

PA13-62

SB0867

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AND
EMPLOYMENT ADVANCEMENT
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2013

ALEX TETTEY: I received an e-mail from the student body President of Manchester Community College.

REP. WILLIS: From the student body president?

ALEX TETTEY: Correct.

REP. WILLIS: And do you think at that time -- did you say to that person who calling you, that you were going to be starting in March?

ALEX TETTEY: We didn't have a very thorough conversation. It was kind of just hey you're removed.

REP. WILLIS: Okay. So, it didn't come from like the Board of Regents saying -- notifying you? So it was the student -- okay. Thank you very much.

ALEX TETTEY: Okay.

SENATOR BYE: Thank you, Alex.

ALEX TETTEY: Sure. Thank you very much.

SENATOR BYE: Next is Vijay Nair to be followed by Stephen Adair.

Good afternoon.

VIJAY NAIR: Good afternoon. Thank you for this opportunity to testify today in support of SB 867. My name is Vijay Nair. And I'm the President of the Connecticut State University American Association of University Professors, which represents over 3,400 full time and part time faculty, librarians, coaches and counselor at CSU. CSU-AAUP is both a collective bargaining agent and a professional organization affiliated with National AAUP, which works to advance academic freedom and shared governance.

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In the brief history of the Board of Regents for Higher Education, it has been demonstrated that faculty board collaboration and communication is extremely constructive. A good example is the passage of a comprehensive Transfer and Articulation Policy, TAP, between all community colleges and all Connecticut state universities. The passage of this landmark policy began with a committee of the board putting forth a draft policy, which in the eyes of the Faculty Advisory Committee, FAC, was flawed.

The FAC, therefore, gathered faculty input and made recommendations to the board committee. Nearly all of the FAC's recommendations were accepted, only the timeline suggested by the FAC was not incorporated, thereby, creating a final policy that is good for the students and the State of Connecticut and acceptable both to the board and to the faculty.

However, it should be noted that the Faculty Advisory Committee was not asked for its input into this policy. The FAC had to be extremely persistent to be heard and had to continue fighting for the faculty to have a voice in the implementation of this policy. Collaboration and communication between board members, faculty and students are vital for the success of our system.

To quote from a report from the Association of Governing Boards of Universities and Colleges in 2009 and I quote, "Faculty and trustees bring very different backgrounds, responsibilities, and skill sets to the table. Trustees, as fiduciaries, bear ultimate responsibility for ensuring sound financial decisions as well as sound academic quality, but most trustees have business backgrounds and few have ever worked in higher education. They are dependent upon the

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administration for leading and managing the institution and for the expert professional judgment of faculty in regard to curricula, degree requirements and peer review. Faculty participation in institutional governance isn't a privilege, it is a necessary part of decision making in colleges and universities."

Faculty are dependent upon the administration and the Board of Regents for leading and managing the institution, but our board only has a few individuals who have prior experience in higher education. Therefore, the expertise of faculty is essential for good decision making. SB 867 allows for the chairperson and vice chairperson of the FAC to serve as ex-officio, non-voting members of the board.

Currently, members of the Faculty Advisory Committee are sent agendas and they are invited to attend board meetings, but only as members of the audience. This legislation, if passed, would allow the chairperson and vice chairperson a voice at the table. Further, as most of the work of the BOR takes place in committees, SB 867 would allow the chairperson of the FAC to appoint at least two members to all board committees except those dealing with personnel matters.

This is where we feel the faculty voice is most crucial to decision making. Many institutions allow faculty representation on the governing boards, such as State University of New York, City University of New York, Colorado State System, University of Florida, California State System, University of Tennessee, University of Kentucky, University of Delaware, University of Toledo, University of Cincinnati, and Cleveland State University.

In conclusion, we feel that allowing for a

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faculty voice will help the Board of Regents to create more effective policy. Thank you.

SENATOR BYE: Thank you. It was very thorough and we appreciate -- we appreciate your input and it's been a long few years for you in your role.

VIJAY NAIR: Yes.

SENATOR BYE: And -- and the Faculty Advisory Committee and -- and you with AAUP have been very helpful. And were instrumental in making sure faculty had a voice at the table. And now you're suggesting changes to that. But I just wanted to start by thanking you and see if committee members have questions.

I -- I just have one question for you. So you recommend that the faculty be appointed to all the sub-committees?

VIJAY NAIR: Yes.

SENATOR BYE: In addition to sitting at each meeting instead of versus quarterly meetings?

VIJAY NAIR: Right.

SENATOR BYE: Do you think that should apply to every committee? Or do you think it should apply, say for example to the Academic Affairs Committee?

VIJAY NAIR: We believe that it should apply to all the committees except those that deal with personnel matters.

SENATOR BYE: Thank you so much for your testimony.

VIJAY NAIR: Thank you.

SENATOR BYE: Stephen Adair followed by Glenn Terlecki.

Good afternoon, Stephen.

STEPHEN ADAIR: Good afternoon, Senator Bye, Representative Willis and members of the Higher Education and Workforce Development Committee. I am Stephen Adair. I'm Professor and Chair of the Sociology Department at Central Connecticut State University. And I'm currently Vice-Chair of the Faculty Advisory Committee and I served as Chair of that committee through 2012.

I'm here to urge you to support SB 867, An Act Concerning Faculty Representation on the Board of Regents, would make the chair and the vice-chair of the FAC non-voting members of the Board of Regents. And allow the members of the FAC to serve as voting members of the non-personnel sub-committees of the board.

I'd like to begin by thanking this committee for the forethought in creating the Faculty Advisory Committee in the initial legislation that created the Board of Regents. This past year has afforded me an invaluable opportunity to serve my colleagues, my profession, and public, higher education in Connecticut. Yet it certainly has also been the most challenging in my professional career.

