting that responsive group, some of the testimony that we heard today had to do with people who came to a particular college with some programs and apparently didn't, weren't happy with the result. If that particular body were able to bring that expressed need to the policy making body, I'm quite sure the result would have been quite different.

SEN. SULLIVAN: So is it your impression that nobody has brought those expressed needs to the policy making body over the last five, six, seven, eight, nine years?

JOHN VAITKUS: I wouldn't be volunteering my time on the Senate if I didn't think that we had that particular capacity, and that's the rightness of the Senate, and that ideas can come up.

SEN. SULLIVAN: What has happened before that? It took you this long to come, not you personally - it took this long to come up with a very positive step - nine years? Why nine years?

JOHN VAITKUS: You're asking a question in my judgment, is the system ready to respond, and my answer is yes.

SEN. SULLIVAN: Based on what evidence? I guess that's what I'm really asking. What concrete evidence?

JOHN VAITKUS: Based upon the evidence of faculty greatly endorsing the concept of Senate and willing to work on it. Programmatic development, program development is very, very time consuming. New programs, better recruitment, retention, responsiveness are campus level intensive, not central office effective, certainly not Board of Governors effective.

I think that's what you're looking for. You're looking for institutions which are responsive. I believe the institutions of the five technical colleges want to be responsive, and I think they're asking the opportunity to do that.

SEN. SULLIVAN: And there is something inherently wrong if that responsiveness is created, not only for the technical colleges, but for the community colleges within a down-sized central office, down-sized central operation.

I think you've put your finger on a very important point. It's one of the reasons why we commented early on in this hearing today about the need in all of higher education for bottom up approach rather than a top down approach all the time, or at least a bottom up approach that doesn't take a lifetime to get from the bottom to the top and back down again.

That does or does not relate to whether there's a 16, 19, 20 member board, whether there are two types of institutions in the system. It really relates to how we run our systems.

JOHN VAITKUS: Yes, but now let's take a look at what's going to happen to a group of people who are working to develop new programs, and they're now taking a look a the three year lead time that NCHEMS points out between the time you begin working and the time that's supposed to come on line and the Board of Governors has a requirement that there has to be a full time faculty member in

charge of that program for quality which is an excellent idea, and that faculty member's not there.

A previous speaker happened to talk about optics as a program that people were frustrated about with the technical colleges. That person who started that whole endeavor shares an office right next to mine. He went to Perk and Elmer and he got all the people and not a business advisory committee in place. He then designed with them a program in place, and then Waterbury went to get that okay and there wasn't a faculty member that could be assigned to that program.

I've seen that go on time and time again. It's the frustration of trying to get this particular thing going and it's our belief if we can get it going on the local level and then post audit it, that's where we're going to see responsiveness. When we say, wait a minute, we want you to do these new programs, but now we're going to program you to fail because at the end of three years you're not going to get that position, then we'll be back here, and you'll be saying the very same thing and I'll be saying the very same thing, because somewhere along the line we've been programmed to fail.

SEN. SULLIVAN: Which is to suggest that what we need to do is change the process irrespective of whatever decisions are made about the central degree of governance.

JOHNVAITKUS: But if the central degree of governance does not have a priority, if the central degree of governance has to run the programs that they're used to running and if those programs are lean programs, versus having to divert resources, limited resources to those programs that are very, very expensive.

(cass 5)
You're going to be faced with a structure that's going to be asked to live with dollars that buy less because of inflation, and now they've got to make certain programmatic cuts. Are we going to, in effect, cut a hundred technical students or are we going to lay

off a thousand, two thousand, four thousand community college students in order to run a few technical programs? That's the problem.

SEN. SULLIVAN: But the system we have, as I understand it, a separate, government system for technical colleges. You talk about diversion. Took funds that were intended for campus, and diverted them to central office. That's within the existing system. So the existing system's no guarantee of your result, nor is a changed system a guarantee of your result, because you're really asking for --

JOHN VAITKUS: The result is much better guaranteed if you have local councils.

SEN. SULLIVAN: I agree with that. I have no dispute about that whatsoever. And that's one of the reasons why the bill looks towards local councils for every one of the colleges.

JOHN VAITKUS: And that's needed.

SEN. SULLIVAN: That is needed. But I guess I'm not making the connection between the turf, whose system, versus how the system operates, the subsequent issues.

JOHN VAITKUS: Having been in state service longer than I care to admit, any structure is fine, in years when the economy is expanding. It's when we enter these periods, when all of a sudden we have to cut back and we have to start prioritizing, it's our conviction that if we are in a larger organization, that those cuts are more going to severely impact technical education, having been put into a larger system, than were technical education being kept to its own, and prioritizing within technical education, rather than have to trade off choices with other programs.

SEN. SULLIVAN: Because you distrust the legislature's determinations as to, well, who makes the decisions upon the allocation of funds?

JOHN VAITKUS: It's whatever funds are given, how those are going to be allocated.

SEN. SULLIVAN: What I go back to is we have a system that made some decisions about the priority of the allocation of funds, and they weren't used for that purpose.

JOHN VAITKUS: You just said that if you have the local councils in place, that's going to markedly shift, deter that from ever happening again.

SEN. SULLIVAN: I think you point out well one of the important ingredients for higher education, generally. My question is still not resolved as to what's magic about the turf, but I think you're right as to what's magic about changing systems. Other questions? Thank you.

JOHN VAITKUS: Thank you.

SEN. SULLIVAN: President Fisher.

JOHN FISHER: Senator Sullivan and members of the Committee. I appreciate this opportunity to speak with you this afternoon, moving toward the end of a rather long day. I'm John Fisher, President of Norwalk State Technical College. I've been President there for the last 26 months.

My remarks today are of two kinds; one kind is unprepared, and the other is prepared. The unprepared is the result of listening to some of the things have gone on today, and thinking there are a few things you ought to hear from a man who's in the trenches on a lot of this. Earlier today there was some discussion which would lead one to think that our linkages with vocational high schools are somewhat tenuous. That is not true. Last year, I signed articulation transfer agreements with four vocational high schools in the proximity of Norwalk State Technical College.

We do enroll vocational high school graduates and within the last two years, we obtained both the valedictorian and the salutatorian from one of the graduating classes of an area vocational-technical high school. I think that another item that should come to your attention, I have had some experience in merger in higher education. I thought I might share this with you. Before becoming President of

Norwalk State Technical College, I was Vice-President for Academic Affairs at the State University of New York College of Technology at Alfred, New York, a college that has 3,800 full-time, mostly resident students, 223 faculty. I was responsible for all those faculty, and that's more faculty than we have in this five college system.

I was the chief architect of a merger in that particular institution. We had two schools, both suffering declining enrollments. A committee was established, we thought it would be a good idea to merge these two units. We established a committee to study it with representatives from both sides. The committee recommended merger. Our purposes were certainly laudatory. We felt that we could faculty back and forth in the transfer of teaching. We felt that students would readily transfer back and forth and in one of the units, we were having difficulty with enrollment, and we thought this might build the enrollments up in that other unit.

So we went ahead with the merger, and it didn't work. It didn't work from the point of view that the purposes we had in mind were not served. We were really not able to use the faculty very much for cross-teaching. The enrollment in the school that we were hoping would increase, in fact, has continued to decrease. Students did not transfer back and forth. So, our purposes were really not served in that particular situation.

There was some discussion earlier this morning about University of Connecticut, and the enrollments in engineering in that particular college. In the school that I left to become President here, we had a school of engineering technology, with about 800 full-time students, in that particular school. There were other schools available, a school of business, school of liberal arts and so forth. Our experience was that essentially students who were having a tough time in engineering, would transfer over to the school of business, transfer over to the school of liberal arts. The transfer the other way was practically negligible.

Moving on to my now prepared remarks, I'd like to make essentially four points, perhaps in a little different way. Some of this you've heard before; some of this you haven't heard. The Connecticut State Technical Colleges are certainly not unique in the decline of enrollments in the kinds of programs which they offer. This is a national phenomenon, not local. In our state of Connecticut, in fact, there have been decline in similar programs in other institutions. I quote from a report released this spring by the Department of Higher Education, state of Connecticut, "Degrees in engineering and related fields were down for the third year in a row. Within the state, bachelor's degrees in engineering began to decline in 1984-85, and have fallen 27.1% since then. Similarly, degrees in mathematics, at all levels, have declined 18% since 1985-86. Degrees in the sciences are down as well."

My second point, and this was mentioned a little bit earlier today by Doctor Libby, but I thought I would emphasize it. Two year programs in public colleges in the United States are offered through a variety of different kinds of institutions. Our Central Office has a study which shows that in 38 of our 50 states, two or more kinds of public colleges offer public post-secondary two-year programs. In fact, three or more kinds of schools usually deliver two-year public post-secondary programs. The single kind of public college offering two year programs completely in a state is a relative rarity.

My third point is to caution you against taking a major step without some kind of detailed plan in place. Much of the testimony that you have heard today has been as a result of really there not being a clearly defined plan as to what would happen once the legislation were enacted. That's a lot of the testimony that you've already heard. Remember the NCHEMS study group only delivered its report of November of 1988 with action by the Board of Governors in January of 1989. This is a very short time line. Has anyone projected cost savings and possible added costs?

I would find it difficult to vote for taking a significant action such as this without at least some kind of plan which lets me know in some detail exactly how technical education in Connecticut is going to be enhanced, how more students are going to be enrolled in technical education programs, and how more students are going to be graduated from these kinds of programs and much is all of this going to cost.

My fourth and last point, and this is one that I don't believe you've really heard today, is that most of the technical college Presidents are relatively new on the job. These colleges have been roundly criticized because of declining enrollments, and yet most of us are new, and it does take time for us to show what it is that we can do. I offer you, as an example, this Viewbook. There are copies that will be distributed to you by one of the young ladies at the desk. This is a Viewbook which was prepared at Norwalk State Technical College, which we expect will help us to increase our enrollments.

This is the first time in the history of that institution which was founded in 1961, this is the first time that that institution has ever had a Viewbook. How did we get the Viewbook? We got it through the very diligent efforts of Mr. T. Ross Ballou, who got much of the work donated, John Fisher and Raymond B. Assotti who also work at that institution went around on corporate doors and raised the money ourselves to pay for this document. There is not one penny of Connecticut taxpayer's money in this particular document.

I only cite this as an example of what it is that we are trying to do to turn the enrollment situation around. In closing, I urge you to retain our present technical college structure for the next two years, to adopt model one of the NCHEMS report which calls for essentially, more local autonomy. The ability for the five technical colleges to operate more autonomously and more independently and more responsibly to their particular area.

I have indicated to you that the Connecticut State Technical Colleges are not unique in the decline in enrollments in engineering, engineering technology and natural sciences programs. Further, it is not typical in United States to offer public post-secondary programs through only one kind of institution. Diversity is the key word here. What is being considered is a major step. I urge you to proceed with caution. And finally, I would say, most of the State Technical College Presidents are relatively new on the job. We need more time to really make a difference.

I would entertain any questions you may wish to ask.

REP. COHEN: Thank you. Are there questions? Thank you very much. Rich Grante. Eileen Bacchus.

R. EILEEN BACCUS: Thank you. Representative Cohen, members of the Committee. I appreciate this opportunity to be able to comment very, very briefly on this bill. I am Eileen Baccus, President of Thames Valley State Technical College in Norwich, Connecticut. In the nearly 20 years of my residency here in the state of Connecticut, 14 of which have included service to the state in higher education, it has been my privilege to observe the process of the legislature, as it has carried on the important business of the state.

During that time, I have been proud of the deliberateness with which the elected officials have reached important decisions. Yes, there is a shortage of trained, certified technicians in this state. But access to the state technical colleges is really no longer an issue. Adequate preparation in the most basic mathematics and science, really is an issue. And this is as much a secondary school problem as it is a post secondary institution concern.

Yes, there are significant new emerging technologies which impact current and future curricular needs. And yes, there are gaps in technical education when viewed as a continuum. But, lots more planning needs to be done around providing the means to reach the ends which we all

so desperately want to reach. In addition to closing these gaps, there is an urgent need to update and upgrade the existing engineering technologies with new expensive equipment. At Thames Valley State Technical College, we have, among others, an exemplary public institution, private industry partnership with Northeast Utilities.

That partnership was formed approximately five years ago, prior to the beginning of my tenure, less than three years ago. This was begun as a formal signed agreement between the state of Connecticut and Northeast Utilities, via Thames Valley State Technical College. Yet, when it came time for the state to institutionalize this nuclear science technology program, the request for funds for the nuclear training simulator, the key piece of equipment for that program, and the conversion of two faculty positions for that department, were subjected to as much scrutiny and debate as if it were a proposed new offering with no track record, no student demand, and most importantly, no signed agreement.

Yes, Thames Valley State Technical College has been selected by the IBM Corporation, to become the first institution in New England to participate in the computer integrated manufacturing partnership. The agreements spans three years, and allows for the provision of nearly a half million dollars in equipment and other services to the institution. The equipment and the resulting new curricula can provide Thames Valley State Technical College the opportunity to be on the leading edge of this new manufacturing technology, and to provide training and re-training for current students, new students, IBM employees and its customers.

Earlier, a component of this draft legislation, was described as allowing a takeover of the technical colleges by the community colleges. This is unfortunate that media coverage, etc. have led us to such a point as to be perceived as in a situation of possible takeover. But I would submit to you that is probably being viewed as industry as a hostile takeover. This, ladies and gentlemen, is

a concept which is readily understood by the corporate community and could put at great risk, the final signing of this very important agreement.

Much has been said regarding the cost of inaction around improving technical education in this state. The cost of hasty action on this piece of legislation may be more than technical education, both secondary and post-secondary can bear. There are no details offered in terms of opportunities lost, if hasty passage of this legislation does not occur. There may, however, be significant losses in equipment and human resources if passage does occur hastily. In transition phases are so nebulous at the moment as to defy concise explanations.

The hidden costs, in various pieces of this legislation, may be enormous, in comparison to the cost of continuing separate systems while a substantive presentation of government's and organizational models can be put in place. I appreciate your consideration of these points.

REP. COHEN: Thank you, Eileen. Are there questions? Thank you very much, and thank you for being so patient. Chris Murphy.

CHRIS MURPHY: Good afternoon. My name is Chris Murphy. I'm a student at Waterbury State Technical College. I'd just like to explain to you a little bit of how I got here this afternoon.

It had been ten years since I've been in high school, since I graduated high school and I went back to college this year.

REP. COHEN: I won't tell you how long it's been since I graduated.

CHRIS MURPHY: When I arrived in college, I decided that I wanted to be involved in what was happening on our campus, and I became a member of our Advisory Board to the Central Committee on the Higher Education Complex, I have the name here. The Advisory Committee to the Central Naugatuck Valley Region Higher Education Center's Executive Committee - it sounds official.

As a student representative, I attended a meeting. The first meeting was December 1st. It was a very interesting meeting. We were told that an AVA report came out. We were told that it was lost in the mail. We were told that there would be a hearing on it on December 14. It was 93 pages. I received it on the evening of December 12. It was 93 pages that could not be read in an evening. I had to go back to college on the 13th, and inform the students that I represent what was being done and what was being said, and then go to the hearing on the 14th and testify as to how I felt about this. I little bit impossible, to put it mildly. And keep up studies.

At that hearing, we provided a petition, 250 students. We only had one day to assemble it, requesting another hearing, so we were afforded an opportunity to read this report, and come forward and testify about it. We were denied that meeting. What we were told was that on January 17, we could come forward to a hearing in Hartford, and we could testify at that point. It wasn't acceptable, but what we had to lived with, we lived with it. We were also told that there would be another hearing on January 5 on the NCHEMS report. We were told by members of the Higher Education Board, Higher Education Committee, that they would send us the NCHEMS report immediately.

This is December 14. It arrived on our college campus on December 28, during Christmas break. We arrived back to school on January 4. One day to read the NCHEMS report, inform the students and go to a hearing. Very good treatment. We went to the hearing and at that point we were informed that on the 17th, no public testimony would be taken. We would not be afforded the opportunity to discuss the AVA report that we were not afforded the opportunity to discuss in the first place. It's a little more fun.

We then accepted this, unhappily, and have made the constant complaint that we're not being afforded an opportunity to discuss what the effect is on us. The final meeting that we attended, hearing we attended, was on January 31. It was when the Board of Governors voted to go forward. That was a very

interesting meeting. We arrived in the morning. We were given a four page report of what was being discussed. We went out to lunch and came back and a 31 page report was voted on. It gets a little wondering, what's wrong here? Why are we being denied the access to the information? Why has this been pushed through so quickly? What is being hidden here?

We haven't been able to find out. We were told initially that this merger proposal was designed as a cost-cutting measure. Well, we decided to look into that. There is no way that the way they were discussing merger, with no plan, that we could see the cost cut. So we said that. Where's the money going to be saved? The decision was changed, then, that it was a way to better deliver the technical education. Well, I'm getting an excellent education. I have never been so challenged educationally in my life. I am learning, and I feel that the other students are.

So there's definitely not a problem with the education on our campus. Now, there's another thing that we've been asking. Why is there no plan? Why is this proceeding without a plan? How can anyone vote to do this without laying out a plan to be discussed? Still no answer. I'm asking again, today, how can you do this without a plan? We're not saying, don't do it; we're saying, give us a part in it. Show us a plan. Still not offered. You're going to vote this week, and it's going to be yes or no.

The most interesting part of all of this is though the technical colleges have been put under a microscope. Nothing has been done to study the community college system. How do we know, and we acknowledge there are problems that need to be corrected, how do we know we're not being taken out of the frying pan and thrown right into the fire? Half of the studies have been done, and you are here to vote. How can you vote with half of the information before you? It is a little unreasonable for you to be asked to vote on such a measure, and it is very unreasonable for us to be asked to live with it.

I think that this Committee should table this motion immediately. This proposal is not going to meet any needs. Half of the work has been done. You can't move forward with half the information, not to vote intelligently. Not to serve us, the voters. I've been a voter for 12 years, and I've voted religiously. I've been a taxpayer for that long also, and I've paid my taxes. I expect the courtesy of getting a full and thorough investigation of what is being done, and then go forward and vote. It is not being done.

You're here with half the information. Now as I was saying, we were told that this was a cost cutting measure, then we were told it was to increase the delivery of education. Well, let me read you what the purpose of your bill is. The purpose of your bill is to expand the jurisdiction of the Board of Trustees of the regional community colleges to include the state technical colleges. Well, how do we know the community colleges work? Someone here please tell me, how do we know they work? I haven't seen anything to show me they work. I haven't seen anything to show me they don't, but I'd like to know. My future is on the line.

More than that, my children's future. When I graduate, I'm free. I've got my diploma from Waterbury State Tech. I can't be hurt by this. But what about my children? My sisters and brothers that are young enough to be going to college now, or will be very soon. My nieces and nephews that will be going to college in the near future. How do I know that the quality of education I am being provided will be afforded to them? It is hypocritical to ask you to vote and go forward without the information, and for you to take a vote on this measure without the information, shows that you really do not care what the voters and taxpayers of this state care about. Thank you.

REP. COHEN: Let me first make a point of clarification to you so that you will understand what happens when this Committee reaches its deadline on Friday. We have a number of options. One is to do nothing. One is to vote for the bill as the language appears

now. One is to vote against the bill as the language appears now. One is to vote for substitute language. So a variety of these can, may or may not happen.

I'm interested in knowing who told you that it was the reason for the discussion about merger was based on cost cutting?

CHRIS MURPHY: Actually, through this whole thing, we have been getting mixed signals from everyone, across the board.

REP. COHEN: Who told you?

CHRIS MURPHY: We asked at the Committee hearing in Waterbury. I think if you go to the tape.

REP. COHEN: This was the Board of Governor's?

CHRIS MURPHY: The Board of the Ad Hoc Committee, which also told us that we would be getting the opportunity to address this later. That Ad Hoc Committee told us that this is what it's for.

REP. COHEN: Whose Committee was it?

CHRIS MURPHY: Of the Board of Education. The Ad Hoc Committee of the Board of Higher Education.

REP. COHEN: It was the technical . . . .

CHRIS MURPHY: It was the Committee on the AVA report that recommended the merger.

REP. COHEN: That was said at the hearing in Waterbury?

CHRIS MURPHY: Yes, it was.

REP. COHEN: Let me ask you something else. Explain to us how the postcard writing campaign has developed from Waterbury. Is that being done as a class activity? As an activity of your council?

CHRIS MURPHY: I'm a member of the Student Action Committee. We approached students, and we asked them to do this. There are three members of the Committee, myself, Arlene Brooks and Elaine Levine.

We have been involved in this issue since the 13th, when we got a chance to look at this report, and had not a chance to read it, and got outraged.

REP. COHEN: Let me ask you another thing. You testified about requesting reports and not receiving them in a timely fashion.

CHRIS MURPHY: Yes.

REP. COHEN: From whom did you request those reports?

CHRIS MURPHY: Meryl Harris of the Board of Higher Education.

REP. COHEN: You spoke with her by phone?

CHRIS MURPHY: No, I spoke with her in person on the 14th. She promised me one, transcripts of the tapes would be immediately; two, copy of the NCHEMS report would be mailed immediately. The NCHEMS report arrived on the 28. I had to again request on the 5th that the tapes of the transcripts of the hearing in Waterbury be sent. I have the letter over there. It says, because of Christmas vacation and things being very busy, we just did not get around to this.

However, at future, she offered to send these to me. In the future, if you want a copy of the tapes, there will be a charge. Well, I would have paid the charge in the first place, but she had offered to send these immediately. Let me explain a little bit. In Waterbury, I spoke very well as to this was ridiculous to be holding this hearing, and it was ridiculous to request us to testify with one day with the report.

REP. COHEN: I agree.

CHRIS MURPHY: And afterwards they came running up to me, I mean everybody came with, we'll do this, we'll do that. The Chairman of that Board, Mr. Goldberg, said he would meet with myself and three students privately; however, the press would not be invited. Very interesting, we can be talked to, and then they can say, well, we heard what the students had to say. It's our word against his.

We would not accept that. We wanted the public hearing. We deserved the public hearing. We were denied it.

Arlene Brooks will talk more about things there. There are some other improprieties there that do need to be discussed here.

REP. COHEN: Thank you, Chris. Are there any questions? Representative Wyman.

REP. WYMAN: Chris, you mentioned the community colleges and a study being done and what not. Have you requested any information regarding enrollment at the community colleges the last five years? Have you looked at any of these things at all? Have you requested any information?

CHRIS MURPHY: I have looked into it personally.

REP. WYMAN: Where did you look into it?

CHRIS MURPHY: I went to Mattatuck Community College and asked, and I could give you some statistics, but they're mine, which are really, take them what they're worth. I'm not going to quote statistics like that. But, the Committee found no problems spending over $100,000 to rip us apart, to investigate us, and there are problems. As a businessman and an employer, which I am, something doesn't work, or someone isn't working, I'd fire them. There are needs for change. But I won't quit the business, close it don't because something isn't working. I get rid of what doesn't work and make it work.

What you're doing is destroying the system, and not firing the problem or correcting. My initial, let me tell you, we were really attacked because our enrollment was down, but if you take the national average. Yes, if you read the newspaper, we were very severely attacked for this. If you take the national average, technical education, the enrollment, is down nationally. If you take the fact that getting out of high school, you can go apply for a job at McDonald's and make $7.50 an hour, it's kind of enticing at 18 years old to take

$7.50 an hour to go to college. So with the full employment's economy, it's kind of difficult for young people to see this.

Right now, if you look at the average of the students in my classes, my being 30, most of them are in very close to the same category. It took us a few years to smarten up enough to know that we wanted it and go back. So, there's a problem here that's not being addressed. The enrollment is down, but it's down nationally. We were being attacked for an attrition rate of 40%, but if you look at the national average, that's not a bad attrition rate. If you look at my initial study of the community colleges, if you take their enrollment in the freshman year and their graduating class, their attrition rate is somewhere closer to 75%, to be exact it's 77.

That's just on Mattatuck. I can't give you a system-wide study, but then you've never paid for one, either. But if we're going to improve our attrition rate and not make it so high, how are you going to do this by putting us with an attrition rate of 77%? Community colleges are there for little education, extended education. Not the same. We are there for a degree. We are in a degree program, that is very focused. We don't have flexibility, but you have never heard a student come up here and complain about the flexibility of our curriculum. I like not having that flexibility. I like walking in the door and saying, this is the way you get this degree. This is the way you get out of here employable. You take these courses. I take them, I get out, I get the degree, I get a job.

You don't hear students complaining. The people complaining are not the consumers. The people complaining are a bunch of bureaucrats.

REP. COHEN: Careful!

CHRIS MURPHY: I used the right word. Bureaucrats, people who are not affected by the end product. The end product to the students is not a complaint, or you wouldn't have seen the students here today. You would not have seen us here less than a month ago picketing in front of the capital. You would

not have seen a student response, if the students were unhappy. We are not complaining about the lack of flexibility in our curriculum. We don't want it. We don't need assorted liberal arts programs to fill our curriculum.

I take tech writing. I do a report on computer programming. I'm in for data processing. It's field-related, yet it's a humanities. I take oral tech. I do a report on something computer-related. I'm in computer technologies. I get my course, it's also my humanities are part of and geared with my technology. We're not asking for that to change. To be honest, we don't want it to change. The people who are asking for these changes, are not the students, are not the consumers, and are not the people that are either going to be hurt or helped by this. The problem here, is that the most important people in this system, are not being listened to. We have talked to the walls in three hearings. And I can show you a videotape of the hearing on the 5th and show you what I mean by talking to the walls.

REP. WYMAN: The question that I have is because it hasn't been changed that you've been listening, been talking to the walls?

CHRIS MURPHY: No.

REP. WYMAN: We're sitting here today, for a very long time, listening to as many people as we possibly can, to hear what's going on. I disagree with you in many instances, one being the fact that you talked about a plan, and other people had mentioned it, too. In this bill, it says, that there will be, people that sit down and discuss what the process is on how to merge the colleges.

Now, I don't believe, that anybody that's either written this bill, or sat here today, that want to ruin anything in education. We all spend our time trying to do the best thing for education. We're not here to ruin things. You might call us bureaucrats or anything else, but many of us have dedicated a lot of time and energy to public education and to higher education, and allowing students to partake in it. And I think if you have criticism of certain things, I have not heard.

You're telling us to fire one person, and you leave everything else around. We're looking at the whole thing to see what will work best for the students of the state. It's not a tunnel vision by any means.

CHRIS MURPHY: Can you answer a question for me, then?

REP. COHEN: I'll answer.

CHRIS MURPHY: One is, how can you make the decision before the plan is drawn up, but second, I have a hard time reading this bill. It was really something that was a curiosity to me. I'm not a political science student. My political knowledge, although great since this started, is still very limited.

: I'd give you an A-, you're doing fine.

CHRIS MURPHY: I don't understand how an education bill encompasses general fund, bond funds, transportation funds, local bridge revolving funds.

: Okay, okay, I know.

CHRIS MURPHY: How can we talk about one subject and throw in transportation?

REP. COHEN: Unfortunately, after you look at this a little while, you sort of get the flavor of this. That's in a section that talks about the Department of Public Works being able to secure facilities on behalf of the state. And since facilities need to be, buildings need to be secured for our higher education institutions, it fits in there with all that other stuff that doesn't sound like it makes sense, but that's why it's there.

Are there other questions? Representative Mintz.

REP. MINTZ: Yes. I sit hear listening to you, and yes, the consumers that are in the process now, may think everything's fine, but part of the problem that we have, is that there's a decreasing enrollment, that the business and industry are telling us they need more people, and one of the things that we're looking at is a way to have, if

we merge, community colleges can provide remedial education to get people up to the levels so they can then enter these tech courses, and tech programs, so there can be more people.

I believe there was testimony before when the question was asked about the remedial programs, and Doctor Libby or one of the other people said that yes, we have a program. We have a program for remedial education. And the follow-up question was how many, and what is it? 40 people in a non-degree program to me is not enough.

CHRIS MURPHY: I agree. But, by doing this, and increasing the graduation numbers, are you going to decrease the quality of the education?

REP. MINTZ: Hopefully not.

CHRIS MURPHY: I accept that's not what you want. What we are asking for, is before you make a decision, put it in writing. Show us. Provide us a plan. Let us discuss the plan, and then move forward. It's not an unreasonable request. In fact, I think it's a very reasonable request. If you're going to increase the numbers by merging us and decrease the quality of the education, yes, the numbers are there, but are they employable? A very simple question, and all I'm asking for.

REP. MINTZ: If they don't pass the courses, they're not going to graduate. And if they don't pass the requirements that are set up to get into those courses, they're not going to get into the courses. So hopefully, you're going to graduate people who pass the courses, correct? That quality control is still going to be there.

CHRIS MURPHY: Want an honest opinion? If you want to correct the problem, go back to the grammar schools and high schools, and start teaching math and sciences. I have a high school right now, and if I took that for a math course when I was in high school, I wouldn't have graduated. If you want to correct the problem, go back to where the problem comes from. Don't attack a system that is working. With a national decline, not a local decline. A national decline that's right in line with our statewide decline. We're not out of step with the

nation. There's not a problem here. The problem is that in the high schools, nationally, math and science has been on the decline. You're coming after us and pointing us out, but point out the national averages, the national system. Put us in line with what is expected in this nation. We're not as bad as we are being made out to be.

REP. COHEN: Representative Flaherty.

REP. FLAHERTY: I don't have a question so much as just a comment. I think that everyone in this room would probably be in agreement and clearly the issue that we're trying to address is not is there a problem or is there improvement needed. I think it's, that is something that we know surely there is improvement needed. I guess where the difference happens to come up is what the solutions are. And I'll just say, being from the Waterbury area, I was at that December 14 hearing, I heard you speak, and have spoken to you and heard you at subsequent occasions. I think that having been, pretty recently a student government leader in my college, I would say that you're serving the students there very well, and I think the members of this Committee are all listening.

I'm not convinced what's the best issue. Just based on another thing you said, I'm glad I'm a politician and not a bureaucrat.

CHRIS MURPHY: Yes, there is a difference, by the way. I was not picking on anybody.

REP. COHEN: We won't ask you to label.

REP. FLAHERTY: I just wanted to thank you for the input, and to let you know, it's not falling on deaf ears, and I hope that, this Committee, there are a number of things we can do, and I hope that we can come out with something that's the best for all of us.

I'm still not sure what that is. I don't know if anyone is, but I just wanted to add that in.

REP. COHEN: There's a little hostility here about your

recent. You don't have to keep saying that. Thank you, Chris. I'm sorry, Representative Nystrom, did you ask your question? I'm sorry.

REP. NYSTROM: Thank you. I appreciate all your comments. You're very frank. Previous speakers have mentioned about the good that was done when we went to a two-semester system for the techs, and yet I have seen information that shows me that what that has led to is a reduction in standards for technical education in this state. And I just wanted to share that with you. I think you'll find that this decision has not already been made, at least by members of the Committee. The minds are not fully unified on the position. I can't speak for the Department of Higher Education, however. Thank you.

REP. COHEN: Thank you very much.

CHRIS MURPHY: Thank you.

REP. COHEN: Albert Vertefeuille?

ALBERT VERTEFEUILLE: Representative Cohen, distinguished Senators and State Representatives. I was introduced earlier. My name is Albert Vertefeuille, and I'm Chairman of the Board of Trustees for State Technical Colleges. I also served as a member of the Advisory Committee, along with Mr. Brooks who spoke earlier and Mr. Gamble.

Let me begin. I'm going to, I've got good news and bad news. The good news is that I'm going to shorten my remarks. The bad news is I'm going to make any remarks at all.

REP. COHEN: Well, we have a solution for that.

ALBERT VERTEFEUILLE: Let me begin by first, a lot of what I'm going to say you've heard already, but I just have to say it again. Let me begin by acknowledging that we as a Board of Trustees are aware that there have been problems associated with the technical college system. But, some of the things that have been mentioned today, one being the fact that we have four new Presidents out of five in five campuses. Within the past three or

four years, we have a new Executive Director. We have at least, I counted them today, just out of curiosity, we have at least nine new board members.

So, some of the questions asked today, Senator Sullivan asked earlier, why did it take nine years for the board to approve this faculty Senate? Well, it's a whole new board. The previous board that it was presented to didn't approve it. It was presented again, it was approved. We have a new chairman. I've been chairman of this board for about three and a half years, just a little longer than Dr. Libby has been here. So, I think we need to look at reasons other than it seems that everyone here today seems to think that the only reason we're making any progress and the only progress we've made in the technical college system since this threat of merger has come about.

But let me say that, within the past three or four years, there have been some significant changes made. And some changes that we're really missing pieces in the puzzle. Some things that we needed to have before we could make significant changes in the system. And some of those you've heard. Semester conversion, tuition equity, recruitment and retention study. We needed an 8 to 10 day for faculty members versus an 8 to 4 work day. All of these things have been put together within the last three or four years, many just coming to fruition now, but they're items that were started earlier.

Many of you have been involved in negotiations, for instance, you know that items that are in a contract cannot easily be removed. Some of the things that we're being faulted for, present trustees, present administrators, are being faulted for things that have been in the contract since the first contract was negotiated. One of our priorities this year was to work on the 8 to 10 faculty day. We felt that that was something that should really be a priority. When we did finally bargain to get the 8 to 10 day, and use a no lay-off clause to get it, we were faulted for having approved a no lay-off clause, when in fact, a no lay-off clause would not have had a significant effect on the running of the system.

It's clear that the NCHEMS report did have a number of items in it that we should address. Some of the items that we are now addressing we have addressed since the NCHEMS report. But that is not the only thing that has given us impetus to change. I guess the final thing I want to say to you is that remember that a number of people have said here today, as did the NCHEMS study group, that there is considerable risk in merging the systems. I agree that there is this risk. I think that to merge the systems, with the short time we've had to think and talk about this, one of the complaints I made, when the study committee was deliberating, was that we were not allowing enough time. We seemed to be rushed.

We had not even, for instance, we were talking about merging with the community colleges and we had not even listened to the community colleges, the people from the community colleges. So we did extend our final deadline for issuing a report, and we did invite the community college people to come and talk to us. They spoke to us at one session. We really didn't take the time we should have taken, even in getting this committee work done. I would just then, and again, I said I would make it short, I would just then, by strongly urging you not to approve the proposed bill, and that you follow the recommendation of the study committee, and allow the state technical colleges as they presently exist, to play a lead role in the delivery of technical education.

We have some things in place. We've got some new initiatives that are going to be coming into place. We are already planning a down-sizing of Central Office. I think we can achieve the same results, if not better results, by being allowed to have a little more time.

REP. COHEN: Al, Senator Sullivan, you certainly may.

SEN. SULLIVAN: The Executive Director of the system, serves at the pleasure of the Board?

ALBERT VERTEFEUILLE: No. The Executive Director of the system at the present time, is on a multiple year contract.

SEN. SULLIVAN: Do you know what the statutes say that the Executive Director serves at the pleasure of the board?

ALBERT VERTEFEUILLE: No, I don't think it does.

SEN. SULLIVAN: Do you know of any other circumstance in higher education where an individual has been granted a multi-year contract, in a similar position?

ALBERT VERTEFEUILLE: I can't name them, but I understand that there are some others.

SEN. SULLIVAN: For example, one perhaps.

ALBERT VERTEFEUILLE: I don't know.

SEN. SULLIVAN: Community colleges, President of the University of Connecticut, President of CSU?

ALBERT VERTEFEUILLE: I can't answer that.

SEN. SULLIVAN: Why did you determine to grant a three year contract, and what would you do now if you were dissatisfied with the performance of that individual, the person occupying that position?

ALBERT VERTEFEUILLE: We would do the same thing any other organization would do that has granted a multiple year contract and wishes to end it. You have the option of buying out, of giving a proper warning, and waiting until the contract expires.

SEN. SULLIVAN: So if the board were, for whatever reason, based on an evaluation to determine that that was a step that needed to be taken, the board has two choices. To pay for that step, or to wait out that step.

ALBERT VERTEFEUILLE: Two that I can think of. There may be more. I'm not an attorney.

SEN. SULLIVAN: Does that seem prudent as a matter of policy?

ALBERT VERTEFEUILLE: Does what seem prudent as a matter of policy?

SEN. SULLIVAN: Locking into a multi-year contract for a position which is otherwise perhaps by law, but at least by tradition, at the pleasure of the employing board.

ALBERT VERTEFEUILLE: I think that you do what you feel you need to do as a board, or as any group to retain or to hire people that you think you would like for your system. Certainly, multiple year contracts are not unusual. They exist everywhere.

SEN. SULLIVAN: So that, as an example, each of the executives of our system of higher education.

ALBERT VERTEFEUILLE: That's a pretty narrow scope, just looking at the other executive directors of the higher education system.

SEN. SULLIVAN: Do all of your campus Presidents have rolling contracts for fixed term of office?

ALBERT VERTEFEUILLE: No, they don't.

SEN. SULLIVAN: Just the executive of the system.

ALBERT VERTEFEUILLE: That's right.

SEN. SULLIVAN: And the same concerns about getting the best people don't apply?

ALBERT VERTEFEUILLE: They do, and we have talked about, as a matter of fact, we are still talking about the possibility of something other than the present system for Presidents.

SEN. SULLIVAN: You mentioned, I guess, that some provisions of the present contract have been there for a long time, but have been highlighted in this last round of negotiations. And that is true?

ALBERT VERTEFEUILLE: Yes.

SEN. SULLIVAN: Why do you suppose there have not been more significant efforts to revise those provisions in other rounds of negotiations between the board and the representative organizations that are negotiating with the board?

ALBERT VERTEFEUILLE: There have been efforts. They were not successful.

SEN. SULLIVAN: Consistently.

ALBERT VERTEFEUILLE: Well, since I've been on the board.

SEN. SULLIVAN: I asked this question of Mr. Feen earlier and he was kind enough to respond personally. If this, and I will ask the question in fairness to you as well. If this legislation in its present form does not go forward, would you be prepared in order to provide that fresh start to tender your own and suggest that other members of the board tender their resignation so that the Governor may have an opportunity to create a new board? Which might well include some of the members of the present board.

ALBERT VERTEFEUILLE: I would answer that question to the Governor, but I think that your asking that question of me is insulting and inappropriate.

SEN. SULLIVAN: So you feel that we cannot have any assurance that there is going to be any governance change at all, simply trust that things will get better and go forward from there. Is that the bottom line?

ALBERT VERTEFEUILLE: I explained earlier, I think as you were walking in the door, I think there have been enough changes in the composition of the Board of Trustees. There have been enough changes in the Central Office, in the Presidents that we have made significant changes, and I think we can make further changes, based on recommendations from the NCHEMS group.

SEN. SULLIVAN: But you are not willing to respond to the question as to whether or not you would contemplate . . . .

ALBERT VERTEFEUILLE: Not to you. No, sir.

SEN. SULLIVAN: Pardon me?

ALBERT VERTEFEUILLE: Not to you. No, sir.

SEN. SULLIVAN: Not to the legislature?

ALBERT VERTEFEUILLE: Right. Not to you. Not to you, personally. You're not the legislature.

SEN. SULLIVAN: Well, we sit here on the Education Committee of the Legislature.

ALBERT VERTEFEUILLE: But you're the one asking the question, Senator Sullivan.

SEN. SULLIVAN: And you are the one not answering it.

ALBERT VERTEFEUILLE: That's right.

SEN. SULLIVAN: Are there further questions?

REP. COHEN: Can I ask about how the budget was prepared and discussed at your level? It's no surprise to you, obviously, that one of the concerns has been the drop in enrollment paralleled by a corresponding rise in cost to operate the administrative structure. And, I'm interested in what was discussed at the Board of Trustees level as the budgets were being adopted. Did anybody see this as a red flag that might cause problems?

ALBERT VERTEFEUILLE: The issue of staff underload came up within the past year, and was not seen earlier than that by me, at least, as a red flag. We did receive a letter and this kind of answers a question that Senator Sullivan asked many times today, what kind of direction have we gotten from the Board of Governors.

Since I've been on the board, that's probably the only communication I've ever received from the Board of Governors was the letter from Dr. Lowney within the past year, stating that it appeared that we have too many faculty members, and we need it, based on the formula. And we have since then been looking at the issue. Again, based on contracts and all, you can't just turn around the day you hear such a thing and begin to do something about it. So, we have been looking at the issue, and the problem is, as many people have said here today, you get mixed messages.

We are told on one day that there are to be no lay-offs, and then we are told on another day, that it's alright to lay off. So, it sometimes leaves us in a confused position.

REP. COHEN: I'm sorry. I missed something. Could you clarify the, we were told that you should lay off or shouldn't lay off. Did I miss your comment?

ALBERT VERTEFEUILLE: We sometimes get the message that we, as we did during the past year, that there should be no lay-offs.

REP. COHEN: From whence cometh the message?

ALBERT VERTEFEUILLE: From wherever these messages come from. I'm not sure. From on high, somewhere.

REP. COHEN: Please don't tell me you hear sounds in the night. You have some perception, obviously, that was a directive from someone, and you can't pinpoint it any more specifically than that?

ALBERT VERTEFEUILLE: No, no I can't. But again, even if we had decided we would lay off, there's a process in the contract that takes considerable length of time for lay offs, so we wouldn't have been able to do anything before now anyway. We must give a year's notice to this type of thing.

REP. COHEN: Does your board have any communication with the Board of Governors of Higher Ed other than at presentation time?

ALBERT VERTEFEUILLE: Our board?

REP. COHEN: Yes.

ALBERT VERTEFEUILLE: No.

REP. COHEN: No. So you just go down there once a year, say this is the budget, you dialogue about what the numbers mean, and then you find out later what was left in and what wasn't. Is that the way it works?

ALBERT VERTEFEUILLE: That's right.

SEN. SULLIVAN: Do all of your faculty and all of your administrators, under the contracts, have a 12 month notice provisional or does it only apply to some?

ALBERT VERTEFEUILLE: Only to some.

SEN. SULLIVAN: And the some are?

ALBERT VERTEFEUILLE: Faculty, I think, is the only one with a one year.

SEN. SULLIVAN: All faculty or tenured faculty?

ALBERT VERTEFEUILLE: All faculty, I think.

SEN. SULLIVAN: When the board took some initial action, did the board take some initial actions subsequent to the decision to back off of the no lay off provision, to give notice to some of your employees?

ALBERT VERTEFEUILLE: Excuse me.

SEN. SULLIVAN: Did you give notice to some of your employees within the last six months?

ALBERT VERTEFEUILLE: Yes. Not lay off notices, though. We did notify some people that contracts would not be renewed, which is different from a lay off.

SEN. SULLIVAN: These individuals were not individuals covered by the contract?

ALBERT VERTEFEUILLE: These were non-tenured employees, and they must be notified by a certain date in the year, I think it's April 1, that they would not be renewed.

SEN. SULLIVAN: But individuals not covered by the lay off provisal of the contract?

ALBERT VERTEFEUILLE: Right.

SEN. SULLIVAN: And that notice was deemed to be insufficient at the time given?

ALBERT VERTEFEUILLE: It was, there was a flaw in the meeting, and we felt we needed to repair that flaw and we did, and it was legally done, and that notice had been given.

SEN. SULLIVAN: Thank you.

REP. COHEN: Are there questions? Thank you, Al.

ALBERT VERTEFEUILLE: Thank you.

REP. COHEN: Dorothy Pierson-Aubeny?

DOROTHY PIERSON-AUBENY: Senator Sullivan, Representative Cohen and the members of the Education Committee. I'm Dorothy Pierson-Aubeny, Dean of Students at Waterbury State Technical College, and I appreciate the opportunity to address you concerning SB1046, which I oppose.

You have a great decision because it has implications for the economic well-being of the state of Connecticut. In the Waterbury Alumni Association alone, 6% of our graduates have either started their own small manufacturing businesses or are currently presidents of existing companies. And the decision you have is certainly having grave implications for the future of education in the engineering technology, sciences and mathematics in the state of Connecticut, and also for our alumni and our students in the pipeline.

If you don't think this called-for merger and the adverse publicity has had an adverse effect upon life within our institutions, you're wrong. I would like to direct my comments toward the values underlying the decisions facing you today, after all, they are statewide educational policy decisions. The first value is efficiency. And what's the basis of this call for efficiency, and I'm assuming, in part, it's declining enrollments. And yet, if our state is reflective of the entire nation, and it is, the termination of the state technical colleges is acquiescing to the problem, and certainly, not a resolution to it. And it does represent the dimming down of technical education in this state.

But let's look at efficiency from a different perspective. Usually it's a surrogate for resources versus return. But have you been provided with a document that will cost out, resources versus return over a one year, two year, five year, ten year period of time? And yet, that was one of the guidelines established by the Board of Higher Education in 1982, when they discussed the closure of UConn Torrington.

Let me move on to the next value, economy. There certainly has been a lot of adverse publicity about the mismanagement of the state technical colleges, and the ripping off of the state of Connecticut. And yet, when I'm speaking to somebody about this issue, and I ask them if they know what per cent of the state budget is consumed by the state technical colleges, they really miscue and when I tell them that the Connecticut Public Expenditures Council lists our budget at .3 of 1%, the eyes shift, the voice stops and then, there's the question, well, what is this about? And I'm asking you, what is this about?

I'd like to move onto the third underlying value, that of choice. Right now, Connecticut's citizens can choose to take two years at a time of a technical education in an institution which is unique and focussed on that objective. A merger will reduce choice, but I don't think that's so unusual because when I look at the whole process of this, it seems to me you've been given one choice, as a resolution to the problems facing the state technical colleges, and choice is certainly a consideration.

The fourth value is the one that Tom Peters always quotes, and that is being close to the customer. Contrary to what you read in the press, we feel that we are very close to our students. We want for them the same thing we want for all citizens and our own children, to be constructive, skilled productive citizens. I can tell you from the 8 years at Waterbury State Technical College, that our students take a quantum leap in intelligence while they're with us. They are simply able to do more complex things in shorter periods of time, with greater accuracy.

They come to love that about themselves, and so do employers. They leave us with greater sense of self-confidence, greater commitment to learning, and greater competence. And by the way, I think Chris Murphy exemplifies some other characteristic that's developed in institutions that are considered to be anti-student, and that is, students take care of one another. I think Chris exhibits a characteristic that's fostered in our student body, and they simply take care of each other.

I would like to conclude with the value of excellence. I know there are people in this room who will get angry, if we dare to say that we perceive ourselves to offer an excellent education, but we do. I was in a meeting with the NCHEMS consultant on Waterbury's campus with our Director of Admissions, and in response to a question, response to a comment of the consultant, our Director said to him, are you telling me that we are over-educating our students? And he said, yes.

So there you have it. There is tremendous confusion in values buried in the choice that you face. There's something wrong, and I urge you to slow down this rush to merger, study the problem, come down and visit us before you decide to merge the state technical colleges. Thank you.

REP. COHEN: Thank you, Dorothy. Are there questions? Thank you very much. Charles Ekstrom.

CHARLES EKSTROM: Good afternoon Representative Cohen, members of the Education Committee. I have the distinct pleasure today, I just realized, of being the oldest serving President in this system. I'm President of Waterbury State Technical College. I'm in my ninth year at that institution, and hopefully you won't hold that against me, and I hope my board chairman would encourage my continuance.

REP. COHEN: Regardless of what Representative Flaherty says, I tend to like people as they get older and more mature.

CHARLES EKSTROM: Thank you.

REP. COHEN: Not to worry, President Ekstrom.

CHARLES EKSTROM: I am here today to address some serious misinformation that's been provided to the general public and to you, the members of the legislature, regarding the state technical colleges. First of all, you have been told, that the state technical colleges have a problem because of declining enrollments during the past six years. The next part of my speech you can skip over, because I also said, what you haven't been told, is that it's a national trend.

However, I think it's important to keep in mind, that in the four year colleges throughout the country, the enrollment decline has been approximately 27%. That includes foreign students who come to the United States to study engineering. If we looked only at American students at engineering colleges, their rate of decline and ours are probably pretty consistent. Part of the decline factor in the technical colleges in Connecticut, however, is primarily due to two factors: one, the high school enrollment has declined and as been previously stated tody, the number of students taking math and science in high school has also declined; the second factor is the booming economy that this state has had over the past six years. During that period of time, more and more people who would normally be coming to college, the technical colleges as part-time students, have been employed in our business and industry.

Thirdly, and probably equally important and it hasn't been mentioned today is, that at three of our institutions this year, the enrollment went up. All you've been hearing about is decline, decline, decline. We have been instituting enrollment management plans, and they apparently are beginning to become successful. So how is merger going to take care of this situation?

Secondly, you've been told, over and over and over again, that the state technical colleges are not responsive to the needs of business and industry in their regions. At Waterbury State Technical College, since I arrived, we have instituted ten

new programs, some at the mid-tech level, for example, quality control assurance and environmental hazards, but one hi-tech program that's the first of its kind in New England, computer aid drafting and design.

You have also been told that our employment rates are impressive. 93% of our graduates at Waterbury State Technical College who wanted a job last year, were employed on graduation day. I don't think there's any other institution of higher education in the state that can count that percentage rate. So how is merger going to help that? Thirdly, you've been told that technical colleges are not caring institutions. If that were true, why are so many of our students turning out at every hearing regarding merger? I would say, that it's because we have shown to our students, that we're interested in their welfare and they're returning the favor.

We are small institutions, which provide much more positive individual attention to each student than larger institutions could ever hope to provide. At Waterbury State Technical College, the Student Services Department has tripled in size over the past seven years, without an increase in the total number of staff at the college. We also recommend that students who are weak in math and science, take a program called pre-tech, and you've heard that program criticized today. What you don't know, and have not been told, is that between 75 to 80% of those students who take the pre-tech program, achieve a degree from the college. So even though the student may take a year longer, the fact is the chances of surviving the program is much greater. Does this seem like an uncaring institution, and how will merger make us more caring?

Further, you have been told that our institutions are elitist because they are concerned with providing quality programs. I'd like to provide you with some information from some recent publications, and I've attached these to your handout. From the February, 1989 Community College Capsules "Predictions Made for the Field of Education", item number two: "The United States may lose its technical competence unless more

students are recruited to science and engineering. The number of 22 year olds, for example, is expected to drop by more than 25% by the turn of the century, with a corresponding decrease in science and engineering students."

From the January, 1989 Centergram, a publication of the Center on Education and Training for Employment at Ohio State University, a study was done of technical programs in three types of institutions. This is a two year study, now. The institutions are four year colleges with two year technical programs, comprehensive community colleges, and technical colleges. Among the findings of this study are one, programs and students at community and junior colleges are quite different from those at technical colleges, which are quite different from those at colleges and universities.

Two, and this is a critical issue, post-secondary occupational education, which occurs at institutions with multiple missions and functions, must always compete for resources and priorities, most of the time to the detriment of the occupational programs. And thirdly, business, industry and labor linkages are most active and coordinated at technical colleges. Based upon this kind of research information, how can merger of technical colleges be beneficial to the state?

And fourthly, you've been told that this proposal will enhance technical education by reallocating the money that will be saved. As has been mentioned, are you aware of the fact that the total budget for the state technical colleges, has consistently been 0.3 or three-tenths of one per cent of the total state budget for every year for the past ten years? It hardly seems that there's much room for savings in that miniscule amount of money. How the Board of Governors could think that you are all so naive as to believe that expanding technical education will not be expensive is something I cannot explain. To build one laboratory at another location, costs a minimum of one half million dollars.

Most technical programs require at least three laboratories. How are we going to afford it? If you must consider a merger, then why not look in a

more appropriate direction? Do the community colleges have experience in technical education? Not very much. Do the community colleges have laboratories for technical education? No. Do the community colleges have staff, technical staff for technical education? No. Do the community colleges have appropriate technical accreditation, and that's a crucial issue? No.

The response to these four questions would be yes if you looked to the vocational technical high schools. Our technical colleges were governed by the State Board of Education, in their early years. It was not until 1984 that a separate board was created so it would be more appropriate to reconnect the two systems, to develop a single coordinated vocational-technical high school, technical college system. This system would create more opportunities that will keep the state competitive in the world market place. Most of the well-know, two year colleges in industrial states, started as technical colleges and expanded to other offerings.

As an example, I'd like to compare Broome Community College which is one that you were given some materials on and a handout, and Rockland Community College in New York State. Broome started out as a technical institute, controlled its expansion into other areas, while always keeping the technical programs as the highest priority. The college's original name was Broome Technical Institute. It was changed to Broome Technical Community College, and today it's Broome Community College. But, people in the area still refer to it as Broome Tech, even though the name "technical" has not been in the name for over a decade.

On the other hand, Rockland started as a transfer oriented college which also offered business programs. Today the college is a large institution, but it has never been able to successfully implement technical programs. Why? Because the priority for those programs is low, from the Board of Trustees to the administration to the faculty. I was personally affiliated with both of these institutions. I'm an alumnus of Broome

Community Technical College and a charter member of their Wall of Fame, and at Rockland Community College as a member of their faculty.

So how would the expansion of the jurisdiction, as quoted from the bill now, of the board of trustees for regional community colleges to include the state technical colleges, provide for a high priority for technical education that is called for? Please consider seriously allowing the technical colleges to show how the changes we have been working on will meet the changing needs of Connecticut. Please reject Raised SB1046. If you find that to be impossible, then examine the merger proposal with a more appropriate organization, the state vocational-technical high schools. Thank you.

REP. COHEN: Thank you. Representative Hoye.

REP. HOYE: Yes. President Ekstrom, I'd be curious to hear your reaction that I agree that the number of students in a school population are declining. But the high school student still needs math to get out and he still needs credits of science to get out of high school.

How is the tech colleges going after that student? Are they doing recruiting for the lack of any other word? A couple of years ago, I sat on a committee that looked at vocational high schools, and we're very concerned about them getting the word down into the sixth and seventh grade, that there is another alternative out there, and I question whether or not, and how active you people are, in trying to reach that student?

CHARLES EKSTROM: I will respond with two responses. Number one, fortunately for us through the legislature, we have received money for a program called TOPS for the past two years. TOPS is coordinated differently on each campus, but basically the objective is to reach those students that you were talking about, the kid at the sixth to ninth grade level to begin to interest them in technical education, or at least in math and science.

At Waterbury, we modify the name to call it Cite Students in Technical Education. We had an orientation meeting last Thursday at which 35 minority students from all of the high schools in the Waterbury-Watertown region came to the college. It's a seven week program and at the end of that period of time, they will receive a certificate. We ran the program last year, and of the students who attended last year, two are enrolled at Waterbury State Tech now, and of the 28 who finished, and approximately one-half are taking math and science courses that did not expect to be enrolled in math-science before they entered this program.

The second thing that we are doing, is a method of communicating to the students through the vocational-technical high schools. What we've done, we've got a three year program now in completion at Decatur Tech, in which they select the students that they feel would benefit from a technical college education, and in their senior year, set them aside and give them a different level math and physics. The math and physics that they're giving them is Waterbury State Tech's math-physics course in the pre-tech program. We have their faculty members meeting with our faculty, so that the course work is consistent, and those students, the majority of those students now have come into our institution.

REP. COHEN: Go ahead, Representative Hoye.

REP. HOYE: You mentioned at Decatur Tech, the better student is given your math and science courses. Are they credit courses?

CHARLES EKSTROM: They are.

REP. HOYE: Within your own program?

CHARLES EKSTROM: In the pre-tech program which dies September 1 when we go into semester conversion, they are non-credit. When we're into semester conversion, they are credit courses. That's correct.

REP. COHEN: Representative Millerick.

REP. MILLERICK: Just a quick question.

REP. COHEN: What can I say.

REP. MILLERICK: Pardon me?

REP. COHEN: The adult crowd. Go ahead.

REP. MILLERICK: Being insulted.

REP. COHEN: Don't worry; today's not the last time.

REP. MILLERICK: No respect. Just a quick question on low-tech. In your estimation, what should be the final end result of the handling of the low-tech situation?

CHARLES EKSTROM: Well, one of the, I think, one of the unfair criticisms of our system is that we have been into low-tech and mid-tech programs. If you read our mission statement, our mission statement basically says we're high tech, engineering related institutions, and that's why, I think, that the logical sequence, if you're going to look at merger at all, is to reconnect us with the technical high schools, because the technical high schools can prepare kids at one level, I'm talking about the 9th to 12th grade level. They also have a very successful adult education program that takes adults and prepares them to a different level. And then, what we can do in the tech colleges, is work on the mid-tech and the hi-tech. I don't think that our role is to be involved in the low-tech. I think that's definitely the role of the state technical high schools, and that's why they're there.

But I think the connection between the two systems would give us a greater flexibility, and I'll give you a quick example. We just applied for a grant and whether we're successful or not, I'm not sure, but the vocational-technical high schools about five years ago established a screw machine program at Decatur Tech in Waterbury. They have found that they cannot graduate any students. One, they can't get the ninth graders interested; and two, they can't get the adults interested in putting in four years to get the diploma requirements. We're

talking about connecting the vocational-technical high school and a tech college together to run 16 week applied courses on the screw machine, and then if the person's interested, taking supplemental courses at either the high school or the college.

But the attractiveness of the proposal is that people would rather come to a college when they're over 18 than they would to a high school when they're over 18. So we're using the two pieces to help the screw machine industry in Waterbury.

REP. COHEN: Representative Ward.

REP. WARD: Just to follow up. Do you feel that some of the criticism is inappropriate, because it was never made clear that your mission statement dealt with, what would be classified as a low-tech area? And that mid-tech is sort of up in the air, as to where that ought to be?

CHARLES EKSTROM: I think that at present it is. As I said, I've been in the system nine years, and it was only until about a year or so ago that it was my impression that anybody wanted us to be into the mid-tech regions, even though Waterbury had started moving in that direction.

REP. WARD: Sometimes I get lost in all the jargon, too, and I gather we talked about the screw machine operating, that clearly fit within your definition of low-tech?

CHARLES EKSTROM: That's correct.

REP. WARD: Someone earlier talked about auto mechanics. Today's complexities being mid-tech whereas perhaps five years ago, or certainly 10 or 15 years ago when I learned how to change oil, it was low-tech.

CHARLES EKSTROM: That's right.

REP. WARD: Can you give me some other examples? What's a mid-tech area? What are things that you think in mid-tech's appropriate for a technical college?

CHARLES EKSTROM: One program that came up earlier was the program that was mentioned about optics. Now the optics program, there is an optics program approved at Waterbury. The program kind of fits between mid-tech and high-tech. It's got a high-tech component in terms of the physics that's required, but the mathematics required in the program is a high level, but it's not extremely high. Kind of in-between. That program was approved by the Board of Governors, a little over two years ago, but we've never been able to implement the program, even though we have bond fund monies in the bond funds to purchase the equipment necessary to kick the program off.

But there is a requirement in the Board of Governors' regulations, that you must have a full-time faculty member responsible for the program. When we applied for the program, we had a full-time faculty member identified, one of his colleagues retired, because of the budget situation, the colleague's position was cancelled, and we don't have a full-time faculty member that we can assign to the program. Similarly, we have a program that also could fit in the mid-tech category called hazardous waste management. It also has been sitting for two years, and in fact, I just talked to the DHE staff, and asked them if it would be possible to reaccredit it or relicense it so we can offer it some day.

It's been approved for two years, but again, we do not have the full-time faculty position available to start the program.

REP. WARD: Those areas that are low or low to mid, in your opinion, should we be defining that as part of perhaps, the community college mission, because I don't think it's clearly defined to be there now, either.

CHARLES EKSTROM: That's correct.

REP. WARD: Do you think that's perhaps and appropriate place in terms of the academic background with the students that are there to get into those programs?

CHARLES EKSTROM: If it's appropriate for their mission, yes. I think part of the NCHEMS study identified some programs in other states that our vocational-technical high schools are currently doing. And we don't want to get ourselves either the community colleges or the tech colleges, and the vocational-technical high schools in a competitive mold, where we're duplicating services. I think it requires some organization to sit down and review what is needed by this state, and then to identify who will be doing it.

REP. WARD: Thank you.

REP. COHEN: Thank you. Let me ask you a question, if I might. Assuming that you would agree that places like Rochester Institute of Technology or the University of Houston or places that are providing nationally recognized exemplary programs in technical education. I understand that those programs are two-year programs within a four year system.

CHARLES EKSTROM: That's correct.

REP. COHEN: How does that fit with what we're doing in Connecticut?

CHARLES EKSTROM: You mean in the technical colleges?

REP. COHEN: Maybe we're looking in the wrong direction. Maybe we ought to be looking at four year programs.

CHARLES EKSTROM: Well, we have mentioned that in the past. The state of Connecticut has only one institution right now offering engineering technology, which is at Central. We have, in the past, the system said that in order to better serve the needs of the state, maybe we ought to allow some of the technical colleges that have the expertise in their area, to go ahead and offer the baccalaureate in that area.

REP. COHEN: But . . . .

CHARLES EKSTROM: Pardon me?

REP. COHEN: But . . . .

CHARLES EKSTROM: But we are told that that's not our mission, that our mission is associate's degree programs, and that is where it will be stopped. I might add that Rochester Institute of Technology and Waterbury State Technical College were both looked at by the General Electric Company, as a location for an automated manufacturing laboratory and Waterbury State Tech won out.

REP. COHEN: Congratulations. Thank you very much, sir.

CHARLES EKSTROM: Thank you.

REP. COHEN: Melody Peters? You are the first of the remaining 44 speakers, so . . . .

MELODY PETERS: I'll keep it brief.

REP. COHEN: Thank you. You didn't think that was a hint?

MELODY PETERS: Representative Cohen, members of the Committee. My name is Melody Peters. I'm President of Thames Labor Coalition, an organization which represents health care workers and teachers in southeastern Connecticut.

I'm here to speak in opposition to SB1046. You're not surprised by that. Fundamental commitment made by the Connecticut legislature when it created the state's collective bargaining law, was the right of state employees to democratically select their own bargaining representatives for the purposes of negotiating their terms and conditions of employment. This principle, freedom of choice for working people, has been basic to American labor law for over 50 years. It has been true for Connecticut state service since 1975.

The legislature is not considering the elimination of a bargaining unit and the destruction of a state employee union under the guise of improving technical education. If you continue with this plan, you will in fact be determining by that, how

state workers will be represented. We might expect this kind of action from a Frank Lorenzo, but certainly not from our State Legislators.

Specifically, in order to implement a merger of the technical and community college systems, SB1046 says that the tech college faculty professional staff will no longer have the benefits and protections of their own collective bargaining agreements, but instead, will be covered by the community college contract, which has been negotiated over the last 14 years, to meet the needs of community college professionals and their system. The new community technical college board of trustees will be engaging in impact bargaining over the effect of this merger, not with the tech college faculty and professional staff unions now in existence, but with the community college union.

This bargaining, you're telling us, will be only to the extent that such issues are not prescribed by the community college contract. That the new board of trustees will not be bound by any contract or employment practice made between the tech college board of trustees and the faculty and professional staff unions unless the new board wants to be bound by them. This allows the new board to pick and choose what promises they want to keep and what they don't.

And finally, the exclusive bargaining agents for the tech college professionals and faculty will not be the unions they choose, but the community college union --

(cass 6) (cass 5 and 6 don't connect, small gap)
-- and built by an entirely different group of state employees over 14 years. These actions, if they are not approved by this committee and the General Assembly, will take abusive power towards state employees and unions to a new height.

Seven years ago the Minority Report from the Governor's Commission on higher education and the economy warned against inadequate funding of public higher education and the danger of merging or closing public colleges. The authors of that Minority Report, led by then Connecticut AFL-CIO President John Driscoll, were farsighted indeed.

What we have here during the session of the General Assembly is the legislature is planning to merge two fully grown systems of public higher education at the same time they are considering crippling budget cuts and state employee layoffs.

Place a newly merged community technical college system on top of that, run roughshod over employee rights and protections and you could very well have chaos. I urge you to consider the real impact of your actions here today on those professionals and students who look to you as public policymakers. Thank you.

REP. COHEN: Thank you. Comments or questions? Thank you very much. Rosemarie Rizk.

ROSEMARIE RIZK: Representative Cohen, Representative Wyman and Members of the Education Committee, good afternoon or good evening. I am Rosemarie Rizk. I am a member of the Board of Trustees for State Technical Colleges. I am here to speak in opposition to the bill merging the state's community and technical colleges.

The state technical colleges were created by the General Assembly to met an unfulfilled need for academic programming at the collegiate level that would address the training and retraining needs of the state's cooperative industrial community. The state technical colleges have successfully met that need for more than 40 years, yet we are now being told that our efforts have been inadequate, that there is a need for the General Assembly to step in once again to improve access to the opportunities for technical education.

I do not see that this bill accomplishes that end. I do not see enhancement of technical education anywhere in the text. What I see is the creation of a new Board of Trustees, some modest changes in governance and little else. Evidence of the lack of a commitment to enhance technical education, let me draw your attention to the proposed board which is charged with governing the new system. It is composed of 19 members, only four of whom shall have expertise and experience in technology and one of those is an alumnus.

This is not a balanced board that can direct the growth of technical education in an informed fashion, no matter how well intended the members. A standing committee on technical education is nothing more than a gesture. It is not a governing body that can bring about a change, nor must its council be heating by a board or administration. I do not see that the passage of this legislation will do anymore than what is candidly articulated in the Statement of Purpose, expansion of the jurisdiction of the Board of Trustees of the regional community college to include the state technical colleges.

The legislation will not do that which it more grandly alleges, enhance technical education. It merely passes the responsibility for technical education to another agent. What is needed to accomplish the desired end is an infusion of new funds for state-of-the-art equipment, new programming directions, expanding recruitment and retention efforts, all of which can be accomplished with the present governance structure.

I encourage the committee to consider Model No. 1, as suggested by the NCHEMS consultants, a streamlining of the existing unit to address the very legitimate concerns that were raised in that report, and to vote against the governmental overhaul that will be costly and not achieve its goals and I'm asking you from my heart to really, really do a lot of investigating on this and it would be a good idea if the Governor appointed a whole new board, ones that had expertise on technology. You don't have to ask me the question. If it's going to keep the system, I'd be more than happy to resign, sad, but very happy to resign. So please consider no merger. Thank you very much for allowing me to speak.

REP. COHEN: Thank you Rosemarie and thank you for hanging in there all day to do this. Are there any comments or questions? Thank you very much. Arthur Case.

ARTHUR CASE: Good afternoon. Representative Cohen and other distinguished Members of this Education Committee, thank you for this opportunity to let me

speak before you all and I'd like to take this opportunity to encourage you to kill this bill, SB1046.

I am an electrical engineer and an alumnus of Waterbury State Technical College. I am an author of a technical textbook, "Rotating Electric Machinery and Transformer Technology" and I am dedicated to the technical education in the State of Connecticut. As a result, I have returned to my Alma Mater as an assistant professor after spending 12 years as a practicing engineer and manager.

I am very familiar with the state technical college system and agree that change is needed in the areas of open enrollment with remedial programs to support the flexibility that is needed in today's educational market. As Dr. Lippy has noted, changes is necessary. Change has been implemented, however, and the beginning effect is now being observed. Minority encouragement and support efforts are being implemented which target the young women, Black and Hispanic of today. In particular, we do have some programs that I am involved in. I am involved in one. It is called the Computers and Youth Program where we address the needs of Hispanic and Black youth by giving of our time on Saturday mornings to get them involved with computer technology and computer operations.

Furthermore, we have a site program which is being implemented at Waterbury State Technical College at least. This is an innovative program which is set up to try and encourage women, minorities and others who might be less encouraged if they did not have this avenue to take.

Furthermore, a general engineering program has been implemented and formulated and is available to students in its initial form. It is probably in need of some modification, however, it is being addressed. The need for the so-called mid-technology is being addressed by the state technical college system. The beginnings of this General Engineering Program began, or will begin I believe, in September and we hope that it will be successful. We will -- and I cannot speak for the administration, but as a faculty, we will make darn

sure that we do any modifications and changes that would enhance this program in terms of the mid-tech areas.

These programs, these new programs offer and present flexibility and it acknowledges the need for flexibility along with recently implemented low tech certificate programs which are on the books now. We are trying. Let us prove it. Give us a chance. Slow down this train. Vote no to SB1046.

I encourage you all to personally study the impact of this proposed takeover and view other options. Plan 1 of NCHEMS, vertical alignment of state technical education. Bring the state technical high schools in close conjunction with state technical colleges and make this state stand out as it has in the past with a new beginning.

I further encourage you not to place credence on one local newspaper. It is ludicrous to believe that a newspaper which would print an editorial so blatantly biased and skewed, blindly attacking the dedicated faculty of the state technical college could not do the same with news type and I refer to the cross-examination by Chairman Sullivan regarding the head of the ABETS Accreditation Team who came to our convocation and spoke highly of our programs and then is quoted in the newspaper with one little quote saying that we need revamping in things like that. That's -- it's really, and the reason I bring the newspaper up is because it was actually quoted here in this proceeding.

Turn down this bill and rethink this serious matter. There will be no turning back. We all can recall the classic and ghastly circumstance in Shakespear's MacBeth. When MacBeth stabs and kills his friend Banquo, his wife consoles him. MacBeth's wife consoles him. She reminds him that even though he has committed a horrible and terrible act, MacBeth should realize that what's done is done. Even though MacBeth, with hands filled with Banquo's blood and unnecessary blood at that, knows that his life must go on. He must make the best of a bad deed, yet MacBeth's life is not happy. He is continually plagued and haunted by Banquo's ghost for the rest of his life. He cannot

hide. He cannot run from the decision he made and the act which followed. What was done was done. Distinguished members of this body, don't play host to Banquo's ghost. Look closely before the dagger strikes. Vote no to SB1046. Thank you very much.

REP. COHEN: Thank you. Representative Lavine.

REP. LAVINE: Just to note, I think it was Malcolm in terms of the blood on the hand of MacBeth.

ARTHUR CASE: Thank you very much. I stand corrected.

REP. LAVINE: I mean King Duncan. King Duncan's blood, that's what MacBeth had on his hands.

ARTHUR CASE: I hope the point is not mistaken.

REP. LAVINE: Well, I can sympathize with your point on the Hartford Courant. Some innocent, victimized legislators have read editorials there from time to time.

REP. COHEN: Questions? Thank you very much, Arthur.

ARTHUR CASE: You're welcome.

REP. COHEN: Christine Pond.

CHRISTINE POND: Good evening. I'd like to thank you all for this opportunity tonight to be able to speak to you. My name is Christine Pond. I am on the Board of Trustees for State Technical Colleges and Student Body President at Norwalk State Technical College.

Tonight I am here to speak against a proposed merger. Perhaps I can explain to you why the students are against this. As it is right now, I myself am confused about why a merger is necessary. If it is because of low enrollment, this is occurring nationwide as has been pointed out several times tonight. If it is to save money, how much would it save and if so, will it justify the cost, especially the cost of losing Connecticut industry if they must look to other states to get qualified technicians.

If we are only concerned about money, we will lose more in the long run. If it is to improve the technical education, I disagree. You cannot improve technical education by giving it a backseat in the community college which will be done clearly by the unfair balance of the number of community college representatives compared to the state technical college representatives on the new proposed board.

We will not be sufficiently funded. Technical education will always be more expensive and with fewer students due to the high level of difficulty of its programs. The cost of technical education will not be decreased with a merger. We realize our system is not without its problems and we know there is a call for changes. We ask for time to let our actions get results. We now have tuition equity and the colleges have started several new programs to help increase enrollment.

Do not destroy our system by merging it and throwing away our fine reputation our alumni have earned. Do not take away our quality technicians that industry craves. Vote against a merger. Finally, keep in mind that the community college system is not without its problems and merger may only compound theirs and ours together. Thank you.

REP. COHEN: Thank you, Christine. Tell me what you think the problems are?

CHRISTINE POND: Well, I realize there are several internal problems. There's a lot of bureaucracy. We need more student servicing. I have a list. There are still too many procedures. As was pointed out many times, it takes a long time for something to get from the bottom to the top and back again.

REP. COHEN: Representative Millerick.

REP. MILLERICK: In your -- you're a student?

CHRISTINE POND: Yes.

REP. MILLERICK: At what point are you in your education?

CHRISTINE POND: I'm a senior right now. I will be graduating in June.

REP. MILLERICK: And you're on the Board --?

CHRISTINE POND: Of Trustees.

REP. MILLERICK: Of Trustees and how long have you been on the board?

CHRISTINE POND: I'll be ending my term in September. It's a two year --.

REP. MILLERICK: Two years and you'll be ending in September.

CHRISTINE POND: In September.

REP. MILLERICK: And you're elected to the board, chosen for the board? How did you get there?

CHRISTINE POND: Every two years a different college is allowed a representative and the college elects, holds their own election to put their member on the board.

REP. MILLERICK: So what are your duties as a board member at the present time? What is your input into what the board does?

CHRISTINE POND: I attend monthly meetings. I am also on a committee, the Facilities Committee. I have been helping with the merger cause, as you can well see and I try to keep the students' opinions informed to the board how they feel about different policies.

REP. MILLERICK: I guess that's what I was getting at. You're representing, I think, the students on the board.

CHRISTINE POND: All of the students at every college.

REP. MILLERICK: And you also get back to the students with the board's actions and so on?

CHRISTINE POND: Correct. I keep them informed as best that I can.

REP. MILLERICK: Do you like that system?

CHRISTINE POND: Yes, I think it's a good idea because the board has an input directly. There's another student representative, there's two of us, and we have direct input with the board and we can give it directly back to the students and answer questions that they may have.

REP. MILLERICK: Thank you.

REP. COHEN: What process is there for you to find out what the students at the five campuses think?

CHRISTINE POND: As the Student Body President at my college, I'm in constant contact with the other Student Body Presidents and we communicate with each other different problems, different procedures and from that we can take it to our campuses and try the different that have worked at other campuses.

REP. COHEN: Thank you very much.

CHRISTINE POND: Thank you.

REP. COHEN: Thank you for waiting all day to tell us that. Edward Kearny. Dominic Buonocore.

EDWARD KEARNY: Good evening, Representative Cohen and the other Members of the Education Committee. My name is Edward Kearny. I am a graduate of the state technical college system and have been a full-time professor in the system for the past 28 years.

I have seen it grow from a second-story operation over a bar on Main Street in Hartford to the five campus system we know today. I'm proud to be a graduate of the system and prouder still to have contributed personally to the education of thousands of electrical engineering technicians now working in Connecticut industry.

The state technical colleges as of late are having troubles attracting sufficient numbers of students into the engineering technology programs. This is not because there is no need for the graduates, but

rather because the supply of students who show an interest in engineering and science nationwide has been dwindling. Even colleges like MIT, which was mentioned here earlier in the day, are feeling the pinch, too.

The technical colleges have been criticized for not expanding their program offerings into broader areas of technology, yet when these critics are asked for specific examples, none are offered that make any sense to the people that are in the technical fields. When the technical colleges do undertake new programs, it is done with a great deal of thought and based upon the long term need for the graduates. Flash in the pan type programs are not our cup of tea.

SB1046 is meant to solve the problems of the technical colleges by putting them under the control of the Community College Board of Trustees. On the surface, this may seem to be a logical move, but how can the community colleges, who have their own problems funding and maintaining sufficient enrollments in their own vocational/technical programs, be expected to do what a separate Board of Trustees has not been able to do.

Reference was made earlier in the day to the nursing program at Mattatuck Community College, a very, very good program, but they've been running on a shoestring since it was envisioned. How can the programs which are at the technical colleges hope to fare any better than that? How can adding three technical people to the existing community college board cause technical education programs to suddenly grow in enrollments and numbers? Even if you made half the members of the Community College Board of Trustees technical people, it would still not be better than what you presently have.

SB1046 is a move in the wrong direction. Instead of putting the spotlight on technical education, it will blend it into the scenery. The time has come and I've been to many, many other hearings in my entire career here at the technical colleges when merger has come up. It's time for the State of Connecticut to stop wasting its time, money and energy worrying about the structure by which

technical education is to be delivered and it's time to start concentrating on delivering it. Thank you.

REP. COHEN: Thank you very much. Are there questions or comments? Thank you, Ed. John Arnet.

JOHN ARNET: Thank you, Representative Cohen, Members of the Committee. I'm John Arnet, President of Hartford State Technical College and I would like to share an idea with you that is slightly different. We need your help, but we need it from the standpoint that we're in the business of teaching education and the delivery of educational and scientific research process.

Part of that process is to look at a problem, evaluate the alternatives, all of the alternatives and make a recommendation to an appropriate solution. I would suggest to you that is not being done with SB1046, that you are being asked to look at only one of the many possible alternatives, some of which were presented to you this afternoon. Therefore, I recommend that you do not support the proposed legislation, SB1046.

The call, the thrust and the impetus for this legislation is to enhance technical education and to provide more graduates, yet the entire language of the document does not suggest how this is to occur. I would suggest to you that the Board of Governors has not demonstrated that the legislation provides a mechanism to enhance education or provides a mechanism that will enhance the technical college system or provide it a method that will enhance the technical education that is available to the business and industry community of Connecticut.

I believe that the legislative leadership, certainly the leadership of this committee and the members, should insist from the Board of Governors and the Commissioner complete and thorough staff work. Until there is evaluation of all of the alternatives for technical education and its delivery, the merger of the technical colleges with the community colleges should not be supported.

What is best for technical education, the business and industrial community and the state's economy is an issue of such significance that it demands a thorough analysis. I would suggest to you that some of the alternatives that could be considered are as follows:

The technical colleges remain as a separate system, as had been proposed, with technical education being subsidized, perhaps, by a tuition waiver which has been explored at least peripherally.

Work with the local area business and industry community to determine the numbers and the kinds of people and trained and skilled work force calls for in a given region.

Another alternative has been suggested on a number of occasions and that's an association with the regional vocational technical schools. One that has not been suggested is the technical college association with the state university system, again, looking at the vertical integration of technical education within the State of Connecticut.

Certainly one of the alternatives is the one that is being talked against and that's the merger with the community college system. I would suggest to you that it's important to the deliberations of this committee to have an opportunity to look at all of the pluses and minuses for the various alternatives. Until such time as the staff work is completed and the alternatives are considered, and the best interest of the state economy is taken into account, I would encourage you to not support SB1046. Thank you very much.

REP. COHEN: Thank you, John. Comments or questions? Thank you very much. Dominic Buonocore.

DOMINIC BUONOCORE: Representative Cohen, Members of the Education Committee, my name is Dominic Buonocore. I'm a faculty member at Waterbury State Technical College. I am also a former union president for the state technical college system. Many of the things I wanted to address have been addressed. Therefore, I will concentrate on what I

feel are the voids in the presentations today. One being the interpretation and comments made relative to the contract to the state technical college system.

There have been implications that it's too rigid, that it can't be moved. It's unique and I disagree with that. I think you will come to a better understanding of our contract if you go over the history of the technical college system. It was stated early on that we evolved from the vocational high schools back in 1946 and about 1968 we changed from technical institutes to technical college and in 1976 or 1977 we had our first contract.

I think what was missing in all that presentation is simple fact that the working conditions under the vocational high schools are similar to the working conditions that are currently in our contract, so it depends on your point of departure how do you measure the contract. With the vocational high schools we had an 8:00 to 4:00 day or 8:00 to 3:00 back then.

When we went into a college we maintained that characteristic, our mother institute having those hours, we carried those hours along. The staff was employed and guaranteed those working conditions. Those working conditions are implemented into our contract. Teaching evenings, the vocational high school system, as with most of the high school systems that I know of in the State of Connecticut, the faculty receives extra financial reward for teaching evenings. So those are technical colleges.

They have carried that characteristic right through, but all we hear is that, that contract is too strong. We can't break it. It's not good for higher education. It has come up, because I was Negotiation Chairman for our first contract in 1976, it came back then, it's come up on every negotiation since then. We need the 8:00 to 10:00 day and each time we posed the question why? Show us some substance that the void can be filled that you can get students coming between 4:00 and 7:00 in the evening or 4:00 and 6:00 in the evening. It's not a practical possibility and that's why it's been maintained.

We have been a reasonable faculty. We have bent when bending was required and we have stood up strong when that was required. Many people have addressed the fact that we are recognized as a great institution as far as our graduates are concerned. That didn't come by, by chance. Part of the requirements of the system when it was started was that the teaching faculty must have three years engineering experience. Most of our faculty in the technical areas have that three years experience.

Our graduates now, they go on to four year schools, are graduating and getting $30,000 a year. Add three years experience in engineering on that and you will find a very high salary. So to compare us with the community colleges, and I'm not knocking their system. It's the fact that the expertise required and what you're competing with, with industry, if you merge this group, my personal feeling is that you will not attain the faculty necessary to develop the programs needed.
I think what you're going to see is deterioration of what we currently now hold our head up high and say, "Hey, that's a technical college."

There were questions early one, what guarantees do we have if we leave this system as it is right now? The same guarantees you had for 40 years in the past and those guarantees were the foundation of the technical college system. The faculty. The faculty has at times, in spite of administration, kept the technical college student in the forefront and produced a product that's marketable, not only in the State of Connecticut, but throughout the country.

The philosophies that guided us at the start are still here in the system. At times they've been challenged. Unfortunately, in recent years, and I say people are looking for a marker of where things start to deteriorate, and in my personal opinion and experiences, I feel that deterioration started back in 1974 with the establishment of a separate board. That was a detriment because you assembled at that point in time a body that had no history, no experience, no knowledge of the characteristics of a technical college and I feel this merge, as

proposed, we're going to step back to 1974 because again you will find a board that doesn't comprehend the characteristic of technical colleges.

I feel that we're going to have -- we should maintain what we have. The security is in the faculty. The faculty has brought to this state the honor of being the best in New England and the country and we're very proud of that and we hope you are as proud of that as we are and I think with the policing by the faculty, in 1974 we lost an avenue to the board. Under the new structure, as was stated here a few minutes ago, the students have an in to the board, the faculty didn't have an in to the board. In every step after that there was a fight.

I think a giant step has been taken, due to the publicity in recent months where the board members who have been shielded I believe now are aware of what is going on. I believe it's only fair to them and the citizens of the state that you give them the opportunity to go forward and implement those concepts. We have carried a ball. You know, we function without presidents, without deans, without directors and we're still there. We're still in the forefront. We're still producing the best product around and all we're asking you is please give us a chance. Give us time to implement the new concepts. Give us time to bear fruit from this new modification faculty input to the board and I feel that you will be proud of taking that step because if we don't bear fruit, we will be in front of you requesting a change.

I think out of all of this what has been identified is the simple fact there is a need here in the State of Connecticut and that need is for more vocational technical education. The avenue, as I see it, I have graduated from trade school. I have served in the service as electrical technician. I came back and attained an AS Degree, evenings, a BS degree, evenings, a Masters Degree. I have touched all bases. I have worked at all levels. I know the needs of the state.

People say, "Why haven't you implemented programs?" I've had a program in my desk for a good five years that I know there is a need in the state, but I

will not bring it forward because I will have to dump one of my current programs. We had been on the board since the late 1970's for the expansion of the Waterbury facility. It's over ten years. That expansion hasn't taken place. We haven't brought in our new labs.

Early on, when we got close to making this a fact, the City of Waterbury was allowed to borrow the monies that were put aside for the development and we got pushed back a couple of steps. Then that same amount of money came back, but it was insufficient. We go through architects, and that's where all the money is going right now, to architects. Astounded a year and a half ago in my office water was coming down through a roof, we couldn't get the roof fixed because somewhere in the fine print the state has a rule that you can't have two architects working on the facility at the same time. So we had to buy out one architect in order to bring in an architect to evaluate our roof. You're asking waste of funds. It's not coming from us. We're doing our best.f

We, as faculty, are begging, borrowing and doing what we can to acquire equipment and components to run our programs. You hear time and time again we need more equipment, updated equipment. We definitely do, but we are doing what has to be done. We are giving the fundamentals.

New concepts come out and everybody wants to jump on the bandwagon. Robotics, one, for instance, and in our technology, I'm electrical, there's pressures change, get robotics in. We have robotics. It is less than 50% of one course. In order to get involved in robotics you have to know mechanics. You have to know math. You have to know computers. All of these newisms evolve from basics. We cover all the basics, and as things change there you're going to apply the basics to the new areas. We would like to get our feet into more new equipment, yes. We know your problems, but we have been manipulating and working to meet our goals and I think our records have shown that.

Some people today have made comments implying that a transition to the board of the community college would be utopia. I don't agree with that. I

mentioned a report in Table 4 on Page 42. They show a total full-time equivalent student cost. Well, my school, Waterbury State Technical College, has a cost per student of $3,298. There are four community colleges that have higher cost per student than my college, according to this report. They're not my figures. The Commissioner of Higher Education paid monies to obtain this report.

All right, if they're so good, how come we have four schools that have no technical programs that are more costly than the technical colleges? I think information like that should turn a light on in your mind and say, "Wait, we need more evaluation." Okay, we were the pawns in this exploration. We have been evaluated first. From what I've seen around the state in all levels of education, I don't think we're unique to any system in higher education in this state.

I suggest if you're really and truly concerned with waste and expenditures and the direction of education, that you go out and recruit in some way, shape or form an evaluation of all systems of the higher education. Then you will have all the facts. Then you can make the proper condition which will be best for the State of Connecticut.

REP. COHEN: Thank you, Dominic. Are there questions? Comments? Representative Millerick.

REP. MILLERICK: I appreciate the fact that you've come here today and given us your best shot as to what the situation really is and I hope you realize that the frustration we're going through.

DOMINIC BUONOCORE: I'm also a selectman in my town.

REP. COHEN: Do you usually have nine hour meetings?

DOMINIC BUONOCORE: Oh, that's something I can relate to.

REP. MILLERICK: I wonder -- do you think it's necessarily true that -- you made a statement earlier in your presentation that the quality of your teaching is high, very high. Do you think that your teachers would be let go if consolidation came of the system?

DOMINIC BUONOCORE: I think there are protective factors in the contract that are much different. The community college functions on, as was stated earlier today, a majority of their faculty are part-time, so they come in for one course, I know my wife is taking courses down at the community college, and that's it. That's all they do.

REP. MILLERICK: Yes, but I mean you're teaching with an expertise in technical education. I mean why would anybody let you go and then bring someone in that didn't have expertise. I mean we would be defeating our purpose of educating --.

DOMINIC BUONOCORE: Because I think to some degree I would resist the program as I have over years, the programs that, in my opinion, weren't justified, where programs were offered to us to implement that had no substance in our opinion as the current bill I don't feel has sufficient substance -- isn't sufficient information to say, "Go the next step." I think what you need is more research and I think, judging from the comments that were made today, that we will enhance technical education and have that cost be between the community college and the technical colleges. I also served --.

REP. MILLERICK: You said some changes should be made and some time given to the changes to see whether they're working. How much time did you have in mind?

DOMINIC BUONOCORE: I feel, as was stated here, we have administration that's fairly new, the last three years, with the exception of our president. Give them a couple of years. Two years, I feel, is sufficient, where things will start aligning and falling into place.

REP. MILLERICK: You think the systems that have been put in place and are being worked now need two more years?

DOMINIC BUONOCORE: I think what's taking place, I see movement in the proper direction and I think being an ex-engineer and a consultant, that you can't interrupt and start all over again. It takes time, as stated early on, two and three years to get

things moving. We're starting to see some movement and we don't have any experience yet to make judgments, but the movement is in the right direction.

REP. MILLERICK: That's all I wanted to know. Thank you very much.

DOMINIC BUONOCORE: Thank you.

REP. COHEN: Thank you, Dominic. Vincent Darnowski.

VINCENT DARNOWSKI: My name is Vincent Darnowski. I'm President of Housatonic Community College in Bridgeport. First, a comment, if I might. I've testified at many hearings. I have not ever sat through one totally. Consequently, not only do you have my thanks, you have my admiration.

REP. COHEN: I want to know if you're running for the legislature now that you've seen it.

VINCENT DARNOWSKI: No, thank you. I'll make my comments very, very brief. My interest, frankly, is the delivery of educational services in a particular region and that's the Bridgeport region. I came to this state 15 years ago from other experience and other states and the first group I spoke to are the people from the machine tool industry.

They indicated that there were some very real needs for training and as we investigated, and it was new to me, it was clear that the community college could not move into that particular area of technology to provide training. It wasn't part of our area of responsibility, and consequently, the need was never fully met. This, I think, is a shame and we have done a number of things in the last several years to look at program needs in the Greater Bridgeport area.

Many of them, we find, are in the technical realm, and consequently SB1046, as it is presently constituted, would be of help to provide services of educational need to our region. I'd be remiss, however, if I didn't indicate that President Fisher, who spoke to your earlier from Norwalk State Tech has not, I didn't say that he's been

working with us to come up with a rather innovative program called a One Plus One in which students might take the initial courses with Housatonic and then eventually go to Norwalk State Tech for the second year of some programs, but this is only a start.

Many of the programs we've identified as being needed are in that middle and low tech area and I would hope that the bill, as structured, would help us to provide the necessary services to our community. Thank you.

REP. COHEN: Questions or comments? Thank you very much. Antonio Perez.

ANTONIO PEREZ: Representative Cohen, Members of the Education Committee, I'll keep my comments brief. I realize that most of the people here waiting are those that are going to speak after me.

As an educator with over 20 years of experience in higher education, having spent seven of those years, and I'll keep my comments brief, seven of those years as a Vice President within a comprehensive community college in the State of Rhode Island, I was a Vice President of the Community College of Rhode Island, which is the only community college in the state, so that we had a comprehensive program there.

I strongly support SB1046 as it impacts the State of Connecticut and would impact as well the Greater New Haven area of which I am President of South Central Community College. It has been my experience that a comprehensive community college works very well without compromising, as has been mentioned earlier, the needs of either students seeking a technical or non-technical education.

A comprehensive community college, its philosophy addresses the needs of the college's constituents in offering the types of programs and courses which are vital and current in addressing regional and national needs. I strongly feel that the residents of the Greater New Haven area would be much better served if they were given the opportunity to explore a variety of courses and program options within one institution.

As the Members of this Committee are probably aware, I was recently here addressing you requesting your support to SB203, which was to acquire the Albie Booth facility for South Central. At that point I shared with you in detail the needs of our institution in trying to meet the needs of the Greater New Haven with a limited facility. South Central Community College is currently one of the fastest growing institutions of higher education in the State of Connecticut with a growth of 13.4% in the Year 1987 and 18.1% in 1988.

The ability of South Central Community College to attract students should have a positive impact in enrolling students into technical courses and programs. In the spirit of cooperation, South Central Community College will be offering courses this coming fall during the evening at Greater New Haven Tech. They will also have the opportunity of offering courses at our institutions on Saturday mornings.

By making available facilities, South Central will have an opportunity, as I mentioned earlier, to expand its opportunities offering courses to a greater population. We, during the evening hours, are very limited in the number of classroom spaces and since Greater New Haven Tech does not currently offer courses on Saturdays and we do, they will be offering courses at our institution. So we have a spirit of cooperation, which I think is a positive one because President Harris and myself are very concerned with providing that opportunity to the residents of the Greater New Haven area and that's in spite of whatever might be discussed today.

It was mentioned earlier about President Harris. We are both committed to try and provide whatever education opportunities are available to the students of our area.

The merger of the two systems would allow for growth in enrollment and greater educational opportunities for current and prospective students wishing to enroll in both technical and non-technical programs. I take issue to some of the statements that have been made about community colleges.

My beginning at New York City was at a community college. When I was rejected by every college with a SAT score verbally of 326, that was my only option and I feel very proud of the community college and what we do. So I take offense to some of the comments that have been made about quality and about what we do for our students, so I do not apologize for the success of the community college system's ability to attract students and our commitment to provide quality education to the citizens of the State of Connecticut. I thank you.