As we reported to this committee two weeks ago, the Faculty Advisory Committee has been an active -- has had an active first year. We made significant revisions on the TAP policy, which you just heard about, that will facilitate transfer students across the institutions in the system. We successfully lobbied the board to ensure faculty vote on the new common General Education Program. And a vote that went favorably across the institutions.

We are in the midst of ongoing discussions with

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the board and the senior administration regarding the continuing role of faculty committees in completing the major program curriculum designs for the new transfer programs at the community colleges. We coordinated faculty votes through campus governance bodies regarding the board's strategic plan and have pushed hard to insist that faculty have a voice in the design of the new strategic plan.

We work with the system's senior administration as the contributing voice in initial planning and committee design to meet the requirements of PA 12-40, the developmental bill that was passed last year. And the list could go on. Yet, over the first year, the biggest challenge and priority for the FAC has been the organizational relations and lines of communication between the committee, the board and senior administration.

There is no structural diagram, or established set of rules, or procedures that describe how the FAC ought to proceed with the recommendations or resolutions. The lack of a clear line of communication meant that the work of the FAC sometimes seemed to be no more than a conversation amongst the members in a closed room. We have had to be both assertive and creative to make our voices heard. This bill would address this organizational problem.

As I see it, the Faculty Advisory Committee serves two primary functions. It provides a window for the board into the more than 5,000 faculty members across the 17 institutions. And it brings a faculty voice to the board on matters of systemic importance. Having a faculty representative body with clear lines of communication can only enhance the board's decision making capacity, improve its legitimacy, and make our system of shared governance more responsive to the interests of

all.

In passing SB 867, I believe this committee will be furthering its own intent behind the initial creation of the Faculty Advisory Committee, while improving the decision making capacity of the Board of Regents. I thank you for the initial opportunity to serve on the FAC, for raising this bill, and for hearing my testimony.

SENATOR BYE: Thank you. And -- and Doctor Adair, you have been so patient and persistent in -- in trying to work out some of the challenges in the first couple of years. The faculty have been incredibly cooperative players, and -- and patient as well. So thank you.

STEPHEN ADAIR: Thank you, Senator.

SENATOR BYE: For the sake of the committee and maybe the public watching at home, how will this bill as it's drafted now functionally change things so that you have those clear lines of communication, that were some times lacking in -- in the first year?

STEPHEN ADAIR: The -- the new board has plenty of experience, professional experience but not a lot of experience in higher -- in higher education. And it certainly has been -- how to say -- at times frustrating for feeling and hearing the tremendous amount of concern being expressed by the faculty. And yet, us not really having a vehicle in order to be able to deliver those messages to the board.

By -- by statute, the board is required to allow us to present twice a year. Which they did. But at the same time, it was very clear that the chair of the board controlled communication and did not allow for communication between the Faculty Advisory Committee and the board when

those meetings took place.

And there's one thing for simply to go in and read a report, and recite the recommendations. But without being able to actually address and have dialogue about the issues that get raised, seem to be more -- how to say -- superficial, rather than a real engagement with the concerns. The -- the communication also doesn't -- has not worked the other way. That is we are largely free, in terms of the advice that we provide to the board. And yet, even by the board's own policy sometimes, that invited input from FAC, the board in general has not sought out opinions, views, perspectives.

So, it does seem to me that having both voting power inside of the sub-committees as well as being able to sit at the table and raise questions as they are being addressed, provides a very different avenue for communication between the board and the faculty.

SENATOR BYE: That -- that was excellent. And I appreciate -- I appreciate your answer.

Other questions from Committee members?

Representative LeGeyt.

REP. LEGEYT: Thank you, Madam Chair.

Good afternoon.

STEPHEN ADAIR: Good afternoon.

REP. LEGEYT: I'm asking this question not because I'm opposed, but just because I'd like to hear your thoughts about it. What is -- what is the benefit to having both the chairperson and vice chairperson of the FAC on the board as opposed to just the chairman?

STEPHEN ADAIR: By the -- by the legislation, the chair and the vice-chair are required to switch roles between the SCUs and the community colleges each year. So, I was chair last year. And by virtue of the legislation, I am not vice-chair because of the need to do that. So, having two positions of chair and vice-chair as it allows representation from both the state universities and the community colleges.

REP. LEGEYT: Thank you very much.

SENATOR BYE: Other questions?

No.

Thank you so much. I think that was very helpful for us.

STEPHEN ADAIR: Thank you. Very good. Thank you.

SENATOR BYE: Next is Glenn Terlecki followed by Tom Trutter -- Trutter, Tratter.

Good afternoon, Glenn.

GLENN TERLECKI: Good afternoon. Good afternoon, Senator Bye, Representative Willis and distinguished members of the Higher Education and Employment Advancement Committee. My name is Glenn Terlecki. I am the President of the Connecticut Police and Fire Union. Our union represents 900 dedicated state workers in law enforcement and firefighting professions. And I am here today to testify in support of Raised Bill 6394, An Act Concerning the Indemnification of University Police.

The basis of this bill is to add language to the current Connecticut General Statutes 10a-142 regarding special police forces that are

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TOM TRUTTER: You're welcome.

SENATOR BYE: And I apologize about the way that I called you back.

Okay. Patty O'Neil to be followed by Matthew Vece.

Good afternoon, Patty.