REP. COHEN: Thank you very much, sir. Are there questions or comments? Thank you. John Hurd and then Richard Sanders.

JOHN HURD: Representative Cohen and Members of the Education Committee, I too will be brief although I know those words don't have much meaning to you as I've noticed during the course of today. My name is John Hurd. I came to Connecticut three years ago as President at Mohegan Community College which serves the southeastern portion of the state.

For the ten years before that I was at Washtanuck Community College in Ann Arbor, Michigan as Vice President of Instruction and from that experience I know that comprehensive community colleges work and work well. At my college in Michigan we served business and industry with technical programs of the highest quality and the highest reputation, programs that ran the whole spectrum, high tech programs such as integrated manufacturing and robotics, digital equipment, technology, CAD and the like, ran the spectrum all the way down to low tech programs, including certificate programs in automotive body repair and in welding.

So I know that technical programs, high tech programs, engineering technical programs can co-exist in a comprehensive system, and in fact, flourish in a comprehensive system, as they have at most of the community colleges in Michigan. There are a lot of points I could make, but I know you've heard them all and I don't think I can say any of them better that have already been said today and I think that the summary that Andy McKurdy provided probably documents in writing those comments well.

Just one point, if I, again, I will make and that is based on my experience in Michigan and based on my review of the demographics, it's pretty clear that if the Connecticut Higher Ed system is going to meet the needs of business and industry for people with appropriate technical and high technology skills, the system is going to have to begin to draw more upon the pool of what has been known and called the non-traditional students, minorities, part-time students, people out of school for a period of time, parents with family responsibilities.

If the technical colleges are going to do this alone, they're going to have to develop, and in fact, duplicate many of the services community colleges already have, a broad array of remedial programs, a whole range of support services, child care and the like. If we go this way, and if the state goes this way, for example, in the area that I serve, in Norwich, Connecticut, we have Mohegan Community College and we have Thames Valley State Technical College. We could end up conceivably with two Associate Degree granting institutions with slight different instructional program focus, but by and large, two institutions competing for and serving the same populations with the same kinds of services. I don't think that makes sense from the viewpoint of the taxpayer, from the viewpoint of the students that we serve and I think it might be far better to try to create a system where we're drawing on the strengths and the resources of both the community college and the technical college, at least in the southeastern Connecticut area.

I think SB1046 does that. I support it and should it prevail, I look forward to working as an educator in my area to implement it. Thank you.

REP. COHEN: Thank you very much, John. Someone wants to know if you intend to be home in time to watch the Michigan game.

JOHN HURD: I was hoping that it would move along.

REP. COHEN: You have until 9:13 apparently. Representative Nystrom.

REP. NYSTROM: Thank you.

REP. COHEN: Don't leave. Representative Nystrom.

REP. NYSTROM: Just a quick question. The experience you cite in Michigan, did that system originate as one system or was it two separate systems that were merged at some point in their past?

JOHN HURD: No, it originated -- each of the colleges, my own, for example, originated as a comprehensive community colleges. Some of the colleges originated as Grades 13 and 14 of a secondary school system with a transfer orientation, but --.

REP. NYSTROM: The second -- you mentioned the latter part right there. You mentioned Grades 13 and 14, was that from a technical high school?

JOHN HURD: No, that is from a local secondary school system, Grand Rapids, Highland Park, St. Clair, a couple of others in Michigan came that way and they, as well, have flourishing high tech programs.

REP. NYSTROM: But it is safe to say that neither of the examples you cited "are in the same situation that we are here in Connecticut." We have two separate, distinct systems.

JOHN HURD: Correct.

REP. NYSTROM: Thank you.

REP. COHEN: Thank you again. Richard Sanders and then Joe Grabinski.

RICHARD SANDERS: Representative Cohen, Members of the Committee, my name is Richard Sanders and I am President of Mattatuck Community College in Waterbury and I'm also the Chairman of the Administrative Council of the Central Naugatuck Valley Region Higher Education Center. I am here to speak in support of SB1046, which would create a single Board of Trustees for the five state technical colleges and the twelve community colleges. This bill, if enacted into law, would make possible the creation of comprehensive community technical colleges in this state. This

is a model for many other states that have community colleges in this country. Under this model, liberal arts and transfer, career programs, community services and technical education are all under the directorship of one administration of a college.

I have been the president of Mattatuck Community College for five years and I share a campus with Waterbury State Technical College and I have the highest regard for the graduates of Waterbury State Technical College, but I've also been the president of another college before I came here in Illinois, which was a comprehensive community college and that comprehensive model worked very well in that state and it worked successfully in other states and I believe that it would work in this state also.

The integrity of the missions of a comprehensive community college can all be maintained. Neither technical education, nor any other mission needs to be diminished because of coming together into one institution. This bill, if approved, I hope will not diminish the resources that are available to sustain and improve technical education in this state, nor any other mission for that matter. Quality technical education is not inexpensive. It is appropriate to seek better efficiency and I think the merger of the two systems would be in the direction of improving efficiency, but it should not be done through underfunding of technical education. Thank you. I'd be willing to answer questions.

REP. COHEN: Someone wants to know if you're rooting for Seaton Hall?

RICHARD SANDERS: No, I'm a graduate of the University of Wisconsin. They went out in the first round, so --, second round, excuse me.

REP. COHEN: Thank you very much. Joe Grabinski. How about William O'Donnell?

WILLIAM O'DONNELL: Representative Cohen and other distinguished Members of the Committee, my name is William O'Donnell. I am a faculty member from Thames Valley State Technical Colleges. I am here

to speak against SB1046. A lot has been said already and I'd just like to take another tack. A lot has been said about the DHE itself and I'd like to bring a point of fact to your attention.

The DHE, as it evolved, originally was started out when Warren Hill was there because of the community colleges and the technical colleges had a budget snafu years ago when there was 27 pay periods. We had two different forms of presenting the budget. It was a mistake made and we were one pay period short. I won't tell you what institution it was, but it wasn't ours, and then it had to go back to committee and tell them they had made a mistake and the committee, again, had to rescind their prior motion and vote again.

Then they found out that the original first motion was correct. There was 27 pay periods in it, so they had to rescind their decision the second time, so to prevent that they created a board to come out with a unified process for forming a budget. Warren Hill was setting that up and he formed that and their mission was to come out with a uniform accounting process and they did the job. Like, what is that -- Peter's Principles, not Peter's Principles, the Parkinson's Law. After they were finished with this, they had to come up with another reason for existence, that's Parkinson's Law, and they did.

Eventually they moved themselves into DHE. If you want to improve the system and make the systems flow better, I recommend that you do away with DHE. You just put another stop in the process of this whole thing. I'm a little bit bashed on our board and I have to give anybody who serves on a volunteer board my hats off to them. I don't agree with the board and a lot of their action, but my hat is off to anybody who volunteers and does something. I think they're unjustly criticized. Technical education is down. Everybody understands that. We understood that.

Also, I'd like to bring to your attention, years ago when enrollments was high and that type of thing, some of those figures weren't figured out

correctly. There were mistakes made in that figure, so it looked like we had more enrollment than we really did.

The other point I wanted to make is there was one floating around that we had 50 faculty members more than we need. I looked at that report. I looked through it. We studied it because I was on the negotiating team as well, there was a lot of mistakes in that report. It's like a lot of reports, once it's written down on paper, it floats around and becomes the truth. There was 50. When the person that did the report, she couldn't account for three people, so she put them down as zero.

The other one was there is a formula for taking out considering for department chairman and people doing other duties, she didn't include that. So it come out to 50. I looked at it and there was no more than 13 and that was even high. So there are ways to look at it. This is what's wrong with these things. They are not studied. It's written on paper. It floated around and becomes the truth and these are not all truths. My recommendation is that we do it at DHE, take the money, give it to the community college and technical college, improve the programs and improve the equipment.

Also, there was a question made about the doing away with our local, which I'm a member of Local 1942. I think it's against the law, No. 1. I think it's unjust. We decided on who's going to represent us. If we voted for them in or out and we don't like the way they're running the show, we vote them out again. That's the way unions are run and there's a question asked would anybody in the faculty would be opposed. I'm speaking for myself, I'm definitely opposed to it and I would work diligently to keep my local intact.

George Skinner didn't pick our local. We picked George Skinner and AFT. We made our own decisions. We pick our own people and that's the way I feel it should be, and speaking for myself, I am completely against Section -- what is it, 34 -- and I will do all I can to keep our local intact. I was past president of the local for five years as well, but I think it's unjust. We've got a good local.

We've got a good faculty. We've got a very good student body and I felt that there was a little bit too much bashing on our board and other members of administration, which I don't always agree with, as you can tell. Thank you.

REP. COHEN: Thank you very much. Thank you. Gerry Feeny.

GERRY FEENY: Representative Cohen and Members of the Committee.

REP. COHEN: You can't get the words good evening out. You just can't believe it.

GERRY FEENY: My name is Gerry Feeny. I'm Professor of Humanities at Thames Valley State Technical College in Norwich. I've been teaching 40 years and the last 20 years I've taught in the technical college system.

I'm here to speak against SB1046. During the time I taught in the technical college system I've seen the college system grow and improve, proof especially showing in the success and reputation of our graduates. Our graduate students have attained very good entry level positions at good salaries within the corporations and companies in this state and elsewhere.

Some of these companies, companies such as Pratt & Whitney, United Nuclear, Lightolier, Pitney Bowes, Bell Labs, have said their own graduates -- our own graduates, I should say, now in their employ, back to the college to interview and recruit seniors for jobs in these companies.

In my opinion SB1046, in its broad approach, lacks forethought and rational direction. This bill skips over other avenues for solving the needs for change. I feel it will tear at the integrity of the technical college programs and gradually subsume the respected identify of the technical colleges into our large educational, mild blend. This bill does not fully consider the consequences that will afflict technical students, which the state needs, the industries which need them and the citizenry itself.

This bill does not show the right way and I hope that you will defeat it. Thank you.

REP. COHEN: Thank you very much. Questions? Thank you. Jonathan Daube.

JONATHAN DAUBE: Representative Cohen and Members of the Committee, I have a statement that will be passed out and despite my British accent, I don't have any need to read it to you.

My major point is the community colleges are the norm in the United States. I've been in Connecticut 18 months and came from being president of a small, very comprehensive community college in Massachusetts for nine and a half years. It's only less than two hours drive from here. So if you leave right now, you can see some engineering courses actually being taught.

I'd like, if I may, to make a couple of points that are not in my prepared remarks. The first one is that there's been mention of MIT, Rochester Institute of Technology and other such places. They are becoming, if you look at their history in the last ten years, more and more comprehensive themselves. In fact, if they started over, they wouldn't call themselves institutes of technology and they say that.

Number two, I sensed a lot of fear in what I heard today of community colleges. I wish some of the people who expressed those fears would just visit and I have to tell you at about 7:30 quarter of 8:00 most mornings I hand out in the cafeteria and we would love to see people actually visit our community college campuses.

The third point that I would make is I did pick up some fear of boards. I believe, personally, I'm speaking just for myself, I believe strongly in lay governments and one of the things that appealed to me and one of the reasons I wanted to come to Connecticut was that we do have a Board of Trustees. They may not be expert in this field and that, but they are very committed to the needs of all kinds of students, skills, sophisticated, not

skilled, young, old, women, minorities, you name it, and so I have faith that basically SB1046 would do the job. Thank you.

REP. COHEN: Thank you. Questions? Comments? Thank you very much, sir. Booker DeVaughn.

BOOKER DEVAUGHN: Thank you, Representative Cohen and Members of the Committee. My name is Booker DeVaughn. I'm the President of Northwestern Connecticut Community College, located in Winsted. I'm especially interested in the proposed legislation, if my understanding is correct, and I believe it is, all the two-year education in Connecticut would be under one Board of Directors, one Board of Trustees.

The possibility of community colleges being able to offer a more diverse program is one I find exciting. I'm excited about the possibility of creating a comprehensive community college, a single campus with offerings in liberal arts, technical programs and a wide variety of other career programs, including engineering, nursing, early childhood education, human services and the list could go on.

Before assuming my present position, I was Dean of Academic Affairs at a comprehensive community college in another state and I can think of no disadvantages of comprehensive community colleges. There are, however, many advantages. As a matter of fact, of the more than 1,200 two-year colleges in the United States the vast majority are comprehensive community colleges. An intrinsic value is produced when future day care teachers, for example, take some of their classes with future nurses and engineers. While most advanced students in classes -- in a college take classes with those students who have chosen their particular major, the general requirements or the core courses are taken with students from all majors and this kind of arrangements, students preparing for different careers, have an opportunity to learn from each other in a constructive and a supportive environment.

One of the criticisms we, as educators, often hear is that our graduates are well educated in their narrow specializations, but they are all too often limited in their understanding of the world and indeed their own society. It seems to me that at least one way of ameliorating this problem is to have students from a variety of career preparations studying together in those areas where that is possible.

As mentioned earlier, my college is located in the part of the state where there is no state technical college nearby. Consequently, students must travel 25, 40, 50 miles or more to take advantage of technical education. This problem can be addressed by allowing existing community colleges to proceed in a systematic manner in developing those technical programs in instances where there are both demonstrated employer needs and student interest.

Additionally, we know from the report, Jobs For Connecticut's Future, that there will be a tremendous need for retraining workers in the area of high and middle technology positions. All of our colleges need to be in a position to respond to these concerns. In essence, community colleges are well established and are working well across America. They have a proven track record of providing liberal arts education, technical education, health careers and a variety of other offerings under one roof. I look forward to the possibilities of expanding the kinds of offerings at Northwestern Connecticut Community College to the point where we will be known as a comprehensive community college. Thank you.

REP. COHEN: Thank you. Thank you very much. Harvey. I'm sorry. I cannot read your last name. It looks like Harvey from Asnuntuck. No, Harvey from Asnuntuck is gone. Okay. Theodora Howell.

THEODORA HOWELL: Good evening, Representative Cohen and other Education Committee Members. I am Theodora Howell and I am Associate Professor of Humanities at Greater New Haven State Technical

College where I have taught since the operation was begin in 1977 as a part-time institution of higher learning.

I am opposed to the proposed merger of the technical and the community colleges for many reasons, but some of the most important ones follow and I'm going to try not to be redundant and I would like to focus on something that I don't think has been touched on very much here, but I'm very briefly going to go over some of the reasons.

First of all, the two institutions have widely different missions. Each system successfully meets the goals and objectives for which it is intended and the programs do not overlap.

Second, it is a historical fact that when the economy is flourishing, college and university enrollments decline. Institutions of higher learning throughout the country are experiencing declining enrollments. In addition to the economic factor, the pool of potential college age students has shrunk and competition for the remaining students has accelerated with some institutions offering exciting, but sometimes unrealistic enticements.

Third, the loss of technical education through absorption would be devastating to our state. Technical education requires specialized curricula and accouterments and is not inexpensive. State-of-the-arts equipment is necessary for instruction to meet the needs demanded by business and industry in today's highly competitive market. The loss of technical expertise would not bode well for this state and would leave Japan and North Carolina licking their chops.

The final and most critical reason relates to the NCHEMS's report itself. The recommendation to merge the two systems was the third and least desirable option of this consulting group, but it seems that some state committees, newspapers and certain officials have focused on merger as THE solution to the problems at the technical colleges.

Yes, I do acknowledge that there are some problems at the technical colleges, but these can be remedied without a merger taking place. To use an old cliche, "Let's not throw out the baby with the bath water." What we need is more visibility. The average consumer has no idea what we're all about. Their perceptions are that we are trade schools and do not realize that we offer Associate Degrees in various engineering technologies. Many school counselors and teachers help to perpetuate this misconception.

Prior to registration at the community colleges and state universities, the newspapers and television stations are inundated with very appealing advertisements and commercials touting their courses, ease of enrollment and low tuitions. These commercials are run during prime times and advertisements are strategically placed in the daily and Sunday papers. The advertising budgets allocated to the technical colleges is so limited that notice in newspapers can only be run on a specific day of the week and television announcements are placed on free public service ads or public TV stations that the general viewer doesn't see because these are not the most popular stations.

The technical colleges have so much to offer and new programs like fiber optics, automotive engineering technology, toxicology, computer graphics and satellite campuses are presently in place and new technologies are being developed as I speak.

We need the funding and the opportunities to make this system both visible and viable. Now I realize that this is not the time to discuss additional funding. That's not my intention, but I am requesting equal distribution of the funds that are currently available. We have a talented, created, innovative faculty, bright, motivated students and a supportive administration all of whom must be allowed to prosper and survive. We have to be placed before the public in a positive light. The negative publicity of the last few months can only add to decreasing enrollments and a poor image. We must be able to afford to advertise on Channels 8,

3 and 30 during prime viewing hours. WE must be able to afford to advertise prominently in newspapers prior to registration.

Our students receive an excellent education and our graduates are in demand by businesses and industries in Connecticut. These graduates attain lucrative employment which allows them to give something back to the economy of this state. Merger will not correct the problems or the inequities of the past. Positive publicity, and plenty of it, will. I urge you all, please, do not vote for SB1046. Thank you.

REP. COHEN: And thank you, Theodora. Are there questions? Thank you very much. Stan Bystrowski.

STAN BYSTROWSKI: Representative Cohen and Members of the Education Committee, my name is Stan Bystrowski and I've been a Teacher at Hartford State Technical for 22 years. I have seen directors come and go. I've seen presidents come and go. I've seen vice presidents come and go and I'm beginning to see instructors come and go and I hope the system does not go.

We've heard a lot of criticism about our system not responding to the needs. Well, approximately 17 months ago I was involved with two other instructors and we authored a new program, which is a computer engineering technology program. Well, it's true, it took 17 months for that program to be finally approved and one of the big problems we had with getting the program approved, of course, being a high tech program, computer engineering technology, went along with -- a large budget went along with that proposal.

Initially, we submitted a five year budget of $500,000 and since then we've cut it down because we are not planning to offer some specialty courses. Now, I heard a lot of pie in the sky offers by the presidents of the community colleges that they welcome us, but will they welcome the budgets that we propose for some of our programs?

For example, this year Hartford State Technical College has committed $40,000 to implement the computer engineering technology program. Next year

we'll go back for another $40,000 and this will continue for several years. Now when we talk about computers at Hartford State Tech, we just don't talk about a plain old PS-2 which the community colleges might think that they're high tech. Our particular computers get configured with special boards and special instruments. That $5,000 computer station turns out to be in excess of $20,000.

All right, now as I said, the presidents of the community colleges, they're welcome to come to our school and really see what high tech is about and the costs associated with this and that has always been our problem, of justifying our costs, especially in this market of decreasing students.

There have been other proposals. For example, last year the University of Hartford submitted a two-plus-two proposal with Hartford State Technical College. We would offer the first two years of the engineering technology program and they would offer the next two years leading to a baccalaureate. That was turned down by the Board of Higher Education and the Board of Governors primarily because our program wasn't in existence at the time and also because of the funding that is required.

Right now the Board of Governors dictates the way our programs will be implemented. All right, there is a long process that must take place and the Board of Governors makes the final decision whether one our high tech programs or a program will continue, and here again, I feel that the Board of Governors is really influencing our particular course offerings. Are there any questions? That's all I have to say.

REP. COHEN: Any questions? Thank you very much, sir. Elizabeth Resta. How about William Keever.

WILLIAM KEEVER: My name is William C. Keever. I teach Physics at Hartford State Technical College. I believe that a merge of the state technical colleges and the community colleges is unwise and I ask you to renounce SB1046 for the following reasons.

I attended Brooklyn Technical High School and Great Neck High School. I went to Clarkson College of Technology and the University of Connecticut. As a post-doctoral fellow, I held fellowships at the University of Toronto and Georgia Institute of Technology. At each level of my education I attended a technical school and a general level school and I say that there is a very basic difference between the schools.

Engineering and technical education is serious business. The technical schools were more disciplined and offered less choice in their technical curriculum. No one would consider the merging of Manchester High School or Keeney Tech. The merging of Hartford and MIT has not been considered. The different goals and missions of these institutions are accepted. Why are we different?

To illustrate the difference between the concentrations at the two types of institutions, I have compared a text used at a two-year community college and a proposed text at a tech college for supposedly equivalent algebra-based physics courses. The text are "College Physics" by Surway and Foran, a popular text used at a nearby community college and "Technical Physics" by James Sullivan, a text we may adopt next year. Surway states in the Preface that this is a book for students majoring in biology, pre-medicine as well as other disciplines such as health, environmental, earth and social sciences.

Sullivan states that his book is to prepare technical students for further specializations. Surway, the first book, has six pages devoted to the introduction of vectors. Sullivan, the second book, has 62 pages devoted to the introduction of vectors.

SB1046 purports to improve the access to technical education by merging the community and technical colleges. At the same time, funding is to be based on the number of students taking courses. Nowhere does the thrust of these policies address the quality of the education. The press has recently castigated us for being elitist because we believe

in a curriculum which does not allow for many electives. This is somehow seen as limiting the access to technical education. I believe this is the type of curriculum necessary to educate quality technicians. I believe that an orderly development of a pyramid of knowledge is essential to the education of a good technician.

Last Monday the first of a five-part series on education sponsored by Chrysler Corporation premiered on Channel 57. American schools were compared to Japanese schools. The Japanese schools were considered as models that American schools should follow. My impression is that the technical colleges have many of the same attributes as the Japanese schools and these are the attributes that we are being criticized for, the discipline, structured curriculum and intensity. Are you listening? Are you paying attention? Okay. In fact --.

REP. COHEN: They were signing my birthday card.

WILLIAM KEEVER: Okay. In fact, with conversion from three eleven-week terms to two fifteen-week terms, we lose the intensity. I resent the charge that we are elitist. I resent the impression that has been created that we are unresponsive or uncaring. I now cover 30% less material than five years ago because the students are not prepared. I feel as if the educational system is hemorrhaging. Teachers are caught between a rock and a hard place because they are the enforcer of standards and also have to practice the art of the possible.

I believe that we have to establish standard tests for high school and college courses to stop the erosion of our educational system. In this way the teacher would become a helpmate to pass the test, rather than the obstacle that the student now sees. We are being coerced into a merger with the community colleges because of low enrollment. Has the underfunded conversion to a semester system confused students and lowered enrollment?

Certainly at a time when career in technology should be encouraged the $200 or $300 premium a year that a student must pay to attend a technical college over a community college does not encourage

the undecided student. I believe that a program to waive tuitions for science teachers exists at the state universities. I believe that tuition should be free at the state technical colleges to encourage the difficult pursuit of a technology education.

To some extent, we can be considered members of an American corporation. I am from the quality control department. I tell you that we are not holding it together. You, as chief executive, say we're going to make everybody happy in the name of improving access by increasing production. Forget about the quality control. I find that decision frightening and absurd in today's quality conscious world.

In summary, vote against SB1046, proposed free tuition for the tech college, initiate a standardized testing system similar to the New York State region system, start an emergency summer preparation school to upgrade the skills of high school students to prepare for college admission. I believe UConn has such a program. Watch the "Learning In America" series on public TV.

REP. COHEN: Thank you. I'm fascinated by your proposal for free tuition. Do you have a price tag that goes with that?

WILLIAM KEEVER: Right now our schools do not have enough students. Now if you could give free tuition and increase the enrollment by 30%, and only increase the cost by 20%, I would say that's a good bargain. The state schools are so very heavily funded that it seems that you're only getting $1 out of $5 for the cost of the institution. So if you gave free tuition, it would only cost you 20% and you might be able to bring an awful lot more people into the school.

REP. COHEN: What revenue raiser would you be prepared to support in order to general the dollars necessary to do that?

WILLIAM KEEVER: I would tax liquor, cigarettes --.

REP. COHEN: Earned income?

WILLIAM KEEVER: Gun, too.

REP. COHEN: Earned income?

WILLIAM KEEVER: Earned income? Yes.

REP. COHEN: Thank you. Other questions? Thank you very much, sir. Walter Kreske. No. I beg your pardon. Ellsworth McGuigan. Jim Newman. How about Robert Chapman. William Schwab.

(cass 7)
WILLIAM SCHWAB: Good evening. Representative Cohen, Members of the Committee, I want to make you -- I don't want to worry you any, but I'm not a graduate of Michigan or Seaton Hall. I'm a graduate of Penn State and they're better known for the football than basketball, so -- okay.

But I'm here to support SB1046 and every since this whole questions has been raised, there have been three questions that have been asked and I would just like to respond very briefly on those particular questions. One, can a comprehensive community college system work? Two, would technical education standards be eroded in a comprehensive community college system, and three, would the resources be there to support technical education? I'd like to respond to each of those three questions.

One, can the system work? The vast majority of states do have a comprehensive community college system. In fact, outside the State of Connecticut the systems most well regarded for the two-year college system, namely New York, Florida, Michigan, Texas, California, all have comprehensive community college systems where the technical education is an essential facet of its mission. Technical education seems to have thrived in those particular systems.

One of the speakers before me indicated that maybe everybody would move down to North Carolina if we merge the two systems. Well, you might be interested to know that the technical colleges in

North Carolina are now community colleges and also the Minnesota system is also expected to move in that particular direction.

Also, I spent a couple of the -- my community college colleagues said that they were members of comprehensive community college system in other states. I came from the State of New York. I worked in a small community college in Upstate New York and we also had technical education, engineering signs, computer technology, Cad-cam, Chemical Technology and everything worked pretty well and it worked check by jowl with liberal arts and business programs. So I think it can work and I think one thing it does do is it gives flexibility to students coming in.

Many of our students -- I don't know about anybody up on the dais or anybody behind me, but I'm wondering whether anybody is doing now what they originally set out to do in their freshman year in college. I changed majors five times and I think one of the beauties of the comprehensive community college system and when people come in, they would give them a lot of different options if we had technical education along with the other parts of the community college mission.

The second question, would technical education standards be eroded in a comprehensive community college system? Norwalk Community College's nursing program is accredited by the National League for Nursing. It's respiratory therapy program accredited by the American Medical Association and its legal system program accredited by the American Bar Association.

Graduates of NCC's program ranked second. Yale was third when compared to students of all Connecticut nursing programs who took the RN examination. An artist program was approved recently by the RCC Board of Trustees. Graduates are transferred to 300 different colleges to very prestigious colleges, including Yale University where three of our graduates transferred in one year. Our archeology and advocation program attracts many students who have advanced degrees. In fact, 15% of our students had advanced degrees. There is a direct tie-in with Yale's masters program in

archeology and we are an open door college and we have a strong basic skills program for unprepared students and a well-known English for a Second Language Program for students whose native tongue is not English and we're proud of that particular record.

We're also proud of our record in preparing students to tackle traditional college level work. We also expect and demand that students meet high standards. To do less would be to cheat them to a needed education. We can't afford that. Connecticut can't afford that. No, technical education standards would not be eroded in a comprehensive community college system and the fact we have a strong basic skills and an English as a Second Language Program and the fact that most of the workers of the future are going to come from three sources, immigrants, minorities, and women, all three groups of which community colleges have a strong track record in educating, I think would be very attractive in being able to bring these particular students in and give them more options than what we presently have available right now.

Down in southwestern Connecticut, by 1992, there will be two jobs for every one qualified person and most of the entrants in the job force are going to have to come from immigrants, minorities and women. Again, we have a very strong track record in educating people who come from these particular sectors.

And the last question, wouldn't comprehensive community colleges devote less resources to technical education because it's more expensive than present community college offerings? Comprehensive community colleges traditionally respond to the needs of its citizens and its employers. Nursing and English as a Second Language Programs, for instance, are very expensive programs to offer because they have a very low student to faculty ration, need for expensive equipment and need for a laboratory support services.

The college has made a major commitment to these programs because the need for trained nurses and the need to equip non-English speaking students to cope with our culture and to ease their transition to the job force. Needed technical education programs would also be -- would be provided necessary resources.

So this is my response to typically asked questions that have been proposed to me. If the legislature chooses to ratify SB1046, as Andy McKurdy and (inaudible) Canon said, our is a spirit of cooperation. If there are reasons not to combine, quality is not the issue. In fact, I even sensed when I hear people say that quality would be eroded if there were a comprehensive community college system. With or without technical education, community colleges are and will be equality colleges. Thank you for listening to me.

REP. PELTO: Thank you very much, President Schwab. Are there any questions? Representative Mintz.

REP. MINTZ: Yes, when you talk about flexibility, is it in your opinion that if this bill passes and this merger takes place that we might actually, through being able to offer courses that can prepare these students to be eligible for the tech programs that we would actually produce more tech graduates?

WILLIAM SCHWAB: I think there is that -- yes, the answer is yes because of our very strong English as a Second Language Program and our very strong Basic Skills Program. In fact, we checked on some of the people that have gone through our Basic Skills Programs many years ago just to see what happened to them. We found out that many of them went on and did quite well. In fact, we found out that three of them graduated from Wesleyan University. These are students who have come in who did not have the traditional skills and weren't prepared to English 101, our traditional entry level English course and so they had to start below that and yet they did go up through and made a successful transition and went on to Wesleyan University, so, yes --.

REP. MINTZ: Do you think the quality of the graduates would be hurt by that kind of program?

WILLIAM SCHWAB: No, I do not. Because we're an open door college does not mean we don't have standards. When somebody comes in and takes Basic Skills, we make sure they're up to a certain level before they move onto the next level, and for instance, everybody goes through our English 101 Program even they have to pass a writing test. That writing test is graded by two teachers other than the one who was teaching that particular subject to allow for some objectivity, so I think we do maintain standards and we're proud of that.

REP. MINTZ: Thank you.

REP. PELTO: Are there any other questions? Thank you very much.

WILLIAM SCHWAB: Thank you.

REP. PELTO: Our next speaker is Robert Miller followed by Arlene Brooks. Nice to see you here in eastern Connecticut. Welcome.

ROBERT MILLER: I'm anxious to get back there too, Representative Pelto.

REP. COHEN: Some of us are.

ROBERT MILLER: Having graduated from the University of Connecticut, I lost interest about two weeks ago on what's going on this evening. I am Bob Miller and I'm President of Quinebaug Valley Community College in Danielson. We serve the northeast region of the state and I wanted to comment very briefly this evening on my perception of how our region would be affected by SB1046. I'm the founding president of Quinebaug. I've been there almost 18 years, 29 years in public higher education, so I have an historical perspective, both in terms of Connecticut's public higher education system and in terms of northeastern Connecticut.

There's been a concerted effort to attract and retain business and industry in northeastern Connecticut and to that end in 1986 Governor

O'Neill appointed the Northeast Corner Advisory Committee. In 1988 the consultant submitted a report to the committee and to the Department of Economic Development and that report noted that in fact Quinebaug Valley Community College is the only college in the corner that doesn't have the equipment to provide trade classes, but currently runs a joint program with Harvard H. Ellis Technical School.

It goes on further to say that there are five technical colleges in the system and the closest school is Thames Valley State Technical College in Norwich and it offers many courses that are not available in the corner's facilities and it points out that corner residents who have cars do commute there for courses. The major problem is that transportation in the northeast corner of Connecticut is a very serious problem. There simply isn't transportation, so in order to commute, a student has to have his or her own car.

We've worked closely with Ellis Tech, as I mentioned earlier, to develop cooperative programs. We have a number of proposals in the works with them at the present time. They're located across the street from us and Ellis Tech recently completed a $7 million expansion with technical facilities and we see the opportunity to work closely with them in the direction of technical education which we think would be encouraged, the climate would be encouraged through the passage of SB1064.

In fact, the Director of Harvard H. Ellis Technical School is a member of our Regional Advisory Council and, yes, our Advisory Councils do meet. They meet monthly or every other month and they've been meeting over the 17 years I've been associated with Quinebaug Valley and we have a lot of valuable input from those Regional Advisory Councils in terms of the shaping of programs to serve our regions.

So I believe that should the General Assembly decide that it wants to create comprehensive community colleges, it will create a climate for preparation of a technically trained workforce in northeastern Connecticut, a workforce needed to

attract business. Educational opportunity that will assist in providing employment in an area of the state where unemployment has been higher than in the rest of Connecticut for decades. I see flexibility as a hallmark of legislation of this sort, the ability to move and I think not just in one direction, from technical programs into non-technical programs in an institution, but to move in both directions.

Geographical access I think is the main point here. It ought to be possible for students in northeastern Connecticut or in any other area of the state to have access to technical training. We don't have to replicate all programs in all areas. We can select programs that are appropriate to the particular area and we can utilize the resources that are available to us in that area to provide technical education. Thank you.

REP. COHEN: Thank you very much. Questions? Thank you, sir. Arlene Brooks.

ARLENE BROOKS: Good evening. I'm Arlene Brooks. I'm a student at Waterbury State Technical College and co-chairperson of the Student Action Committee. I'm upset that I have to be here today and I'd like to explain why.

I've been involved in industry at a clerical level for many years before enrolling at Waterbury State. Through observations and my own experience, I've learned that industry relies heavily on well-trained technicians. Waterbury State and the four other Connecticut technical colleges have earned excellent reputations for providing their students with quality technical education and now it may all come to an end.

Last December I became aware of people anxious to merge technical colleges with community colleges. We've strongly objected, but their answer is always the same. A merge will enhance technical education. Is there another meaning for enhanced that I'm not aware of? Mattatuck Community College is an excellent college, but it has nothing in common with Waterbury State Technical College. The

Board of Governors, however, feel that liberal art students and technical students should share the same classrooms, but think about this, if you will.

The professors will be forced to teach humanities on a liberal arts level while the technical students suffers or they may teach on a technical level while the liberal arts students suffers or they may try to combine a little of both and everyone will suffer. Is that enhancing technical education? I'm aware that there's a nationwide decline in technical college enrollment, but that's not a good enough reason to eliminate technical education as we know it today.

I've been actively and openly opposing the proposed merge between technical and community colleges. I have attended public hearings and I have read both the AVA and NCHEMS Report. I have questions that I cannot get answers to regarding the AVA Report. Maybe you can enlighten me and those of us that are puzzled. When addressing the minority outreach and retention efforts of Waterbury area colleges why was Post College's 1987 data referred to when compared to Waterbury State's 1985 data? Why did the AVA Report claim that 15 students were in Waterbury State Technical College's liberal arts program in 1987 when no such program exists? Why didn't someone in the AVA organization proofread the report for typographical errors?

I don't want to waste time going over every discrepancy I have with the AVA Report, but I feel it is imperative that I comment on the consultant's survey. The report reads, and I quote, "One important component of this project was a survey of businesses in the Waterbury area. The primary purpose of this survey was to determine the educational needs of employees from the perspective of the employers." "The consultants," and I quote again, "ask businesses to tell us what kind of additional training would improve the performance of their employees." This question implies short courses or seminars that could be given to full-time employees already on the job. A more appropriate question would have been what technical skills will your company require of employees that you expect to hire within the next five years.

Of course, if the survey was done the way I suggested, the outcome would have been favorable for the technical colleges. I don't think that was the objective of the AVA consultants. I understand that the AVA company was hired last April, but did you know that the survey was conducted in July and August. Maybe the consultants weren't aware that most people vacation sometimes during those months and factories shut down then, too. Do you think they overlooked the fact that responses may have come from fill-in help and/or overworked employees covering for co-workers or didn't that matter or do you think they may have planned it that way.

You know, the AVA people eliminated wholesalers and retailers from their survey. Wholesalers' and retailers' success depend a great deal on data processing. Was this another oversight? Statistics are a great tool if you have a predetermined result in mind. States can be manipulated to get those pre-determined results. Do you suppose the AVA consultants had a predetermined result in mind when this survey was conducted and do you think that it's a little odd that members of the Ad Hoc Advisory Committee reviewing the AVA Report were not asked advice by their Chairperson, Ed Goldberg of the Board of Governors, neither were they asked to vote. Mr. Goldberg's recommendation of merge was not a result of a vote taken by his committee.

I feel that the AVA Report and its review are disgraceful. As a taxpayer, I'm appalled that our tax dollars were spent on such inaccuracies. As a student, I'm upset that Waterbury State Technical College quality of education is in jeopardy because of this report. I had planned to comment on the NCHEMS Report, but I'd rather not.

I would like to mention, however, that I personally have nothing, nothing, nothing, to lose even if a merge occurs. You see, I'll be graduating on June 2nd with a technical college degree, but I've seen how unfairly the Board of Governors has handled this issue and I got involved strictly on principle.

In conclusion, I'd like to mention that, well, obviously I'm both female and disabled. I'm enjoying a remission right now, but there have been periods when I've had problems and needed special attention. The administration and faculty at Waterbury State Technical College has been extremely supportive. Without their involvement in my personal health problems, I would not be able to continue my education, but I'm not the only minority receiving special attention. I have a Black female friend who has been having trouble scholastically. Waterbury State has offered her peer tutors in addition to the extra help she's receiving from her teachers.

Another Black female will be graduating in June.

have gotten this far without being able to telephone her professors at their home for assistance with her assignments. I don't care what you read or what you hear saying that WSTC doesn't do their part helping minorities. Don't believe it because I'm living, breathing proof that they care. Thank you.

REP. COHEN: Thank you very much and thank you for waiting so long to talk with us.

ARLENE BROOKS: Oh, it's okay.

REP. COHEN: No, it's not okay, you know that, come on.

ARLENE BROOKS: I've never sat still without a movie in front of me for so long.

REP. COHEN: Or popcorn. Elaine Levine. This is it, Elaine.

ELAINE LEVINE: I feel that since I've waited ten hours even though almost everything I have to say here has been said before, you can hear it again.

Ladies and Gentlemen, my name is Elaine Levine and I am one of the three co-chairpersons of the Student Action Committee at Waterbury State Technical College. I am here today to speak on my

position regarding the proposed merger and how I believe it will affect technical education as we know it today.

From the onset, we have approached this matter with a degree of seriousness that it deserves. We knew from the first time we heard about it that this was something that would affect us and it prompted us to form the Student Action Committee to do what we could to help you understand our fears. We have gathered information from every source we thought could help us, read volumes in data and testimony, written numerous letters and spoken with scores of people. We have become as well informed as students can be on this matter and in view of all we've learned, we feel it's even more crucial that you hear us now.

You are the representatives of the people and the people that we have been in contact with agree that merging the technical colleges in Connecticut with the community colleges would do a grave disservice to local industry. Local industry depends upon the graduates of the technical college system to fill their needs. We will, as graduates, enjoy an enviable reputation among business leaders. I not only speak for myself, but I speak for every past or present student who graduates with a technical degree.

As the statistics show, a person is expected to encounter three or four career changes throughout their lifetime. What do I say when a potential employer sees Waterbury State Tech on my resume and asks "Waterbury State Tech, who's that?" We have one of the highest employment placement rates of public two-year schools in the country. We have an employment recruiting week every spring and our graduates are hired directly by companies, including IBM, Pratt & Whitney, Norden Systems and Avco-Lycoming, just to name a few. We even have a student who's involved with NASA.

Not only did we receive an outstanding education, but we learned the application techniques that are so vital in the workplace today as well as the social skills necessary to apply them. If you were to sit in on one of our classes, you would find that along with learning to speak more eloquently

that the subject matter we speak about it geared towards technology and with improving our writing skills, we may have to write a research report on artificial intelligence or chemical reactions.

What I am trying to get you to understand is that even our humanities are technically oriented. Can you blame us for being concerned about losing this? Why weren't the students ever consulted about their feelings? After all, we are the ones that will pay the dearest price. We receive an excellent, complete and applicable education in our chosen fields. We shouldn't have to worry about compromising this and what about the problems we face with the vocational/technical high school enrollment? Their enrollment is down also. Does this mean that they will eventually be merged with the public high schools and technical education will be further incorporated into the general system?

Why not instead plan for the necessary math and science courses necessary to ensure a steady flow of technically oriented students? As for myself, I feel very fortunate to be a student at Waterbury State. There is a special feeling of kinship that comes from being a student there. We encourage each other to keep pushing, knowing what rewards wait for us at the end. Can you promise these same feelings of cohesiveness will prevail if we are to merge? We will get lost in the numbers alone and even as it states in the NCHEMS study, it may cause the demise of technical education as we know it today in Connecticut.

This brings me to another area of concern and perhaps most important. My major concern is that there have been no studies that we have seen of the community college system. We have spent over $110,000 of the taxpayers' money on studies that are at best questionable and nowhere in either of those studies are the problems that the community college system dealt with. What if it turns out that you are taking us out of the frying pan and putting us into the fire? There is no plan. You say you want to enhance technical education. How? Should we take your word for it? Should we just accept what has been said and not question the outcome? Why not set up committee before taking

drastic steps to establish improvements and set up short and long range goals and propose how to overcome the shortcomings that are mentioned?

Why not incorporate a structured set of guidelines to make a good system better instead of ruining an excellent system that has taken 25 years to build. You have the awesome responsibility of helping to decide my future. I plead with you to hear what I am saying. This is more than changing a college system. This is eliminating an avenue that ensures Connecticut's future. Thank you.

REP. COHEN: Thank you, Elaine, it was worth waiting for your comments. Thank you very much. Bob Grenatas.

BOB GRANATAS: This is for Representative Cohen. This is a birthday present of sorts that you should consider.

REP. COHEN: Hey, it's better than anything so far.

BOB GRANATAS: Over 5,000 signatures protesting the merge of the tech colleges and they will be hand delivered to the Governor. We were going to do it today, but today is fast becoming tomorrow.

We have heard an awful lot about this NCHEMS Report and our concerns with it. I would like to point out that there's a second report out there that was commissioned by the Economic Development Council that addresses the needs of this state for high technology, now low, not middle, for high technology and it has been completely ignored in the NCHEMS Report, completely. They are addressing the needs by a medical or space research that's going on within this state, all of these high tech areas it addresses.

To quote it, "The sector of the U.S. national economy that is growing at the most rapid pace is that --," boy, when you get old, your bifocals go, too, "that which could be termed the high technology sector." The term includes small start-up businesses based on innovative using of newer techniques, expanding business in which high tech plays a dominant role at the present time and offshoots into larger corporations.

The NCHEMS Report addresses three areas, well, 15 total, three areas and you heard testimony earlier this morning about agriculture in the State of Connecticut. Agriculture no longer exists here, but NCHEMS has three recommendations in there for new programs in these three areas. It addresses precision production. I had to go to quite a bit of looking into various colleges to find that. Precision production is drafting. We have drafting in the technical colleges.

Within the next five years, drafting companies will cease to be if they do not move into the CAD high tech field. So we're talking about different types of programs. If the desire of the state is to expand into these areas, it can be done within the existing structure. How receptive our administration is going to be? I anticipate that a message had been delivered to them, loud and clear. As Vice President of the Federation myself, I've also heard a message or two delivered in the past week or two.

The concerns with the community college, the merger into a comprehensive system is real on the part of the tech colleges. It is my prime concern here today. I wish to point out a few factors that have me concerned.

No. 1, we are a unique system in Connecticut. One hundred percent of our graduates are in technology. What we're concerned about is if you merge us in with the community colleges, what is that percentage going to be? The record speaks. These are the states that NCHEMS used to compare us with. Ohio, 30% of the total graduates are in technology. South Carolina, 25%. No. 2 son was in Marine Reserves, I happened to be down there to pick up out of Paris Island when he graduated and we stopped off a Buford, which is a technical community college.

Hair dressing. I walked into one laboratory teaching people how to feed a baby. That is necessary is our society. We do not belittle any of those programs. What we're saying is that's

not what technology is about. The Japanese have recognized this and surpassed this. Keep looking. New York, Pennsylvania, Massachusetts, New Jersey.

REP. COHEN: Dennis is too tired to stand up, I see.

BOB GRANATAS: I'm very tired. The next one. Again, 100% state tech colleges. Broome Community College, which is up outside of Danbury, across the border in New York. When John Horne and I want to school --.

: You just lost the bill. You're in trouble now.

BOB GRANATAS: Two or three years ago we graduated from high school.

REP. COHEN: That's what John has told us, incidentally.

BOB GRANATAS: Broome Community College started out as Broome Technical College. It was then merged, became Broome Technical Community College. Today it's just Broome Community College. This is where our concerns lie. The emphasis is gone. Thirty-one percent of graduates of total enrollment, 31% in technology.

Springfield, which still has tech in its name, 21% of total enrollment. Concord Voc Tech Institute, which would anticipate would be the epitome of trades, industry, what have you, 40% in New Hampshire, a couple with 50%, but again, 16%, 20%, 35%, in other words a compressing of the programs and this is where our concerns lie, okay.

Which one is this. Retention. That NCHEMS Report attacked us about our rate of retention and we've been raked through the coals on this one by the press. What is the retention rate in engineering schools? At UConn, I attended a meeting at UConn and one of the assistant deans said we don't flunk anyone out of the school of engineering. I came out of my chair, I said, "You have to be crazy." He says, "No, Bob, no, Bob. We don't do that. They transfer into other schools within the university." Have you ever heard of a liberal arts

major transferring into an engineering school when they got into academic difficulty and this is where the differences lie.

The emphasis of the programs states with six or less two-year colleges with tech in the name, Connecticut 30% total graduates out of total enrollment, 42% in New Hampshire and then look what happens, and God forbid we become like Alabama with 8%. God forbid that. Three high technology states in the country, New York, Massachusetts and Connecticut and if all that you're going to be graduating is a lesser number, I think we're hurting. I think we're hurting. Seven or more colleges within the state, notice it improves a little bit. It improves a little bit because you're talking about Indiana, Ohio, South Carolina, Wisconsin, North Carolina and we see that this is where the concern lies.

Do you want to knock our administration? I've been knocking it for years. Do you want to knock our board? They don't like to see me come in the room. Do you want to knock our contract, let's talk about it? Mr. Dyson, before you leave, and I mean this --.

Women please note, minorities, in the engineering field today, I'm talking about where our instructors come from, in the engineering field today, 90% of the engineers are white males. I'm talking about a very serious imbalance here. That report that Mr. Sullivan, yes, I know, Tom Sullivan, but Senator Sullivan, Kevin Sullivan, told us to kind of cool it concerning the young lady's difficulties, okay, okay, I'll cool it.

That report, however, I'm not going to cool it. It attacked us as racist matter of factly because why? Because of the simply reason we have low minority enrollment and our faculty is not representative with minorities. Less than 1% of Blacks are engineers. I didn't do that. Maybe I did some other things in my lifetime, but I didn't do that. Asians, 3%, females, 5%, 6% or 7%. It's growing, okay. There's hope. There's hope.

REP. COHEN: You don't know how old I am. I don't know if I'll life that long.

BOB GRANATAS: When you look at ability of students, you've got to realize 50% of this population is female and we're not plugging into that brainpower. When we look at the Black population, we're talking about a large number of people that we're not plugging into and I want to leave off a Black, White, male female, we're talking about brainpower for survival in this country. We won the war with Japan. We're losing the peace. Why? Because technology is fleeing the country, that's why, plain and simple, plain and simple and Connecticut is a technology state and I don't care what that NCHEMS Report said, as you drive home, you know the tobacco field are gone, shopping centers, condominiums and in some places, industrial centers and that's what our lifestyle is today in this state, in this state.

I put why here for a whole bunch of things. Don't hold it up, you're going to get a hernia. Can we recognize, as everybody has spoken today, that we've got some serious troubles in elementary and high school. We've got serious troubles in city high schools. Kids aren't taking math and science, 17% decline in high school graduates. College board has done a study and what they're finding out fewer and fewer kids are taking the advanced math. The get the basic requirements up to grade 10 and quit doing math. They take the basic requirements in science and do not take chemistry or physics. You need that in our place. You need that fat. You need more math and you need more science.

What that study found out was only 7% of high school graduates can handle scientific math problems, that's all, 7%. We do prep programs. We have math programs. We have one year certificates to try and bring kids up on track. We have developmental reading, developmental writing. We have a learning center. We have self-paced math courses. We're trying everything.

I'm in the school 20 years. We had a pre-tech year. Kids used to flock to it. We had three divisions of it. Kids flocked to it. They loved it. Enrollment started to decline. Just where had those pre-tech kids started to go? To four-year colleges as freshman. We're in a losing

competitive situation. If you have a son or daughter who is in academic difficulty and you're concerned about where they're going to go to college, that's what I do for a living, too, I'm the counselor down there, I guarantee you a seat someplace in the United States of America, a college will accept that student. It's a sad commentary, but it's true. A guaranteed seat, if you can pay for it. If you can pay for it and we all know what costs are.

The gentleman spoke before, and I don't mean this in disrespect, we have an added problem, graduate school in engineering is declining. We're not graduating enough American students that speak English. Graduates school students are now being taught by foreign instructors. As my son said when he went to a local university, three Hispanics got up and left the class because the instructor was Korean. Their comment was it's bad enough trying to get English as a second language, never mind a Korean as the third interpreter and these are very serious problems that we're facing.

In five years you're going to have a crucial problem in the technical college system and that is we old-timers are going to retire and I don't know where you're going to get engineers to come in. I really don't and I'm not speaking as the chief negotiator for a union contract here today. I'm speaking here today of serious problems. My two older sons went through Thames, transferred and got their engineering degrees and are now out in industry. No. 3 son is a chemical and he's going to Northeastern next year. I'm doing my bit to try to get some engineers out there, but I have no more kids coming down the pike, at least none that I know of at the present time.

REP. COHEN: Thank you, Bob.

BOB GRANATAS: I was just going to say, I want to thank you for being so patient and long. You want to know something, I closed the damn one up in Waterbury, too, that's how long that one was.

REP. COHEN: Oh, well, Bob, there are people after you, not to worry. Thank you very much. Are there questions?

REP. HOYE: I would like to make a comment.

REP. COHEN: Representative Hoye.

REP. HOYE: John, don't squeal on me now. Just the fact that we did know each other two or three years ago when we were in high school together and I just wanted to point out to him that his Representative who is a member of this committee has not been here all day.

: Whoa, I can't wait to find out who that is.

REP. COHEN: We'll discuss that later.

REP. HOYE: If you don't know, I'll tell you later.

BOB GRANATAS: I know who it is. You think I'm not astute.

REP. COHEN: Enough, enough. Thank you very much. Okay, moving right along, Charles Chekas and then Conrad Mallett.

CHARLES CHEKAS: We are entering our tenth hour. I don't know how you align people. I have a grievance. I came here at 9:15 this morning and put my name right away. I don't know how the names got shuffled. I still want to remain because I have a point, which I was told not to say, but I will say it because there's an editorial in the newspaper on this.

I am professor Charles Chekas of Waterbury State Technical College. I have just completed my 23rd year. I, too, will not be very long, (inaudible) but I came here because I love the school. I think it's one of the greatest institutions the State of Connecticut has, the technical college system. I don't know if you remember in the 1980's when nobody could get a job and nobody was buying a house, which is coming around very shortly again, they graduated from four-year colleges and came to our college to get another degree to get a job.

I know when I saw that --

(GAP IN CASSETTE, 7A TO 7B)

diplomas and I saw it and I said I never saw this in my life. My own daughter. I have three daughters. They weren't technically oriented. They couldn't do it in my college because they were not. It's apples and oranges, the community college. That's what I'm trying to say. These great leaders of the community college, maybe they need us that's why they want to combine us, but I think you're doing a bad error of judgment.

I want you to kill this great thing we received on Wednesday, at night it was done, I understand, 10:46. You're intelligent people. Your chairman disappointed me. He should have been here more often. I came here at 9:15. I don't think I saw him three hours here.

It seems I get the impression that it's already decided and I get worried about that. I congratulate Representative Cohen for being here all the time. I teach economics, human relations, oral communications. Those two girls you heard were my students. I'm very proud of them. I was told not to say certain things, but I can't help it, this is the truth. You know, I don't know how many people took logic. In logic you start off with a question, then from there you get the facts. Then from the facts you then come to a conclusion and you reinforce that conclusion with more facts, but this great report, NCHEMS Report, which report with zero, as far as I'm concerned and colors. I can't help it. I have to believe that and I hope you people go back to the rest of the 20. How many in the committee, 24?

REP. COHEN: There's 26.

CHARLES CHEKAS: 26, okay, those who are here I congratulate you. Remember, I've been battling this with Commissioner Glasgow since I've been here. I have nothing against her personally. She's a hired commissioner. That's her job, but I know and she's come out on record, she's against -- she wants --.

REP. COHEN: Mr. Chekas.

CHARLES CHEKAS: She wants comprehensive education. Isn't that true? Am I saying anything wrong?

REP. COHEN: No.

CHARLES CHEKAS: I'm just stating a fact, and all I want to do, and I'll close, I waited here ten hours and I'm quoting from a newspaper who doesn't like us either.

REP. COHEN: Mr. Chekas, I think copies of that newspaper article did --.

CHARLES CHEKAS: May I have the right to read it?

REP. COHEN: No.

CHARLES CHEKAS: In other words, this is not a democracy?

REP. COHEN: We asked at the beginning of the hearing that if we would not entertain comments, personal comments about Commissioner Glasgow.

CHARLES CHEKAS: I'm not making personal comments. It's an editorial.

REP. COHEN: I understand that.

CHARLES CHEKAS: I didn't make it. I didn't write this. How many people over here have read it?

REP. COHEN: We all have it.

CHARLES CHEKAS: You have?

REP. COHEN: Yes, we all have it, sir.

CHARLES CHEKAS: Well, I won't repeat it then.

REP. COHEN: Thank you very much.

CHARLES CHEKAS: Now what I'm trying to bring across is this. In logic, they started off just the opposite. This consultant that we paid $100,000 for had the answer first and now we've got work

back to prove the answer. That's not logical. I'm not saying we're perfect. Nobody's perfect. We've made our mistakes.

Did you ever check the community colleges? Do you know how many don't graduate? Did you ever look that graduate, actually graduate? They take a course they count as a number. I don't want to go against the community college because they've got their purpose. Apples and oranges again. I feel very bad because, like I said, this is my third time I've been fighting this because we've had these fights before. Why they pick on little Waterbury State, or a technical college that would represent .3 of 1% of the budget. I can't understand that.

I think that report, as the previous speaker who brought the graphs here, is correct. I think they should never have been paid. Their reports were false in many ways, very misrepresentative. I just hope that this committee is intelligent enough, and I think they are, because I know many members on here, that you think about -- I'm trying to figure one thing in my mind, how can you, as Senators and Representatives, there's 26 of you, just thinking about Wednesday night, I don't want to doubt anybody, but I wonder how many actually read the whole bill in the committee itself, if they could even interpret. I couldn't, I'll tell you that. I got a masters degree further on and I had a tough time reading this bill.

I'm trying to figure the logic. How can you? I feel back for you, Representative Cohen and your committee who have to by Friday make a decision. How can you? Why all the speed? I can't understand the speed? Why can't we digest this and do it and give us, like somebody said, like Dom Buonocore, two years, then come back and slap us hard if we don't do our job, if you think we're that bad. I don't think we are, but if you do. I can't see how you honestly can vote against us or for us this coming Friday. How could you take that tape there that's been running all day? How could Representative Sullivan, unless he's made up his mind already, I don't know, take that tape and digest this and say, and think logically the pros and cons.

Representative Cohen, I wasn't digging at the Higher Commissioner, I know her well, I have my fights with her, because we have different ideas. I respect her position, but remember, they talked to us about -- as a matter of fact, I was a former affirmative action officer. Why don't you go check some of these figures in the higher education in the areas of affirmative action? I didn't see many around today. I worked hard in affirmative action. I believe in it. I think it's necessary, but they slap us on the wrist and yet they gave us a prize, by the way. I was in charge one session and what's that report -- the special report that higher education gave, and they gave us $20,000 for doing a great job. They said we're doing very well and then we got slapped down again.

I don't understand the thinking. I think it's a conspiracy. I'm convinced. It has to be when it's moved so fast. I never saw something move so fast in my life. Just think about it, Representative Cohen, how fast this thing has moved. I saw this boy, Murphy, slapped down in Waterbury State Tech. It's at the Ethics Committee. It's going to come out. Some of the other things are going to come out of that committee, too.

As President Bush says, this is the year maybe we ought to get more ethics and I'm telling you, I think, I'm asking you and I hope that you do not allow this bill -- I just say throw it out because I don't see how you can intelligently turn us down for or against either way. There's too much. I don't see how your committee can absorb it. I've been in the system 23 years and I'm still trying to absorb all these facts, all these hearings I've attended and I give you a lot of credit, I don't know how you did it. I say we're in our tenth our, 9:30 to 7:30, our ninth hour, and I implore you to tell the chairman that I hope he hasn't made up his mind. I hope he thinks about this and I hope those members on the committee think very hard that this is a very serious -- you're hurting a lot of lives, a lot of kids. You know we're knowing we're wondering in September how we're going to have a semester, are we going to be out. Where are we going to be. They don't know. That's hurting us.

So I think you have to make a decision Friday, just kill the bill. You have to kill the bill. Thank you very much.

REP. COHEN: Thank you. Conrad Mallett.

CONRAD MALLETT: Representative Cohen, distinguished Members of the Committee, I wish to commend you for your patience in the interest of democratic and representative government. You are models of patience and I assure you that having been here since 9:00 this morning I share your sense of endurance.

My name is Conrad Mallett and I'm President of the Capital Region Community College District, which includes Asnuntuck, Greater Hartford and Tunxis Community College.

I speak in support of Raised SB1046. During the course of my career in higher education I have served as a faculty member and as the Vice President for Academic Affairs at Wayne County College in Michigan and as Vice President for Academic and Student Affairs at the Community College of Baltimore College in Maryland. Wayne County Community College had 15,000 students school year equivalent and the Community College of Baltimore had over 7,000 school year equivalent students.

Each college was a comprehensive community college offering transfer, occupational, allied health and technical education programs. From my own personal experience I can state categorically and unequivocally that the comprehensive community college works very well. The assertion that technical education programs and technical, and non-technical education programs do not mix, that they are as oil and water in the same community, in the same container is totally false. In fact, they support and compliment each other.

Further, I support SB1046 because from my personal experience, it is clear to me that students perceive the comprehensive community college as the more efficient educational delivery system. By this I mean many students come to the community college who have not made any but the most

rudimentary and basic career decision. Attendance at a comprehensive community college offers a student the opportunity to choose after first-hand inspection from the total array of educational programs that are available.

Finally, about 30 years Sir C. P. Snow, the novelist, essayist and philosopher, observed that the industrialized world faced the real and present danger of developing two separate cultures, one based on modes of thought that are scientific and technological, the other based on modes of thought that are humanistic, artistic and metaphysical.

Further, he contended that the solution to this problem caused by the growing divergency of the culturally based perceptions of reality of the technicians and the non-technicians was to educate them not in isolation from each other, but in common with each other, thereby enriching and cross fertilizing each other's cultures.

Therefore, I support SB1046 because it renders post secondary education in Connecticut more efficient, more effective and more efficacious. Thank you.

REP. COHEN: Thank you, Conrad. Questions? Representative Millerick.

REP. MILLERICK: Thank you for staying, Conrad.

CONRAD MALLETT: I wouldn't have missed it.

REP. MILLERICK: Can we talk? I think perhaps a couple of questions. I don't really want to put you on the spot or anything, but I have a couple of questions about the situation, the physical situation that you would face were this bill to go through.

At Tunxis you have now you're building more facilities to care of an overcrowded situation that exists at the present and you have experience, as you say, with a system that combines all of these things in the past. Now what would you do if you were given the responsibility of technical education as well as the community college programs that you have now? Physically, what would happen?

CONRAD MALLETT: Well, first we --.

REP. MILLERICK: I don't want to put you on the spot, I'm just wondering. I know you must have given this some thought.

CONRAD MALLETT: I have. First we would have to determine which kinds of technical education programs are most appropriate to the community and to the college and its students and then we would be required to find space for those programs, resources for the programs and laboratory space, which is not necessarily in the facility itself.

When I was at the Community College of Baltimore, we had a spice evaluation program, the laboratory of which was at the central headquarters of Macassen and Robbins in the City of Baltimore, so that it is possible to have laboratory facilities offsite. None of the community colleges that offer a nursing program has an adjunct hospital, yet the clinical preparation is done at the hospital. The classroom instruction is done at the college. The same model could be exported to technical education.

REP. MILLERICK: I understand what you're saying. I just wonder how you could physically do it with the lack of space that you have?

CONRAD MALLETT: With care, compassion, and understanding.

REP. MILLERICK: Thank you.

REP. COHEN: Thank you very much. Bion Francis.

BION FRANCIS: I thought someone was before me. Christine Pond.

REP. COHEN: No. Then there's Claudia.

BION FRANCIS: My name is Bion Francis. I am associate professor at Greater New Haven. And I am also Department Chairman of the Data Procession and Industrial Management Departments.

My team never got anywhere near the playoffs, so I don't have to worry about getting (inaudible). I've heard it belabored today. My alumni is MIT, so --

REP. COHEN: I don't want to hurt your feelings, but I don't think they're ever going to make it to the playoffs.

BION FRANCIS: You're right. You're right. I played freshman basketball for them, that's how bad it was, so --

I wish I followed Paul Granada because he talked about costs, and I think that's really something that we should focus a little bit on because that's one primary benefit, supposedly, of this program.

One is that I've been noticing the various community college professors, presidents, coming on the scene and saying, yes, we'd like to participate. I understood prior to today's session that they weren't interested in coming along and joining, or having the technical college join them.

Suddenly I watch a bunch of presidents who do not have a technical college near them saying, oh, ho, here's our opportunity to expand our programs. This may or may not be right, but I'm watching Professor Miller from Quinnipiac, I think it was. President DeVine from Northwest. President Darnosky from Housatonic, all saying, you know, here's a chance to expand our base.

I think you as a Committee had better look at the increased costs that might come about, the fact that there are twelve community colleges and only five technical colleges. That means seven of them are not affiliated or will not be affiliated with the technical college in some way, shape or form and who will want dual facilities. Stop for a second and consider that. That's rather considerable.

The other is, we focused quite a lot today on the decline in enrollment, and understandably. All

right? Five years ago my class sizes were mid-thirties. Now we're talking mid lower twenties. It's a 40% reduction. I'll grant that.

One thing, let me say two things along that line, one is that education is not lenient. If you've got 23 students sitting in front of you, they still have to be taught. You can't cut back proportionately on the 40, cutting back 40%.

The other is, that essentially virtually all of our costs are fixed. Oh, you might lay off a couple of staff, a couple of professors and this sort of thing, but in the overall budget, how much are we talking about? Very, very little. So, the costs are going to be the same regardless of whether the enrollment is this high, or whether it's down 40% at this high.

But nobody, all day today, which has been amazing, has focused on the fact that this is a temporary blip in the Democratic, demographic situation. The end of Vietnam Era. How can I bring a baby into this world sort of routine, and the kids weren't having babies. Okay? So, very simply, we now have this blip that has been moving along through the public education sector, finally, it is now getting the college scene.

But a year or two from now, that blip is going to be gone. The upturn is going to take place in 91 or at the latest, 92. That's one factor. The other factor has been alluded to a little bit by Chris Murray the student and Professor Ekstrom from Waterbury, etc., President Ekstrom, excuse me, and that is, that the student coming out is, you know, coming out of high school, is besieged with possible offers right now.

Why should he deny himself in this age of self-gratification and you know, not get his TransAm or whatever the situation might be, get his $7.50 or $8.00 an hour job, make $15,000 or $16,000 a year, living at home of course, with Momma and Daddy, and have this as sort of available spending money.

Well, there's only one problem to that, okay, and that is literally on us today. Today, as I was dressing, I heard a news report that the purchasing, there was a survey of purchasing agent and they've disclosed that the purchasing activity right now is the lowest it has been for four years. The federal government has been walking a tightline between inflation and recession. It's a very difficult one.

I teach economics, so I know exactly what they're trying to say. It's a very tight line and they've been, if they're going to fall, they're going to fall back towards recession. They don't want to go into an inflationary mode.

So we have a situation where the government is taking all the steps necessary, jacking up federal discount rate, etc., etc., all of these things taking place, all of which are deliberately tipping us on to the recessionary side. Five years ago, or 1980 as the last professor or so Checkers or so, whatever his name was, was referring they couldn't get a job, they were lined up coming in the schools. That's exactly what was happening. And if you have a 17 or 18 or 19 year old student graduating from high school and he or she, can't be sexist nowadays, can't get a job, they're going to suddenly realize they have to get further training, and it's best to get technical training. All right?

I had a daughter myself, one who didn't know what she wanted to do. Before I ever became a professor at Greater New Haven, she was in the system as an electrical engineering associate degree student. Graduated, went on to Southern. Got her bachelor's and went on after that and got a master's. She straightened herself out where she wanted to go, etc., and reluctantly to say, she's earning about $2,000 less a year than her old man is right now, which is a little embarrassing, I don't mind saying, but I don't want to get into the contract, there. That's (inaudible), and he's much superior to it than I am, so I deliberately don't want to get there.

I'm sorry that Representative Sullivan isn't here because he posed a question earlier today, how would we have, if you have a State management with three unions to deal with, how would we like to turn that around and have one union and three customers? And most obvious one of that today is UAW, dealing with Ford, Chrysler and General Motors. They do that all the time and have been for, when the strikes started occurring, in the late thirties. They deal with each one of these companies on at least two levels, crafts and assemblies and within each one of those categories is some separation.

So it's somewhat analogous to what we'd be talking about if we wound up with a merger and we kept the individual locals in tact. So I said, that's another problem.

Oh, one final point I did want to make, that is the retention aspect. All right. One advantage I'm finding when I have classes of say 24 versus 35, is I'm better able to save marginal students that previously just through the numbers I might not have been able to save. And they tend to be, ladies and gentlemen, the women, the blacks and the Hispanics.

Now that you've got more of a one to one, I find my retention rate in those categories is much better than it was before when I had a mob scene sitting in front of me, class after class, after class. So I think that's a flip-side benefit that we are getting out of the little bit smaller enrollment.

And last but not least is Connecticut's technical base, which scares the living blazes out of me that we might do something to erode that. Right now, look and say, three of our largest employers. All right? I'm fairly sure that Mr. Carlson who was here before from the Groton area would say that Newport News would be quite willing to take work away from Groton.

I'm fairly sure Bell Vertal would take work away from Sikorsky. I'm fairly sure GE's aircraft engine group would be delighted to take work away from Pratt & Whitney if these companies did not

have the supply of technicians which we supply. Yes, we'd like to supply more of them. No ifs, ands and buts, but if we're going to maintain any technological superiority versus the other states, we better not harm what we presently have, and I'm deadly serious about that one, folks.

We cannot do anything to foul that one up. It's imperative if we're going to stay on top of the heap that we maintain our technical base. Now, short of us getting a stick and going out there and beating the kids and bringing them to school, I'm not sure what we can do. Yes, we've tried various, we've got a marketing program in our school and it's been there for five years and we like to think it's doing some work.

We're going out to schools and high schools and giving talks to various groups, etc. We're trying most of the programs that we know how, but as someone mentioned earlier, one of the problems we face is this lack of math skills. Students come onto the scene. They don't have them. We've got to send them through a pre-tech (inaudible).

I literally was talking with a student who wasn't going to come to our school. She was going to start at Southern Connecticut as a regular enrolled freshman. That's frustrating. You have to say, hey, you don't have the math skills, we'd like to have you. She seemed like a smart kid. As a department chairman, you know, you interview students in this sort of thing.

Seemed like a nice student, we'd love to have her, etc., but I said gee, you're a little weak on the math side, the counselors have asked her to come down and talk with me and we're gabbing about what she had taken in high school, but now I say, we really have to insist, in fairness for you. You've got to take these courses to move onto a program. And she said, gee, Southern doesn't say I have to do that, I think I'll go there. What do you do then?

So I say, ladies and gentlemen, you have a duty. I think many of us feel it's a little rushed, but maybe the rush is a good thing in one sense, it's a good thing in that hopefully you'll say no and that

will allow us to enroll next year's freshman class. Because it's now getting to the point where this furlough and this commotion and this publicity is now going to start to bother the enrollment for next year.

So if you don't get this settled, if you leave it hanging in abyss, you're going to make the enrollment problem that much worse. So thank you for your time. Keep up your endurance.

REP. COHEN: Thank you very much. Claudia DiPalma. Carlos Inacio.

CARLOS INACIO: I (inaudible0 my time.

REP. COHEN: Are you sure, Carlos?

CARLOS INACIO: I'm sure.

REP. COHEN: Joseph Josephson. William Bresnahan.

WILLIAM BRESNAHAN: Finally. Good evening. My name is William Bresnahan. I'm 33 years old and I am a student at Waterbury State Tech in the electrical engineering technology program. I guess I'm rather unique here today. I'm not an expert on anything. I'm no student council president, I'm just an average student.

And, I'm here to speak against the merger. First of all, when I graduated from high school in 1974, I came here as a chemical major. I didn't have the grades to get into a four year school, and more importantly, I didn't have the finances. So, this is the only place to go, here I came.

Two semesters later, or terms later, I had to drop out due to financial reasons. I didn't even have enough money to go to Waterbury State Tech, and I pledged to my friends that I would be back in the fall. That was 14 years ago. In that time, I've got a family going and I've spent considerable time working in factories. And all the time I wanted to get back. I kept thinking, boy, some day when my kids are a little bit older and they're in school and I have the time, I'm going back.

Well, last summer, my company which I had worked for for 10 years decided to fold shop and go to Mexico, so I figured since I had some time on my hands, I'd come back to school again. And, of course, the first choice was again, Waterbury State Tech. Of course, this time, I decided to do electrical. That happens over the time, and when I got into the program, it was everything I wanted it to be. It was tight. It was right to the point.

When you spend a lot of time in factories, you learn that bullshit kind of walks, to put it in simple terms, and I knew exactly what I wanted. I didn't want English courses. I didn't want courses on the water basket weaving. I wanted a straight technical course.

Now, this afternoon I've heard leaders of the community colleges come forth and say, well, we will expand, we'll broaden the technical schools. In fact, one gentleman here said we tend to come out of the technical schools with a narrow background. Well, I've spent 14 years in industry and I know exactly what I want. I don't need more courses in English. I'm not as eloquent as some of the speakers who have been here today.

I carry right now, this term, 23 credit hours. My schedule is such that I go to school from 8:00 to 4:30, I study until 7:00, I sleep until 11:00, I work until 7:00. I do it all over again. I do it every day. I'm hoping at the end of two years, when I do get out of the program, if I can hold my 32.33 average, that I can go on to either a four year school or I can go on to a decent job.

Now, this merger tends to damage that. Right now, you've taken away, you've gone to a two semester system next year. Some of the courses I was supposed to take are being matched back and forth. They're saying, well, we've got to put them here, we've got to put them there. No one knows where they're going to go. I'm again, getting screwed. And this does anger me, because I've waited a long time to get into this program and I can't afford.

I'm not like some of the kids who are 18 and say, well, I'm going home to mom and dad. I'm going to let them support me. Every Friday night I go out and have a great time with the boys. I haven't got time for that. I've got to get myself into some decent, I know what I want. And I find that these technical, I mean, the community colleges, they don't seem to understand. They think well, we're going to broaden everything. We're going to have plenty of time.

Well, if I have 23 credit hours. If I'm going to school from 8:00 until 4:30, where am I going to get time for these new English courses, or these new expanded courses that are supposed to help me? I don't see, right now what is actually wrong. There are problems in the technical system, but I don't think this merge is going to actually help anything.

To put in some words, I think you will be throwing the baby out with the bathwater, and I think that's all I have to say. So thank you very much.

REP. COHEN: You said it quite eloquently. Good luck. Debra Byron.

DEBRA BYRON: Good evening, Representative Cohen, the board. I am Debra Byron. I am a graduating senior in the industrial management program at Norwalk State Technical College.

I agree with the last gentleman, that I do not have time to put up with extra classes. I go to school from 8:00 in the morning until 9:00 at night, every day, and then I drive an hour home. I drive an hour to school in the morning.

Now, why would somebody do that? Okay, that sounds pretty crazy, and maybe it is. But Norwalk State Tech has an excellent reputation. It is number two on the east coast for technical colleges, second only to Vermont Tech.

Courses, let me tell you something about courses. Being in industrial management, I was at pretty much of a disadvantage because my school had a problem with having a lot of students in that

particular curriculum. There was one point in time where I used to go to Thames Valley up in Norwich for a morning class, drive all the way to Norwalk for an afternoon class, and then drive to Waterbury State Tech for a night class. I did that for an entire semester. My car sure didn't like that, but now I can say, I'm going to graduate.

I know you've heard a lot of the same things that I would probably say now, so I guess maybe I won't say that kind of stuff. I would like, I do wonder about whether you have all read the NCHEMS report or not? I have. I've gone to the Committee meetings and everything, and I do know NCHEMS recommended the merger of technical and community colleges was an absolute last resort.

So therefore, I must wonder now, why an absolute last resort has gotten as far as this? Does this seem logical? Whatever happened to the first choice that they had come up with, the most logical choice that they came up with. I agree with them, they should dismantle central office, they should create local boards so that we can meet our community's needs.

I think you would save an awful lot of money, the money that you're looking to save by doing what the first plan had offered.

My thoughts are not too straight. I've been here a long time today.

REP. COHEN: You're doing fine.

DEBRA BYRON: Let's see. I won't say anything about Ms. Glasgow, although I would like to.

REP. COHEN: Control yourself, please.

DEBRA BYRON: You know, I just wanted you to think about something. You know, if they merge the two schools and they say it will enhance education and everything, and I've heard about how there's colleges up in the northeast corner of the State, and you've got all these other colleges all over the place. Could somebody explain to me, how that when you merge these schools, how much money it might cost? How would you be able to do that?

I mean, you've got technical education and then you've got this community college. Now, wouldn't you have to build extra buildings, or spend more money in order to allow those technical courses to be taught at those schools? Wouldn't it end up costing more money? I mean, we only take up .3 of 1% of the budget, so I don't think that's going to save you, the State, any money.

And Connecticut Business and Industry, they've all expressed the fear that we're going to have a watered down education. I think the same thing. I don't see how we could be enhanced by taking extra English courses. I take enough English courses as it is. Right? My courses are supervisory courses. I should get more supervisory courses. How else could I be a decent manager when I get out of school?

And then switching to semester system. Okay, maybe we might do that. But then, don't you think by switching to a semester system we might be able to attract the extra students that we might need to keep the school going? You haven't even given that a chance to work. You haven't given it a chance for the programs at Norwalk State Tech to work. We've instituted three new programs. We've got robotics. We just got a new PC lab. We got a marine technology that we just started. I mean, so we're trying to do stuff to improve the community. Will we still be able to do that when the community colleges and us merge? I don't really think so.

I think that's about all I have to say. Thank you for your time. I really appreciate you staying here this long. I give you an awful lot of credit. I think I might want to go home now.

REP. COHEN: If you hurry up, you'll miss Representative Mintz on the road. (inaudible) Representative Hoye.

REP. HOYE: I have a quick question, and it's not, in the English courses you have taken up to now, are any of them writing?

DEBRA BYRON: Yes. We take one writing course that is technical orientated, so that we're able to do our lab reports. In our school, everybody has to take some sort of a lab and we do have to write reports to go along with them, so we do have to write technical labs.

I've also got two communications classes which most students don't have. In the second communication class I am also learning how to do technical reports and presentations.

REP. HOYE: My only point was in industrial management, I would think you would have to write in order to communicate.

DEBRA BYRON: Right. I'm given those type of courses. We spend a lot more time doing supervisory courses, also. We learn how to deal with the employees on a better basis, to try and make industry better.

REP. COHEN: Thank you very much, Debra.

DEBRA BYRON: Thank you.

REP. COHEN: Charles Gilbert. Corliss Byrne. I know that Joseph Cardella's here. Let's go, Joe.

JOSEPH CARDELLA: Like one the gentlemen over there said, I expect questions from you. I expect you all to listen. I'm one of the instructors down at Waterbury State Tech and that's just exactly the way I treat my students.

I'm also president and owner, vice-president and owner of United Amniotics and also have owner of Trinity Sports, and I've been asked a number of times, why do you get involved with this stuff? You've been teaching 26 years. Why do you worry about it? You don't need this. My taxes alone are more than my salary that I got this year, okay? Which I don't need. Therefore, what the hell are you getting involved with this stuff?

The reason I'm getting involved is because I put 26 years of my life into something and it belongs to

the kids. It don't belong to you. It don't belong to me, it don't belong to my boss. It don't belong to those liberal arts people, too.

All I'm asking you people is to turn around and be a little bit more susceptive to some of the vocabulary that's been going on around here. If you turn around and heard all these semantics from the liberal arts people, from the liberal arts from the community college, the vocabulary, and then compare it with the vocabulary from an engineering schools. You didn't hear no sociometry. You didn't hear nothing about calculus, analytical geometry, strength of materials. You heard nursing. You heard, I guess they, these deadpans, you might say, you hear about automotive. You hear a lot of this here stuff that's got nothing to do with us. And that's my problem. That's what I'm worried about.

I am really worried that you people are not being informed. Now, I wrote two letters to the Waterbury paper which I am not going to read, but i you want them, I'll give you a copy of them, but basically they won't print them. It was a rebuttal of all the garbage that had been thrown at us. And they won't print it. You people I don't believe know the truth. I don't think you know what's going on out there.

You know, this didn't start today, or a couple of weeks ago. It started three years ago when, I won't mention her name, but the board of governors told us that we had to make a conversion from the tri-semester to semester system, and not only that, she said that she had the authority to do that. Well, I'm just a (inaudible) engineer, I don't know the law. But I know that policy and procedures are two different things.

She, the board of governors has the authority to make policy. We, our board, has the authority to turn around and implement that policy. It's now procedure. We were doing fine in a tri-semester system. She was told, the board of governors were told, that we're going to lose 25% to 35% of our curriculum if we make this move. What happens? We make the move, knowing that we're going to do this.

You hear all this terminology from the community college people. They don't even ask us, in the classroom, what kind of students do I get? Were we doing a good job? I don't question them? Why don't they question me? Do they tell me what kind of students I have? I'll tell you what kind of students we have. We get the low B, high C students. We create miracles. We don't get the 1200 college boards that go to UConn School, who they're trying to make a comparison with, or MIT.

But the irony of the whole thing is, our students end up there. I've got graduate students from Georgia Tech, MIT, Renssalear. Only about three or four weeks ago, I went down to Phoenix, Arizona, for business purposes. Who do I run into? One of my students. In charge of one of the biggest companies in the (inaudible), down in Phoenix.

I've got other students who are down at Sikorsky's in charge of avionics. We've got a dean at Washington State. We've got a dean in University of Bridgeport. These are kids that were dummies, before. They're like me when I was a kid. You know, why did I go to school?

You know the reason why I went to school? Because the government was pretty damned good about it. We all got out of the service and we didn't want to go to work, so hell, let's go to school. That's the only reason we went to school. The tuition was free, right? And, as a matter of fact, when I was advised, I went to Hopkins after the Navy. I went into the Navy, came out, didn't want to go to work, therefore, go to school. Get that $85 a month. That's a pretty good thing, and I don't have to work. That's the truth.

I went to Hopkins one year. I was advised to be an engineer, because of the work that I did. I thought my Dr. Lavo down there, I thought he was talking about the guy who drove the train. And I became an electrical engineer. As a matter of fact, I thought that was a good thing.

And he said what kind of engineer do you want to be. I said, I don't know, what kind are there? He says, well, they've got electrical mechanical. I

said, I don't know. I figured I'll try it. Which one is the hardest? He said the electrical. Aw, put it down. And then after he got through putting it down, I said, what the hell, I've been in trains all of this time, I didn't see nothing about electrical, what's so hard about changing bulbs? I had this here education all knocked up. This is the truth.

But what is happening here? I don't think we are being told what we do in our school. That's what bothers me the most. You know, I was advised, I was asked about 15 years ago, to go to George Tech Advisory Committee. When I graduated, when we graduated with those advisors, they were having problems then. There was this here revolution in education that simply said, hey, these kids. Do you remember all that there in 1960 when they had all this here, kids were going to school, we've got to take care of them. Those poor little kids.

When I went to school, I was going to school from 8:00 in the morning until 6:00 at night and I had Saturday morning classes. I was working, I had classes until 29 odd. That's what an engineering student's all about. Not the liberal art kid that's out there, you know, causing all this here revolt and everything, they're down to 15? They want to take my engineering technology and giving it to a 15 hour class? Can't do it.

And why? Because they're a bunch of numbnuts right now. I'm going to make an engineer out of them. I'm going to beat it into them if I have to. And that's the whole thing that we've got in our school. We create miracles.

Why are we successful? I'll tell you why we're successful because the fact they're engineers, they're not educators. And why is the whole (inaudible) State, the whole country's in trouble because educators are running education. They don't know shit from Shinola. I'm sorry for getting emotional, but this is the way I feel.

In order to be in our school system, you have to be a graduate engineer. We are so fortunate that we have with us, about an average of about 15 years of industrial experience on our staff in Waterbury

State Tech. Nobody wants to (inaudible) and say how, back in the sixties, in 63 how North Carolina came up and copied our program. How Vermont came up and copied our program. How George came and copied our program.

Now Georgia Tech, and I went to Georgia Tech and I know about Georgia. Now they got, they're so backwards, they're a real backward state, you know, I'll tell you. You don't believe it. What they have there, they don't have the technical high school, so they had to resort to the comprehensive community college. That's why there were a comprehensive community college. They didn't have no technical high schools.

We've got 14 or more. So what do they (inaudible). Nobody wants to tell you. They also have a Southern Technical Institute. It was a two year school. And now, it's a four year school. How come? That two year program they copied from us. They came up here. I remember giving them all the courses. And yet they turn around, I don't understand this.

What are we doing? You know what we're really doing? We're really a preparatory school. We're really a preparatory school for an engineering person who wants to be an engineer and does not have the background. Our program was designed way back in 1946 for a bunch, all us numbnuts that came out of the service, to bring us up to a program. There's a lot of us that wanted to go on to four year schools, into engineering. There were a lot of people that went on to liberal arts.

And if you remember, the government turned around and gave all these here opportunities and they asked a lot of the educators to turn around and get involved. Hey, wasn't Stone College a product of the times at that time? Wasn't the University of New Haven Junior College back when? Wasn't Bridgeport University a part of that system? I mean, these are all the growth of this here aid that we're having here.

We had a handful of individuals that started this here program way back in 1946, just right after the war that said, hey, here's an opportunity to help

the government, let's help the soldiers, sailers and marines, and bring them to a point where they can turn around and go on to an engineering school and carry their own. And I think you've already heard of a number of our students who have gone on.

(cass 8)
I am not worried about myself. I don't give a damn about my boss, even the one from the higher level, I don't care about, my students I cared for. I don't want them to go out and get a five dollar an hour job. I want them to go out there and make $75,000 an hour. And if you turn around and listen to those liberal arts people, that's what they're going to get. $5 an hour jobs. Just one quickie. I want to bring this just to your attention. Maybe you might mark these numbers down.

This is the bill that you people are working on. And it says the primary responsibility of the regional community technical college shall be, number one, to provide programs of technical, occupational, vocational and career education designed to provide training for the immediate employment. But we're doing that. And the trade schools are doing that and the community colleges are doing that.

But they want us to turn around and get involved. On other stuff. It says over here that the job retraining or upgrading of skills to meet the individual. We got night schools that will do that. We got a lot of our night school students who have gone on, came to our night school program, that are going on to be engineers. And really upgraded their program. Not so they could become a good machinist or a good auto mechanic or a good refrigeration man, they're making $40,000, $50,000 a year.

Community and state manpower work force. Come on, what do you got to be an idiot to figure that on out. What's our work force today? 3, 4%? You're talking about a, what do you call it, 3% are considered unworkable? We're talking 1%. And then it says over here, to provide programs of general study including, but not limited to, remediation, we're doing that. For God's sake, we're doing it

right in our program. Our courses are designed to bring these kids, high B, low C students up to a level of college curriculum.

Then over here he says, okay, oh, boy, you're going to turn around and still have the technical colleges. Well, where the hell they going to do all that if they put us all together? You're going to have to degrade our program. They're already degrading our program, and I can't understand these here goals at all. They're already being done. They're just simply being brought up in the wrong sense. I don't think, I don't believe any of these people that said in the past, that we got something wrong with our program. I don't believe it.

Now if you guys don't like our administrators, hey, fire their ass! I don't care. If they're the problem, I don't govern the money. I can't tell my boss when to spend the money. Madam Glasgow who's supposed to be Commissioner, right, she's the one that turns around and covers the money anyway, doesn't she? Well, she got control over the budget since 1983. She's the one that screwed it all up. Nobody else. I mean that's who I blame. Get rid of her! Don't turn around and start playing with the kids' lives.

REP. COHEN: Thank you, sir.

JOSEPH CARDELLA: Thank you. I'm sorry.

REP. COHEN: This brings to a close the public hearing. Thank you for being with us.

Did not speak

2016

GOOD AFTERNOON -

THE STATE LEGISLATURE PASSED A LAW THAT WAIVED THE PAYMENT OF TUITION FEES AT OUR STATE COLLEGES AND UNIVERSITIES FOR ANY ACTIVE MEMBER OF THE CONNECTICUT ARMY AND AIR NATIONAL GUARD WHO IS ENROLLED AND ACCEPTED FOR ADMISSION TO SUCH INSTITUTION ON A FULL-TIME OR PART-TIME BASIS IN AN UNERGRADUATE DEGREE-GRANTING PROGRAM. HOWEVER, ACCORDING TO THE 4 STATE UNIVERSITIES: CENTRAL, EASTERN, SOUTHERN AND WESTERN CONNECTICUT STATE UNIVERSITIES, STUDENTS MAY STUDY ON A PART-TIME BASIS FOR COLLEGE CREDIT BUT ARE CLASSIFIED UNDER EXTENSION COLLEGE AND, THEREFORE, THE WAIVER DOESN'T APPLY TO PART-TIME ENROLLMENT. YET, AT THE UNIVERSITY OF CONNECTICUT, TUITION IS WAIVED FOR PART-TIME ENROLLMENT.

THIS DISCRIMINATES AGAINST THOSE GUARDSMEN WHO ARE WORKING AND/OR SUPPORTING A FAMILY. THESE GUARDSMEN CAN ONLY ATTEND THE STATE UNIVERSITIES AS PART-TIME STUDENTS, YET THEY ARE NOT ELIGIBLE FOR THE TUITION WAIVER EXCEPT FROM THE UNIVERSITY OF CONNECTICUT. ALSO, THEY CAN ONLY BEGIN LOWER DIVISION (FRESHMAN-SOPHOMORE) STUDY IN MOST BACHELOR PROGRAMS AT THE UCONN REGIONAL CAMPUSES AND THEN MOST STUDENTS MUST ANTICIPATE MOVING TO STORRS FOR UPPER DIVISION WORK TOWARDS THE BACHELOR'S DEGREE. THIS FURTHER LIMITS GUARDSMEN IN THEIR PURSUIT OF A COLLEGE DEGREE BECAUSE THEY MUST ATTEND THE STORRS BRANCH OF UCONN TO RECEIVE BOTH THE TUITION WAIVER AND A COLLEGE DEGREE.

I AM HERE TODAY AS AN INDIVIDUAL CITIZEN WHO IS ALSO A MEMBER OF THE AIR NATIONAL GUARD. IN MY CAPACITY AS EDUCATION OFFICER I HAVE HEARD NUMEROUS COMPLAINTS FROM GUARDSMEN ON THESE LIMITATIONS SET BY THE STATE UNIVERSITIES AND I URGE YOU TO CORRECT THIS LEGISLATION TO HAVE THE TUITION WAIVER PROGRAM RECOGNIZED BY ALL STATE UNIVERSITIES AND ALLOW THESE GUARDSMEN THE OPPORTUNITY TO PURSUE A 4 YEAR DEGREE ON A PART-TIME STATUS.

I WOULD LIKE TO THANK YOU ALL FOR ALLOWING ME THIS OPPORTUNITY TO SPEAK TO YOU TODAY.

Kathleen A. Kavanagh

Air National Guard Base

E. Granby, CT

Re: HB 6860 (in support)

Did not speak

2017

GOOD AFTERNOON,

MY NAME IS MARCIA CADY. I AM HERE TODAY TO URGE YOUR SUPPORT IN CORRECTING THE TUITION WAIVER LEGISLATION FOR MEMBERS OF THE CONNECTICUT AIR NATIONAL GUARD. I AM A MEMBER OF THE CONNECTICUT AIR NATIONAL GUARD AND ALSO A STUDENT AT SOUTHERN CONN. STATE UNIVERSITY. BECAUSE SOUTHERN WILL ONLY ACCEPT MY TUITION WAIVER IF I ATTEND FULL TIME, THIS IS PREVENTING ME FROM A VALUEBLE CAREER OPPURTUNITY . AS A SELF SUPPORTING YOUNG STUDENT MY BEST OPTION WOULD BE TO ATTEND SCHOOL PART-TIME AND WORK FULL-TIME. AS YOU CAN SEE, BECAUSE SOUTHERN DOES NOT ACCEPT MY TUITION WAIVER FOR ENROLLING PART-TIME, IT IS EXTREMELY DIFFICULT. IF THE LAW WAS WRITTEN FOR BOTH FULL AND PART TIME ATTENDENCE IT SEEMS THAT SOUTHERN SHOULD ACCEPT MY TUITION WAIVER FOR BEING A MEMBER IN GOOD STANDING IN THE CONNECTICUT AIR NATIONAL GUARD. AGAIN I URGE YOUR SUPPORT AND THANK YOU FOR THIS OPPURTUNITY TO SPEAK TODAY.

Marcia Cady
Air National Guard Base
E. Granby

Re: HB 6860
(in support)

I did not speak

2018

GOOD AFTERNOON

SEVERAL YEARS AGO THE STATE LEGISLATURE PASSED A LAW WHICH ENABLED MEMBERS OF THE CONNECTICUT AIR AND ARMY NATIONAL GUARD TO ATTEND OUR STATE COLLEGES AND UNIVERSITIES WAIVING THE TUITION CHARGES AT THESE SCHOOLS. THIS PROGRAM HAS BEEN VERY BENEFICIAL TO THOSE MEMBERS OF THE AIR AND ARMY NATIONAL GUARD WHO ARE PURSUING A 4 YEAR DEGREE ON A FULL TIME BASIS. HOWEVER, DUE TO THE WORDING OF THE LEGISLATION, MEMBERS OF THE GUARD WHO ARE PURSUING A 4 YEAR DEGREE ON A PART-TIME BASIS HAVE NOT BEEN ABLE TO RECEIVE THE SAME BENEFITS AS THOSE MEMBERS WHO CAN ATTEND COLLEGE FULL-TIME.

THE UNIVERSITY OF CONNECTICUT IS WAIVING THE TUITION FEES FOR MEMBERS OF THE NATIONAL GUARD. THE 4 STATE UNIVERSITIES; CENTRAL, EASTERN, WESTERN, AND SOUTHERN CONNECTICUT UNIVERSITIES WILL NOT WAIVE THE TUITION FEES FOR MEMBERS OF THE CONNECTICUT NATIONAL GUARD WHO ATTEND THEIR UNIVERSITIES ON A PART-TIME BASIS. I DO NOT BELIEVE THIS WAS THE INTENT OF THE LEGISLATION. THE LAW WAS WRITTEN FOR GUARDSMEN TO ATTEND EITHER FULL OR PART-TIME. THE 4 STATE UNIVERSITIES ENROLL ALL PART-TIME STUDENTS IN THE EXTENSION COLLEGE, WETHER THEY ARE SITTING IN A GENERAL FUND COURSE OR NOT. THESE SCHOOLS HAVE A POLICY OF NOT ACCEPTING TUITION WAIVER APPLICATIONS FOR GUARDSMEN ATTENDING SCHOOL ON A PART-TIME BASIS. THIS POLICY IS UNFAIR TO THE GUARDSMEN WHO HAVE TO WORK FULL-TIME AND RAISE A FAMILY. THESE ARE THE TAX PAYING GUARDSMEN WHO MUST PURSUE A 4 YEAR DEGREE ON A PART-TIME BASIS. MANY OF THESE MEMBERS DO NOT PURSUE A DEGREE BECAUSE THEY CANNOT AFFORD IT, YET THEY ARE SUPPORTING THESE UNIVERSITIES WITH THEIR TAX DOLLARS.