PATTY O'NEIL: Good afternoon. Senator Bye, Representative Willis and committee members, thank you for allowing me to testify on behalf of Senate Bill 867, An Act Concerning Faculty Representation on the Board of Regents for Higher Education. My name is Patty O'Neil. I teach and conduct research in psychology at Western Connecticut State University. I'm also chapter president of WCSU AAUP. But I am here today as a member of the Faculty Advisory Committee to the Board of Regents.

Ilene Crawford, who is also a member of the FAC and represents Southern Connecticut State, contributed to these remarks. Goof ups are my responsibility, of course. The past year has been an eventful one, to be sure. I will highlight one of the Faculty Advisory Committee's successes to emphasize why it is important that the Board of Regents take advantage of faculty input and perspective.

Last year, the BOR's initial draft of the Transfer and Articulation Policy raised serious concerns with faculty across the ConnSCSU system. The FAC solicited and received input from each of the 17 institutions and proposed 10 concrete suggestions for improving the policy. These suggestions reflected broad faculty buy in. Most of these suggestions were adopted by the Academic and Student Affairs sub committee of the BOR.

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The input from faculty members, via the FAC, resulted in an outcome that will improve students' experiences across the new ConnSCU system. This outcome illustrates would could be. Since then, however, the FAC has had less success in influencing the board in other important matters. The legislation creating the FAC calls for the committee to meet at least twice a year with the Board of Regents.

In the year since its creation, FAC has met twice with the Board of Regents. Unfortunately, these meetings have been perfunctory in nature and ineffective for creating the ongoing dialogue necessary to shape good policy for our students. The FAC strongly feels that additional means by which faculty can have input to the board in necessary.

And SB 867 provides this mechanism. It would allow the chairperson and vice chairperson to be part of the board on a regular basis, rather than as members of the audience during legislatively mandated biannual meetings. Senate Bill 867 would also allow members of the FAC to contribute substantively to the subcommittees of the board. FAC members on these subcommittees could be particularly useful as the BOR grapples with issues such as student success, retention, and more effective support for underprepared students.

The creation of the FAC was an important first step to ensure that faculty members have a role in charting a path forward for the ConnSCU system. Senate Bill 867 extends and solidifies that role. There are significant benefits to strengthening faculty involvement in governance. The Board of Regents and its subcommittees will benefit from regular interactions with faculty members and vice versa.

Faculty members will be more involved, and invested in the path forward being charted by the board when they are involved in the development of those plans, rather than the passive recipients of such plans. On behalf of the ConnSCU faculty I represent, thank you for your time and attention.

SENATOR BYE: Dr. O'Neil, thank you for your time. And I know -- I know that it's been a whole lot of time and effort. And -- and there's been concerns about being heard. And I think that the way you all have brought forward your ideas and your critiques in -- in a positive way looking to have faculty be a positive voice. Has been really commendable.

So, do any committee members have questions?

No. Thank you so much.

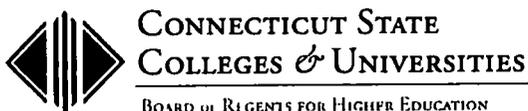
PATTY O'NEIL: Thank you.

SENATOR BYE: Next is Matthew Vece followed by Mike Kurland. Am I saying your name correctly?

MATTHEW VECE: It's Vece. But in Italian it's Vece, so.

SENATOR BYE: Vece. Welcome, Matthew Vece.

MATTHEW VECE: Good afternoon, Senator Bye, Representative Willis, Senator Boucher, and Representative LeGeyt and the members of the Higher Education Committee. Thank you for the opportunity to testify today in opposition of House Bill 5617, An Act Concerning Membership -- An Act Concerning Student Membership on the Board of Trustees for the University of Connecticut.



**Testimony by Lewis J. Robinson
Chairman**

Board of Regents for Higher Education
Connecticut State Colleges & Universities
Before the Higher Education and
Employment Advancement Committee
March 14, 2013

Senators Bye and Boucher, Representatives Willis and LeGeyt, and members of the committee, thank you for the opportunity to share my thoughts on **Senate Bill 867, An Act Concerning Faculty Representation on the Board of Regents for Higher Education**. I am Lewis J. Robinson, Chair of the Board of Regents for Higher Education. The Board of Regents governs Connecticut's four state universities, 12 community colleges, and Charter Oak State College, the state's only public, fully-online institution.

The appointed Board of Regents, a body not staffed with full membership until December 2011, is continually maturing and developing appropriate and productive relationships with staff, its subcommittees, and various advisory committees. In line with the Association of Governing Boards' view on the role of faculty members on governing boards, the Board does not currently have any appointed faculty members. However, recognizing the dedication of our faculty and the critical input they can and do provide, we engage in regular and productive dialogue with not only the seven-member Faculty Advisory Committee, but also with faculty from across our 17 diverse institutions. Further, through Public Act 12-7, the membership of the Faculty Advisory Committee was expanded from seven members to ten. The Board looks forward to the additional contributions these new members will provide upon election by their colleagues.

Though the relationship is young and continuing to evolve, the Faculty Advisory Committee has already helped shape Board of Regents policy. Among our first successes is the Transfer and Articulation Policy (TAP). It was constructed with contributions from this committee, as it decided by consensus to circulate the TAP among faculty to solicit constructive suggestions and comments, and nearly every proposal made by the Faculty Advisory Committee was adopted.

In addition, faculty committees met over the summer to develop a framework for the common transferable General Education Core, which included the development of common lower pre-major pathways — 30 credits of transferable general education credits shared amongst all 12 Connecticut Community Colleges.

In response to Public Act 12-40, *An Act Concerning College Readiness and Completion*, community college and state university faculty are working together to develop courses with embedded support. These courses will continue development through the spring of 2013 and will be piloted during the 2013–14 academic year.