I AM HERE TODAY AS AN INDIVIDUAL CITIZEN WHO IS ALSO A MEMBER OF THE AIR NATIONAL GUARD TO URGE YOU TO CORRECT THIS LEGISLATION TO ALLOW THE MANY MEMBERS OF THE NATIONAL GUARD WHO CAN ONLY PURSUE THEIR 4 YEAR DEGREE ON A PART-TIME BASIS TO HAVE THE TUITION WAIVER PROGRAM RECOGNIZED BY ALL STATE UNIVERSITIES.

I WANT TO THANK REPRESENTATIVE COHEN, AND REPRESENTATIVE BERNER AND THIS COMMITTEE FOR THIS OPPORTUNITY TO SPEAK HERE TODAY AND BRING THIS MATTER TO YOUR ATTENTION,

Michael P. Byrnes Michael P. Byrnes
ANG BASE East Granby

Re: HB 6860 (in support)

Cassette 1
Page A
Line 2

2019

Testimony of

Jeremiah J. Lowney, Jr.
Chairman, Board of Governors
for Higher Education

before the

Education Committee of the General Assembly

April 3, 1989

Good morning. I am Jeremiah Lowney, chairman of the Board of Governors for Higher Education. Commissioner Glasgow very much regrets she cannot be here. She had a prior commitment to be a part of a mission from Connecticut to strengthen and expand trade, education, and cultural agreements with Shandong Province in China. I am here, on the Board's behalf, to state our strong support for Senate Bill 1046. Your action on this bill will determine not only the fate of technical education in Connecticut, but could affect the ability of our state to prosper and compete economically for years to come.

The Board of Governors in January recommended that the state technical and regional community colleges be joined into a single, comprehensive system. The bill before you today would implement many of the Board's recommendations. In my testimony, I will share with you the Board's recommendations, their rationale and some suggested modifications to the bill.

The Board's overall purpose is to strengthen technical education. Our plan would benefit students, it would benefit taxpayers, and it would particularly benefit employers. To maintain our competitive edge, our economy needs more graduates skilled in more diverse fields and levels of modern technology. We must broaden opportunities for technical education.

We must improve responsiveness to industry, student and state needs. We must attract more students and increase services particularly for women, minorities and part-time students. We must expand technical offerings, particularly in the areas of less-than-two-year programs and certificates. We must help employers obtain relevant training for their workers by streamlining program approval. Finally, we must serve state needs by making better use of resources and simplifying administration.

The Board's plan would accomplish these goals by creating a comprehensive system of public two-year higher education. We propose to join the resources and strengths of technical and community colleges which already are located in the same geographic area. Technical units within these comprehensive colleges would remain distinct. We do not advocate duplicating present technical college resources at each of the other two-year colleges. But community colleges in areas of the state not now served by technical colleges could offer technical programs based on local needs. Funds saved through better use of technical college faculty and staff would be reallocated to new programs and state-of-the-art equipment.

With one comprehensive system in place, we would broaden our pool of potential students. We would build on the remedial and developmental services that already exist to create a ladder of success for students seeking entry-level technical programs. In so doing, we could expand the number of skilled workers trained in the low and mid-technologies, and the number of students prepared for the advanced technical programs now offered.

The need for such action is urgent. Connecticut already is suffering a shortage of qualified technical workers. This shortage is threatening our ability to maintain our competitive edge and sustain our manufacturing base

and emerging technologies. Despite demand for graduates, enrollments at our technical colleges have dropped 40 percent since 1982 while costs have more than doubled. Last year Connecticut employers could choose from only 736 graduates skilled in a narrow range of fields: far short of industry needs. Our state ranks 7th out of eight northeastern states in its production of graduates of two-year and certificate programs in engineering and science technologies. High dropout rates at the technical colleges signal a need for more student-centered colleges. Efforts over the years to stimulate change at the technical colleges have led to few positive results.

The time has come for a stronger, more visible and accessible system of technical education. A comprehensive system, governed by a single board of trustees, is the best means of achieving these goals. Let's look at the reasons why.

First, linkages with industry will be improved. Local councils made up of area industry leaders and technical experts will identify needs for new programs and how to develop them. A new Standing Committee on Technical Education will advise the system board on how to strengthen and monitor the progress of technical education.

Second, technical education will retain its importance by remaining a distinct unit in at least five of the combined colleges. The Board of Governors will require periodic reports throughout the transition, with a full report at the end of two years regarding plans for joining colleges, new programs, enrollments, retention, resource allocation and equipment.

Standards will be maintained. Technical programs will have to meet the current accreditation standards of the Department of Higher Education, the New England Association of Schools and Colleges, and the Accreditation Board

for Engineering and Technology. High student expectations will not only be maintained, but strengthened by the rich array of resources across the system for counseling, remediation, developmental learning and other support services. The special funding needs of technical colleges for equipment and laboratories will continue to be recognized with annual requests reviewed by the Board of Governors. Board formulas will continued to differentiate technical education requirements.

Finally, enrollment and retention in technical programs should improve. Students would continue to enroll in existing programs throughout the transition, avoiding disruption in admissions and graduation. Efforts to recruit and retain students will be strengthened at the institutional level, where they are most effective. Open door admission policies, accompanied by remedial efforts, will broaden access for students into technical programs. Students will receive the assistance necessary to prepare for and succeed in advanced technical programs. More flexible course scheduling and sequencing, and support services such as child care and learning labs, will better serve both part-time and full-time students.

A strong comprehensive two-year system, combining the best of technical and community education, is a proven way to fortify our workforce and economy. Comprehensive community colleges exist in most states. In fact, the vast majority of technical programs approved by the Accreditation Board for Engineering and Technology (ABET) are offered by comprehensive two-year colleges.

I have distributed with my testimony several handouts. These include a copy of the Board of Governors' recommendations, responses to the most often expressed concerns about the proposed merger, and excerpts from catalogues

from outstanding comprehensive college in other states. These institutions offer a wide array of programs. Their engineering technology programs are accredited by ABET. These programs have high admission standards and high placement rates.

Senate Bill 1046 would put into statute key recommendations of the Board. I want to commend particularly Section 34 which addresses collective bargaining. It provides for an orderly transfer of technical college employees to the regional community colleges' bargaining unit. It ensures a smooth transition and that the new Community-Technical College Board will be able to utilize faculty in a way that is cost-effective and will avoid lay offs. The bill also ensures that no faculty or nonfaculty professional covered by collective bargaining suffers any economic loss or loss of tenure.

I also would strongly urge, however, that the bill provide that the Board of Trustees for the Community-Technical Colleges, on approval of the Board of Governors, have authority to combine community and technical colleges in the same geographic area. This joining is critical to the cost-effective delivery of technical programs. It will insure that students in technical programs have the full benefit of support services now available in community colleges and will allow for administrative savings which can then be reallocated to technical programs.

In closing, let me state strongly that Connecticut can no longer afford inaction. We are in danger of losing qualified workers, losing businesses to other states, and losing our competitive edge. A comprehensive system of public two-year education can help us reclaim our leadership in technical education and assure our state's economic vitality.

Thank you.

Cassette 2

BOARD OF TRUSTEES OF REGIONAL COMMUNITY COLLEGES
61 Woodland Street · Hartford, Connecticut 06105 · Telephone: (203) 566-8760

2024

Page 1
line 5

April 3, 1989

TO: The Honorable Kevin Sullivan, Senate Chair
The Honorable Naomi Cohen, House Chair
Members of the Joint Committee on Education

FROM: Andrew C. McKirdy, Executive Director

SUBJ: S.B. 1046 - An Act Improving Access and Opportunities in Higher Education

I appreciate the opportunity to comment today on the proposal to establish a comprehensive state system of two-year colleges as detailed in S.B. 1046.

During the last several months, significant attention has been given to the importance of undertaking efforts to preserve and enhance technical education in Connecticut at the postsecondary level. Throughout this period, the Community College Trustees and the system as a whole have strongly indicated our agreement that technical education is most important to the Connecticut economy and that the state must ensure that it is supported and nourished. We have also indicated our agreement that the range of technical education programs at the postsecondary level should be expanded to fill the current gap in such programming, particularly in the low or middle technologies. Further, that broader range of programming should be made more widely available throughout the state in order to encourage more students to pursue technical careers and to help assure that Connecticut will have the technically-skilled workforce it needs now and in the future.

To respond to these concerns, S.B.1046 proposes to assign to an expanded Board of Trustees of Regional Community Colleges the responsibility of governing the technical colleges as well as the community colleges with the ultimate goal of creating a comprehensive two-year college system. The way in which the linkage of community and technical colleges has been proposed responds to the concern of the community colleges that any such action should limit the potential for creating disarray in the Community College System. We believe that this is an important consideration, for the community colleges serve nearly seven times the number of students that the technical colleges serve. As the consultant to the Advisory Committee on Technical Education cautioned in his report last fall, the state would not be well-served if the efforts to help solve problems identified in one two-year system only resulted in creating great turbulence in a much larger system. We believe that the provisions of S.B. 1046 are designed in large measure to minimize the potential problems which would otherwise be likely to follow from a consolidation of the two systems.

If, therefore, the Committee, and ultimately the General Assembly, decide to move to implement the proposal to consolidate the two systems as proposed by S.B. 1046, the Community College System and its trustees, are prepared to cooperate fully. I am not in a position to comment on the problems which are said to exist within the Technical College System with the result that they limit the ability of technical colleges to achieve their full potential for educational service. However, since association with community colleges in a comprehensive two-year college system is proposed as the solution for those problems, I think it is important that I comment briefly on the Community College System and what it represents.

In the Fall of 1988, Connecticut's twelve community colleges enrolled more than 36,500 full and part-time students, representing nearly 41% of all undergraduates in Connecticut public higher education. That enrollment total further represents a 5% increase in both total students and full-time equivalent students over the fall of 1987 which, in turn, had registered a more than 4% increase over the fall of 1986. Preliminary enrollment figures for this spring indicate that enrollment has increased nearly 9% over the spring of 1987.

On average, 1.5% of the adult population of each region of the state is currently enrolled in their local community college. Community college students are generally older than traditional college students, The average age is in the early thirties and, indeed, 41.5% are over 30. The vast majority of students enrolling in credit programs (78.5%) do so on a part-time basis. More than two-thirds are women and more than 16% represent minority groups and, in fact, 54% of all black and Hispanic students enrolled in public higher education are enrolled in the community colleges. These are important statistics because most estimates are that about two-thirds of all new workers in the United States by the late 1990's will be coming from the ranks of women, minorities and immigrants.

Fundamental to the mission of the community colleges is providing educational access--access to all who seek and can benefit from the programs which the colleges offer, with special attention to the economically and educationally disadvantaged. The Open Door admission policy of the community colleges enables students to enter community colleges and to initiate their learning experiences at appropriate and realistic levels. Community colleges endeavor to pay particular attention to those whose previous educational experiences have been unsatisfactory by providing a supportive learning environment which instills in students renewed confidence in their capabilities. Those kinds of support include:

- testing to identify special needs
- counseling to assist students in selection of courses and programs compatible with their level of development at the time of entrance

- remedial/development courses designed to improve basic skills in, for example reading, written and oral communication and mathematics, including expanding programs to serve those whose native language in other than English

- courses designed to build college study skills

- services designed to meet the needs of parents whose access to educational opportunity may be limited because of their obligations to young children

To meet the educational needs of students, community colleges already offer a comprehensive range of academic programs including Liberal Arts and Science and other transfer programs which parallel the first two years of a baccalaureate institution; in conjunction with the Liberal Arts and science programs, Honors tracks are available to serve talented students who may be unable to take advantage of honors preparation at more traditional institutions. Also in conjunction with the Liberal Arts and Sciences programs, pre-professional tracks are available in areas such as pre-medicine, pre-law and pre-engineering.

Career programs in approximately 70 different career areas lead to employment in business and commerce, health services, public and social service and some technical areas. Some programs are fully accredited by nationally recognized accrediting bodies (e.g., NLN, AMA, ADA, ABA, etc.). Some programs are open to all students. Admission to other programs is selective and based on the prospective students' ability to meet established minimum requirements for entrance. However, these programs serve students at multiple levels, with the objective that the students' opportunities for success will be greatly enhanced.

For example, community college associate degree nursing programs serve a critical state need and, each year, provide more than one third of the state's newly licensed Registered Nurses. They have established a long-standing record of high quality preparation; in 1988, their graduates achieved a 93% pass rate on the examination for RN licensure, equalling or surpassing the record of graduates of other types of nursing education programs who take the same examination. Several community college graduates have achieved perfect scores. Community college nursing programs are accredited by the National League for Nursing. Admission to these programs is selective, based on the need for basic skills as well as specific prior coursework in math, biology and chemistry. For students who enter a community college through the Open Door, but who do not, at the time of their admission and assessment, meet the established requirements for admission to the Nursing curriculum, remedial basic skills instruction as well as pre-Nursing foundations programs are available to assist them to qualify for entrance. These multiple levels of service exist in other selective admissions programs, as well.

Presently, community colleges offer programs in

technical/semi-technical areas preparing students for example, for employment as automotive technicians, aviation maintenance technicians, industrial supervisors and environmental technicians.

Community colleges are committed to providing cultural and public services that enhance the quality in life in their service regions. In addition to providing career preparation, community colleges meet the state's needs through the Business Services Network, TV Community College, the Community College Instructional Television channel and the National Narrowcast Service. A broad array of programs and services is accessible on the campuses and at a variety of off-campus locations (businesses, hospitals, correctional facilities, the U. S. Submarine Base, etc.) during the daytime and evening and on weekends. The colleges provide opportunities for adults to demonstrate that they have acquired college level learning through their work experience or through training programs offered by noncollegiate institutions or organizations.

The great diversity of community college programs and services demonstrates the extent to which they are already comprehensive as well as their capacity to chart new courses in response to identified needs. Indeed, the particular strength of community colleges is their ability to respond quickly to challenges presented by the needs of their communities. Those communities differ from region to region, and, so, colleges' responses differ. But, ultimately, the success of the colleges flows from their willingness and ability to seek out emerging needs and respond to them through appropriate programs, services and delivery systems. In fact, during the past two years, the community colleges have developed and submitted twenty-four new associate degree programs to the Board of Governors for licensure and accreditation.

We would agree, therefore, that the experience and success of the community colleges -- in reaching out to serve previously unserved clienteles, in providing them with the support services necessary for them to be successful in postsecondary education, and in preparing them to meet the workforce needs of our state's economy or for transfer to senior institutions -- can benefit efforts to advance technical education at the postsecondary level. In particular, within a comprehensive two-year college system, community colleges in regions of the state where there are no technical colleges could begin to expand programming in selected technical fields which meet local needs. In regions where both community and technical colleges are present, a comprehensive system would facilitate efforts to build upon the resources of both institutions to ensure that a broader range of technical programs would be available to meet the needs of students as well as business and industry.

I would like to comment briefly on the concluding sections of S.B. 1046 which relate to the proposed labor relations aspects of the establishment of a comprehensive two-year system. Under these provisions, the professional staff of the technical colleges would be

assimilated into the existing community college bargaining unit. We strongly encourage the adoption of this approach as essential to the success of the proposed legislation. It is consistent with the history of the state collective bargaining law which expressly provides for a single faculty bargaining unit for each of the constituent units. We believe that these provisions offer the best hope of promoting an orderly transition in the implementation of the legislation. The overriding purpose of the legislation is to enhance and advance technical education without significant disruption to the operations of the Community College System. To achieve that goal, all parties involved -- trustees, management and professional staff -- must focus on making the project a success. To the extent that attention is distracted from the purpose of the legislative mandate by unclear lines of authority and conflicting and overlapping work rules inherent in multiple collective bargaining agreements, the prospect of success for this initiative is significantly diminished.

The process of implementing this legislation will be complex and must be carried out with great care. We appreciate the achievements of the technical colleges and the obvious concerns of their professional staff. The legislation proposes more than a consolidation of two organizations. Rather, it involves a consolidation of human resources represented by individuals and groups reflecting somewhat different cultures and visions. For the purpose of the legislation to be achieved, those individuals and groups must become a part of a single community with shared values and a shared vision. For that community to be successful, we must be committed to the value of inclusiveness. We must leave behind the old lines which separate people from one another, and draw circles that pull people in, rather than leave them out, and facilitate bringing people together to labor effectively in a common cause of educational service. We believe, therefore, that the labor relations provisions of S.B. 1046 are important to that end.

I will conclude by saying that it has always been the mission of Connecticut's community colleges to seek to maximize educational opportunities for the state's citizens by offering as comprehensive a range of educational programs and services as was within the system's capacity to provide in order to meet the diverse needs of a heterogeneous clientele. We have seen comprehensiveness and diversity -- in students, in staff, in programs -- as a strength, not a burden. To that end, the establishment of a comprehensive two-year college system and the gradual development of more comprehensive community colleges as proposed in S.B. 1046 offer the potential for substantially expanded opportunities for community-technical colleges to provide more educational options and support services to students within individual institutions, and to ensure a full range of degree and certificate programs in virtually every area of the state.

As noted above, the process will be a complex one and not without risks. But, if it is your decision to proceed within the context of the provisions of S.B. 1046, the Community College System will cooperate fully in this endeavor to advance not only technical

2029

education, but all educational opportunities which Connecticut's community and technical colleges are able to extend to the citizens of the state.

Full Remarks for Carl Feen

in Public Hearing before the Education Committee

3 April 1989

CASSETTE:3
PAGE : A
LINE :24

Good morning. My name is Carl Feen. I am a member of the Board of Trustees of the State Technical Colleges, and chair its business and industry committee. I am here to speak in opposition to raised bill #1046. I will keep my remarks brief and focus them solely on the question of fiscal impact.

While the bill alleges to improve opportunities for technical education, nowhere does the language address the costs of bringing about that change. I know that you have read and heard elsewhere of the high costs for state-of-the art equipment for technology. The language here does not address outfitting laboratories in ways that will assure improved educational opportunities.

I understand that a thrust in improving access to technical education is wider academic opportunities. The language of this bill does not address the costs of new curriculum development, of opening new delivery sites, of hiring new faculty for new disciplines, of providing support personnel and services for the new curricula.

I understand that Commissioner Glasgow expects to realize savings through this merger that can be used to cover these growth costs. I very much doubt that a mere governance overhaul will achieve savings of the magnitude required to accomplish the desired goals. In fact, I am confident that there is a cost attendant to accomplishing the merger itself. I have not heard that figure discussed either.

I know that the state's business community will be looking closely at the progress of this legislation. The business community will be looking for a responsive solution to its needs, and will not welcome an action that increases the costs of delivering a service for which it is anxious. The business community will be looking to the general assembly to pass fiscally prudent and educationally sound legislation.

It seems to me, that if I were in your position, I would feel very uncomfortable passing on an act for which there is so little fiscal data. I would feel uncomfortable passing on an act for which there is no implementation plan. In fact, I would feel uncomfortable passing on an act that does not and cannot do what it alleges.

Thank you.

Cassette 4
page A 2032
line 3

TESTIMONY OF

Paul Wallace, Staff Representative/Lobbyist
AFSCME, Council #4, AFL-CIO

Before:

Committee On Education
State of Connecticut

Monday, April 3, 1989

GOOD MORNING, CHAIRMAN SULLIVAN, CHAIRMAN COHEN, AND MEMBERS OF THE EDUCATION COMMITTEE. MY NAME IS PAUL WALLACE AND I AM THE STAFF REPRESENTATIVE/LOBBYIST FOR CONNECTICUT COUNCIL #4, AFSCME, AFL-CIO AND WE ARE THE LARGEST UNION IN THE STATE. AFSCME REPRESENTS OVER 32,000 MEMBERS IN CONNECTICUT IN MORE THAN 400 SEPARATE BARGAINING UNITS. WE ALSO REPRESENT THE ADMINISTRATIVE FACULTY WHO WORK AT THE STATE TECHNICAL COLLEGES.

WE APPRECIATE BEING INVITED TO THIS PUBLIC HEARING TO SHARE WITH YOU OUR VIEWS AND SUGGESTIONS ON RAISED BILL 1046.

RAISED BILL 1046 AN ACT IMPROVING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION IS OVER 35 PAGES IN LENGTH, CONTAINS OVER 1400 LINES OF LANGUAGE AND HAS A STATEMENT OF PURPOSE THAT READS: "TO EXPAND THE JURISDICTION OF THE BOARD OF TRUSTEES OF THE REGIONAL COMMUNITY COLLEGES TO INCLUDE THE STATE TECHNICAL COLLEGES".

IF ONE WAS NOT FAMILIAR WITH THE CONTENT OF THIS LEGISLATION, THE EDUCATION COMMITTEE WOULD HAVE THE PUBLIC BELIEVE THAT THE ONLY THEME BEING SUGGESTED IS WHAT THE TITLE OFFERS: AN ACT IMPROVING ACCESS AND OPPORTUNITIES IN HIGHER EDUCATION.

HOWEVER, THE TITLE LIKE THE STATEMENT OF PURPOSE HIDES BEHIND THE INCLUSION OF RETAINING THE UNIQUENESS OF THE STATE TECHNICAL COLLEGE SYSTEM, BUT IN REALITY IT DOES NOT.

IT IS MOST IMPORTANT TO UNDERSTAND THE GOALS AND HISTORICAL ASPIRATIONS OF THE SYSTEM AND ITS STUDENTS IN ORDER FOR YOU TO APPRECIATE OUR CONCERNS.

THE STATE TECHNICAL COLLEGES ARE LOCATED WITHIN MAJOR POPULATION CENTERS OF THE STATE AND WERE ESTABLISHED PRIMARILY TO PROVIDE MEN AND WOMEN WITH POST-SECONDARY TECHNICAL, OCCUPATIONAL, VOCATIONAL, AND CONTINUING EDUCATION AS THEY APPLY TO THE BUSINESS AND INDUSTRIAL COMMUNITY.

TO ELABORATE FURTHER THE TECHNICAL COLLEGES HAVE AND CONTINUE TO OPERATE IN THE FOLLOWING WELL-DEFINED AREAS:

1) EDUCATING AND TRAINING TECHNICIALS FOR IMMEDIATE EMPLOYMENT IN CONNECTICUT INDUSTRIES
2) OFFERING UNIT OR MINI-SERIES COURSES FOR JOB UP-GRADING AND/OR RETRAINING
3) DEVELOPING PROGRAMS TO MEET SPECIAL NEEDS OF INDUSTRY
4) PLACING EMPHASIS ON THE APPLIED SCIENCES RATHER THAN THE THEORETICAL
5) GEARING COURSES AND PROGRAMS TOWARD HANDS-ON LABORATORY EXPERIMENTATION

ONE SURE WAY OF MEASURING THE SUCCESS OF THESE RATHER SPECIFIC ENDEAVORS IS TO LOOK AT THE JOB PLACEMENT RECORD OF THE GRADUATES - APPROXIMATELY 100% ANNUALLY.

BECAUSE OF THEIR MISSION, THE STATE TECHNICAL COLLEGES ARE UNIQUE IN MANY WAYS - FROM THE STUDENTS WITH THEIR FOCUSED GOALS AND EXPECTATIONS TO THE DEDICATED STAFF THAT NURTURE AND GUIDE THEM THROUGH THE TECHNICAL EDUCATION PROCESS.

THE GRADUATE ENGINEERING TECHNICIAN PERFORMS A VITAL FUNCTION

IN SOCIETY THAT IS BECOMING INCREASINGLY MORE TECHNICAL. ENGINEERING TECHNICIANS SERVE AS DIRECT SUPPORT TO HIGH-LEVEL TECHNICAL, SCIENTIFIC, AND MANAGEMENT PERSONNEL. THEY PERFORM TESTS, COLLECT DATA, PREPARE REPORTS, AND HANDLE MAJOR AND MINOR PROJECTS. THEY SERVE AS LIAISONS BETWEEN DIFFERENT DEPARTMENTS AND ARE INVOLVED IN TRANSLATING SPECIALIZED INFORMATION SO THAT NON-SPECIALIZED PERSONNEL MAY UNDERSTAND AND USE IT. TECHNICIANS FILL POSITIONS SUCH AS LABORATORY TECHNICIANS, SERVICE TECHNICIANS, ENGINEERING AIDES, AND JUNIOR INDUSTRIAL MANAGERS.

TO PRODUCE THIS HIGH-LEVEL TECHNICIAN THE FIVE TECHNICAL COLLEGES ARE STAFFED BY KNOWLEDGEABLE FACULTY AND ADMINISTRATORS WHO HAVE THE ENGINEERING AND TECHNICAL BACKGROUND AND TRAINING TO PROVIDE THE FOLLOWING:

1) THE EXPERTISE TO OVERSEE AND STAFF CURRENT PROGRAMS AND TO INITIATE NEW ONES
2) THE COMPUTER KNOW-HOW TO SUPPORT HIGH-TECH CURRICULA
3) THE EXPERIENCE TO ADVISE, GUIDE AND SUPERVISE RECRUITMENT, RETENTION, AND CAREER PLANNING EFFORTS FOR STUDENTS
4) THE SOPHISTICATION TO ACQUIRE, MAINTAIN, AND REPAIR LABORATORY EQUIPMENT
5) THE BACKGROUND REQUIRED TO DEVELOP MEANINGFUL RELATIONSHIPS WITH INDUSTRY AND THE ABILITY TO EVALUATE THEIR NEEDS

THE STATE TECHNICAL COLLEGES HAVE A UNIQUE MISSION AND OPERATING

PROCEDURES WHICH DO NOT EASILY MESH WITH THE OTHER CONSTITUENT UNITS OF HIGHER EDUCATION. THE PROGRAMS ARE EXPENSIVE AND REQUIRE SPECIAL FUNDING. AUTONOMY OF THE COLLEGES IS A PREREQUISITE FOR THE CONTINUED DELIVERY OF TECHNICAL EDUCATION. ANYTHING LESS WOULD DILUTE AND EVENTUALLY DESTROY THE QUALITY COURSES AND PROGRAMS NOW PROVIDED BY THE FIVE TECHNICAL COLLEGES.

ANOTHER ASPECT OF THIS BILL THAT NEEDS TO BE ADDRESSED IS THE IMPACT ON COLLECTIVE BARGAINING. IF THIS LEGISLATION WERE TO PASS BY THIS COMMITTEE, IN ITS PRESENT FORM, THE EFFECTS WOULD BE FAR REACHING AND DEVISTATING.

UNDER THE SUCCESSORSHIP DOCTRINE WHEN A CORPORATION SEEKS TO MERGE WITH OR ACQUIRE ANOTHER COMPANY, IT MUST CONSIDER THE LEGAL RIGHTS AND DUTIES IT WILL INHERIT AS THE SUCCESSOR TO THE FORMER COMPANY. THE SUCCESSORSHIP ISSUES ALSO ARISE WHEN THE FORMER COMPANY HAS AN EXISTING COLLECTIVE BARGAINING AGREEMENT, OR A RELATIONSHIP WITH RECOGNIZED UNION, OR IS A RESPONDENT IN AN UNFAIR LABOR PRACTICE PROCEEDING.

THE PROBLEMS SURFACE IN ALLEGED UNFAIR LABOR PRACTICES WHERE THE NEW EMPLOYER FAILS TO RECOGNIZE AND BARGAIN WITH THE FORMER EMPLOYER'S BARGAINING REPRESENTATIVES.

A NEW EMPLOYER IS ALSO GENERALLY DEEMED A SUCCESSOR IF A MAJORITY OF ITS WORKFORCE IS HIRED FROM THE EMPLOYEES OF THE PREDECESSOR COMPANY.

ALTHOUGH THESE TRENDS ARE OCCURRING IN THE PRIVATE SECTOR IT IS CLEARLY APPLICABLE IN THIS LEGISLATION. FOR THIS LEGISLATION STATES THAT THE TECHNICAL COLLEGE STAFF WOULD BE HIRED BY THE NEW BOARD, A BOARD MADE UP OF INDIVIDUALS WITH EXPERIENCE IN THE TECHNICAL FIELDS.

HOWEVER, WHY DOES THIS LEGISLATION MAKE AN ATTEMPT TO PRESERVE THE UNIQUENESS BUT NOT RESPECT THE RIGHTS OF THOSE WHO WORK? - NOR RESPECT OVER 50 YEARS OF LABOR MANAGEMENT TRADITIONS WHICH HAVE ALLOWED EMPLOYEES THE RIGHT TO RETAIN THEIR EXISTING REPRESENTATION.

WE ASK THIS COMMITTEE TO UPHOLD THE TRADITION OF LABOR LAWS IN THIS STATE AND NOT SEND A SIGNAL TO THE FEDERAL GOVERNMENT OR OTHER STATE LEGISLATURES THAT IN THE NAME OF SOME ILL DEFINED GOAL AND HIDING UNDER THE GIZE OF PUBLIC POLICY ERODE BARGAINING UNIT CERTIFICATIONS WITHOUT ANY INPUT FROM EXISTING UNIONIZED EMPLOYEES OR THEIR REPRESENTATIVES.

YOU, THE MEMBERS OF THIS COMMITTEE KNOW THAT IF THIS LEGISLATION WERE TO PASS IN ITS CURRENT FORM NO RESPECT WILL BE SHOWN FOR THE LAWS OF THIS STATE, NOR TO THE STUDENTS WHO ARE SO DESPERATLY SEEKING A TECHNICAL EDUCATION, NOR TO EMPLOYEES WHO HAVE BEEN DEDICATED TO THE STATE TECHNICAL COLLEGE SYSTEM.

IS THIS LEGISLATION DESIGNED TO CREATE YEARS OF LEGAL LABOR MANAGEMENT HOSTILITY? IS THERE SOME HIDDEN REVENGE MOTIVE IN THIS LEGISLATION?

WE SEE VERY LITTLE RESPECT FOR EMPLOYEES RIGHTS, STUDENTS' GOALS OR RETAINING THE SYSTEM'S AUTONOMY OR INTEGRITY. WE MUST THEREFORE CONCLUDE, THAT IN ITS PRESENT FORM THIS LANGUAGE IS REVENGEFUL; AND THE QUESTION IS WHY!!

AFSCME FEELS THAT THOSE WHO BELIEVE THIS BILL RETAINS THE UNIQUENESS OF THE STATE TECHNICAL COLLEGE SYSTEM PROBABLY ALSO BELIEVE THAT THE MERGER AND ACQUISITION MANIA THAT HAS BEEN SWEEPING THIS COUNTRY HAS BEEN GOOD FOR THE ECONOMY.

GOOD, BAD OR INDIFFERENT THIS MERGER CAN BE SUCCESSFUL IF DONE THE RIGHT WAY. AND NOT SURPRISINGLY, AND IN MOST TIMES, THE RIGHT WAY IS THE BEST WAY.

IF THERE ARE PROBLEMS WITH THE ADMINISTRATIVE ASPECTS OF THE STATE TECHNICAL COLLEGE SYSTEM WE WOULD URGE THIS COMMITTEE TO RESOLVE THAT PROBLEM SO THAT A MORE EFFICIENT AND ORDERLY FLOW OF STATE TECHNICAL COLLEGE EDUCATION CAN BE ACHIEVED.

OTHERWISE, WHAT AFSCME SEES, AND WHAT OUR MEMBERS ARE LOOKING AT, IS A PIECE OF LEGISLATION THAT IN REALITY WILL BE KNOWN AS THE TECHNICAL COLLEGE VENGENCE ACT OF 1989.

IN CONCLUSION WE SUGGEST THAT SECTION 34 OF THIS BILL BE DELETED AND INSERT LANGUAGE THAT PRESERVES AND MAINTAINS THE INTEGRITY OF THE STATE TECHNICAL COLLEGE BARGAINING UNITS.

WE FURTHER SUGGEST THAT NEW LEGISLATION BE WRITTEN GUARANTEEING THE CONTINUANCE OF TECHNICAL EDUCATION PROGRAMS MEETING THE NEEDS OF THE BUSINESS COMMUNITY SO AS NOT TO GET LOST IN A MERGED BUDGET.

LEGISLATION MUST ALSO GUARANTEE THAT THE NEEDS OF THE STUDENTS WILL NOT BE LOST IN ANY MERGER SHUFFLE.

AND FINALLY THIS NEW LEGISLATION MUST ALSO GUARANTEE THAT THE NEW BOARD OF TRUSTEES HAVE A MEMBERSHIP MADE UP OF TECHNICAL EXPERTS WHO ARE NO LESS IN NUMBER THAN THE ADVOCATES OF COMMUNITY COLLEGE EDUCATION.

THANK YOU ONCE AGAIN FOR THE TIME THAT THIS COMMITTEE HAS ALLOWED ME TO SPEAK AND OUR ORGANIZATION AS ALWAYS STANDS READY TO ASSIST THIS COMMITTEE IN ANY WAY WE CAN.

Cassette 4
page A
line 24

2040

T_s_imony B_for_ the
Ed cation Co i'
Lauren Weisberg Kaufman
Director of Education and Training Policy
Connecticut Business and Industry Association
Monday, April 3, 1989
9:30 a.m.

Good morning. My name is Lauren Weisberg Kaufman. I am the Director of Education and Training Policy for the Connecticut Business and Industry Association (CBIA). CBIA represents approximately 6,300 firms which employ 700,000 men and women in Connecticut. Our membership ranges from the state's largest corporation to thousands of small and medium-sized businesses.

I am here today to testify on SB1046 , An Act Improving Access and Opportunities in Higher Education.

CBIA's members have been and continue to be concerned about the proposed merger of the five state technical colleges with the community college system, However, they are most concerned about preserving and enhancing technical education in Connecticut. While all acknowledge problems with the system as it currently exists, they are worried that the merger could result in a de-emphasis of technical education precisely at the time when they face a growing need for a highly trained, well-educated workforce.

In order to ensure that long-term viability of technical education, CBIA believes that the following goals must be addressed in the legislation:

Goal I - To preserve and enhance the quality of technical education in Connecticut.

* Enhance status and support for technical education in Connecticut
* Increase emphasis on the value of manufacturing in Connecticut
* Increase attainment of the skills needed for manufacturing -especially in emerging high technology fields
* Preserve high quality of existing programs and graduates
* Maintain ABET accreditation in engineering-related courses/programs
* Develop programs on new and emerging technologies in collaboration with Connecticut business and industry
* Maintain high standards for entry in technology courses
* Ensure that the development of good communication, analytical and problem-solving skills are an integral component of the technical curriculum
* Ensure high-level representation in sufficient numbers on Board overseeing system
* Develop standing committee of Board on technical education
* Develop local councils with business and industry

representation charged with identifying program needs, the development of new programs and local sources of support

* Upgrade equipment and facilities to meet the needs of new technical programs
* Encourage entrepreneurial approach of administrators and faculty to serve emerging needs of business and industry
* Ensure that high quality technical education is available and accessible statewide

Goal II - To expand Pool of People Interested in Technical Careers.

* Increase enrollment and number of graduates in technical fields
* Aggressively market technical education and career opportunities to women, minorities and others who would not otherwise have considered technical education
* Provide pre-technical/remedial courses in math and science to adequately prepare individuals for technical curriculum
* Provide support services such as counseling, day-care and transportation as necessary to attract and retain non-traditional students
* Ensure opportunities for O-J-T and apprenticeships are available for students
* Ensure that adequate financial assistance is offered to

students to enable them to pursue further education

CBIA believes that a strong technical education system, whether independent or merged with the community colleges, must be a high priority of the State of Connecticut. Our manufacturing economy is dependent upon the quality of the skilled workforce these institutions prepare and we see the conditions described above as critical to this enterprise. Thank you for your invitation to speak today.

Cassette 4A
page 2044 A
line 4

TESTIMONY

TO

EDUCATION COMMITTEE

BY

MURRAY A. GERBER
APRIL 3, 1989

ON

STATE TECHNICAL COLLEGE
MERGER PROPOSAL

GOOD MORNING LADIES AND GENTLEMEN

I AM MURRAY GERBER. I AM TESTIFYING THIS MORNING AS A SMALL BUSINESS OWNER TO WHOSE BUSINESS, TECHNICIANS ARE A VITAL COMPONENT. I AM A MEMBER OF THE UNH BOARD OF GOVERNORS AND THE M/M PIC CHAIR. I AM ALSO AN ENGINEERING GRADUATE OF MIT SO I HAVE SOME KNOWLEDGE OF EDUCATION AND PARTICULARLY TECHNICAL EDUCATION.

THOSE OF YOU WHO KNOW ME KNOW I AM ALSO CHAIRMAN OF THE CBIA AND THE CPEC, BUT I DO NOT SPEAK FOR THOSE ASSOCIATIONS ON THIS TOPIC, TODAY.

I HAVE BEEN AN INTERESTED PARTY IN THIS ISSUE SINCE THE CONSULTANTS REPORT WAS FIRST MADE PUBLIC. I HAVE ATTENDED EVERY PUBLIC MEETING AND TESTIFIED AT MOST OF THEM.

I HAVE, IN RECENT WEEKS, HAD LENGTHY CONVERSATIONS WITH COMMISSIONER GLASGOW, WITH STC EXECUTIVE DIRECTOR RICHARD LIBBY, WITH TWO PRESIDENTS OF STC'S AND WITH OTHERS. IT IS AN IMPORTANT ISSUE TO ME.

WHEN I FIRST GOT INVOLVED, I THOUGHT THE WHOLE ISSUE WAS ABOUT ENROLLMENT; AND SAID SO.

HOWEVER, IN THAT, I WAS WRONG, THERE ARE VERY REAL PROBLEMS WITH THE TECHNICAL COLLEGE SYSTEM. WHOLESOME ENROLLMENT MIGHT HAVE MASKED THE PROBLEMS, BUT WOULD NOT HAVE RESOLVED THEM. I THANK THE COMMISSIONER AND DICK AYERS FOR THAT ENLIGHTENMENT.

MY POSITION, FROM THE BEGINNING, HAS BEEN THAT A CONSOLIDATED SYSTEM COULD WORK BUT THAT THE PROCESS OF GOING FROM TWO SYSTEMS TO ONE WAS FILLED WITH RISK AND DANGER THAT TECHNICAL EDUCATION WOULD SUFFER.

I CONTINUE TO BELIEVE THAT, LADIES AND GENTLEMEN. IN FACT, BASED ON THIS BILL, I AM MORE CONVINCED THAN EVER. THIS NEW BOARD WILL BE BORN IN CONTROVERSY, AND CONTENTION. IT WILL BE EMBROILED IN LEGAL, FISCAL, AND LABOR PROBLEMS FROM THE START.

THEY WILL BE OPERATING IN A PUBLIC FISHBOWL AND MAY NOT BE ABLE TO GET TO ESTABLISHING POLICIES AND GOALS FROM THE BEGINNING AS THEY SHOULD. AND THAT, IS THE GOOD NEWS. THE HONEYMOON WILL BE OVER WITHIN A YEAR, WHEN THEY WILL HAVE TO COME UP WITH THEIR FIRST BUDGET. THEY ARE HEAVILY UNBALANCED AGAINST THE STC'S AND THAT WILL NOT SHOW UP FOR A YEAR AND WILL TAKE YEARS TO RESOLVE.

I AGREE THERE ARE PROBLEMS THAT MUST BE SOLVED. I DO NOT BELIEVE THAT MERGING THE SYSTEMS OR THIS BILL WILL SOLVE THE PROBLEMS. I DO BELIEVE CHAOS MAY RESULT. AS POWERFUL AS THE LEGISLATURE IS YOU CANNOT SOLVE DIFFICULT LABOR, RECRUITMENT, OR EDUCATION PROBLEMS WITH THE STROKE OF A PEN OR BY ORDERING THEM TO BE SOLVED. I URGE THE DEFEAT OF THIS BILL.

HAVING SAID THAT, WE ARE STILL LEFT WITH PROBLEMS THAT MUST BE SOLVED. HOW TO DO IT? LETS GET BACK TO MANAGEMENT BASICS.

YOUR INSTRUMENT TO SOLVE PROBLEMS IS THE BOARD OF GOVERNORS AND THE MANAGEMENT TEAM.

I BELIEVE THE ROOT CAUSE OF THE PROBLEMS IS THE ABSENCE OF A CURRENT, CLEAR CUT SPECIFIC POLICY ON WHAT DIRECTIONS YOU WANT OUR STC SYSTEM TO MOVE IN. AND, A PRIORITIZED LIST OF PROBLEMS THAT ARE TO BE DEALT WITH. ANSWER THE QUESTION; ARE WE TRAINING PEOPLE WHO CAN GO ON TO 4 YEAR COLLEGES, OR ARE WE TRAINING TECHNICIANS?

THE ANSWER RESOLVES FACULTY CREDENTIAL ACCREDITATION, ENROLLMENT STANDARDS, AND CURRICULUM ISSUES. A PRIORITIZED LIST OF PROBLEMS HEADED BY "RESOLVE LABOR RELATIONS SITUATION AND REGAIN MANAGEMENT INFLUENCE OVER LABOR" AND INCLUDES "BROADEN OUTREACH AND RECRUITMENT EFFORTS TO INCREASE THE PERCENTAGE OF NON-TRADITIONAL STUDENTS" ARE ISSUES MANAGEMENT CAN SINK THEIR TEETH INTO. AND, IF MANAGEMENT DOES NOT SHOW RESULTS - FIRE THEM! CURRENT MANAGEMENT IS DOING WHAT IT THINKS YOU WANT AND IS SURPRISED BECAUSE IT IS BEING CRITICIZED FOR OTHER THINGS. THERE IS NO COMPASS ON BOARD.

THE PROBLEMS WE WANT SOLVED CAN BE MORE QUICKLY AND SURELY SOLVED, WITH LESS UPSET AND LESS RISK, BY PROVIDING CLEAR NEW POLICY GUIDELINES AND OBJECTIVES TO A NEW BOARD OF GOVERNORS AND NEW MANAGEMENT, THAN BY MERGING.

ONE LAST POINT CONCERNING COSTS. YOU SHOULD KNOW THAT REGARDLESS OF WHAT THE HARTFORD COURANT SAYS; REGARDLESS THAT ENROLLMENT HAS DROPPED 40%; $7,500 PER F.T. STUDENT IS CHEAP! ALSO, WHATEVER IS CHANGED, WHATEVER IS IMPROVED, WHATEVER IS COMBINED, NO MATTER HOW YOU DO THE ACCOUNTING, COSTS WILL RISE! PARTICULARLY IF THERE IS IMPROVED RECRUITMENT AND WHETHER YOU ACCEPT OR REJECT THE MERGER. DO NOT BE NAIVE, DO NOT EXPECT SAVINGS.

THANK YOU.

cassette # 4 A.
Page A.
line 9

2048

My name is John Vaitkus and I have been a faculty member at Waterbury State Technical College for twenty-two years, am currently Chairman of the Humanities Department, and acting Chairman of the State Technical College System Senate.

I speak in opposition to Senate Bill 1046.

The tone of 1046 is derogatory toward the Technical Colleges' envied reputation for excellent graduates, is punitive and destructive without a case having been established, and worse--does not design a structure which is **solely dedicated** to improving technical education.

Connecticut-- its citizens, students, industry, economy, and quality of living--deserves better promise than that of 1046.

A better way is clear--strengthen the existing system immediately and then give serious consideration to vertically organizing the delivery system of technical education.

Some strengthening has already been put in place. In February, the Board of Trustees for Technical Colleges established a sixteen member System Senate charged with developing new programs. The Senate, composed of two faculty and one administrative designee per college plus one representative from central office, has been elected and is currently working on bylaws. A number of new programs are about to be submitted to the Senate.

A Senate is vastly superior because it brings faculty and administration together. Now some 200 faculty can be involved in program development when previously they were denied that role. Faculty now have direct access to the Board in matters that pertain to educational interests when not permitted to before. Faculty will have a role in recruiting new students and a say in how to retain current ones. <u>All this suggests a new sustainable enthusiasm for technical education especially since the direction is toward local college senates where efforts can be responsive and expedited because they are focused.</u>

While it may be argued that it took the combined actions of NCHEMS-BOG-Education Committee to bring change, you must recognize what has so far been accomplished and decide whether **additional modifications** to the existing system are more likely to succeed than 1046's suggested experiment with its larger central office and no Senate. We acknowledge that our program offerings have to expand and STC operations have to

decentralize. Yet upon close examination, 1046's merger solution achieves neither goal--the Community College central office only gets larger and its non-engineering faculty is not afforded a role in the decision-making process of the system. We are told to hurry-up and believe that, with a new 19 member Board, 3 members with technical expertise will be able to safe-guard and enhance technical education. No, they will not. **Technical education will be at risk and out-voted.**

Dedicated focus is the key to strengthening technical education. I believe that a purposeful strengthening of the current system will assure that the quality of technical education is preserved and enhanced in the future. A strengthened Technical College system with improved program flexibility, program review for accountability, and program review for avoidance of programmed failure holds the greatest promise for the future of technical education in our state.

When a major structural change in higher education needs to be done, it needs to be done well. The legislature has a study on the Technical Colleges, but you do not have a study on the Community Colleges. If you rush to merge and the experiment fails, you might not be able to reverse the damage. Are bigger Community Colleges the only answer?

Would an inquiry into " **The Best Structure For Technical-Vocational Education In Connecticut**" conclude with a new mission statement that aligns the Vocational-Technical High Schools with the Technical Colleges? NCHEMS did not explore this possibility because they were not asked to. Since they are from Colorado, were they even aware of CT's unique **dedicated** vocational-technical high school system?

This Mission's potential benefit to the state deserves exploration: the educational range of grades 9 to 14 suggests low-tech, mid-tech, high-tech program expertise already in place, experienced, proven; more sites across the state, all having existing high-cost labs in place instead of duplicating them in Community Colleges; no more employer confusion over where to secure relevant work-related training; faculties with required technical or vocational backgrounds + academic credentials; both faculties sharing a commonality of interest; both institutions get an immediate yearly report card--their graduates are sought after and get jobs; and more.

Would the state benefit **more** with a vertically organized structure dedicated to the delivery of vocational-technical programs at more high school locations and 5 college sites than at Community Colleges? Would the state's business and industry be more comfortable with this new mission being entrusted to those they know rather than to an experiment? Governor O'Neill recently unveiled a new state initiative to make our state's economy the nation's top world-exporter! Would you entrust our state's economic future to an uninvestigated, hurried, flawed experiment? **NCHEMS cautioned that merger--the 3rd option--was a risk.**

Connecticut deserves that all the homework be done before you decide.

Thank you.

John Vaitkus
151 Windy Drive
Waterbury, CT 06705

John Arnet

Cassette 6
page b
line 9

The Legislative Leadership, Committee Leadership, and the Legislative Body should demand of the Board of Governors for Higher Education and the Commissioner of Higher Education complete and thorough staff work. Until there is an evaluation of ALL the alternatives regarding the state's need for technical education and its delivery, the merger of the technical colleges with the community colleges should be OPPOSED.

What is best for technical education, the business and industrial community, and the state's economy is an issue of such significance that it demands a thorough analysis. Following are some alternatives that should be considered in any analysis.

1. Technical Colleges remain as a separate system, with technical education being subsidized, possibly by tuition waivers in the numbers needed, to ensure an adequate, trained/skilled work force.

2. Technical Colleges joined with the Regional Vocational-Technical High Schools to form a separate Vocational-Technical System for grades nine through fourteen. This system would provide a technical education continuum, allowing students to enter the work force, return for upper level training, or continue to the upper level.

3. Technical Colleges joined with the State University System to provide a technical education continuum through the bachelor's level, i.e., a five feeder college network for CSU and its upper level technical programs.

4. Technical Colleges joined with the University of Connecticut to provide a five college network with inputs to engineering programs at the junior level.

5. Technical Colleges joined with the Regional Community College System into a comprehensive two-year system.

The overwhelming concern is the gross lack of a complete and thorough piece of staff work that considers alternatives and accounts for the best interests of the State's economy, technical education, the colleges, and their students.

STATE OF CONNECTICUT
MANCHESTER COMMUNITY COLLEGE
MANCHESTER, CONNECTICUT 06040

2052

Cassette: 6A
PAGE: B
LINE: 1

OFFICE OF THE PRESIDENT

(203) 647-6005

March 29, 1989

TO: Senator Kevin B. Sullivan
Representative Naomi K. Cohen

FROM: Jonathan M. Daube, President
Manchester Community College

I have been asked to comment in general terms on some of the issues raised by the bill presently before you concerning the future of technical education in the State of Connecticut. My perspective has been shaped by my experience as president of a comprehensive community college in Massachusetts from 1978 to 1987 and as president of Manchester Community College since October of 1987.

I will try to confine myself to points that may not have been made in other settings; this is in no way a full treatment of the subject.

---

1. Comprehensive community colleges are the norm in the United States. This does not automatically, ipso facto, mean they are to be preferred; it does mean that successful, comprehensive community colleges can be observed in, for example, Massachusetts, New York, New Jersey, Pennsylvania, North Carolina. (N.B. A key document that might be of interest is: Gaining the Competitive

CASSETTE: 6A
PAGE: B
LINE: 3

My name is Booker DeVaughn and I am the president of Northwestern Connecticut Community College, located in Winsted. I am especially interested in the proposed legislation which would place control of all the public two-year colleges under a single board. Northwestern Connecticut Community College is located in an area of the state where there is not a state technical college nearby. If my understanding of the legislation is correct, the academic program wall between community colleges and technical colleges would no longer exist. The possibility of community colleges being able to offer a more diverse program is one I find exciting. I am excited about the possibility of creating a comprehensive community college-a single campus with offerings in liberal arts, technical programs and a wide variety of career preparation programs including, but not limited to, engineering, nursing, early childhood education, human services and the list goes on.

Before assuming my current position, I was a dean of Academic Affairs at a comprehensive community college. I can think of no disadvantages of comprehensive community colleges, there are however many advantages. As a matter of fact, of the more than 1200 two-year colleges in the United States, the vast majority are comprehensive community colleges. An intrinsic value is produced when future day care teachers, for example, take some of their classes with future nurses and engineers. While most advanced classes in a curriculum are taken with other students who have chosen the

same major, the general requirements or core courses are taken with students from all majors. In this kind of arrangement, students preparing for different careers have an opportunity to learn from each other in a constructive and supportive environment. One of the criticisms we as educators often hear is that our graduates are well educated in their narrow specializations but that they are all too often limited in their understanding of the world and indeed their own society. It seems to me that at least one way of ameliorating this problem is to have students from a variety of career preparations studying together in those areas where that is possible.

As mentioned above, my college is located in a part of the state where there is no state technical college. Consequently, students must travel from 25 to 65 miles or more in order to take advantage of technical education. This problem can be addressed by allowing existing community colleges to proceed in a systematic manner in developing those technical programs in instances where there are both demonstrated employer needs and student interest. Additionally, we know from the report, "Jobs for Connecticut's Future," that there will be a tremendous need to retrain workers in the areas of high and middle technology positions.

In essence, comprehensive community colleges are well established and are working well across America. They have a proven track record of providing liberal arts education,

technical education, health careers and a variety of other offerings under one roof. I look forward to the exciting possibilities of expanding the kinds of offerings at Northwestern CT Community College to the point when we will be known as a comprehensive community college.

CASETTE: 6A
PAGE: 13
LINE: 5

2056

PRESENTATION TO CONNECTICUT LEGISLATURE

By: Theodora W. Howell, Associate Professor, GNHSTC
Da e: A il 3, 198

My name is Theodora W. Howell, and I am an Associate Professor of Humanities at Greater New Haven State Technical College where I have taught since the operation was begun in 1977 as a part-time institution of higher learning.

I am opposed to the proposed merger of the Technical and the Community Colleges for many reasons, but some of the most important ones follow:

First of all, the two institutions have widely different missions. Each system successfully meets the goals and objectives for which it is intended, and the programs do not overlap.

Second, it is a historical fact that when the economy is flourishing, college and university enrollments decline. Institutions of higher learning throughout the country are experiencing declining enrollments. In addition to the economic factor, the pool of potential college age students has shrunk, and competition for the remaining students has accelerated with some institutions offering exciting, but sometimes unrealistic, enticements.

Third, the loss of technical education through absorption would be devastating to our state. Technical education requires specialized curricula and accouterments and is not inexpensive. State-of-the-arts equipment is necessary for instruction to meet the needs demanded by business and industry in today's highly competitive market. The loss of technical expertise would not bode well for this state and would leave Japan and North Carolina licking their chops.

The final and most critical reason relates to the NCHEMS's report itself. The recommendation to merge the two systems was the third and least desirable option of this consulting group, but it seems that some state committees, newspapers, and certain officials have focused on merger as THE solution to the problems at the Technical Colleges.

Yes, I acknowledge that there are some problems at the Technical Colleges

that can be remedied without a merger taking place. To use an old cliche, "Let's not throw out the baby with the bath water." What we need is more visibility. The average consumer has no idea what we are all about. Their perceptions are that we are trade schools and do not realize that we offer Associate Degrees in various engineering technologies. Many school counselors and teachers help to perpetuate this misconception.

Prior to registration at the Community Colleges and State Universities, the newspapers and television stations are inundated with very appealing advertisements and commercials touting their courses, ease of enrollment, and low tuitions. These commercials are run during prime times and advertisements are strategically placed in the daily and Sunday papers. The advertising budgets allocated to the Technical Colleges is so limited that notices in newspapers can only be run on a specific day of the week, and television announcements are placed on free public service ads or public t.v. stations that the general viewer doesn't see because these are not the most popular stations.

The Technical Colleges have so much to offer and new programs like fiber optics, automotive technology, toxicology, computer graphics, and sattelite campuses are presently in place, and new technologies are being developed as I speak.

We need the funding and the opportunities to make this system both visible and viable. We have a talented, creative, innovative faculty; bright, motivated students; and a supportive administration all of whom must be allowed to prosper and survive. We have to be placed before the public in a positive light. The negative publicity of the last few months can only add to decreasing enrollments and a poor image. We must be able to afford to advertise on channels 8,3, and 30 during prime viewing hours. We must be able to afford to advertise prominently in newspapers prior to registration.

Our students receive an excellent education and our graduates are in demand by businesses and industries in Connecticut. These graduates attain lucrative employment which allows them to give something back to the economy of this state. Merger will not correct the the problems or the inequities of the past. Positive publicity, and plenty of it, will.

Edge: The Challenge to North Carolina's Community Colleges, Report of the Commission on the Future of the North Carolina Community College System, February, 1989.)

2. The move towards comprehensive institutions in higher education began after World War One. Medical schools, which used to be self-standing institutions, joined universities in the twenties, followed by business, engineering and law schools. After World War Two, nursing education moved from hospital-based diploma schools to community colleges.

The key arguments in each case were that general education would be stronger if people with different goals, interests and abilities share educational experiences; and that, the more comprehensive an institution, the richer that mix of students and faculty, the higher the quality of the work. This has been amply demonstrated in institutions like the University of Michigan at Ann Arbor and the University of Massachusetts at Amherst.

3. In my view - and I speak solely for myself - any major interest, including the technical areas, can only be strengthened with the collegiality of the total academic community. And as a community college president for almost eleven years, I must

welcome any thoughtful move towards broadening the curriculum and increasing the options of the people, young and not-so-young, who will be our workforce in but a very few years.

/H

Cassette 1
Page A
line 2

Board of Governors for Higher Education
Recommendations to Preserve and Enhance Technical Education in Connecticut

2060

January 31, 1989

Background

At the request of the General Assembly, the Board of Governors for Higher Education embarked upon a study in early 1988 regarding how best to provide for technical education in Connecticut. On January 17, 1989, the Board of Governors for Higher Education received the report and recommendations of an advisory committee which it formed to assist with the study. At that time, the study advisory committee also shared with the Board the report of the NCHEMS consulting firm which had carried out advisory committee research, a summary of comments from meetings conducted with state technical college and regional community college leadership and a summary of testimony from a public hearing held on January 5, 1989. The Board of Governors for Higher Education also held a hearing on January 31, 1989.

The consultant report and the advisory committee identified a crisis in technical education which requires a sense of urgency for change. Falling enrollment and escalating costs in the existing technical college system not only are threatening institutional and system viability but the economic well-being of the state as a whole. Without a high quality, broad-based technical education capability, Connecticut will be unable to attract and retain technology-oriented business and industry. Immediate action is essential to assure that Connecticut has the technically-skilled workforce needed to maintain its competitive edge.

The NCHEMS consultant report on Connecticut technical education, forcefully draws the essential focus for change:

> The central question for the state is not the effectiveness or efficiency of the State Technical College System but how to strategically plan for technical education from a state perspective. Thus, the focus should not only be on correcting the educational offerings and management of the technical colleges, but on achieving a solution that will enable two-year public higher education in the state of Connecticut to respond more positively and effectively to the needs of the state and its individual and corporate members. It is not just a matter of correcting past conditions but of shaping the key role that technical education will play in the Connecticut economy.

The NCHEMS report concluded that Connecticut is falling behind other Eastern states in responding, within its two-year educational system, to diverse technical education needs. Not only does Connecticut produce fewer technical associate degree and certificate recipients than a number of other states studied, but also there is a significant service gap between the current offerings of the state's two-year colleges and the needs of its citizens and employers. That gap is

particularly evident in the areas of technician training and continuing education and retraining opportunities. Evidence also indicates that the technical colleges have not achieved a student-centered, developmental environment which would support both recruitment and retention, and consequently enlarge Connecticut's technical workforce.

The NCHEMS consultant report identified six critical success factors which must be met if the state's goals for technical education are to be accomplished. These factors are :

* responsiveness to local/regional/state needs;
* achievement of a student-centered focus;
* governance responsibility and accountability within the same locus;
* system incentives and penalties consistent with objectives;
* institutions of efficient scale; and
* resources appropriate to the task.

Both the NCHEMS report and the report of the Advisory Committee to the Board of Governors for Higher Education are available from the Department of Higher Education.

RECOMMENDATIONS OF THE BOARD OF GOVERNORS FOR HIGHER EDUCATION

The Board of Governors for Higher Education reviewed the NCHEMS report, the Study Advisory Committee report and recommendations, public hearing and meeting testimony and all other available data. On January 31, the Board of Governors for Higher Education adopted the following recommendations which support and give more specific structure to both the important NCHEMS success factors and the recommendations of the Study Advisory Committee.

THE GOAL

The Board of Governors for Higher Education recommends the creation of a comprehensive two-year system for community and technical education which would have as a central facet of its mission the preservation and enhancement of technical education in Connecticut. This comprehensive two-year system will permit operation of both the present regional community colleges and the present technical colleges as the system moves toward full consolidation, joining existing community and technical colleges in the same geographic area, and broadening technical program offerings throughout the system, including offerings by community colleges in areas not adequately served.

The BGHE recommends the following actions to achieve the goal of a comprehensive two-year educational system with responsibility for broad-based, high quality, well-managed technical education. The recommendations are presented under the headings of 1) governance, 2) definition of the technical mission and implementation process, 3)

responsiveness to state and citizen needs, 4) incentives for organizational and program change, and 5) evaluation of progress.

GOVERNANCE

Board of Trustee structure: Through legislative provisions, the present Board of Trustees for State Technical Colleges be dissolved and, concurrently, the present authority, functions and membership of the Board of Trustees for Regional Community Colleges be enlarged to provide leadership and management of a comprehensive two-year education system, with particular focus on more vigorous and broadly-based technical education. The Board recommends that the 1989 General Assembly enact such legislation to be implemented in FY 90.

Board of Trustee composition: The expanded Board of Trustees for Regional Community Colleges be statutorily constituted as follows: 13 present gubernatorial appointments to the Regional Community College Board of whom 1 is an alumnus of the regional community colleges; 1 current student elected to represent students enrolled in non-technical programs; 3 new gubernatorial appointments selected for their technical expertise and experience; 1 gubernatorial appointment of a state technical college alumnus who would replace 1 existing regional community college alumni representative; and 1 current student elected to represent students enrolled in technical programs who would replace 1 elected regional community college student representative, for a total of 19.

It is important to recognize that all those on the expanded Board of Trustees for Regional Community Colleges will assume responsibility for the Board's commitment to support and develop technical education to meet state needs, but expansion as indicated will add members with special expertise, interest and concern for technical education.

Board of Trustee authority: It is recommended that the General Assembly enact transitional legislation which clearly states that:

* the expanded Board of Trustees for Regional Community Colleges be the successor to the Board of Trustees for the State Technical Colleges;

* technical college employees at the institutional level be assimilated into the regional community college structure and bargaining unit;

* the expanded Board of Trustees for Regional Community Colleges be obligated to bargain with the representatives of the existing regional community college bargaining unit with respect to the impact of the assimilation of the former technical college employees into the existing regional community college bargaining unit.

Legislation also may include specific provisions in regard to the protection of tenure and base salary for former technical college employees.

Creation of a Standing Committee on Technical Education: The expanded Board of Trustees for Regional Community Colleges be directed to create a standing committee to assure the preservation and enhancement of technical education.

DEFINITION OF TECHNICAL EDUCATION MISSION AND IMPLEMENTATION PROCESS

Revision of mission: Working with representatives of its major constituencies, including faculty, staff and students from technical and non-technical areas, the expanded Board of Trustees for Regional Community Colleges be directed to revise its mission statement to reflect the purpose and goals of the comprehensive two-year system, with a strong commitment to the preservation and enhancement of technical education. Particular attention also shall be given to recognition of the need to develop a student centered environment in technical education which is supportive of diverse students including women, minorities, older and part-time students.

RESPONSIVENESS TO STUDENT AND STATE NEED

Creation/expansion of local councils: Within the first year of the comprehensive system's operation the expanded RCC Board be directed to form local councils in the geographic areas served by the technical colleges. These councils will be charged with responsibility to identify program needs and avenues for the development of new programs, as well as to assure program accountability and effectiveness. The councils will include area leaders knowledgeable about current local industrial operations, with technical expertise and active in the world of work. Similarly, existing local regional community college councils in other geographic areas will be constituted to include representatives with technical expertise. It is important to note that curriculum development will still be the province of the institutional faculties, who will need to work closely with the local councils as well as with administrators.

System coordination and collaboration: The expanded Board of Trustees for the Regional Community Colleges be directed by the Board of Governors for Higher Education to seek means to strengthen coordination and collaboration among all institutions within the system. Similarly, the expanded Board of Trustees for Regional Community Colleges will be directed to consider means to help students and external communities learn about the comprehensive range of programs and services offered within the system.

INCENTIVES FOR ORGANIZATIONAL AND PROGRAM CHANGE

Application of the instructional formula: The instructional funding formula of the Board of Governors for Higher Education be strictly applied in determining instructional positions within the technical colleges.

Reallocation of funds to create incentives for new technical programs: Funds saved through application of the instructional formula, overtime reduction, attrition, administrative reductions and other means be used to create incentive funds for new technical program development across the comprehensive two-year system. Such development will be encouraged at existing technical colleges and at community colleges, provided new programs at community colleges initiate service in geographic areas presently unserved, provide new and needed technical programs not now offered at technical colleges, or are collaborative offerings between present technical and community college.

Central office reorganization: Within six months to one year, the expanded Board of Trustees for Regional Community Colleges be directed to reorganize the existing state technical college central office functions and staffing, and physically combine that office with the existing central office for the regional community colleges. The staff of the former state technical college central office shall be reduced by 30 to 50 percent. This can be accomplished because duplication of functions will result from consolidation and through the decentralization of selected functions discussed below. The creation of one central office to manage the comprehensive two-year system also will result in both operational and space savings.

Selected decentralization of present state technical college central office functions: The expanded Board of Trustees for Regional Community Colleges be directed by the Board of Governors for Higher Education to specify the state technical college central office functions which will be assumed by staff at the institutional level. The NCHEMS discussion of productive decentralization steps will be used as a guide. Special consideration shall be given to decentralization of enrollment management to the individual colleges.

Streamlining the program approval process: The program approval process, both as it now operates within the technical college system and at the state level shall be streamlined wherever possible to facilitate institutional and system responsiveness, particularly in areas of technical education. The concept of post-audit shall be examined for new and innovative certificate programs.

EVALUATION OF PROGRESS

Development of system action plan: The expanded Board of Trustees for Regional Community Colleges be directed by the Board of Governors for Higher Education to prepare an action plan to achieve the goal of a comprehensive two-year system in which there is a distinct role and structure for technical education. This plan will form the basis for evaluation of progress. Planning activity at both the institutional and system level shall involve all major constituencies, including faculty, staff and students, since the commitment of these constituencies is essential to success.

Evaluation of progress toward goals: The expanded Board of Trustees for Regional Community Colleges be required by the Board of Governors for Higher Education to report progress toward all aforementioned goals at six month intervals, with a full assessment at the end of the fall semester, 1991. These reports shall focus on dimensions of progress in:

* achieving the overall goals of a comprehensive two-year system for community and technical education, including plans and timetable for joining existing community and technical colleges in the same geographic area;

* broadening and enhancing technical education throughout the two-year system;

* enrollment and retention in technical education;

* expansion of technical programs;

* effectiveness of technical education management both at the central office and at the campus level;

* acquisition and allocation for state-of-the-art equipment and other resources for technical education

* assessment of further steps necessary to achieve a comprehensive system responsive to providing high-quality, broad-based technical education to Connecticut and its citizens.

Speaker. Dr. Jeremiah Stamler
Cassette 1
page A
line 2

F.Y.I.

2066

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

BG

Examples of Technology Programs in Comprehensive Community-Technical Colleges

61 Woodland Street
Hartford, Connecticut 06105

(203) 566-3640

F.Y.I.

2067

Board of Governors of Higher Education
Department of Higher Education
State of Connecticut

Proposal to Broaden and Strengthen Technical Education

What is the Board of Governors proposing?

- to combine the technical and community colleges into a single comprehensive two-year system. Comprehensive institutions would offer high quality technical, occupational and general education.
- to join the resources and strengths of technical and community colleges located in the same geographic area.
- to encourage community colleges in regions not served by technical colleges to offer technical programs which respond to local needs.
- to reallocate funds saved through more effective use of technical college faculty and administrative staff to new programs and state-of-the-art equipment.

What is the purpose of the proposal?

- to broaden opportunities and strengthen technical education.
- to increase responsiveness to industry, student and state needs.
- to attract more students and increase services, particularly for women, minorities, and part-time students.
- to unify and streamline administration of community and technical colleges.
- to expand technical program offerings, particularly in the area of less-than-two-year programs and certificates.
- to strengthen linkages with industry and assure currency of programs.
- to help employers obtain relevant training for their workers by streamlining the process for approving new technical programs, especially those requiring less than two years to complete.

Why is change needed?

- A shortage of qualified workers is endangering Connecticut's ability to maintain its competitive edge and to retain its manufacturing base and support emerging technologies. The Department of Labor estimates

61 Woodland Street
Hartford, Connecticut 06105

(203) 566-3640

1,139 annual job openings in electrical/mechanical and related technologies, while the annual supply of qualified workers completing two-year programs is only 699 -- a shortfall of over 40 percent. The present narrow range of program offerings and declining number of graduates (736 in 1988) also fall far short of industry needs.

- Connecticut ranks seventh out of eight industrial states in its production of graduates of two-year and certificate programs in engineering/science/technologies.

- Enrollment declines at the state technical colleges are coupled with rapid cost escalation. Since 1982, technical college enrollments have dropped 40 percent while costs have more than doubled.

- The high attrition or "drop-out" rates at technical colleges point to the need for more student-centered colleges.

- Few positive changes have resulted from efforts over many years to stimulate change and responsiveness within the technical college system.

How would the comprehensive system be governed and administered?

- A single statewide board would govern and administer all public two-year colleges, with a single central office staff.

- The current Board of Trustees for the State Technical Colleges would be dissolved.

- The existing Board of Trustees for the Regional Community Colleges would be expanded to include persons with expertise in technical fields and a student and an alumnus from technical programs.

- Employees of the former state technical colleges would be assimilated into the comprehensive system structure and bargaining unit, maintaining tenure and current salary, and assigned as needed across the full system.

How would linkages to industry be improved?

- Local councils made up of area industrial leaders and those with local and technical expertise would identify needs for new programs and the means to develop them.

- A new Standing Committee on Technical Education would advise the expanded Board of Trustees for the Regional Community Colleges on ways to broaden, strengthen and monitor technical education.

How would attention to technical education and its quality be assured?

- Technical education would remain a distinct unit in at least five of the combined colleges.
- The Board of Governors would require periodic reports throughout the transition period, with a full report at the end of two years regarding plans for joining existing institutions, program development, enrollments and retention, resource allocation and equipment acquisition.
- Programs in technology would have to meet existing accreditation standards of the Department of Higher Education, the New England Association of Schools and Colleges, and the Accreditation Board for Engineering and Technology.
- High student expectations not only would be maintained, but enhanced by the wealth of resources across the system for counseling, remediation, developmental learning, and other student support services.

How will enrollment and retention be improved?

- Students would continue to enroll in existing programs throughout the transition, avoiding disruption to entry and graduation.
- Planning and responsibility for recruitment and retention activities would increase at the institutional level where the administration of these activities is most effective.
- Institutional open door admission policies would enable more students to take advantage of remedial and developmental programs in preparation for admission to technical courses and programs. This would be similar to the path in universities which allows students succeeding in lower-division courses to advance to engineering or business schools.
- More flexible course scheduling and sequencing would better serve both full-time and part-time students.
- A wider range of student support services such as child care, learning labs, and the ability to transfer from one system program to another, would increase both enrollments and retention.

Will technical education receive a fair share of the system's resources?

- Funding for technical education would be monitored through annual budget requests evaluated by the Board of Governors.
- Funding formulas used by the Board of Governors do differentiate technical education requirements.

What assurance can be given that the proposed changes will work?

- Comprehensive two-year colleges exist in most states and have been proven effective in providing technical education. In fact, about three-fourths of the two-year engineering technology programs approved by the Accreditation Board for Engineering and Technology are offered by comprehensive two-year colleges.

- The Board of Governors will require the comprehensive system to provide periodic progress reports on: 1) joining community and technical colleges in the same geographic area, 2) broadening technical education throughout the two-year system, 3) increasing technical education enrollments and retention, 4) initiating new technical programs, 5) improving management, 6) acquiring and allocating state-of-the-art equipment, 7) and assessing additional steps needed to achieve high-quality, broad-based technical education for Connecticut citizens.

2071

Facts

January 1989

Boar of Governors for Higher Education
Department of Higher Education
Stat Connecticut

Connecticut State Technical Colleges
Statistical Profile

- Headcount enrollment in the state technical colleges peaked at 9,084 in 1982. Enrollment has dropped each year since then, with 5,407 students enrolled in 1988, 40% fewer than six years earlier.

- In 1988, 736 certificates and associate's degrees were awarded in all five state technical colleges combined.

- The number of certificates and associate's degrees rose between 1982 and 1984. The decline that began in 1985 has continued, with 29% fewer awards in 1988 as compared to the peak of 1984.

- Since 1984, Black and Hispanic enrollment has increased by 6.8%, rising from 576 to 615. (This compares to a growth rate of over 19% for Black and Hispanic undergraduates in the other public colleges in the state.) Most of the modest growth in the state technical colleges resulted from more Hispanic students. In 1984, 195 Hispanics were enrolled. By 1988, the number was 225, an increase of 15.4%. Among Blacks, enrollment was virtually the same, with 381 Blacks enrolled in 1984 and 390 enrolled in 1988.

- In 1988, 7.2% of total enrollment was Black, 4.2% Hispanic, 3.0% Asian, 0.2% Native American, 0.4% Nonresident Aliens, and 85.0% White.

- A majority of state technical college students -- between 59% and 65% since 1982 -- attend part-time. Part-time enrollment dropped from 5,699 in 1982 to 3,458 in 1988 (down 39% with 2,241 fewer part-time students). Full-time enrollment dropped from 3,385 in 1982 to 1,949 in 1988 (down 42% with 1,436 fewer full-time students).

- In 1988, women accounted for 18.8% of total enrollment, down from 25.8% in 1982. As the proportion of women declined, so did their overall number, with 56.7% fewer women enrolled in 1988 compared to 1982 (from 2,342 women to 1,015 women). During the same time, enrollment of men dropped by 34.9% (from 6,742 to 4,392).

- In 1987, the five colleges reported having 205 full-time faculty. Of these, 194 (94.6%) were White, four were Black (2.0%), three were Hispanic (1.5%), three were Asian (1.5%), and one was Native American (0.5%). These proportions have remained much the same since 1981, with six full-time minority faculty in 1981 compared to 11 in 1987.

61 Woodland Street
Hartford, Connecticut 06105

(203) 566-3640

Connecticut State Technical Colleges
Enrollment Trends
1982 - 1988

	1982	1983	1984	1985	1986	1987	1988
Greater New Haven	1,325	1,443	1,125	861	1,010	800	808
Hartford	1,983	1,833	1,858	1,460	1,449	1,061	955
Norwalk	1,947	1,883	1,707	1,534	1,318	1,210	1,101
Thames Valley	1,861	1,713	1,402	1,172	1,026	1,006	1,021
Waterbury	1,968	1,981	1,801	1,765	1,590	1,438	1,522
TOTAL HEADCOUNT	9,084	8,853	7,893	6,792	6,393	5,515	5,407
TOTAL FTE	5,708	5,674	5,118	4,476	3,850	3,462	3,317
Men	6,742	6,688	6,218	5,446	5,112	4,484	4,392
Women	2,342	2,165	1,675	1,346	1,281	1,031	1,015
% Women	25.8%	24.5%	21.2%	19.8%	20.0%	18.7%	18.8%
Full Time	3,385	3,357	3,087	2,771	2,232	2,077	1,949
Part Time	5,699	5,496	4,806	4,021	4,161	3,438	3,458
% Part Time	62.7%	62.1%	60.9%	59.2%	65.1%	62.3%	64.0%
Black	425	NA	381	NA	355	353	390
Hispanic	158	NA	195	NA	186	174	225
Asian	187	NA	177	NA	205	185	162
Native American	33	NA	23	NA	26	21	12
Nonresident Alien	9	NA	23	NA	56	55	19
White	8,272	NA	7,094	NA	5,565	4,727	4,599

Connecticut State Technical Colleges
Degree Trends
1982 - 1988

	1982	1983	1984	1985	1986	1987	1988
Greater New Haven	98	128	154	140	122	120	103
Hartford	205	218	239	243	173	167	166
Norwalk	186	193	170	156	149	130	92
Thames Valley	208	231	228	249	198	148	172
Waterbury	202	224	245	207	236	196	203
TOTAL	899	994	1,036	995	878	761	736

This document provides examples from catalogues of comprehensive community-technical colleges in other states with strong technical programs including Mohawk Valley Community College and Broome Community College in New York, Chattanooga State Technical Community College in Tennessee, and Central Piedmont Community College in North Carolina. The following areas are addressed:

	Page
. **Mission** - The history and mission statement of Mohawk Valley shows development from a technical institute to a comprehensive community college now providing a diverse array of programs to students with diverse needs. Central Piedmont's mission statement points to the diversity of programs and services.	1
. **Program Admission Standards** - Programs have differing admissions standards, while the colleges provide remedial programs to assist students in meeting admission requirements.	5
. **Program Availability** - Examples are provided of the array of programs available and descriptions of some technical offerings.	9
. **Placement and Transfer** - Placement and transfer support are provided and statistics indicate excellent employment opportunities.	21
. **Services to Business and Industry** - Corporate outreach and continuing education are a critical part of Central Piedmont's program.	25

- A Mission

MOHAWK VALLEY COMMUNITY COLLEGE

Mohawk Valley Community College, a unit of the 64-campus State University of New York, is a publicly-supported community college.

The college offers two-year degree programs that prepare students for technical and semi-professional careers in business, industry, social service, and health care, or for further college study. Several shorter length certificate programs are also offered.

Enrollment

MVCC currently enrolls approximately 7,000 students, evenly divided between full-time and part-time.

The Community College Concept

Community colleges are unique, vital institutions of higher education. They are close to the people they serve. Nearly every resident of New York State is within convenient commuting distance of a community college campus.

Community colleges offer variety. Students may select vocational and career oriented degree or certificate programs. Or they may choose university parallel programs in the liberal arts and sciences, and transfer after two years to a four-year college or university.

Community colleges are strongly oriented toward the communities and regions they serve. Just two examples of this are their continuing education programs with flexible schedules for adult students, and special community service programs geared to the particular needs of the surrounding areas.

Organiz tio d S pp

Mohawk Valley Community College is sponsored by Oneida County, New York, and is governed by a ten-member Board of Trustees. All regular Board members reside within Oneida County and serve rotating terms. A student Trustee is elected annually by the student body.

The operating funds of the college come from three principal sources: Oneida County for students who are legal residents of the County (or other New York counties in which students are legal residents), New York State, and students' tuition fees.

Accreditation

The college is accredited by the Middle States Association of Colleges and Secondary Schools. Its Civil, Mechanical, and Electrical Engineering Technology curricula, and the Surveying Technology curriculum, are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. The Nursing curriculum is accredited by the National League for Nursing. The Respiratory Care certificate program is accredited by the Committee on Allied Health Education & Accreditation of the American Medical Association. The Medical Record Technology curriculum is also accredited by this group, in conjunction with the American Medical Record Association. The Counseling Center is accredited by the International Association of Counseling Services.

History

Mohawk Valley Community College was founded in 1946 as the New York State Institute of Applied Arts and Sciences at Utica. One of the five post-secondary institutions established on an experimental basis after World War II, the two-year public college offered programs leading to technical

and semi-professional employment in business and industry.

In 1948, The State University of New York was created and authorized to recommend the establishment of community colleges. The College became a constituent unit of the State University in 1950. The following year, the College was authorized to grant the Associate in Applied Science degree.

In 1953, the County of Oneida assumed the sponsorship of the College, then known as Mohawk Valley Technical Institute, under the "Community College Law" section of the 1948 Education Law. This section authorized the cost of operating a college to be shared equally through student tuition, state aid and charges to the counties of New York State.

As a community college, MVCC saw its enrollment and physical services to the region grow. From 1946 to 1960, the College occupied temporary quarters in New Hartford and downtown Utica. In 1960, the College moved to new buildings on an 80-acre site in southeast Utica.

It was also in 1960 that the Middle States Association of Colleges and Secondary Schools gave the college full accreditation. In 1963, the Electrical and Mechanical Technology curricula were re-accredited by the Engineers' Council for Professional Development. In 1969, the Civil Engineering Technology curriculum was given initial accreditation by the E.C.P.D. The Nursing curriculum was accredited in 1970 by the National League for Nursing. In 1979, the American Medical Association accredited the Respiratory Therapy Technician program.

The academic offerings have continued to expand in response to the community needs determined through community surveys. The college now offers a wide variety of transfer, career and vocational programs.

Mission of the College

Mohawk Valley Community College recognizes the worth and dignity of each individual and is committed to providing postsecondary educational experiences to each person who can benefit from them. The college is committed to providing all students with the educational programs and support services that will allow them to fulfill their potential, if they are willing to contribute their own enthusiasm and energies.

The college recognizes that the educational needs of individuals continue and change throughout their lives and is committed to meeting those changing needs. Mohawk Valley Community College also recognizes the need for business and industry to have a forum for the exploration of new ideas and techniques and for the revitalization and development of its staff and approaches to manufacturing or operations. The college accepts its role in the economic development of the area, and its responsibilities for contributing to the quality of life for area residents.

In order to fulfill this mission, Mohawk Valley Community College has established a series of core functions.

a. **Intake Services:** In order to assist individuals and agencies to identify their needs, assess entering competencies, clarify goals and plan programs to fully utilize the college's resources and their own, the college maintains a comprehensive admissions function, community services staff, assessment center and advisory programs.

b. **Adjustment Services:** In order to assist individuals and organizations to develop the necessary entry level skills, organizational structures, adjustment assistance and financial aid resources to allow for successful collegiate experiences, the college provides broad programs of developmental education, programming services for continuing education, productivity assistance, contract courses, business development services, comprehensive and flexible business services, registration, counseling and financial aid.

c. **Career Skills Education:** The college recognizes that a primary educational need to be addressed is the initial development, and later redirection and refinement of those skills, competencies and understandings necessary to earn a living. The college provides these educational experiences in diverse formats and across a broad continuum from craft skills development to purely theoretical, recognizing that student needs, entering competencies and goals differ. The college is committed to addressing occupational needs whether in the crafts, technologies, or as the first step toward those requiring a baccalaureate or more advanced degree or specialized school.

d. **Life Values Education:** Mohawk Valley Community College is committed to the belief that the collegiate experience must provide for more than job skills in an increasingly technological and complex society. We seek to give each student the opportunity to develop an awareness of human problems, a toleration of human differences, and a social and political conscience. The college provides for an awareness of the environment, its limitations and the interrelationships of the ecological system; an ability to anticipate and understand change; a perspective on time and sense of the values and ethics appropriate to contemporary American society.

e. **Life Skills Development:** The college is committed to providing learning experiences so that each student can communicate well in both the written and oral tradition; appreciate the cultural amenities of the past and present; access, organize and synthesize information; make generalizations and recommendations; anticipate future problems and define and evaluate alternatives; and assess each aspect of service and technology in relation to the physical and social environment.

f. **Certification and Follow Through:** The college provides those services that allow employers and transfer institutions to have a verifiable certification of the skills and competencies of our students. The college accepts the responsibility to assist students to maximize the use and application of the knowledge they have gained.

2077

The College

Mission and Objectives

The doors of Central Piedmont Community College are open and accessible to all adults seeking to further their education. The College recognizes its responsibility to the community by providing general services to the surrounding area; by helping individual students recognize their potential as worthwhile and productive members of society; by providing opportunities for students to develop their physical, intellectual, and aesthetic capacities according to their individual desires to pursue an education; and by assisting students to attain goals consistent with their needs, interests and abilities.

We seek to fulfill our mission by:

1. Providing the first two years of study in the liberal arts and pre-professional fields for those students who wish to transfer to four-year colleges.
2. Providing occupationally-oriented programs for those students who wish to enter employment in the technologies.
3. Providing occupationally-oriented programs for those students who wish to be employed in business and commerce.
4. Providing occupationally-oriented programs for those students who wish to enter employment in health-related fields.
5. Providing occupationally-oriented programs for those students who wish to enter employment in public service areas.
6. Providing occupationally-oriented programs for those students who wish to enter employment in the skilled trades.
7. Providing a program of general education for the social, cultural and personal development of those individuals wishing to continue their education beyond high school.
8. Providing single or combination courses needed by adults in the community to update their occupational capabilities to meet the challenges of a changing technological society.
9. Providing courses for the individuals whose education stopped short of high school graduation and for those who wish instruction in home and family education and leisure-time activities.
10. Providing counseling and guidance services to all students.
11. Providing community educational services — including speakers, concerts, resource personnel or materials, and special institutes or programs—for organizations and individuals.

Institutional Values

All of us who work at CPCC believe that shared values and clear expectations affect our working toward the accomplishment of our mission. Based upon this belief, we hold the following institutional values:

Worth and Dignity of the Individual · CPCC believes that each person is important. We appreciate the diversity in the students we serve and in ourselves. We will treat others with respect and fairness. We will speak and act truthfully.

Individual Growth and Development · CPCC values the talent and abilities of its people. We try to bring out the best in our students and ourselves. We will assist student growth toward productive citizenship, self direction, and personal responsibility. We will encourage professional development and growth for all employees.

Excellence · CPCC values a job well done and believes that each individual strives for excellence. We aim for the highest level of professionalism, competence, and productivity as standards for our College. We aim for responsible participation and high achievement as the standards for our students.

Satisfaction · CPCC strives for meaningful and productive work which encourages individual initiative and offers fulfillment for our students and ourselves.

Accountability · CPCC recognizes that we hold the institution in trust for the citizens of Charlotte-Mecklenburg. We accept accountability for how we spend public dollars.

Philosophy of Operation

Our philosophy of operation is predicated upon our values and intended as a guide for us in leading, making decisions, providing information, and carrying out our responsibilities.

Leadership · Leaders will set the tone and directions.

Decision Making · Decision making will be characterized by analysis of necessary information, consultation (a consensus—building approach), clear accountability, and evaluation.

Goals, Performance Standards, and Evaluation · Goals, performance standards, and evaluation will be clearly defined. They map pathways for us in carrying out the mission of the College and are essential elements of the work we do. Individual contributions will be recognized and appreciated.

Freedom to Act · College colleagues are empowered to carry out their duties within the parameters of established laws, policies, and procedures.

- Program Admission Standards

MOHAWK VALLEY COMMUNITY COLLEGE

Recommended or Required High School Preparation

Programs	SUNY CURRICULUM CODE	MATH COURSE I	MATH COURSES I AND II	MATH COURSES I, II, III	1 YR. LABORATORY SCIENCE	BIOLOGY	CHEMISTRY	PHYSICS	2 YRS. FOREIGN LANGUAGE	OTHER
Accounting	630	1								
Advertising Design & Production	508	1								
Air Conditioning Technology										
Refrigeration Option	491	2								
Banking & Insurance	601	1								
Building Management & Maintenance	576		1		1		2	2		
Business Administration	671		1	1	1					
Chemical Technology	535		2		1	2	1			
Civil Engineering Technology	517		1		1		2	2		
Computer Science	532			1						
Community Resident Management*	964									
Criminal Justice	640	1								
Data Processing	636	1								
Data Process., Programming & Sys.	591	1								
Dental Assisting*						2				5
Drafting Technology	450	2								
Electrical Engineering Technology	555		1		1		2	2		
Electrical Service Technician										
Electrical Maintenance Option	460	2								
TV & Radio Repair Option	460	2								
Engineering Science	530			1	1		2	2		
Fine Arts	664									4
Food Service	470									
General Studies	250									
Human Services	604	1								
International Studies	531		1		1				2	

Note: Deficiencies in these recommendations or requirements do *not* automatically prevent enrollment at MVCC. The college can assist you with remedial courses, to prepare for matriculation in the curriculum of your choice. The Admissions staff can provide details.

MOHAWK VALLEY COMMUNITY COLLEGE (continued)

Programs	SUNY CURRICULUM CODE	MATH COURSE I	MATH COURSES I AND II	MATH COURSES I II III	1 YR LABORATORY SCIENCE	BIOLOGY	CHEMISTRY	PHYSICS	2 YRS FOREIGN LANGUAGE	OTHER
Liberal Arts	201		1		1					
Manufacturing Production Technology	596	2								
Mathematics	221			1	1				2	
Mechanical Engineering Technology	493		1		1		2	2		
Mechanical Technology: Aircraft Maint.	493									6
Media Marketing & Management	558	1								
Medical Assistant*										5
Medical Record Technology	603	1**				1**	1**			5
Nursing	622	1**				1**	1**			
Office Practice*	930	2								
Office Technologies	625	2								
Executive Office Asst. Option	625	2								
Legal Office Asst. Option	625	2								
Medical Office Asst. Option	625	2								
Word Processing Option	625	2								
Photonics				1	1		2	2		
Recreation Leadership	609									
Respiratory Therapy*	944	1**				2**	1**			3
Retail Business Management	634	1								
Science	220		1	2	1	2	2	2		
Biology Emphasis	220		1	2	1	2	2	2		
Chemistry Emphasis	220		1	2	1	2	2	2		
Geology Emphasis	220		1	2	1	2	2	2		
Physical Education Emphasis	220		1	2	1	2	2	2		
Physics Emphasis	220			1	1		2	2		
Pre-ESF	202		1	2	1	2	2	2		
Sales Territory Management*	058									
Surveying Technology	543		1		1		2	2		
Welding Technology	666	2								

Placement Testing for English, Math, Reading, and Study Skills is required for all entering full-time and part-time matriculated students. These tests do not determine admission to the college, but guide course selection.

Key:
1 = required prior to entry.
2 = recommended.
3 = interview required. Contact MVCC Admissions.
4 = A portfolio, or examples of your work, will be reviewed. If you have no portfolio an advisor in the Humanities Department will suggest ways in which you can meet this requirement.
5 = typing with at least 55 wpm proficiency.
6 = FAA certification
* = 1 year certificate
** High school chemistry or its equivalent (Regents score 70 or high school score 75) within 5 years of admission to program. High school biology or its equivalent (Regents score 70 or high school score 75) within 10 years of admission to program. High school algebra or its equivalent (Regents score 70 or high school score 75) within 10 years of admission to program.

BROOME COMMUNITY COLLEGE

Academic Preparation for Admissions

CURRICULUM	REQUIRED High School subjects	RECOMMENDED High School subjects
Business Administration Accounting Hotel/Restaurant Management Management Marketing Travel & Tourism Real Estate Entrepreneurship	Sequential Math I, II, III Sequential Math I for all other business programs	2 Units Mathematics 2 Units Science College preparatory courses
*Chemical Engineering Technology	Regents Chemistry (Min. grade 74) Sequential Math I, II, III or equivalent	Additional Regents Math, Science and Chemistry courses Physics
*Civil Engineering Technology	Sequential Math I, II, III or equivalent Regents Physics (Min. grade 65) or General Physics (Min. grade 74)	Additional Mathematics Technical courses
†Computer Science	Sequential Math I, II, III or equivalent Precalculus Math or Advanced Algebra Min. grade 74, all courses	Additional Mathematics Physics Computer Programming Typewriting
†Computer Technology	Sequential Math I, II, III or equivalent Min. grade 74, all courses Physics	Additional Mathematics Computer Programming Typewriting
†Data Processing	Sequential Math I, II, III or equivalent. Int. Alg. may replace Sequential Math III Min. grade 74, all courses	Additional Mathematics Computer Programming Typewriting
†Dental Hygiene	Sequential Math I, or equivalent Biology, Chemistry (Regents or General)	College preparatory courses
*Electrical Engineering Technology	Sequential Math I, II, III or equivalent (Min. grade 74) Regents Physics (Min. grade 65) or General Physics (Min. grade 74)	Additional Mathematics Technical courses

ALL GRADES ARE FINAL CLASS AVERAGES AND NOT REGENT EXAM GRADES.

*BCC has a developmental program that enables students lacking the proper academic preparation for degree-granting curriculums to enroll in appropriate credit or non-credit courses that will qualify them. They can take these courses at BCC or elsewhere during the summer preceding their enrollment. The College reserves the right, however, to consider for admission only those applicants who have completed all prerequisites by June 30. Applicants who elect to take these courses during the spring and fall semesters would need three years to complete the curriculum.

†In these programs, Broome Community College gives priority for admissions to Broome County residents who will graduate from high school this academic year or are service veterans. Students interested in a degree in the Health Science or Computer Studies curriculums who enter the College in another program are cautioned that there is no guarantee that a petition to transfer will be approved. They should discuss the possibilities with the appropriate department chairperson.