As the state's largest college and university system, we greatly respect the input of our current Faculty Advisory Committee, and that of all of our dedicated faculty, and now request that the committee allow the Board of Regents time to continue to expand upon our initial successes under the current structure, and delay the consideration of this bill until a future legislative session.

As the Board nears completion of its task to identify candidates for a new Board of Regents President to recommend to Governor Malloy, we are continuing to work through the growing pains inherent in the development of a new system and ask for time to install a new leader without also redefining the important relationships between the Board and faculty which have led to some critical initial successes.

Thank you again for the opportunity to comment on this important issue.



Senators Bye, Cassano, and Boucher, Representatives Willis, Hadda, and LeGeit, and members of the committee, thank you for allowing me to testify on behalf of SB 867, An Act Concerning Faculty Representation on the Board of Regents for Higher Education. My name is Patty O'Neill. I teach and conduct research in psychology at Western Connecticut State University. I am chapter president of WCSU-AAUP. I am here today as a member of the Faculty Advisory Committee to the Board of Regents. Ilene Crawford of the Faculty Advisory Committee, who couldn't be here today, has contributed to my remarks.

Goof ups are my own responsibility, of course.

The past year has been an eventful one, to be sure. I will highlight one of the Faculty Advisory Committee's successes to emphasize why it is important that the Board of Regents take advantage of faculty input and perspective.

Last year, the BOR's initial draft of the Transfer and Articulation Policy raised serious concerns with faculty across the ConnSCSU system. The FAC solicited and received input from each of the 17 institutions and proposed 10 concrete suggestions for improving the policy. These suggestions reflected broad faculty buy in. Most of these suggestions were adopted by the Academic and Student Affairs subcommittee of the BOR. The input from faculty members via the FAC resulted in an outcome that will improve students' experiences across the new ConnSCSU system.

This outcome illustrates what could be.

Since then, however, the FAC has had less success in influencing the Board in other important matters. The legislation creating the FAC calls for the committee to meet at least twice a year with the Board of Regents.

In the year since its creation, the FAC has met twice with the Board of Regents. Unfortunately, these meetings have been perfunctory in nature and ineffective for creating the ongoing dialogue necessary to shape good policy for our students.

The FAC strongly feels that an additional means by which faculty can have input into the Board is necessary, and SB 867 provides this mechanism. It would allow the chairperson and vice chairperson to be part of the Board on a regular basis, rather than members of the audience during legislatively mandated biannual meetings. SB 867 would also allow members of the FAC to contribute substantively to the subcommittees of the Board of Regents. FAC members on these subcommittees could be particularly useful as the BOR grapples with issues such as student success, retention, and more effective support for underprepared students.

The creation of the Faculty Advisory Committee was an important first step to ensure that faculty members have a role in charting the path forward for this ConnSCU system. SB 867 extends and solidifies that role. There are significant benefits to strengthening faculty involvement in governance. The Board of Regents and its subcommittees will benefit from regular interactions with faculty members, and vice versa. Faculty members will be more involved, and invested, in the path forward being charted by the Board of Regents when they are involved in the development of those plans rather than the passive recipients of such plans. The Board of Regents and the ConnSCU institutions can only be strengthened by SB 867.

On behalf of the ConnSCU faculty I represent, thank you for your time and attention.

Sincerely,



Patty O'Neill, Ph.D.

Western Connecticut State University

Member, Faculty Advisory Committee to the Board of Regents

Testimony before the Higher Education and Workforce Development Committee
RE: S.B. 867 AN ACT CONCERNING FACULTY REPRESENTATION ON THE BOARD OF REGENTS FOR
HIGHER EDUCATION

Submitted by Stephen Adair, Ph.D., Professor and Chair of the Sociology Department at Central Connecticut State University and Vice-Chair of the Faculty Advisory Committee to the Board of Regents for Higher Education

March 14, 2013

Good afternoon Senator Bye, Representative Willis, and Members of the Higher Education and Workforce Development Committee. I am Stephen Adair, Professor and Chair of the Sociology Department at Central Connecticut State University. I am currently Vice-Chair of the Faculty Advisory Committee and served as Chair through 2012.

I am here to urge your support for SB 867 An Act Concerning Faculty Representation on the Board of Regents, which would make the Chair and Vice-Chair of the Faculty Advisory Committee non-voting members of the Board of Regents, and allow the members of the FAC to serve as voting members of the non-personnel subcommittees of the Board.

I will begin by thanking this committee for the forethought in creating a Faculty Advisory Committee in the initial legislation that created the Board of Regents.

This past year has afforded me an invaluable opportunity to serve my colleagues, my profession, and public, higher education in Connecticut, yet it certainly has also been the most challenging of my academic career.

As we reported to this committee two weeks ago, the Faculty Advisory Committee has had an active first year. We made significant revisions in the Board's new Transfer and Articulation policy (TAP) that will facilitate the transfer of students across the institutions in the system. We successfully lobbied the Board to insure a faculty vote on the new, common General Education framework under the TAP policy – a vote which went favorably. We are in the midst of ongoing discussions with the Board and the senior administration regarding the continuing role of faculty committees in completing the major program curriculum designs for new transfer degree programs at the community colleges. We coordinated faculty votes through campus governance bodies regarding the Board's strategic plan efforts and have pushed hard to insist that faculty ought to be a key stakeholder in the strategic planning process. We worked with the system's senior administration as a contributing voice in the initial planning and committee design to meet the requirements of PA 12-40, the developmental education bill passed last year. This list could go on.