CURRICULUM	REQUIRED High School subjects	RECOMMENDED High School subjects
*Engineering Science	Sequential Math I, II, III or equivalent Advanced Algebra and Precalculus math Regents Chemistry Regents Physics Min. grade 80, all courses	Additional Mathematics Science courses Technical courses Computer Programming
Liberal and General Studies including Communication & Media Arts	(Students should review degree/emphasis models on pages 57-59 in BCC Catalog. These might help in selecting HS preparatory courses.)	4 Units Mathematics (Courses I, II, III and Math 12) 3 Units Science 3 Units Foreign Language 3 Units Social Studies
Criminal Justice Early Childhood Fire Protection Technology Paralegal Assistant	Students should review program requirements. These might be helpful in selecting its preparatory courses.	3 Units Mathematics 3 Units Science 3 Units Social Science
*Mechanical Engineering Technology	Sequential Math I, II, III or equivalent (Min. grade 74) Regents Physics (Min. grade 65) or General Physics (Min. grade 74)	Additional Mathematics Technical courses Keyboarding
†Medical Assisting	Sequential Math I or equivalent Biology (Regents or General) Chemistry (Regents or General)	Additional Mathematics Science courses Typewriting and/or Keyboarding
*†Medical Laboratory Technology	Sequential Math I, II or equivalent Biology (Regents or General) Chemistry (Regents or General by permission of Department Chair)	Additional Mathematics Physics
†Medical Record Technology	Sequential Math I or equivalent Biology (Regents or General)	Additional Mathematics Science, Chemistry, Typewriting
†Nursing	Sequential Math I or equivalent Biology (Regents or General) Chemistry (Regents or General) Min. grade 74, above courses	College preparatory courses
†Radiologic Technology	Sequential Math I, II or equivalent Biology (Regents or General) Min. grade 74 for Biology and Math Another Science course	Additional Mathematics Physics (Regents or General) Chemistry (Regents or General)
Office Technologies Executive Secretarial Office Services Word Processing	Sequential Math I or equivalent	2 Units Typewriting 2 Units Science 1 Unit Communications or Business English

- Program Availability

MOHAWK VALLEY COMMUNITY COLLEGE

Degree Programs	HEGIS*	Degree	Credit Hours**
Accounting (Business)	5002	AAS	63
Advertising Design and Production	5012	AAS	68
Air Conditioning Technology			
Refrigeration Option	5317	AOS	65
Apprenticeship Training – Building Trades	5317	AOS	60
Banking and Insurance (Business)	5003	AAS	62
Building Management and Maintenance	5099	AAS	62
Business Administration (Business)	0506	AS	64
Chemical Technology	5305	AAS	68
Civil Engineering Technology	5309	AAS	68
Computer Science	5103	AS	61-63
Criminal Justice	5505	AAS	61-62
Data Processing	5103	AAS	60-61
Data Processing, Programming & Systems	5103	AAS	60-61
Drafting Technology	5303	AOS	66
Electrical Engineering Technology	5310	AAS	67-68
Electrical Service Technician			
Electrical Maintenance Option	5317	AOS	63½
TV-Radio Repair Option	5317	AOS	64
Engineering Science	0901	AS	68
Fine Arts	1001	AS	63
Food Service	5404	AOS	65
General Studies (Liberal Arts & Sciences)	4901	AS	62
Human Services	5501	AAS	62
Individual Studies	4901		
International Studies (Liberal Arts & Sciences)	4901	AA	62
Liberal Arts & Sciences			
Humanities & Social Science Option	4903	AA	62
Mathematics & Science Option	4901	AS	60-68
Manufacturing Production Technology	5312	AOS	67
Mechanical Engineering Technology			
Design & Materials Science Options	5305	AAS	68
Manufacturing Option	5315	AAS	68
Mechanical Technology: Aircraft Maintenance	5302	AAS	62
Media Marketing and Management	5004	AAS	64
Medical Record Technology	5213	AAS	64
Nursing	5208	AAS	70
Office Technologies (Business)	5005	AAS	63½-64
Photonics†	5310	AS	64
Recreation Leadership	5506	AAS	62
Retail Business Management (Business)	5004	AAS	62
Surveying Technology	5309	AAS	68
Welding Technology	5308	AOS	66-67

†Program offered subject to approval by State University of New York and the N.Y. State Education Department.

*HEGIS – A standard federal identification for Higher Education General Information Survey.

**Not including Physical Education, where required, for students in degree programs

Student and awards are based on enrollment in approved programs. Enrollment in programs other than those registered or otherwise approved by the New York State Education Department may jeopardize a student's eligibility for certain student aid awards.

Certificate Programs	HEGIS*	Credit Hours
Advertising Design and Production	5012	27
Advertising Drawing	5012	12
Appliance Repair Refrigeration & Air Conditioning	5310	33
Architectural/Civil Drafting*	5303	32
Bookkeeping	5002	30
Carpentry & Masonry	5317	42
Chef Training	5404	28
COBOL	5103	30
Communications Skills	5008	24
Community Residence Management	5501	36
Computer/Electronic Technician	5310	31
Dental Assisting	5202	24
Electronic Technician	5317	32
Engineering Drawing	5303	29
Finance	5003	31
Graphic Arts	5012	12
Heating & Air Conditioning	5317	30
Industrial/Commercial Electricity	5317	31
Industrial Engineering Technician	5312	27
Insurance	5003	31
Managerial Accounting	5002	33
Mechanical Drafting*	5303	31
Media Marketing & Management	5004	30
Medical Assistant	5214	24½
Merchandising	5004	35
Metallurgy Laboratory Technician	5305	32
Office Practice	5005	29-30
Photography	5007	30
Production Planning	5301	25
Real Estate	5003	31
Refrigeration	5317	29
Respiratory Care	5215	47½
Sales Territory Management	5004	31
Sheet Metal Fabrication	5317	27
Small Business Management	5004	30-31
Surveying	5309	32
Systems Design	5103	36
Tool Design	5312	28
Welding	5308	34

*Program offered subject to approval by State University of New York, and the N.Y State Education Department

Technology, Engineering and Computing

In the area of technical education, the college offers 10 p[illegible] [illegible], [illegible]ee in Scien[illegible], s[illegible] th[illegible]rs. two years of an engineering curriculum. Students who do satisfactory work in it should experience little difficulty in transferring to engineering colleges at the third-year level.

Four others are designed to educate engineering technicians in the fields of Chemical Engineering Technology, Civil Engineering Technology, Electrical Engineering Technology and Mechanical Engineering Technology. Students in these programs are prepared for employment in various types of technical work immediately after graduation, although many students do transfer to four-year colleges.

The Computer Studies department offers three programs— omputer c ence, omputer ec no ogy, an Data Processing. The Computer Science program is designed to prepare graduates for transfer to four-year colleges, while graduates of the other two are prepared for immediate employment or possible transfer.

Other programs at the college include offerings in Industrial Technology.

Chemical Engineering Technology

The Chemical Engineering Technology curriculum is designed to meet the increasing demand for chemical technicians. Graduates of the Chemical Engineering Technology program have the education and training which qualifies them for immediate gainful employment and/or further study for advanced degrees. This background makes the Chemical Engineering Technology graduates highly sought after by employers and concurrently affords them the flexibility to advance academically.

Chemical technicians of both sexes have filled a vital manpower need in companies and organizations where background in vari[illegible]s areas of chemistry is necessary or desirable. Initial positions are usually in a research, development, process, quality control or analytical laboratory or in a pilot plant. In these positions a chemical technician may work for a senior staff member or be a member of a group working i[illegible] a [illegible]ar[illegible]la[illegible] [illegible]. Experienced chemical technicians have become supervisors, group leaders, technical salespersons and research and development technicians.

The curriculum is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET), and it leads to an Associate in Applied Science Option.

CHEMICAL ENGINEERING TECHNOLOGY CURRICULUM

These are the courses in the Chemical Engineering Technology curriculum:

FIRST YEAR
Written Expression
Pre-Calculus
Technical Writing
Computer for Chemists
Chemistry
Physics
Applied Calculus

SECOND YEAR
Chemical Engineering Technology Seminar
Organic Chemistry
Chemical Processes
Analytic Chemistry
Social Science Elective(s)

Civil Engineering Technology

The Civil Engineering Technology curriculum prepares graduates for technical positions in civil engineering and construction industries. The primary objective of the program is to train engineering technicians who will work for civil engineers, heavy and building contractors, surveyors and architects.

Starting positions may be in computer-aided design, estimating, testing of materials, specification writing, construction inspection, surveying, field engineering, sales and insurance adjusting.

Many new and exciting jobs will be created because of the concern for new energy sources, environmental pollution control, highway and bridge projects, and infrastructure maintenance.

The Civil Engineering Technology Department offers the Associate in Applied Science degree in Civil Engineering Technology. This degree is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET). Gra ua es o he program are el g le o ecome cert ed as Associate Engineering Technicians by the Institute for the Certification of Engineering Technicians.

CIVIL ENGINEERING TECHNOLOGY CURRICULUM

These are the courses in the Civil Engineering Technology curriculum: (Some are electives)

FIRST YEAR
Surveying I, II
Architectural Drafting
Mechanics
Physics
Pre-Calculus
Applied Calculus
Written Expression
Introduction to Technologies
Engineering Drawing I
Technical Writing

SECOND YEAR
Materials Testing
Strength of Materials
Estimating and Construction Planning
Hydraulics
Construction Management
Structural Steel Design
Social Science Elective(s)
Route Surveying
Architectural Design and Building Materials
Computer Programming
Soil Mechanics
Introduction to Computer Graphics
Mathematics Elective(s)
Reinforced Concrete Design or Structural Steel Design
Technical Elective

Electrical Engineering Technology

The Electrical Engineering Technology program at Broome Community College is made up of a planned sequence of college level courses leading to the Associate in Applied Science Degree. Engineering Technology emphasizes both the theory and the application of established scientific and engineering methods and prepares the [illegible] for immediate employment or for transfer to an upper division school upon graduation.

The graduate is prepared to be the interface between the design engineer and the skilled craftsman. He/she translates problems into functioning equipment using his/her knowledge of mathematics, physics, linear and digital electronics, micro-processor hardware and software, machines, robotics, process control, circuit analysis, and computer programming languages. He/she does this whether working in a small company as the only technician or in a large company as part of a team.

Graduates work for companies like New York State Electric And Gas, International Business Machines, Xerox, Eastman Kodak, General Electric, Universal Instruments, Singer-Link, Bell Laboratories, Raymond Corporation, Corning Glass, Sandia National Laboratory and Digital Equipment Corp.

Many graduates find that more education is desirable and successfully completed advanced study at State University of New York Colleges at Binghamton and Utica-Rome, as well as at Rochester Institute of Technology, Clarkson College of Technology and others. Full transfer credit into Bachelor of Technology programs is normal; however, transfer credit into Engineering programs is very limited.

The Electrical Engineering Technology program is accredited by the Accreditation Board for Engineering and Technology (TAC/ABET).

ELECTRICAL ENGINEERING TECHNOLOGY CURRICULUM

These are the courses in the Electrical Engineering Technology curriculum:

FIRST YEAR
- Fortran with Graphics
- Electrical Construction Labs 1 and 2
- Electrical Circuits
- Intro to Electrical Engineering Technology
- Written Expression
- Pre-Calculus
- Engineering Drawing
- Electronic Devices
- Computer Aided Network Analysis
- Technical Writing
- Applied Calculus or Calculus with Analytic Geometry

SECOND YEAR
- Energy Conversions
- Electronic Circuitry
- Physics 1 and 2
- Digital Electronics and Microprocessors
- Social Science Electives
- Electronic Design and Fabrication
- Electronic Systems
- Control Systems

Mechanical Engineering Technology

The continuing thrust for faster and more economical manufacturing methods, more reliable systems and the need for new, clean and consistent sources of energy has generated an increased demand for mechanical engineering technicians with a high degree of technical competence.

The curriculum consists of courses encompassing a broad of mathematics, science, English, social science and technical specialties conceived to generate the necessary background for a variety of entry positions in Mechanical Engineering Technology. These entry positions usually align closely with and support mechanical engineering or related functions. Recruitment of graduates for employment by companies large or small is active year-round.

Recent graduates have been employed in areas of product design-drafting, quality control, metallurgy, heat power, purchasing, sales, technical writing, system maintenance and computer-aided design. Job opportunities exist both locally and nationally.

This curriculum is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET).

State University of New York at Binghamton offers a TAC/ABET-accredited Bachelor of Technology program, for which the normal admission requirement is an AAS degree in an engineering technology discipline, such as Mechanical Engineering Technology.

MECHANICAL ENGINEERING TECHNOLOGY CURRICULUM

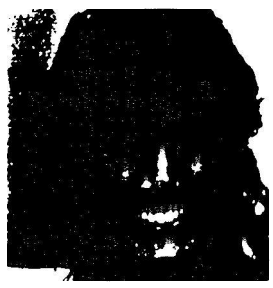
These are the courses in the Mechanical Engineering Technology curriculum:

FIRST YEAR
- Introduction to Technology
- Pre-Calculus
- Engineering Drawing I
- Engineering Drawing II with CAD
- Manufacturing Processes
- Physics
- Written Expression
- Social Science Elective
- Computer Programming
- Applied Mechanics
- Technical Writing

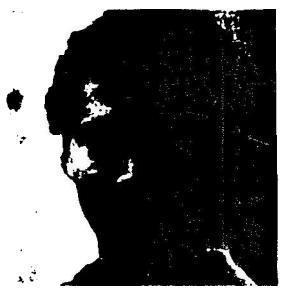
SECOND YEAR
- Computer Graphics
- Electricity
- Strength of Materials
- Fluid Mechanics
- Engineering Statistics, Quality Control
- Social Science Elective
- Electronics
- Mechanical Design
- Engineering Materials and Industrial Processes
- Thermodynamics
- Applied Calculus

Engineering Science

The Engineering Science curriculum prepares graduates to continue their studies in the various engineering disciplines at four-year colleges and universities. The strong emphasis on mathematics and physics also allows graduates to transfer to these majors at four-year institutions, with junior-year standing.



Broome Community College is a member of the New York State two-year/four-year Engineering College Curriculum Study Committee. The purpose of this organization is to facilitate the transfer to four-year colleges, with junior-year standing, of two-year college graduates from Engineering Science programs. State University of New York at Binghamton, SUNY at Buffalo, and SUNY at Stony Brook, Rensselaer Polytechnic Institute (RPI), Clarkson, Rochester Institute of Technology (RIT), Cornell, Syracuse and Union are among the members of the Study Committee who have agreed to give top priority to applicants with an AS degree in Engineering Science and who have been recommended by their department. Some students find it desirable to transfer out of state upon graduation. They, too, in most cases will transfer as full junior and graduate with a Bachelor of Science in two more years. Feedback from institutions to which Broome Community College students transfer indicates a high regard for the graduates and the quality of the Engineering Science program at Broome Community College.



Graduates who pursue immediate employment will find job opportunities as Engineering Technicians or as Assistants to Engineers involved in research and development. In addition, [illegible] also exist which involve the application of mathematics and computer programming.

As a reasonable guideline for succesful achievement in this rigorous program, a student's coursework in high school should be above the 80% level in all areas.

ENGINEERING SCIENCE CURRICULUM

These are the courses in the Engineering Science curriculum: (Some substitutions possible)

FIRST YEAR
Chemistry
Engineering Calculus with Analytic Geometry
Engineering Graphics
Engineering Physics
Written Expression or Literature Elective
Orientation
Physical Education Elective
Applications in Engineering
Social Science Elective

SECOND YEAR
Mechanics: Statics
Electrical and Electronic Circuits
Engineering Science Lab
Engineering Calculus with Analytic Geometry
Engineering Physics
Social Science Elective
Mechanics: Dynamics
Orientation
Intro to Microprocessors
Microprocessor Laboratory
Differential Equations with Linear Algebra
Physical Education Elective
Technical Elective
Communicating About Values or Literature Elective

Industrial Technology

The Industrial Technology program can lead to a certificate or to an Associate in Applied Science degree. Five emphases are offered: Chemical, Civil, Electrical, Mechanical, and Production Management. Some courses may only be offered in the day or evening. Students are advised to consult with the program coordinator for proper arrangement of courses.

LISTING OF ACADEMIC PROGRAMS

Arts and Sciences Area

Division	Major	Concentration within Major	Degree Offered
Language, Behavioral and Social Sciences Division	General	(1) Art	A.A.
		(2) Art Education	A.S.
		(3) Broadcasting	A.A.
		(4) Christian Education	A.A.
		(5) Dramatics	A.A.
		(6) Economics	A.A.
		(7) Elementary Education	A.A.; A.S.
		(8) English & American Literature	A.A.
		(9) Foreign Langua e	A.A.
		(10) Health & Physical Education	A.S.
		(11) Hi tory	A.A.
		(12) Humanities	A.A.
		(13) Journalism	A.A.
		(14) Music	A.A.
		(15) Philosophy	A.A.
		(16) Polit J Science	A.A.
		(17) Pr -Law	A.A.
		(18) Psych logy	A.A.
		(19) Secondary Education	A.A.; A.S.
		(20) Social Vork	A.A.
		(21) Sociol gy	A.A.
		(22) Sociology & Anthropology	A.A.
		(23) Special Education	A.S.
	Communication Technology		Certificate
	Early Childhood Education		A.S.; Certificate
	Caregivers		Certificate
	Interpreter Training		A.S.
	Sign Language		Certificate
	General		A.G.E.
Mathematics and Sciences Division	General	(1) Biology	A.A.; A.S.
		(2) Chemistry	A.A.; A.S.
		(3) Forestry, Fisheries & Wildlife Management	A.S.
		(4) Geol gy	A.A.; A.S.
		(5) H me Economics	A.S.
		(6) Ma e iatics	A.A.; A.S.
		(7) Ma e iatics with Computer Science	A.S.
		(8) Ma ematics for Engineers	A.S.
		(9) Physics	A.S.

2088

Arts and Sciences Area (Cont.)

Division	Major	Concentration within Major	Degree Offered
Mathematics and Sciences Division (Continued)	General (Continued)	(10) Pre-Cytotechnology	A.S.
		(11) Pre-Dentistry	A.S.
		(12) Pre-Medical Technology	A.S.
		(13) Pre-Medicine	A.S.
		(14) Pre-Occupational Therapy	A.S.
		(15) Pre-Optometry	A.S.
		(16) Pre-Pharmacy	A.S.
		(17) Pre-Physical Therapy	A.S.
		(18) Pre-Veterinary	A.S.
	Chemical Technology		A.S.

Technology Area

Division	Major	Concentration within Major	Degree Offered
Business and Information Systems Division	General	(1) Accounting	A.S.
		(2) Aerospace	A.S.
		(3) Agribusiness	A.S.
		(4) Banking	A.S.
		(5) Business Administration	A.S.
		(6) Business Education	A.S.
		(7) Information Systems	A.S.
		(8) Management	A.S.
		(9) Marketing	A.S.
	Accounting Technology		A.S.; Certificate
	Advertising Arts		A.S.; Certificate
	Data Entry		Certificate

Technology Area (Cont.)

Division	Major	Concentration within Major	Degree Offered
Business and Information Systems Division (Continued)	Information Systems Technology		Certificate
		(1) Computer Science	A.S.
		(2) Data Processing	A.S.
	Management		Certificate
		(1) Aviation Management	A.S.
		(2) Banking & Financial Management	A.S.
		(3) Industrial Management	A.S.
		(4) Retail Management	A.S.
		(5) Small Business Management	A.S.
	Microcomputer Technology		Certificate
	Secretarial Science Technology		Certificate
		(1) Legal Secretary Emphasis	A.S.
		(2) Medical Secretary Emphasis	A.S.
		(3) Professional Emphasis	A.S.
	Word Processing		Certificate
Engineering Technology Division	General	Pre-Engineering	A.S.
	CAD/CAM Technology		A.S.
	Construction Engineering Technology		A.S.
	Computer-Aided Drafting & Design		Certificate
	Construction and Inspection		Certificate
	Electrical/Electronic Engineering Technology	(1) Automated Control & Instrumentation	A.S.
		(2) Computer Systems	A.S.
		(3) Nuclear Power Instrumentation	A.S.

Technology Area (Cont.)

Division	Major	Concentration within Major	Degree Offered
Engineering Technology Division (Continued)	Mechanical Engineering Technology	(1) Mechanical Engineering Technology (2) Nuclear Power Operations	A.S. A.S.
	Structural Engineering Technology		Certificate
	Surveying		Certificate
Health Sciences Division	Dental Hygiene		A.S.
	Dental Laboratory Technician		A.S.
	Allied Health—Emergency Medical Services Management		A.S.
	Health Physics		A.S.
	Allied Health—Medical Record Technician		A.S.
	Allied Health—Physical Therapist Assistant		A.S.
	Radiologic Technology		A.S.
	Respiratory Therapy		A.S.
Nursing			A.S.

2092

Vocational Area

Division	Major	Concentration within Major	Degree Offered
Vocational/Industrial Technology Division	Applied Technology	(1) Air Conditioning/Refrigeration	Certificate*; A.A.S.
		(2) Auto Body Repair	Certificate*; A.A.S.
		(3) Automotive Technology	Certificate*; A.A.S.
		(4) Dental Assisting	Certificate*; A.A.S.
		(5) Diesel Equipment Mechanics	Certificate*; A.A.S.
		(6) Food Service Management	Certificate*; A.A.S.
		(7) Industrial Electricity	Certificate*; A.A.S.
		(8) Industrial Electronics	Certificate*; A.A.S.
		(9) Industrial Maintenance Mechanics	Certificate*; A.A.S.
		(10) Machine Tool Technology	Certificate*; A.A.S.
		(11) Marine & Small Engine Repair	Certificate*; A.A.S.
		(12) Technical Drafting	Certificate*; A.A.S.
		(13) Tool & Diemaking	Certificate*; A.A.S.
		(14) Welding	Certificate*; A.A.S.
	Child Care		Certificate*
	Cosmetology		Certificate*
	Landscaping & Turf Management		Certificate*
	Licensed Practical Nursing		Certificate*
	Medical Office Assistant		Certificate*
	Surgical Technology		Certificate*

*Non-credit vocational certificate

- Placement and Transfer

PLACEMENT AND TRANSFER SERVICES

The Placement and Transfer Office, located in Room 188 of the Academic Building, Utica Campus, is prepared to provide assistance to seniors and graduates in their initial post graduate placement upon completion of their degree program.

The Placement and Transfer Office is primarily concerned with the areas of college transfer placement and job placement assistance. To these ends, the office staff maintains a collection of career information resources, college catalogs and State University of New York transfer applications, together with some job listings, plus resume writing and job interviewing technique informa-ti[illegible].

All on-campus recruiting activities are coordinated by the Placement and Transfer Office; off-campus interviews with employers are also solicited on behalf of interested job candidates. The Placement and Transfer Office assists students with the preparation of cover letters and resumes, provides tips on interview techniques, maintains a reference collection of many employer publications which contain background and job opportunity information about various employers, and has an extensive library of college catalogs.

Other services of the Placement and Transfer Office include posting full-time and part-time job listings as well as current city, county and state civil service listings.

Placement assistance is offered to past graduates on a referral basis when the candidate's job objective lies within the scope of opportunities available to two-year and certificate program graduates.

Typical Recent Employers of Graduates

Amica Insurance Co.
A.O. Fox Memorial Hospital
Association for Retarded Children
Atlantic Testing Laboratories
Attorneys and financial service professionals
Bank of Utica
Barton & Loguidice, Engineers
Bell Labs
Bendix Corporation
Brodock Press, Inc.
Burns International Security Services, Inc.
Cable Viewer's Guide
Camden Wire Company
Carls Drug Company
Carrier Corporation
CECO
Charles T. Sitrin Home
Chicago Pneumatic Tool Company
City of Utica
Color Ad Sign Company
Cooperative Extension Association of Oneida County
Dodge-Graphic Press, Inc.
Doyle-Knower Company, Inc.
Eastern Electric Company
Eastman Kodak Company
Family Services
Faxton Hospital
Fay's Drug Company, Inc.
Federal Reserve Bank
Fraternal Composite
Friendly Ice Cream Shops
Fryer Refrigeration Company
Gray Syracuse Company
General Electric Company
Genesee Nursing Home
Griffiss Air Force Base
Indium Corporation
J & J TV Service
J.C. Penney Company
John Hancock Mutual Life Insurance
Kelly Services

K-Mart Division S.S. Kresge Co.
Little Falls Hospital
Marine Midland Bank—Central
Martin Luther Nursing Home
Mary Imogene Bassett Hospital
Masonic Home
Medical and health service professionals
Metropolitan Life Insurance Company
Mohawk Communications
Mohawk Typewriter Company
Mohawk Valley Community College
Mohawk Valley General Hospital
Mohawk Valley Psychiatric Center
Mohawk Valley Workshop
Monarch Chemical Company
Montgomery Ward & Company
Munson-Williams-Proctor Institute
National Accessories Stores, Inc.
New York State Department of Health
New York State Department of Labor
New York State Department of Mental Hygiene
New York State Department of Transportation
New York State Division of Youth
New York State Police
New York Telephone Co.
Niagara Mohawk Power Corporation
Norstar Bank of Upstate NY
Northern Telecom
Norwich-Eaton Pharmaceuticals
O'Brien & Gere Engineers
Omega Wire
Oneida City Hospital
Oneida County Department of Public Works
Oneida County Sheriff's Dept.
Oneida County Social Services Department
Oneida Limited Silversmiths
Oneida Madison Pennysaver, Inc.
PAR Microsystems
PAR Technologies
Partlow Corporation
Presbyterian Home for Central New York, Inc.
Prudential Insurance Company
Remington Arms Company, Inc.
Rite Aid Corporation
Rome City & Murphy Memorial Hospital
Rome City Police Department
Rome Developmental Center
Rome Newchannels
Savings Bank of Utica
St. Elizabeth Hospital
St. Joseph's Hospital Health Center
St. Joseph's Nursing Home
St. Luke's-Memorial Hospital Center
Schmalz Mechanical
S.E. Nichols Company
Sears Roebuck Company
Sherwood Medical Company
Slocum-Dickson Medical Group
Special Metals Corporation
Stetson-Harza
State University of New York College of Technology at Utica/Rome
SUNY Health Science Center
T.C. Peters Printing Co., Inc.
Thom McAn
Tri-State Industrial Laundries, Inc.
U.S. Postal Service
U.S. Soils Testing Company
Utica Alloys, Inc.
Utica Boilers
Utica City Schools
Utica Corporation
Utica Fire Insurance Company
Utica Police Department
Utica National Insurance Group
Utica Observer Dispatch
Valley Graphics
Victory Market Corporation

Transfer Institutions

MVCC graduates transfer each year to four-year colleges and universities throughout the United States. The list which follows includes only some of the institutions to which MVCC alumni have transferred recently.

MVCC enjoys a wide range of formal and informal transfer and articulation agreements with other institutions to assist students seeking bachelors and advanced degrees.

Private and Out-of-State Institutions

Alfred University
Bentley College
Clarkson University
College of St. Rose
Cornell University
Daemen College
Ithaca College
LeMoyne College
Marist College
Niagara University
Northeastern University
Palmer College of Chiropractic
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Siena College
Springfield College
St. John Fisher College
Syracuse University
Union College
University of Rochester
Utica College of Syracuse University
Virginia Polytechnic Institute
Wells College
Western New England College .

State University of New York

Center at Albany
Center at Binghamton
Center at Buffalo
Center at Stony Brook
College at Brockport
College at Buffalo
College at Cortland
College at Fredonia
College at Geneseo
College at New Paltz
College at Oneonta
College at Oswego
College at Plattsburgh
College at Potsdam
College at Purchase
College of Technology at Utica-Rome
College of Environmental Science & Forestry at Syracuse

Details on specific transfer opportunities are available from the Placement & Transfer Office, and from your instructional department.

Class of 1987 Job Placement and College Transfer Summary

Program	Degree	Number of Graduates	No Info.	Continuing Education	Total Working
Accounting	AAS	65	1	35	24
Advertising Design & Production	AAS	73	2	31	32
Air Conditioning Technology	AOS	7			7
Banking & Insurance	AAS	27	1	7	16
Business Administration	AS	21	1	15	4
Chemical Technology	AAS	5	1		3
Civil Engineering Technology	AAS	19		8	10
Computer Science	AS	7		6	1
Criminal Justice	AAS	75	4	29	34
Data Processing	AAS	20		4	12
Data Processing-Programming/Systems	AAS	33	2	12	12
Drafting Technology	AOS	15	1	2	8
Electrical Engineering Technology	AAS	43	4	23	12
Electrical Service Technician Electrical Maintenance	AOS	30	2	3	20
Electrical Service Technician TV & Radio Repair	AOS	10	1	3	6
Engineering Science	AS	33		28	5
Fine Arts	AS	8		5	1
Food Service	AOS	9		1	6
General Studies	AS	16		10	2
Human Services	AAS	62	3	26	20
Individual Studies	Assoc.	34	3	8	18
International Studies	AA	6		4	2
Liberal Arts-Humanities	AA	36	3	24	8
Manufacturing Production Technology	AOS	3	1		2
Mathematics	AS	4		3	1
Mechanical Engineering Technology	AAS	21	1	6	11
Mechanical Technology: Aircraft Maintenance	AAS	1		1	
Media Marketing & Management	AAS	15	1	9	4
Medical Record Technology	AAS	11		3	8
Nursing	AAS	71	6	5	48
Office Practice	Cert.	14	1	3	7
Office Technologies	AAS	53	6	8	32
Recreation Leadership	AAS	14		5	7
Respiratory Care	Cert.	6		1	4
Retail Business Management	AAS	39	1	12	18
Science	AS	24		20	2
Solar Technology	AAS	2			2
Surveying Technology	AAS	13		1	12
Welding Technology	AOS	2			1
Totals		947	46	361	422

- Services to Business and Industry

2098

Corporate and Continuing Education

Through Corporate and Continuing Education, CPCC teaches non-credit courses designed to meet the needs of business, industry, government, and associations. This division also offers services to international and small businesses and to new and expanding industries. In addition, a variety of courses meet community needs by providing cultural enrichment or teaching a skill to improve quality of living. All these offer CEU credits.

Besides courses in this catalog, CPCC can design one to fit your specific needs in almost any subject at a site convenient for you. Whether a short or long-term course is needed, the Corporate and Continuing Education staff are available to help you get a class started quickly for your company, your business, or your association.

For assistance, call Corporate and Continuing Education at 342-6600, or come by our offices at Outlet Square Gallery, E. Independence at Kings Drive.

International Business Center

The International Business Center at Central Piedmont Community College is designed to serve the special needs of the business community. It is located in Outlet Square Gallery, telephone 342-6543. Some of the services provided by the Center are:

- **Resource library on International Business.** This consists of up-to-date trade data, cultural awareness information, political, demographic and economic information on specific countries, and government regulations. The library includes books, periodicals, encyclopedias, audio tapes, video tapes, and computer software.

- **Educational programs.** These include seminars, non-credit short courses, and conferences on selected international business topics. CPCC also offers an Associate in Applied Science Degree and a Certificate Program in International Business. In-house programs involving especially tailored language, culture and area studies can be arranged for local companies on a self-supporting cost basis.

- **International Computer Network.** The Business Center is host for a computer network connecting community colleges around the United States and in several foreign countries. The network allows rapid exchange of information that can be helpful to local businesses.

- **Community Services.** The Center sponsors a speaker's bureau to provide programs on international subjects for community groups. Center personnel are also active participants in community programs with the Chamber of Commerce, Sister Cities International, Metrolina World Trade Association, and International House.

- **Foreign Students.** The College has students enrolled from over 100 different countries. These students can be a valuable resource for local firms planning international business. The Center can arrange introductions.

- For any of these services or assistance on other matters related to International Business call (704) 342-6543.

New and Expanding Industry Program

North Carolina's rate of industrial growth consistently ranks among the highest in the nation. In the last five years, companies from all parts of the world have invested more than $14 billion in new facilities in North Carolina after studying other possible locations.

Charlotte/Mecklenburg has received a substantial portion of this industrial growth. In support of this tremendous economic development, the State of North Carolina has established the New and Expanding Industry Program administered through the North Carolina Department of Community Colleges. This program provides training resources to companies new to North Carolina and to existing companies which are involved in major expansion.

The training is a result of joint planning by company personnel and industrial training specialists from CPCC. College personnel are available to visit the existing operations of a company in order to study the job skills, work schedules, production processes, and other variables pertinent to preparing a training proposal suited specifically to that company's particular needs.

The New and Expanding Industry Program's primary mission is to insure that business and industry in Charlotte/Mecklenburg are provided with the necessary technical and vocational training for a smooth and efficient start-up or expansion.

For assistance call 704/342-6471.

In-Plant Training

Central Piedmont Community College offers a variety of training courses taught at the client's plant or office. Instructors may be chosen from either the College faculty or from the client's staff. Instructors are paid by the College. Depending on the nature of the training, instruction may be either at the employee's work station or at a separate in-plant location.

For further information, call 704/342-6600.

Focused Industrial Training Program

Through this new program, CPCC can offer classes to as few as two or three trainees. CPCC will provide the instructor or pay competitive rates to a qualified instructor you furnish. Classroom or in-plant training is available in courses that include: Automotive Body Repair, Automotive Mechanic, Boiler Mechanic, Bricklayer, Cabinetmaker, Carpenter, Cement Mason, Chemical Operator Analyst, CNC Parts Programmer/Analyst, Computer Service Technician, Construction Equipment Mechanic, Construction Worker, Drafter-Designer, Electrical Appliance Repairer, Electrician, Electronic Technician, Farmer-Equipment Mechanic, First-Line Supervisor, Floor Coverer (tile, carpet, etc.), Fork Lift Operator, Foundry Worker, Glazier-Glass Worker, Industrial Electrician, Industrial Machinery Repairer, Laboratory Technician, Machine Fixer (textile), Machine Operator (production), Machine Operator (woodworking), Machinist, Maintenance Electrician, Maintenance Mechanic, Metalworking, Millwright, Model Maker, Painter-Decorator, Pattern Maker, Plumber-Pipe Fitter, Printer, Printing Press Operator, Production Supervisor, Quality Control Inspector, Radio-TV Repairer, Roofer, Textile Technician, Textile Worker, Tool and Die Maker, Upholsterer, and Welder.

For assistance call 342-6575.

Cassette 2
Page B
Line 10

TESTIMONY TO THE EDUCATION COMMITTEE OF THE GENERAL ASSEMBLY
RICHARD M. LIBBY
EXECUTIVE DIRECTOR, STATE TECHNICAL COLLEGES
APRIL 3, 1989

2100

Good morning. Senator Kevin Sullivan, Representative Naomi Cohen, ladies and gentlemen of the Committee, I am pleased to have the opportunity to speak to the entire committee this morning and thank those members who have been willing to meet with me one-on-one over the past few weeks.

I want to review briefly some of the system's history, some of the inheritance that the new presidents and I accepted when we joined the system beginning as early as Fall 1985, and discuss the focused efforts that we have made to reposition the system over the last three years.

First of all, on a personal note, I want you to know that I left my presidency to join what was perceived and is still perceived by my higher education colleagues in the midwest as one of the nation's outstanding technical college systems -- the Connecticut State Technical Colleges. The system also had and still does have the reputation for producing outstanding engineering technicians, fully capable of entering prestigious positions in the labor market and transferring to prestigious institutions of upper-level higher education -- a real tribute to the talents and dedication of the system's faculty and staff.

On the other side of the coin, I was fully aware that I was inheriting a system that had begun a trend towards declining enrollments, frankly paralleling declining enrollments in the engineering and technical fields, including nursing, throughout the country; a system with a student tuition equity problem; a system that had a mandate from the Board of Governors to convert from the quarter system to the semester system, a conversion that was going to be met with great resistence for very legitimate reasons, but would put the system on a calendar similar to the other state higher education units; a system that had to diversify its curricula and cope with the pressure to move into the "low-tech" arena; a system with an affirmative action record which simply had to be changed; a system that had a faculty labor contract that would be extremely difficult to renegotiate; and, a system under the observation of a Commissioner of Higher Education clearly obsessed with the merging of the technical and community colleges.

Our system would have no choice but to change dramatically to meet the social, political and economic pressures. And change we have. We have made significant progress in addressing the issues we inherited in 1985. I would like very much to tell you what the employees of the system have accomplished under the leadership of our five presidents, four of whom have assumed their presidencies within the last three years. These accomplishments were not adequately addressed or addressed at all in the NCHEMS report that I presume you have all received.

- We have implemented across our system strategies to improve both recruitment of new students and retention of current students. We expect an average of 5% per year increase over the next five years in new student enrollment, and a minimum of 1% per year increase in the retention of students. College personnel have been trained in the use of inquiry and tracking systems to enable them to be more responsive to potential student inquiries and to track the effectiveness of outreach strategies. Enrollment barriers are being identified and removed.

- We have succeeded with your help in our proposal for tuition equity. Already in place, this program provided a mechanism that lowered the tuition costs for our evening students so that their courses no longer cost 1 1/2 times that of our day students. Improved access and diversity, and higher enrollments of part-time students are the result.

- Two years ago we initiated the process of putting our system on an academic calendar congruent with other units of public higher education. Semester conversion has resulted in a thorough look at all of our curricula, resulting in an excellent academic product that not only meets the requirements of ABET accreditation, but more importantly will meet the needs of the students, with more flexibility in programming, more technical and general electives, less of a lock-step approach to curricula sequences and a base for implementing a career ladder curriculum model. Semester conversion will be in place fall 1989, on-budget and on-time. We will continue to monitor and refine it as we build middle technologies around our traditional and outstanding higher technology programs.

- We have developed a model to diversify the curriculum based on the foundation of newly revitalized courses through semester conversion.

- Our results in affirmative action speak for themselves. We have increased the representation of minorities and women 27% across the system. Many of the top positions in the system are now held by females and minorities.

- We are going back to the bargaining table with the Faculty Federation in an attempt to preserve the 8am to 10pm work day which will greatly improve faculty utilization. This item is essential to upgrading the efficiency of the system, thereby lowering its cost per student.

I would like to now turn my attention to the bill before the committee. The content of Raised Bill #1046 is shocking, particularly in light of what many of you shared with us as important during our one-on-one meetings. This bill does not speak

of a separate technical system or division; it speaks of no "balanced" Board of Trustees; it sets apart no distinct appropriation for technical education. As a matter of fact, it reflects few if any of the assurances sought by members of the Study Committee who voted for a merged board. Their votes were predicated on the maintenance of a separate and distinct system with appropriate earmarked resources.

It is important to explain to you that this bill had its genesis in the recommendations of NCHEMS, a private Colorado-based consulting group. NCHEMS made its report to a Study Committee which in turn made recommendations to the Board of Governors. The Board of Governors then recommended the components of the bill you are now considering. The most evident purpose of this bill is to dissolve a Board of Trustees which has been in place for nearly two decades and which oversees a system that has existed for over forty years by assimilating the Board and its colleges into the Community College System.

This is an incredible action to take when so little time has been taken for reflection and consultation with our students and employees, and the business community -- the groups who will feel the greatest impact. Surely, a day like today, with a room full of people under enormous amounts of stress cannot substitute for serious sit-down consultation and planning.

The changes proposed in this bill came from work done between this past November and January. Your committee has now turned the Board of Governor's recommendation, which goes way beyond the Study Committee's recommendation, into a piece of legislation in barely two months. No one from the State Technical Colleges has had an opportunity to discuss this language with anyone on this Committee, and in particular with the leadership of the Committee, or with the Commissioner or staff of DHE. The language was released only last Wednesday, March 29th, and our requests to discuss the draft language prior to the bill's release were turned down. Indeed this has been a very short, close-to-the-vest period for legislation with such dramatic outcomes.

It is important to point out that the NCHEMS consultant recommended three possible courses of action regarding the State Technical Colleges. Dissolving the present STC Board of Trustees and merger with the Community Colleges was listed as the third and most "risky" recommendation, and I quote: "the overarching concern is that problems not be created in the Community Colleges in the name of solving problems in technical education," and "there could be a possibility that the Technical College's academic function because of its distinctiveness, size and high cost, would be in danger of being eroded."

Even the comments made by NCHEMS with respect to recommendation number three seemed to have been ignored. I quote from the study: "to merge two systems is a very complex process that demands sensitivity and much discussion." Does the short time line I described and the opportunities provided for consultation, sound like this process has been treated with much sensitivity and discussion?

Moreover, the STC Study Committee recommended that the STC system should be given until the end of the fall semester of 1991 to "prove its viability and effectiveness." This legislation, however, triggers merger on July 1, 1989.

Some of you have been led to believe that the trend or most common way of delivering two-year public higher education in the United States is through some type of merged system under community colleges. This simply is not true. In fact, a study distributed to you last week, shows that in three out of every four states, two-year public post-secondary education is delivered by a mix of community, technical, junior and other types of public institutions and not solely by community colleges. A dozen or more states with comprehensive community college systems out of fifty states does not a trend make.

The Board of Trustees and I, the presidents and our faculty and staffs want to become significant participants in the development of a plan addressing the comprehensive needs for technical education in Connecticut. I am using the term technical education generically. It includes vocational education provided by the regional vocational-technical high schools: mid- and hi-tech associate degree and certificate programs delivered by the State Technical Colleges: and technologist and engineering education at the baccalaureate and graduate level at both public and private universities. The development of a plan in this broader context is vital and essential to the state, and particularly important before a hasty merger is recommended by this Committee. We are enthusiastic about proceding in this direction and have said so in correspondence as early as February, 1988 with Commissioner Glasgow.

We ask that you vote disfavorably on this bill and that you provide the Technical College System with the opportunity to participate in the comprehensive planning that will respond to the broad range of vocational, technical, technological, and engineering education needs of the state as I mentioned earlier, as well as the option of initiating NCHEMS number one recommendation: the revision of our existing STC structure. The revision includes approaches to assure special funding for program innovation, adequate financial resources to assure state-of-the-art equipment, FTE-based funding formuli (an initiative begun at the system level more than two years ago), greater campus autonomy, and a plan for the reduction of central office functions which is already under way for FY 90.

We have repositioned our system and have begun a turnaround. We ask that you give our system until the end of fall semester 1991, as recommended by the Study Committee to demonstrate the level of success we can achieve in proving our viability and effectiveness. If we have not achieved a pre-determined level of success, by that time, by all means, merge the systems.

Thank you very much.

FEDERATION OF TECHNICAL COLLEGE TEACHERS

AMERICAN FEDERATION OF TEACHERS LOCAL 1942, A.F.L.-C.I.O.

Greater New Haven State Technical College — North Haven
Hartford State Technical College — Hartford
Norwalk State Technical College — Norwalk
Thames Valley State Technical College — Norwich
Waterbury State Technical College — Waterbury

CASSETTE : 3
PAGE : A
LINE : 5

My name is DENNIS JAMES BOGUSKY, I am the President of the Federation of Technical College Teachers, CSFT, AFT, AFL-CIO.

Connecticut is a highly industrialized state. It needs trained men and women in a wide variety of technical and semi-technical jobs -- not just as engineering technicians and trades people but in a whole host of emerging occupations. A simplistic merging of Technical Colleges with Community Colleges will not effectively meet Connecticut's needs.

Technical education started in Connecticut in the early 1900's at the State Trade Schools and primarily concentrated on teaching of the building trades. In the mid-1940's the State Technical Institutes were developed in response to the needs of the State to provide post-secondary education in the emerging fields of engineering technology. In the mid-1950's the Trade Schools were re-named to reflect their expanded roles and are now called Regional Vocational-Technical Schools. The State Technical Institutes were re-named to State Technical Colleges in the late 1960's to clarify to the general public that these institutions granted associate degrees.

Both the State Technical Colleges and the Regional Vocational-Technical Schools share the same birth mother - the State Board of Education. The operating policies and procedures of this board controlled both the Technical Colleges and the

Vocational-Technial Schools. The Vocational-Technical Schools are still under the control of this board. The State Technical Colleges on the other hand convinced the state legislature that it needed a separate board of trustees in order to operate as a "college". This occurred in two stages. First, a board of trustees was established, but it was composed of the identical membership as the Board of Education. Then, a few years later, a completely separate board was established. Utopia had been reached and the State Technical Colleges slowly were evolving into becoming truly collegiate institutions.

In the late 1960's, the Regional Community Colleges sprang up in response to the need for liberal arts and vocational education at the 2-year college level across the state. Suddenly a state which only had about a dozen public colleges now had more than two dozen. The Legislature saw the need to create a coordinating board to oversee all public (and private) colleges in the state. That original Commission of Higher Education (CHE) evolved into the Board of Higher Education (BHE) and finally developed into the present Board of Governors (BOG), each with an ever-increasing degree of power over the constituent units of higher education in the state.

The Federation of Technical College Teachers is opposed to the action of the Board of Governors for Higher Education

regarding merger, and is opposed to Senate Bill #1046 "An Act Improving Access And Opportunities In Higher Education."

Specifically, Senate Bill #1046 does not improve access nor opportunities in higher education. It eliminates the Technical College System. A system that:

1. Effectively delivers quality technical education to Connecticut's students.

2. Has the support of Connecticut's business and industry. Recently, the Governor's Technical Advisory Board went on record as opposing merger and in support of revision of the existing structure of state technical colleges.

3. Is currently involved in the development of new broader range technology programs that are designed to meet the needs of Connecticut's industry, both today and into the 21st century.

4. Has a highly educated and able faculty that is working to assure a more participitory role in the governance and decision making of the system. Recently a Senate was formed and charged with the task of new program development.

Senate Bill # 1046:

1. Contains no provision to address or remedy current issues within the existing system such as enrollment, upgrading equipment and facilities and the expansion of programs.

2. Eliminates and destroys 13 years of working conditions that have been achieved through the collective bargaining process.

3. Eliminates and destroys the collective bargaining relationship and rights of the State Technical College employees.

4. Joins together two systems with entirely different focuses and missions.

5. Places the Technical College System into a stepchild relationship as a minority component of an expanded existing Community College Board.

6. Fails to recognize the financial impact associated with technical education, such as smaller classes, equipment, individual work and lab stations and consumable costs.

Passage of Senate Bill # 1046 would be disastrous to: technical education, Connecticut's economy, the current participants in the existing technical college system, and most importantly, the students of the State of Connecticut.

What is needed is an organized, integrated, coordinated system of Vocational-Technical education which would allow students to progress from the junior high school level through the junior college level and beyond in a vocational-technical environment. Such a system would allow students to enter and leave the system for the "world of work" at many levels, not just as high school graduates or 2-year college graduates. It would allow students to return to the system for retraining and/or continuing of their education on either a part or full time basis. Vocational-Technical education requires constant upgrading of both skills and knowledge in order to keep our state competitive.

Such a system--properly organized, funded, and managed--could provide Connecticut with the best structure for the delivery of Technical Vocational Education.

The Federation, after careful review of Connecticut's needs, proposes that as an alternative to Senate Bill # 1046, a task force composed of leading industrialists, business and outstanding citizens be formed to create a new system of Vocational-Technical Education to include under its control the State Technical Colleges and the Regional Vocational-Technical Schools. Such a system would be responsible and be accountable for all public vocational-technical education and training in the state.

To assist the Task Force in meeting their charge, they should have the access to information and assigned staff from the Departments of Education, Higher Education, Labor and Economic Development. The advice of the Connecticut Superintendents of Schools and others should be sought.

TESTMONY TO THE EDUCATION COMMITTEE OF THE GENERAL ASSEMBLY
CARL S. FEEN
TRUSTEE, STATE TECHNICAL COLLEGES
CHAIRMAN, BUSINESS AND INDUSTRIAL COMMITTEE
CHAIRMAN, STRATEGIC PLANNING COMMITTEE
APRIL 3, 1989

Senator Kevin Sullivan, Representative Naomi Cohen, ladies and gentlemen of the Committee. In consideration of the recent revelation regarding Commissioner Glasgow's membership on the Board of Directors of NCHEMS, the firm that studied the State Technical College System and has been paid over $100,000 of taxpayer's dollars for this and other studies over the past two years; and the recent appointments to the Board of Governors during the course of the study, I would like to make some comments.

Given these matters, we seriously question the credibility of the NCHEMS report and may, in fact, request an Ethics Commission probe. Our Board of Trustees and the State of Connecticut simply cannot allow undue influence, apparent conflict of interest and politics to deprive our system of a fair hearing. Those of you who are sitting in judgment and determining our destiny today need unbiased, complete and objective facts.

We are very angry to learn that Commissioner Glasgow has been on the Board of NCHEMS for some time. If she did disclose her directorship on the NCHEMS Board, she did not disclose it to the entire STC Study Committee. If she had done so, the State Technical College Trustees on that Committee would have vehemently objected to the hiring of NCHEMS Management Services Inc. as the consultant for the STC study, as well as for the 1987 Fairfield County study.

It is only natural and appropriate that public officials when they find themselves in situations such as this, understand the necessity of making a public declaration of their potential conflict of interest, point out the liability of hiring the firm with which they are connected, and remove themselves from deliberating with the consultant. This ensures a study with an independent result, without influence or bias from a high ranking public official with an announced agenda for merger.

Commissioner Glasgow did not remove herself, but instead continued consistent deliberations with the consultants. The two principal consultants, Robert Lisensky and Dennis Jones, are both full-time employees of NCHEMS and operate under the influence of the Board on which she sits. Lisensky and Jones were therefore placed in the peculiar position of working on an assignment in which one of their directors had a vested interest in the outcome. Their personal continuing appointments and compensation can surely be influenced by the members of the NCHEMS Board. This raises the question of the consultants' ability to maintain objectivity when possibly concerned about their job security.

In addition to the two principal investigators, Lisensky and Jones, other consultants conducted the study through visits to the campuses and deliberations with the Commissioner. One of these

individuals was Ken Mortimer, who chairs the NCHEMS Board on which Commissioner Glasgow sits. He is currently the President of Western Washington University.

Prior to Ken Mortimer's visit to participate in campus reviews, Dennis Jones informed the two-year system Executive Directors, Richard Libby and Andrew McKirdy, that he saw no reason to recommend merger of the two systems. Subsequent to Mortimer's participation, merger became one of the NCHEMS recommendations. Jones later informed President Ekstrom of Waterbury State Technical College during a meeting in Boston, and Executive Director Richard Libby via a phone conversation, that the option of merger was added to the report after the visiting consultants from NCHEMS, including Mortimer, talked it over.

Lisensky's quotation, in Saturday, April 1st's Hartford Courant, that "there have been no areas where a member of the Board of Directors has ever reviewed a research report or been involved in dealing with a research report," is clearly inaccurate given the participation of Mr. Mortimer and Commissioner Glasgow, two of the members of the NCHEMS Board.

Two members of the study committee that voted with the majority in a close five to four vote for a merger of the boards of the technical colleges and community colleges are, coincidentally, now members of the Board of Governors. One, a labor representative, was appointed to the Board of Governors prior to the final vote on the merger question by the Study Committee. Later, when the Board of Governors voted on the merger question, however, she reversed her vote and voted against merger.

Before the final recommendation of the STC Study Committee was made to the Board of Governors, it was announced that a second individual, the Chairman of the STC Study Committee who was drafting the final recommendations with the Commissioner's staff, would be appointed to the Board of Governors.

This raises serious doubts about the ability of members of the Study Committee to have maintained their objectivity and focus while being tantalized by the possiblity of appointments to the Board of Governors, a highly prestigious group.

In summary,

1. the Commissioner had undue influence on the outcome of the study, by virtue of her position on the Board of NCHEMS, and by the fact that she did not discourage the hiring of NCHEMS, or once they were hired, disassociate herself from the study;

2. two members of the Study Committee who were in support of merger were appointed to the Board of Governors during the period of Study Committee deliberations;

3. it is questionable that the Education Committee can make a good, sound decision regardless of its members' best intentions, when the decision is based on the use of what we consider a faulty and tainted NCHEMS study; and

4. the issue is further clouded by the influence of two state senators, Tom Sullivan and Kevin Sullivan. The Senator from Guilford has made his disdain for the system's Board of Trustees and Executive Director well known since his election to the General Assembly three years ago. An ex-employee, he has been an outspoken and vocal adversary. The Senator from West Hartford was a member of the STC Board of Trustees for a very short period of time. He attended only a few meetings before resigning. He has been the leading senatorial advocate for legislation to dissolve the STC Board of Trustees.

These concerns make us seriously doubt that we are going to get a fair shake. We are simply not being accorded the courtesy of playing on a level playing field. We ask you to oppose Raised Bill #1046.

We ask your support of the recommendation of the Study Committee to make a "full assessment of results at the end of the fall semester 1991...a reasonable time [for the system] to prove its viability and effectiveness."

Thank you very much.

CSFT AFT/AFL-CIO

George C. Springer
President

Leo Canty
Executive Vice President

Helen Lewis
First Vice President

2112

CASSETTE : 3
PAGE : B
LINE : 13

Testimony Before Education Committee

George C. Springer

April 3, 1989

Senator Sullivan, Representative Cohen and Members of the Education Committee:

My name is George C. Springer. I am President of the CSFT, a union of 20,000 teachers, related school employees, state employees, health care workers and college faculty. We are an affiliate of the Federation of Technical College Faculty. I am here to express to you the strong opposition of our union to HB 1046. We urge you not to allow this bill to leave this committee in its present form.

We share the goal of making the providers of technical education more efficient and effective in Connecticut. We share the vision that a thriving manufacturing sector is important to Connecticut's future; that we need to make sure we continue to have a skilled workforce; and that there is a need to increase the public's awareness of technology, its effects on society and importance to our state. We think it is essential that we increase the breath of programs of technical education; understand that technical education involves doing as well as knowing; make our institutions adaptive and responsive; and make our schools exciting places to be.

1781 Wilbur Cross Pkwy. ■ Berlin, Connecticut 06037 ■ (203) 828-1400/1-800-242-CSFT (in CT)

Connecticut State Federation of Teachers

The challenges facing our Technical Colleges are well known and have been for some time. They include increasing the responsiveness to local, regional and state needs; sharpening the focus on needs of students; having resources appropriate to the task; broadening the offerings and increasing access.

To date, attempts to solve these problems have been limited to administrative changes with not enough time to show effects. This bill represents another effort to precipitously change administration with a treatment of significant stakeholders as objects. This particular bill treats merger as a solution rather than as a strategy. It seeks to merge the Technical Colleges and Community Colleges without sufficient understanding of either nor how such a merger would work. This bill treats the faculties of both institutions, not as central to the delivery system, with important knowledge and experience, with convictions and feelings, but as objects to carry out the directives of others. Even if we agreed with merger, we would oppose the how and when of this bill.

There has not been enough said about the variety of programs now offered in the Technical Colleges that turn out accomplished graduates. There is not enough said about the expertise of the faculty and the pride they take in their product. Negatives make news so we talk about drop in enrollment, cost per student and outmoded equipment. Every once in a while we hear of innovative programs, but lost in the negative reports is the fact that since 1980, degree and certificate programs were introduced in Biomedical Engineering Technology, Computer Systems, Computer-

Aided Drafting/Design, Construction Technology, General Engineering Technology, Hazardous Waste Technology, Optical Technology, Quality Assurance and Robotics. While negative anecdotes abound, we lose sight of programs being planned in Automotive Technology, Avionics Technology, Building Inspection, Co-Op Program, Energy Management, Engineering Science Transfer Program, Heating and Air Conditioning, Hi Vac Technology, Industrial Illustration Graphics, Industrial Model Technology, Industrial Plastics Technology, Solar Technology, Surveying Telecommunications Technology and Welding/Metal Fusion Technology. Just this past year the union and management sat down and negotiated a contract that provided for conversion from quarters to semesters and for more flexible scheduling.

All of this suggests to me that there is a ferment. My own sense of our affiliated local union is that they are ready to work with others to bring about improvement. I don't think this is best done by approaching change adversarially. This bill seems to have been fashioned in back rooms by one stakeholder claiming superior knowledge. I would suggest that an approach that would offer greater opportunities for success is to have all the stakeholders (policymakers, managers, faculty, industry, community) in the same room, sharing their information and vision and fashioning a solution they each own.

It is claimed that the Consultant's Report on the Technical Colleges recommends a merger with the Community Colleges. I read it differently. Three models are offered; one would revise the

existing structure; a second would encourage open competition; and the third related to merger. The report stated that merger of systems such as the technical college and community college systems would be complex, requiring time, sensitivity and much discussion. The two systems have distinct traditions and history. Their student bodies and faculties have different orientations. Their organization and mission to date have been different. If we were able to recruit the numbers of students we need to train technically, cost per student would decrease, but our overall costs would rise. A merger, properly done would not save costs in the short run. I don't believe the Consultant's Report can be used to justify HB 1046. I believe this bill, if enacted, would create problems for the community college system and make it more difficult for technical education to get greater articulation.

The last three pages of the bill merges three collective bargaining units into one and relegates to the junk pile of history two contracts. That is unacceptable. The faculty of the Technical Colleges elected a union to be their exclusive bargaining representative. Over 15 years, this union negotiated in good faith with representatives of the State of Connecticut over wages, hours and working conditions. With each contract the parties left the bargaining table feeling that their needs were met and they could better deliver for their constituencies and fulfill their missions. To say to these 200 faculty members that as of July 1, 1989, they will be offered employment, but that the State would not be bound by their contract nor recognize their

union, but negotiate with another union over the impact of these changes, is to poison the atmosphere where faculty will cooperate to improve the delivery of technical education. I hope the unfairness is as clear and as outrageous to you as it is to me. This particular section of the bill also raises a red flag for all state employee unions with contracts with the State of Connecticut.

While the CSFT is opposed to this bill, the CSFT is not opposed to change. It seems to us that there needs to be a needs assessment along with a careful review of the recommendations of the Consultant. This could be accomplished by a Task Force which could report back to the Board of Governors and Legislature. This Task Force could include faculty, administration, business/industry, policymakers, vo-tech high schools, community, students and legislators. Particular attention could be given to expanding program offerings, creating new certificate courses, expanding cooperative ventures with local industry, improving recruitment, expanding student support services and enhancing student life on campus. The Task Force may want to go beyond recommendations in the Consultant's report.

Let me repeat, the CSFT strongly opposes HB 1046. We find it precipitous and ill-conceived. We believe it will create more problems than it will solve. We urge a more serious consideration of the faculty of Technical Colleges and Community Colleges and their unions. They want to be part of the solution. If our bottom line is the improvement of the delivery of

technical education, let us work to create an atmosphere where that is more likely.

GCS:ctb
Opeiu:376,aflcio

SENATOR SULLIVAN

Gazette 5
Page A

April 3, 1989

Remarks to the Education Committee of the General Assembly by:

2118

John K. Fisher
President
Norwalk State Technical College

I would like to begin by thanking members of the Committee for providing me with the opportunity to speak to you. I am here to speak in favor of retaining the present structure of the State Technical College System for a two-year period, during which time the System will increase its enrollments to a more suitable level. I wish to make the following points:

(1) The Connecticut State Technical Colleges are not unique in the decline in enrollments in these kinds of programs. This is a national phenomenon with a decline in engineering and engineering technology enrollments. In our state of Connecticut, there has been a decline in these areas in other institutions. Following are some statistics from a report released by our Department of Higher Education which substantiates what I have just said:

> "Degrees in Engineering and related fields were down for the third year in a row. Within the state, Bachelor's degrees in Engineering began to decline in 1984-85 and have fallen 27.1% since then. Similarly, degrees in Mathematics, at all levels, have declined 18% since 1985-86. Degrees in the Sciences are down as well."

(2) My second point, is that two year programs in public colleges in the United States are offered through several kinds of institutions. Our Central Office has a study which shows that, in 38 of our 50 states, two or more kinds of public colleges offer postsecondary two year programs. To say this another way,

38 states or 75%, or 3 out of every 4 states offer two year programs through more than one kind of institution. In fact, 3 or more kinds of schools usually deliver two year public postsecondary programs. The single kind of public college offering two year programs completely in a state is a relative rarity.

(3) My third point, is to caution you against taking a major step without some kind of detailed plan in place. Remember that the NCHEMS study group only delivered its report in November, 1988 with action by the Board of Governors in January, 1989. That is a very short time line. Has anyone projected cost savings and possible added costs? I would find it difficult to vote for taking a significant action such as this without, at least, some kind of plan which lets me know in some detail exactly how technical education in Connecticut is going to be enhanced and how more students are going to be enrolled in and graduated from technical programs, and how much all of this is going to cost.

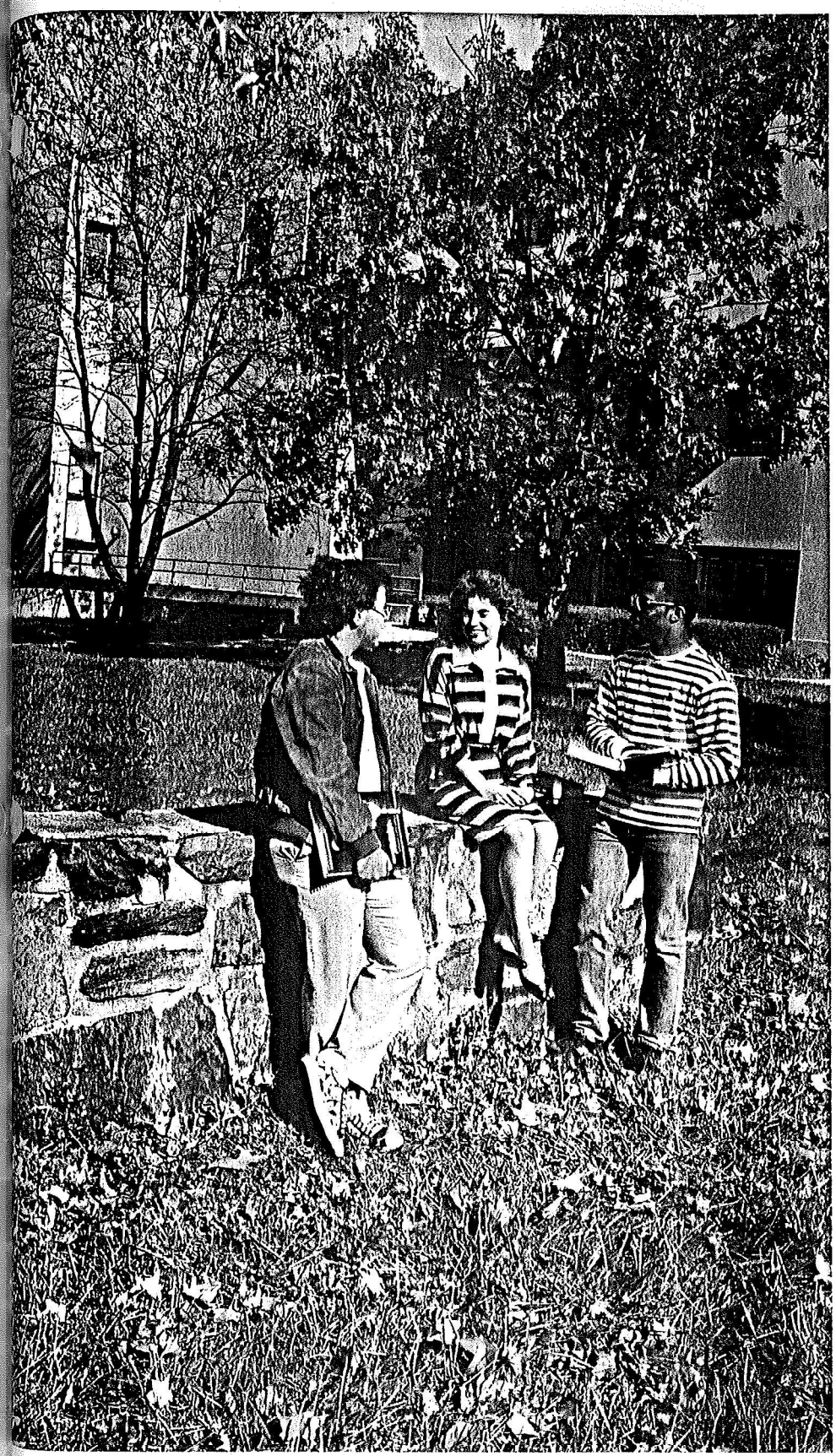
(4) My fourth and last point, is that most of the Technical College Presidents are relatively new on the job. These colleges have been roundly criticized because of declining enrollments, yet most of us are new and it does take time for what we are doing to impact our enrollments. I offer, as an example, this Viewbook. Norwalk State Technical College has never had a college viewbook in its history. Due to the great work of Mr. T. Ross Ballew and because I went out and knocked on corporate doors to get the money, we have a viewbook which we expect will help us to increase our enrollments. I might add, that not one penny of

state money was used to produce this viewbook.

In closing, I urge you to retain our present State Technical College structure for the next two years. I have indicated that the Connecticut State Technical Colleges are not unique in the decline in enrollments in engineering, engineering technology, and natural sciences programs. Further, it is not "typical" in the United States to offer public postsecondary programs through only one kind of institution. "Diversity" is the key word here. What is being considered here is a major step-proceed with caution, and finally most State Technical College Presidents are relatively new on the job. We need more time to really make a difference.

Thank you.

2121



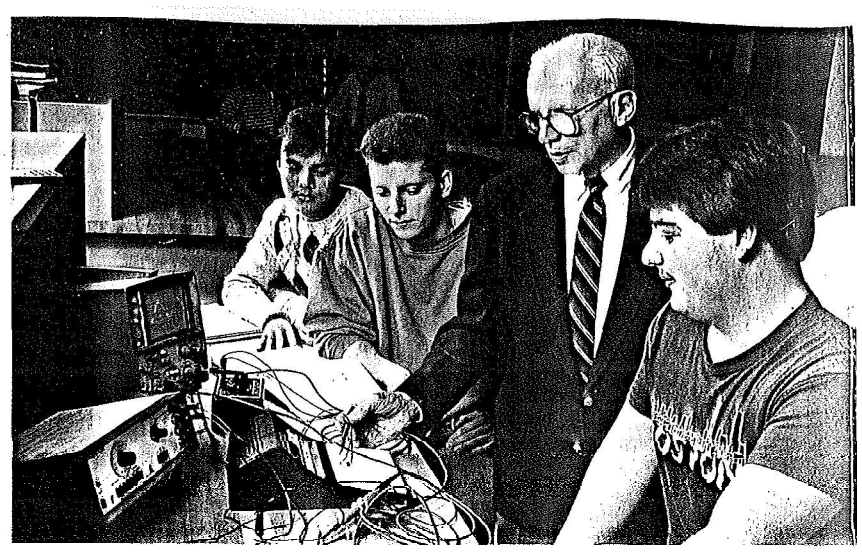
QUALITY EDUCATION

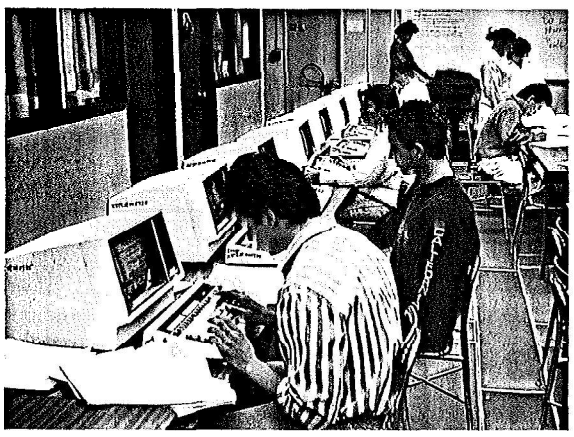
Norwalk

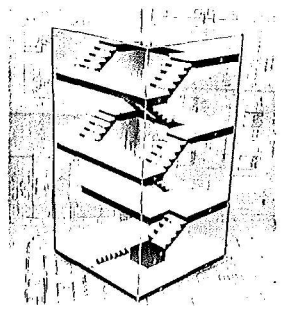
State

Technical

College







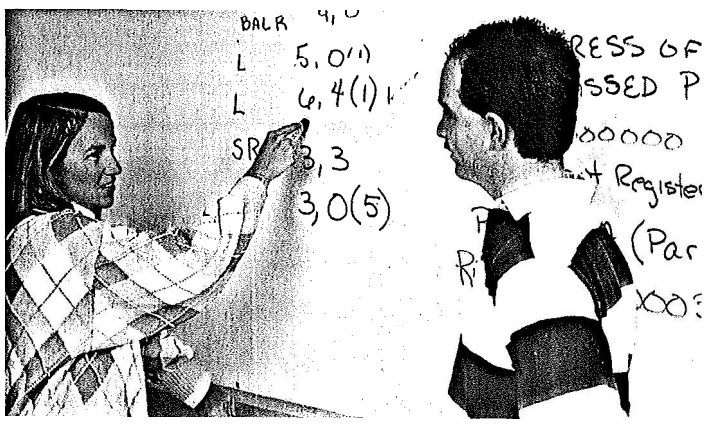
NSTC prepares men and women for employment as engineering technicians in Connecticut business and industry.

Preparing for your future

Growing numbers of businesses in Fairfield County and surrounding areas are incorporating technology into their operations. Manufacturers, banks, contractors, design firms, service industries, and, corporate offices are seeking and employing graduates of Norwalk State Technical College. We can help you to qualify for a variety of rewarding technical positions and careers in many fields. When you attend NSTC, you are truly preparing for the future, *your's and Connecticut's.*

Choose from a variety of technical fields

NSTC offers a broad spectrum of associate degrees in virtually every major branch of technology - from Computer Science to Electronics. Recent addi-



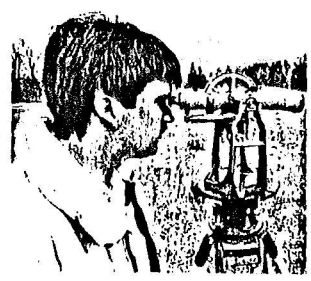
tion of courses in robotics, optical engineering and CAD (computer-assisted design) typify continuing efforts to keep curriculum at the leading edge of scientific application. NSTC's Architectural Engineering Technology is the only such accredited undergraduate program in our state. Importantly, our strong accreditation will facilitate transfer to a four-year college or university if you elect to continue your college education.

Skilled instruction at NSTC

At Norwalk State Technical College you will find a faculty of talented and supportive professional men and women, people who are genuinely interested in your progress and success in your chosen field. Most came to the College from business and industry. A significant number currently work for, or furnish consulting services to, technology oriented firms.

Outstanding faculty is a major element in NSTC's dedication to quality education. Faculty's goals are built around the growth of each individual student. They take special pride in their graduates. Skilled instructors, they know how to make the things you learn relevant to your technical career, and, in concert with the College's career counselers, they can help you make the career choice that is right for you.

The average starting salary of last year's graduates was $23,396.



Shared experience

NSTC students, in both the Day and Evening Divisions of the College, frequently hold positions in business and industry. They bring to their classes knowledge, skill, and, sophistication gained through employment, that enrich the learning experience at the College. Likewise, *peer tutoring* is freely available for students who find difficulty in making the transition from high school to a college academic program.

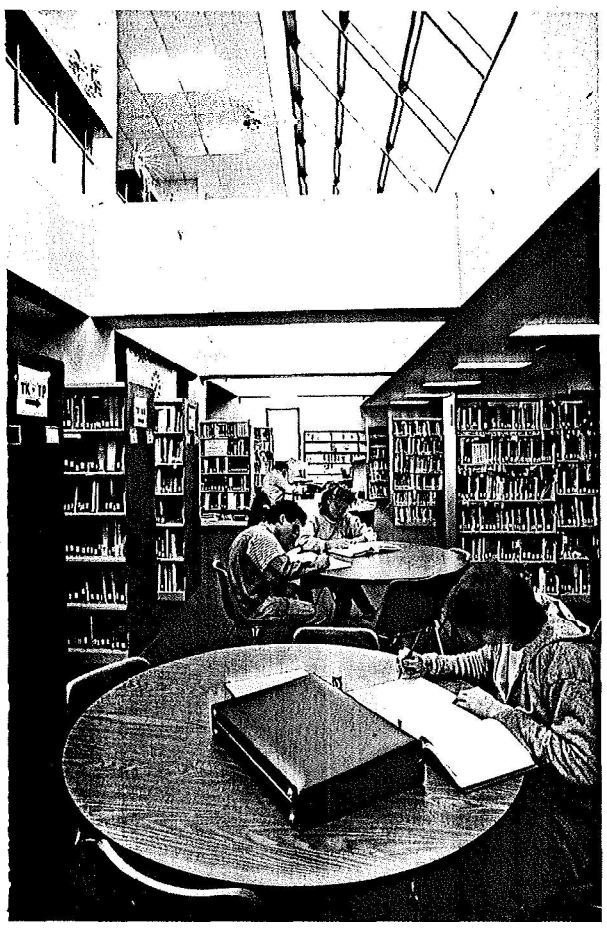
Reaching for success

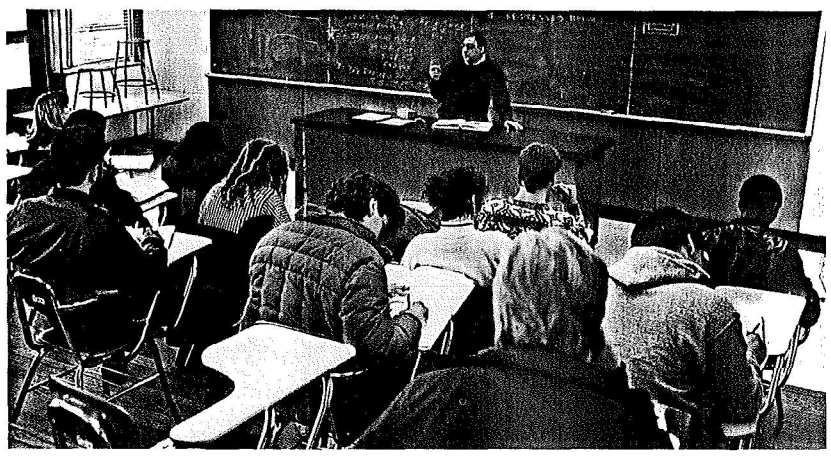
"Norwalk State Technical College helped me to identify two cornerstones of success, faith in one's ability, and, a willingness to work hard. Faith in yourself doesn't always insure success, but, coupled with the intensive course of study at NSTC, it certainly prepared me for a career in Connecticut industry. I applaud your description of the educational programs of the College. They do add up to *quality education*".

Mr. Thomas E. Robertson
Special Projects Group Leader
Moore Special Tool Company

"The education that I received at Norwalk State Technical College provided me with a solid foundation on which to build a career in engineering technology. It gave me the opportunity to gain rewarding employment, and, to be recognized as a professional in manufacturing engineering."

Mr. Frank D. Leone, Senior Engineer
Pitney Bowes Corporation
International Director of the
Society of Manufacturing Engineers





Placement Assurance

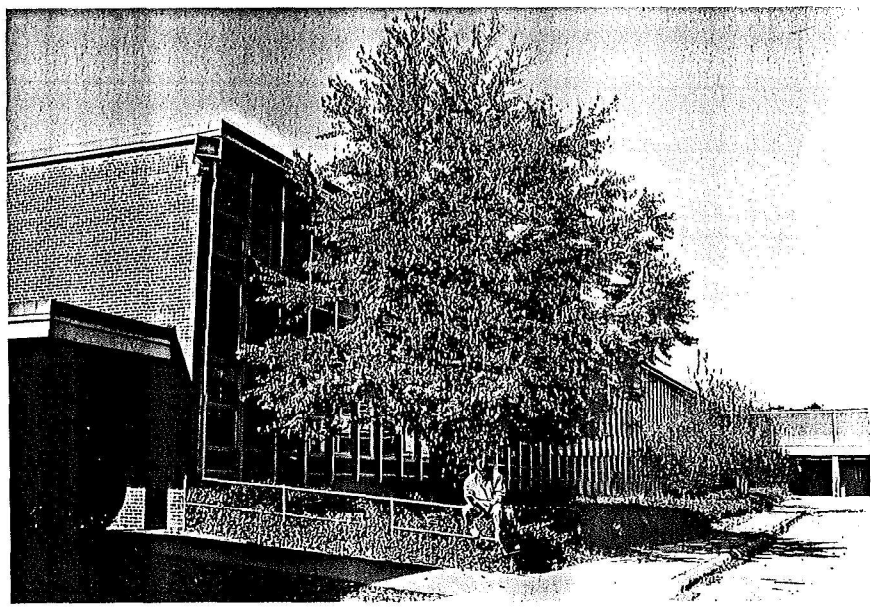
The steady growth in demand for technically educated people continues to offer strong employment assurance for NSTC graduates. Ninety-seven percent (97%) of our 1988 graduates found employment in their fields *prior* to commencement.

In terms of upward mobility and career satisfaction, NSTC's graduates regularly score high. The tabulation on this page shows our diverse array of technical career choices and their excellent starting salary levels. Area business and industry leaders support the College, participate in its guidance, and, actively seek its graduates for employment. Employers are quick to recognize the importance of the *quality education* offered at NSTC.

Class of 1988 Graduate Statistics
Day Division

Engineering Technology	Number of Graduates	Average Salary
Architectural	12	$ 22,190
Chemical	1	26,000
Civil	3	22,500
Computer Systems	10	23,075
Data Processing	11	22,000
Electrical	18	24,030
Elecromechanical	8	21,750
Manufacturing	1	26,500
Mechanical	16	21,915
Optical	3	24,000
Totals (as of 8/31/88)	83	$ 23,396

2126



Applying for admission

The Director of Admissions and Registrar of the College welcome your inquiries about enrollment. Contact them in person, by mail or telephone (855-6600). Their staffs are an experienced and caring arm of the College. Whether your questions are about costs, courses, schedules, day vs. evening offerings or, financial support, they stand ready to assist you. Another thought, share this brochure with friends and urge them to use the spare card attached to the page! Help us to spread the good news about Norwalk State Technical College and *quality education.*

This brochure was produced through the generosity of the following donors:

Nortech Foundation Incorporated
U.S. Surgical Corporation
Norwalk Savings Society
Bodine Corporation
Trans-Lux Corporation
Graphic Art Direction: Celeste Ballew
Photography: Carl Gleeson
Printing: Sun Graphics Incorporated

181 Richards Avenue
Norwalk ,CT 06854
203-855-6600

Appendix 59
page C
line 21/27

WATERBURY STATE TECHNICAL COLLEGE

CHARLES A. EKSTROM, PRESIDENT

APRIL 3, 1989

I am here today to address some serious misinformation that has been provided to the general public and to you the members of the Legislature regarding the State Technical Colleges.

First of all, you have been told that the technical colleges have a [redacted] problem because of declining enrollments during the past 6 years.

- What you haven't been told is that nationally enrollment in four year colleges of engineering and technology has declined approximately 27 percent in the same time period and in college offerings computer programs the decline has been over 33 percent. This inspite of a significant increase in foreign student enrollment in these programs at these colleges.
- What you haven't been told is that part of the the decline in Connecticut is due to two factors:
  1. The high school population has declined while at the same time the number of students studying math and science has decreased significantly.
  2. The booming economy of the state has provided jobs and income to many of those who normally would be coming to the technical colleges to study on a part-time basis.

- Lastly what you have not been told was that the enrollment at three of the technical colleges has increased this year.

HOW WILL MERGER ADDRESS THIS SITUATION?

Secondly, you have been told that the state technical colleges have not been responding to changes in the requirements of Connecticut's industrial community.

- What you haven't been told is that at Waterbury State Technical College ten new certificate and degree programs have been developed over the past eight years. Most of these are mid-tech types such as Quality Control, and Environmental Science. One hi-tech program is the first Computer Aided Drafting and Design to be offered in New England.
- What you also haven't been told is that approximately 93 percent of our graduates are employed directly in the field which they studied at the colleges. No other unit of education in the state can claim this success rate.

HOW WILL MERGER IMPROVE THE SUCCESS RATE? HOW CAN MERGER INCREASE THE NUMBER OF TECHNICAL PROGRAMS?

Thirdly, you have been told that the technical colleges are not "caring institutions."

If that were so true, why are so many of our students turning out at every hearing regarding merger? Why have you been hearing from so many of our students and alumni? I would say it is because we prove to our students that we are interested in their welfare. We are small institutions which provide much more positive individual attention to each student than larger institutions could ever hope to provide.

At Waterbury State Technical College, the Student Services department has tripled in size over the past seven years without an increase in total number of staff at the institution.

We also recommend that students who are weak in math and science take a program called pre-tech. Between 75 to 80 percent of those students who complete this program graduate from the college. **DOES THIS SEEM UNCARING?**

HOW WILL MERGER MAKE US MORE CARING?

Further you have been told that our institutions are "elitist" because they are concerned with providing quality programs.

I'd like to provide you with some information from some recent publications:

- From the **February 1989 Community College Capsules "Predictions Made for the Field of Education"** - "Item #2, the U.S. may lose its technical competence unless more students are recruited to science and engineering. The number of 22 year olds, for example, is expected to drop by more than 25 percent by the turn of the century with corresponding decreases in science and engineering students."

- From the January 1989 **Centergram** - a publication of the Center on Education and Training for Employment at the Ohio State University. A study was done of technical programs in three types of institutions - 4 year colleges with 2 year technical programs, comprehensive community colleges and technical colleges. Among the findings of this study are:
  1) Programs and students at community and junior colleges are quite different from those at technical colleges which are quite different from those at colleges and universities.
  2) Postsecondary occupational education which occurs at institutions with multiple missions and functions must always compete for resources and priority - most of the time to the detriment of the occupational programs.
  3) Business, industry and labor linkages are most active and coordinated at technical colleges.

Based upon this kind of recent research information, how can merger of the technical colleges be beneficial to technical education when the evidence points against it?

Fourth, you have been told that this proposal will enhance technical education by reallocating the money that will be saved.

Are you aware of the fact that the total budget for the State Technical Colleges has been 0.3 percent of the total state budget every year for the past ten years - IT HARDLY SEEMS THAT THERE IS MUCH ROOM FOR SAVINGS.

How the Board of Governors can think that you are all so naive as to believe that expanding technical education will not be expensive is something I cannot explain. To build one laboratory at another location costs a minimum of one half million dollars. Most programs require at least three laboratories. How are we going to afford it?

If you must consider a merger, then why not look in a more appropriate direction:

DO THE COMMUNITY COLLEGES HAVE EXPERIENCE IN TECHNICAL EDUCATION - NO

DO THE COMMUNITY COLLEGES HAVE LABORATORIES FOR TECHNICAL EDUCATION-NO

DO THE COMMUNITY COLLEGES HAVE STAFF FOR TECHNICAL EDUCATION - NO

DO THE COMMUNITY COLLEGES HAVE APPROPRIATE TECHNICAL ACCREDITATIONS-NO

The responses to these four questions would be yes if you look to the vocational-technical high schools. The technical colleges were governed by the State Board of Education in their early years. it was not until 1974 that a separate board was created so it would be more appropriate to reconnect the two systems - Vocational Technical High Schools and Technical Colleges to develop a coordinated and integrated technical education system from high school through college as well as serving retraining needs of industry. This system would create more opportunities that will keep the state competitive in the world market place.

Most of the well known two year colleges in the industrial states started as technical colleges and expanded to other offerings. As an example, I would like to compare Broome Community College and Rockland Community College in New York State. Broome started as a technical college, controlled its expansion into other areas while always

keeping the technical programs as the highest priority. The college's name originally was Broome Technical Institute, changed to Broome Technical-Community College and today is Broome Community College. People in the area still refer to the college as Broome Tech even though the Technical has not been part of its name for a decade.

On the other hand Rockland started as a transfer oriented two year college that also offered business programs. Today the college is a large institution, **but** it has never been able to successfully implement technical programs. Why? Because the priority for these programs was low from the board of trustees to the administration to the faculty.

I was personally affiliated with both of these institutions. Broome as an alumnus who is a charter member of their Wall of Fame, and Rockland as a member of the faculty.

How would the "expansion of the jurisdiction of the board of trustees of the regional community colleges to include the state technical colleges" (Statement of purpose of Bill 1046) provide for the high priority for technical education that is called for?

Please seriously consider allowing the technical colleges to show how the changes we have been working on will meet the changing needs of Connecticut. Please reject raised bill 1046. If you find that to be impossible, then examine merger with a more appropriate organization - the State Vocational Technical High Schools.

Attachments

Study Examines Postsecondary Occupational Education Delivery

Faced with international economic competition, demographic shifts and limited resources, educational policymakers and administrators need to know what postsecondary and adult programs and instructional techniques best meet the needs of this segment of population and how effective institutions are in their curriculum decision making and instructional delivery.

To meet this need, the Center undertook an extensive data collection effort that focused on postsecondary occupational education delivery.

The 2-year study designed and conducted a nationally representative survey and multiple case studies of three types of public and nonprofit institutions: **community and junior colleges** that offer associate degree programs and have a substantial transfer mission, **technical institutes** that have technical/occupational education as their primary mission and offer applied associate degrees or vocational degrees, **colleges or universities** that offer baccalaureate or higher degrees but have some occupational programs that award an associate degree or vocational certificate.

General conclusions drawn from the study are as as follows:

- Curriculum and instruction are mainly developed and controlled locally. Business, industry, and labor are often used as sounding boards, but external entities seem overall to exert minimal influence on these aspects of the teaching and learning process.
- Many aspects of program delivery vary systematically by institutional type. Programs and students at community and junior colleges are quite different from those at technical institutes which are quite different from those at colleges and universities.

  This variance suggests that students and employers need to investigate programs and institutions individually to ascertain the types of training and competencies that are delivered.

  For example, secretarial science programs in community and junior colleges are likely to be different from such programs found in technical institutes and in colleges and/or university settings.
- Placement offices have not found a place in these institutions. Despite having numerous contacts with employers, placement officials rarely have input into curriculum matters.

  In some institutions, placement officials deliver job search training and have much expertise in this area. Yet, on a whole, placement is typically the responsibility of the program.
- Postsecondary occupational education occurs at institutions with multiple missions and functions. It must always compete for resources and priority.
- Business, industry, and labor linkages are most active and coordinated at technical institutes. At the other two types of institutions, there were some instances of exemplary education-industry cooperation; but such interaction was scant at best at about 20 percent of the institutions studied.
- Very few administrators or chairpersons felt that part-time instructors of collective bargaining seemed to influence instructional delivery either negatively or positively.
- Less than 50 percent of students that enroll in a postsecondary occupational program complete that program. Chairpersons and faculty perceived the completion rate to be higher than it is; they reported that about 65-70 percent of students in their programs would finish.

  The completion rates are not explained by student intentions. Around 90 percent of the current students that were interviewed intend to complete their programs at the current institution.

The current study documents the importance of postsecondary occupational education and raises thought-provoking issues concerning its delivery.

The final report delves into the issues in much greater detail. A summary of the final report will be available in late spring. The project director for this study is Kevin Hollenbeck.

Center on Education and Training for Employment

The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090
800-848-4815 or 614-486-3655

The mission of the **Center on Education and Training for Employment** is to facilitate the career and occupational preparation and advancement of youth and adults. The Center fulfills this mission by conducting applied research, evaluation, and policy analyses and by providing leadership development, technical assistance, curriculum development, and information services.

Centergram is a monthly publication designed to inform professionals in employment-related education and training and policymakers at the local, state, and federal levels about the Center's research, services, and products. Comments and questions should be sent to **Judy Balogh.**

2134

COMMUNITY COLLEGE CAPSULES

VOL 3, No. 4 February, 1989

C.C. President Focuses on Issues

The role of the president of an urban community college has changed significantly over a 25-year period. In the earlier scene there was general optimism about America. Civil rights goals were substantially supported. It was believed that federal support would bring minorities into an equal share of opportunities. State funding was provided routinely. There was great pride in 2-year colleges and educational program development was the high priority. Community college presidents concentrated on internal matters, especially the educational process. The scene today is different: less optimism, public dissatisfaction, less legislative support, increased regulation and state bureaucracy, and inadequate tax revenues. While independent colleges and universities are beginning to receive state funding, community colleges are beginning to turn to private fund-raising. Legal involvement is prevalent. Aggressive faculty unions and organizations have developed due to the failure of faculty salaries to keep up with other professions. The president is diverted from educational issues by the need to address other concerns. There is a need to address the seemingly unbridgable gap between the competencies of the population and the skills required in the information age. The predictable mass retirement of an aging faculty must also be considered. Despite these diverse concerns, educational leadership must be provided by the president.

McCabe, Robert H. "Focusing on Educational Issues." *New Directions in Higher Education* No. 61 (Spring 1988) San Francisco: Jossey-Bass, 1988. 19-21.

"Singles" Support at Trinity Valley C.C.

The author, Vice President of Community Services at Trinity Valley Community College (Athens TX), describes a successful program for support of single adults in the community. 142 singles participate; an average of 40 persons attend each activity. The program supports a segment of the population that is frequently isolated and without social roots. The singles attend college functions as part of their scheduled activities; many have enrolled in various courses. A variety of programs is offered on a weekly basis; a typical month may include, in addition to weekly meetings, a dance, covered dish dinner, or weekend trip to a festival. Although the college may not realize immediate financial benefits, the program is meeting a need of the community.

Huffstutler, Jan. "The Singles Support Group." *Community Services Catalyst* 18.4 (Fall 1988) 30.

Predictions Made for Field of Education

Outlook '89, an eight-page report by the World Future Society, makes four predictions in education: 1) Interactive television will play a large role in the 21st century classroom, giving students in remote locations the ability to see, hear and talk to a professor and other students located hundreds of miles away; 2) the U.S. may lose its technical competence unless more students can be recruited to science and engineering. The number of 22-year olds, for example, is expected to drop by more than 25% by the turn of the century, with corresponding decreases in science and engineering students, 3) adults may soon represent a majority of the U.S. college student population. Persons over 25 constituted 30% of students enrolled in college credit courses in 1972; by 1992, half of the college population will likely consist of adults, and 4) unconventional learning techniques may help boost some skills in the future. This report, listing nearly 100 forecasts made by scientists, researchers, scholars and others who write for The Futurist is available for $3.00 from the World Future Society, 4916 Saint Elmo Avenue, Bethesda MD 20814.

"Predictions Made for Field of Education." *Adult and Continuing Education Today* 18.2 (January 16, 1989) 3.

Economic Development: Commitment, Communication and Coordination

Community and technical colleges are vital to the economic development process. The colleges are catalysts in planning and implementing the efforts of business, industry, labor and all levels of education and government. They offer technical assistance through program offerings, services and resources. Through commitment, coordination and communication, many benefits will be realized by the entire community. Benefits include maintenance and expansion of the tax base, retention and creation of jobs, enrollment of traditional and non-traditional students, closer ties with the community, information for developing new programs and updating curricula, internships for students and faculty, knowledge of specific training needs of individual industries and partnership with business, labor, government and public groups.

Sanders, Carol S. "Economic Development: Commitment, Communication and Coordination." *Journal of Studies in Technical Careers* 10.2 (Spring 1988) 117-124.

Testimony page A line 16

2135

STATE OF CONNECTICUT

BOARD OF GOVERNORS FOR HIGHER EDUCATION

MATTATUCK COMMUNITY COLLEGE

Office of the President R.L.S.

(203) 575-8044

My name is Richard Sanders and I am president of Mattatuck Community College in Waterbury and Chairman of the Administrative Council of the CNVR Higher Education Center. I am here to speak in support of bill #1046 which would create a single Board of Trustees for the five state technical colleges and the twelve community colleges. This bill, if enacted into law, would make possible the creation of comprehensive community/technical colleges in this state. This is the model for most other states that have community colleges in this country. Under this model, liberal arts/transfer, career, community services and technical education are under the aegis of one college administration. I have been president of Mattatuck Community College for five years. Before that I served as president of a comprehensive community college in Illinois. That comprehensive model works very successfully in other states and would work here. The integrity of each mission can be maintained. Neither technical education nor any of the other missions needs to be diminished.

If this bill is approved, I strongly urge that nothing is done to decrease the resources available to sustain and improve technical education nor the other mission. Quality technical education is not inexpensive. It is appropriate to seek better efficiency, but not through under funding of technical education.

Thank you for this opportunity to express my views.

4/1/89

750 Chase Parkway • Waterbury, Connecticut 06708
An Educational Component of the Board of Higher Education
An Equal Opportunity Employer