Yet, over the first year, the biggest challenge and priority for the FAC has been the organizational relations and lines of communication between the FAC, the Board, and senior administration. There is no structural diagram or established set of rules and procedures that describe how the FAC ought to proceed with its recommendations or resolutions. The lack of a clear line of communication meant that

the work of the FAC sometimes seemed to be no more than a conversation amongst the members in a closed room. We have had to be both assertive and creative to make our voices heard. This bill would address this organizational problem.

As I see it, the Faculty Advisory Committee serves two primary functions. It provides a window for the Board into the more than 5000 faculty members across the 17 institutions, and it brings a faculty voice to the Board on matters of systemic importance. Having a faculty representative body with clear lines of communication can only enhance the Board's decision-making capacity, improve its legitimacy, and make our system of shared governance more responsive to the interests of all.

In passing SB 867, I believe this committee will be furthering its own intent behind the initial creation of the Faculty Advisory Committee, while improving the decision-making capacity of the Board of Regents.

I thank you for the initial opportunity to serve on the FAC, for raising this bill, and for hearing my testimony.



CONNECTICUT STATE UNIVERSITY
AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

March 14, 2013

Senators Bye, Cassano, and Boucher, Representatives Willis, Haddad, and LeGeyt, and members of the committee, thank you for allowing me to testify today in support of SB 867, *An Act Concerning Faculty Representation on the Board of Regents for Higher Education*. My name is Vijay Nair and I am president of the Connecticut State University American Association of University Professors, which represents over 3,400 full-time and part-time faculty, librarians, coaches, and counselors at CSU. CSU-AAUP is both a collective bargaining agent and a professional organization, affiliated with National AAUP, which works to advance academic freedom and shared governance.

In the brief history of the Board of Regents for Higher Education, it has been demonstrated that faculty-board collaboration and communication is extremely constructive. A good example is the passage of a comprehensive Transfer and Articulation Policy (TAP) between all community colleges and all Connecticut State Universities. The passage of this landmark policy began with a committee of the Board putting forth a draft policy, which in the eyes of the Faculty Advisory Committee (FAC) was flawed. The FAC therefore gathered faculty input and made recommendations to the Board committee. Nearly all of the FAC's recommendations were accepted (only the timeline suggested by the FAC was not incorporated), thereby creating a final policy that is good for the students and the State of Connecticut and acceptable both to the Board and to the faculty. However, it should be noted that the Faculty Advisory Committee was not asked for its input into this policy. The FAC had to be extremely persistent to be heard and had to continue fighting for the faculty to have a voice in the implementation of this policy.

Collaboration and communication between board members, faculty, and students are vital for the success of our system. To quote from a report from the Association of Governing Boards of Universities and Colleges in 2009, "Faculty and trustees bring very different backgrounds, responsibilities, and skill sets to the table. Trustees, as fiduciaries, bear ultimate responsibility for ensuring sound financial decisions as well as sound academic quality, but most trustees have business backgrounds and few have ever worked in higher education. They are dependent upon the administration for leading and managing the institution and for the expert professional judgment of faculty in regard to curricula, degree requirements, and peer review... faculty participation in institutional governance isn't a privilege, it's a necessary part of decision-making in colleges and universities" (Faculty, Governing Boards, and Institutional Governance, p.11).

Faculty are dependent upon the administration and the Board of Regents for leading and managing the institution, but our Board only has a few individuals who have prior experience in higher education. Therefore, the expertise of faculty is essential for good decision-making.

SB 867 allows for the chairperson and vice chairperson of the FAC to serve as ex-officio, nonvoting members of the Board. Currently, members of the Faculty Advisory Committee are sent agendas and they are invited to attend Board meetings, but only as members of the audience. This legislation, if passed, would allow the chairperson and vice chairperson a voice at the table.

Further, as most of the work of the BOR takes place in committees, SB 867 would allow the chairperson of the FAC to appoint at least two members to all Board committees except those dealing with personnel matters. This is where we feel the faculty voice is most crucial to decision-making.

Many institutions allow faculty representation on the governing boards, such as State University of New York, City University of New York, Colorado State System, University of Florida, California State System, University of Tennessee, University of Kentucky, University of Delaware, University of Toledo, University of Cincinnati, and Cleveland State University.

In conclusion, we feel that allowing for a faculty voice will help the Board of Regents to create more effective policy. Thank you.



Vijay Nair
CSU-AAUP President

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**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2013**

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Are there any announcements or introductions?

Will the Clerk please call Calendar number 551.

THE CLERK:

On page 29, Calendar number 551, Favorable Report from the Joint Standing Committee on Higher Education and Employment Advancement, Substitute Senate Bill 867, AN ACT CONCERNING FACULTY REPRESENTATION ON THE BOARD OF REGENTS FOR HIGHER EDUCATION.

Representative Willis, you have the floor, ma'am.

REP. WILLIS (64th):

Thank you very much, Mr. Speaker.

I move for the acceptance of the Joint Committee's Favorable Report and passage of the bill in concurrence with the Senate.

DEPUTY SPEAKER RYAN:

The question before the Chamber is on acceptance of the Joint Committee's Favorable Report and passage of the bill in concurrence with the Senate.

Excuse me, Representative Willis, you have the floor.

REP. WILLIS (64th):

Thank you very much, Mr. Speaker.

This bill requires that the chairperson of the board of regents faculty advisory committee serve as an ex officio member for two years.

Mr. Speaker, the Clerk has an amendment, LCO 6530. I move that the reading of the amendment be waived and I given leave of the Chamber to summarize.

DEPUTY SPEAKER RYAN:

Will the Clerk please call LCO 6530, which will be designed House Amendment -- Senate Amendment Schedule "A".

THE CLERK:

Senate "A", LCO 6530, introduced by Representative Willis and Senator Bye.

DEPUTY SPEAKER RYAN:

The Representative seeks leave of the Chamber to summarize the amendment. Is there objection to summarization? Is there objection?

Hearing none, Representative Willis, you may proceed with summarization.

REP. WILLIS (64th):

Thank you very much, Mr. Speaker.

This amendment specifies that one member of the faculty advisory committee shall serve as ex officio and nonvoting member of the board. The faculty

advisory committee shall alternate their terms between the -- a member of the Connecticut Community College System and the State University System. I move adoption.

DEPUTY SPEAKER RYAN:

The question before the Chamber is adoption of Senate Amendment Schedule "A". Will you remark on the amendment?

Representative LeGeyt of the 17th.

REP. LEGEYT (17th):

Thank you, Mr. Speaker.

This is a good amendment. It improves the bill, and I urge my colleagues to support it. Thank you.

DEPUTY SPEAKER RYAN:

Thank you, sir.

Will you remark further on the amendment before us? Will you remark further on the amendment before us?

If not, I would try your minds.

All those in --

Representative O'Neill of the 69th.

REP. O'NEILL (69th):

Thank you, Mr. Speaker.

And I apologize if this question was asked or if the -- it was presented as part of the amendment. But the underlying called for there to be two people, a chairperson and a vice chairperson of the advisory. And the amendment, of course, reduces it to just the chairperson. And I'm sorry, but if I was distracted, but is there any explanation as to why that change was being made?

Through you, Mr. Speaker.

DEPUTY SPEAKER RYAN:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, it was just felt that one member of the advisory board that was elected -- whom was elected by their peers for a two-term would work well for the faculty.

DEPUTY SPEAKER RYAN:

Representative O'Neill.

REP. O'NEILL (69th):

Okay. I guess, I was just wondering if -- if there was any further -- what was the basis of that feeling?

Through you, Mr. Speaker.

DEPUTY SPEAKER RYAN:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, it was resolved by the faculty advisory members themselves, that they would handle it this way.

DEPUTY SPEAKER RYAN:

Representative O'Neill.

REP. O'NEILL (69th):

I see. Thank you, Mr. Speaker.

DEPUTY SPEAKER RYAN:

Thank you, Representative.

Will you remark further on the amendment before us? Will you remark further?

If not, I will try your minds. All those in favor, please signify by saying Aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER RYAN:

Opposed, Nay.

REPRESENTATIVES:

Nay.

DEPUTY SPEAKER RYAN:

The Ayes have it and the amendment is adopted.

Will you remark further on the bill as amended?

Representative LeGeyt of the 17th.

REP. LEGEYT (17th):

Thank you, Mr. Speaker.

I rise briefly to encourage my colleagues to support this bill with the amendment. As ex officio, non -- ex officio nonvoting member of the board of regents, the representative from the faculty advisory committee will be excluded from board of regents executive sessions and, as such, I think this bill is well crafted and deserves our support. Thank you, Mr. Speaker.

DEPUTY SPEAKER RYAN:

Thank you, Representative.

Will you remark further on the bill as amended?

Will you remark further on the bill as amended?

If not, will staff and guests please come to the well of the House, will the members please take your seats, the machine will be open.

THE CLERK:

The House of Representatives is voting by roll.

The House of Representatives is voting by roll. Will members please return to the Chamber immediately.

DEPUTY SPEAKER RYAN:

Have all members voted? Have all members voted?
Will members please check the board to determine if
your vote is properly cast. If all members have
voted, the machine will be locked and the Clerk will
take a tally.

The Clerk will announce the tally.

THE CLERK:

In concurrence with the Senate, S.B. 867, as
amended by Senate "A".

Total number voting	137
Necessary for passage	69
Those voting Yea	137
Those voting Nay	0
Absent and not voting	13

DEPUTY SPEAKER RYAN:

The bill passes in concurrence with the Senate.

Will the Clerk please call Calendar number 383.

THE CLERK:

On page 16, Calendar number 383, Favorable Report
of the Joint Standing Committee on Labor and Public
Employees, Senate Bill 927, AN ACT CONCERNING THE
DEFINITION OF NEW EMPLOYEE IN THE UNEMPLOYED ARMED
FORCES MEMBER SUBSIDIZED TRAINING AND EMPLOYMENT
PROGRAM.

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GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2013**

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THE CHAIR:

Mr. Clerk.

THE CLERK:

On Page 18, Calendar 375, Substitute for Senate Bill Number 867, AN ACT CONCERNING FACULTY REPRESENTATION ON THE BOARD OF REGENTS FOR HIGHER EDUCATION, Favorable Report of the Committee on Higher Education and Employment Advancement. And there are amendments.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

I move acceptance of the joint committee's Favorable Report and move passage of the bill and waive its reading and seek leave to summarize.

THE CHAIR:

The motion is on adoption; will -- on passage. Will you remark?

SENATOR BYE:

Yes, Madam President.

I believe the Clerk is in possession of an amendment, LCO 6530.

THE CHAIR:

Mr. Clerk.

THE CLERK:

LCO Number 6530, Senate "A," offered by Senator Bye and Representative Willis.

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Senator Bye.

SENATOR BYE:

Thank you, Madam President.

I move the amendment.

THE CHAIR:

Motion is on adoption. Will you remark?

SENATOR BYE:

Yes; thank you, Madam President.

This amendment simply changes the bill. This, the original bill is to have members of the faculty sit and be ex officio members on the Board of Regents for Higher Education. This amendment says that it will be one member, instead of the Chair and Vice-chair, and it will rotate naturally, because that's what happens with the Chairperson between the community colleges and the state universities. So the amendment simply says that there will be one member of the faculty sitting ex officio on the Board of Regents.

Through you, Madam President.

THE CHAIR:

Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Madam President, I rise to support the amendment.

THE CHAIR:

Thank you.

Will you remark further? Will you remark further?

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If not, then I'll call for a roll -- I mean a voice vote. All in favor of the, of Senate Amendment "A," please say Aye.

SENATORS:

Aye.

THE CHAIR:

Opposed?

The amendment passes.

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

And I want to make sure to thank the Faculty Advisory Committee to the Board of Regents that has been working diligently over the past year with the new Board of Regents. And what we're doing with this bill is allowing them to have a seat at the table. But we have made some exceptions to that representation at the table. Their representation is ex officio, and the bill makes clear that during executive session, the members are excluded from that part of any meeting.

Through you, Madam President.

THE CHAIR:

Thank you.

Will you remark? Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Madam President, I rise to support the bill. It is a step in the right direction to be more inclusive, and

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I think it tries to accomplish that in one small way today.

Thank you.

THE CHAIR:

Thank you.

Will you remark?

Senator Fasano.

SENATOR FASANO:

Thank you, Madam President.

Madam President, I would like to ask the Clerk to call LCO 6020, and I would move the amendment, request permission to summarize.

THE CHAIR:

Mr. Clerk.

THE CLERK:

LCO Number 6020, Senate "B," offered by Senator Fasano.

THE CHAIR:

Senator Fasano.

SENATOR FASANO:

Thank you, Madam President.

I think, believed I moved the amendment; right? I think I did that.

THE CHAIR:

Moved, yes.

SENATOR FASANO:

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Madam President, this goes back to the whole issue regarding the budgets for Higher Ed in each constituent units that are, in my view, out of whack. We just see tons of money going in, without any oversight, whatsoever. We've seen what happens with that. Our tuitions are going up. Our administrative costs are going up, and we as Legislators sit back and just watch this happening, take the grief as we should from our constituents when it does happen, but we seem to have no play in the budget process, whatsoever.

Madam President, what this amendment seeks to do is it says prior to the adoption of the operating budget, that this budget will be sent to what is the Higher Education Committee, and they will have a joint public hearing on it. Madam President, that, those institutions belong to our constituency as much as it belongs to themselves, that is the, the departments that make their budgets. And we should have a voice on how these budgets are made, and we should have an understanding on how the numbers are generated, and we should have some control.

We do it for ourselves. We do it for towns. We do it for local boards of education. Why should we not do it to an entity that we fund every year? And every time we have these types of issues and we ask questions, unless you're on Higher Ed, you don't really get responses from it, because there's no need to respond to us. So all this is doing is saying before the budget is adopted, Higher Ed shall review the budget, have a public hearing on the budget, which Higher Ed can then ask questions and determine where these numbers are comes from. It's just shedding light, doesn't cost anything; all it does is get people to have a discussion.

And we all know in this Circle that public disclosure on budgets is always something that makes sense and usually gives good feedback to the process. So, Madam President, I'd urge adoption of the amendment.

Thank you.

THE CHAIR:

Will you remark?

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Senator Bye.

SENATOR BYE:

Thank you, Madam President.

While I appreciate the fine Senator's sentiment and concerns, they're ones that we all share. The way that Higher Education is structured in this state is that we approve a block grant in our budget, and we, as a Legislator -- Legislature both appoint and approve members of the Board of Regents who we task to study issues of budget carefully, hopefully pick good people to serve in those capacities. We do have some say over their budget, and that is over their block grant. But we are not their only source of income, and more and more we are less a proportion of their income, as tuition and fees also pay -- pay a large part -- play a large part in their budget. So while I appreciate what the Senator is trying to accomplish here, I urge rejection of the amendment.

THE CHAIR:

Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Madam President. Madam President, I -- I rise briefly to support the amendment and to harken back to the days, when serving on Higher Education, some years ago, in the House, when it was routine to have the various constituent units come before the Higher Ed Committee to talk about their budgets and for us to ask questions regarding it.

There is absolutely no problem with having another layer of oversight, not that they're the final arbiter or decision maker; in fact, the Board of Regents would be that. But it does help to clarify on both parts so that they, there's a known level of scrutiny that's become more public, and in public settings such as ours, that would be very beneficial to the process, especially given all of the changes that have

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occurred, just recently, and particularly with the high increases in tuition.

It is sometimes not well-known that the Legislature actually is in the business of approving the budgets for Higher Education and contracts for Higher Education, after the Board of Regents negotiates or the Executive Branch negotiates a lot of, actually the costs that actually go back to Higher Ed. And that is in the areas of benefits, salaries, and the pension programs that they have, that are really the single largest determiner of how much a tuition is going to rise each and each year. So, in fact, though the Legislature doesn't do this very often and it should, in the Appropriations Committees, it wouldn't be a bad idea for us to go back to that common practice, at least having some amount of disclosure and a process where once a year they do come before the Higher Education Committee for discussion of what is included in that budget and why the costs are going up or why programs are being extended.

So I, for that reason, I actually support this amendment that's being brought forward by our distinguished Senator Len Fasano.

Thank you.

THE CHAIR:

Thank you.

Will you remark?

Senator Bye, for the second time.

SENATOR BYE:

Yes; thank you, Madam President.

I'm simply rising to ask that when the vote be taken, it be taken by roll call.

THE CHAIR:

It shall be done.

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Senator McLachlan.

SENATOR McLACHLAN:

Thank you, Madam President.

I rise for a purpose of a question to the proponent of the amendment.

THE CHAIR:

Senator Fasano, you want to prepare yourself, sir?

Senator McLachlan, please proceed, sir.

SENATOR McLACHLAN:

Thank -- thank you, Madam President.

Senator Fasano, as you were talking about the relationship between local municipalities and their boards of education, it led me to think. Have you thought about the relationship, also between the Legislature and the University of Connecticut?

Through you, Madam President.

THE CHAIR:

Senator Fasano.

SENATOR FASANO:

I did.

THE CHAIR:

Senator McLachlan.

SENATOR McLACHLAN:

Thank you, Madam President.

And, Senator, do you believe that the same proposal that you have before us now in this amendment might be appropriate for the University of Connecticut as well?

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Through you, Madam President.

THE CHAIR:

Senator Fasano.

SENATOR FASANO:

I do.

THE CHAIR:

Marry? No.

Senator McLachlan.

SENATOR McLACHLAN:

Thank you, Madam President.

Thank you, a man of few words, Senator Fasano.

THE CHAIR:

Thank you, both.

Will you remark further?

Senator Fasano.

SENATOR FASANO:

Thank you, Madam President, for the second time.

Senator Bye talked about the fact that it was a block grant, and I understand it. That's the whole reason why you need a public hearing. We are giving block-grant money. We're saying here's the money; you guys do whatever you want with it, however you want, and we don't care. But the truth of the matter is we do care. We care as a Legislature. We care as constituents. And we care if your kids are going to those schools, because those tuitions are going up and up and up. We should have a right to come to a microphone, whether it's in front of Higher Ed, whether it's members of the General Assembly, your constituency and say, you got the block grant but why

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are you putting X number of dollars into this program; what is the benefit? No different than what we go through here in the Capitol.

Essentially, Legislators, us at the Capitol, for a budget, we get a block grant from taxpayer dollars. Taxpayer dollars come into this building as a block grant, then we decide how we're going to whack it up. But we let people voice their views; no difference in the board of education or with the Higher Ed. They get a block grant. Some of that's our money that we're sending to them. Why shouldn't we have a right? Why should we just say that's your block grant, do what you want to do, and turn our back?

I don't have a dog in this fight; I don't. But what I do have a sense of, when I read and I see how upset my constituency is, based upon the cost of this education going up in this state, time after time after time, where people are saying it costs as much to go to UConn as it does to another school out of the state; I'm going to go to the school out of the state.

The whole idea is to try to give a benefit to people who live in the state. My kids, one kid graduated from a state school just the other day; just got back, from Sunday, from out of state for college graduation. I know what it's like when a state school gives really low rates, tuition to students from that state. My son, all his friends were from that state. I get it. That's the purpose of this.

If that's our purpose, why are we happy? Why are we content with cutting it off and saying there's the money, do what you will? Tuition goes up. And we say, oh, you can't bring tuition up. Everybody runs to the newspaper to get their quote of the week, saying, I can't believe tuition went up, that's crazy; I don't understand why it's happening. And you have an opportunity today to do something, but we're not going to do it. It's unusual; we haven't done it before, but we're not going to take that opportunity. We'd much rather have our sound bite. We'd much rather have that quote in the paper than to sit here and say we could change it; we could get sunlight. I'm not even -- this bill doesn't even suggest we have to approve it. It doesn't even suggest they have to

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change it. It just says there's a hearing by those people who have a better background in Higher Education than I do, when it comes from that level, to say why. And at the end of that hearing, if that school says we don't care what they say, we're going to do it our way, go right ahead. But people got their say.

It's not interfering with the process, it's shedding light. Why is this Chamber afraid of that? Why is this Chamber afraid to say bring it out; let's talk about it? Why? What is the down side? I don't see one downside from this. Slows up their budget process a couple days? I don't get it. It's our opportunity to act. It's our opportunity to find out what's really going on in this system. We'd much rather give a block grant, send the money off and say let us know when you're done if you need more.

It's the wrong way of going. This is an opportunity to shed light. Nobody is hurt. No one is under our -- we don't tell them what to do; they do what they want. But what it does do is it does say that you have a right to have a say in how our university system is run.

Thank you, Madam President.

THE CHAIR:

Thank you Senator Fasano.

Will you remark further? Will you remark further?

If not, Mr. Clerk, will you call for a roll call vote on Senate amendment "B?" The machine is open.

THE CLERK:

Immediate roll call has been ordered in the Senate.
Immediate roll call has been ordered in the Senate on Senate Amendment Schedule "B." All Senators, please return to the Chamber.

THE CHAIR:

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If all members have voted, all members voted, the machine will be closed.

Mr. Clerk, will you please call the tally?

THE CLERK:

On Senate Amendment Schedule B.

Total Number Voting	36
Those voting Yea	15
Those voting Nay	21
Absent, not voting	0

THE CHAIR:

The amendment fails.

Will you remark further? Will you remark further?

If not, Mr. Clerk, will you call for a roll call vote, and the machine will be Open.

THE CLERK:

Immediate roll call has been ordered in the Senate.
Immediate role call has been ordered in the Senate.

THE CHAIR:

Senator Bartolomeo?

If all members have voted, all members have voted, the machine will be closed.

Mr. Clerk, will you please call the tally.

THE CLERK:

Senate Bill 867 as amended.

Total Number Voting	36
Those voting Yea	36
Those voting Nay	0
Absent, not voting	0

THE CHAIR:

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The bill passes.

Mr. Clerk.

THE CLERK:

Calendar Page 18, Calendar 376, Substitute for Senate Bill Number 878, AN ACT MAKING CLARIFYING CHANGES TO THE HIGHER EDUCATION STATUTES IN ACCORDANCE WITH THE REORGANIZATION OF THE HIGHER EDUCATION SYSTEM, Favorable Report of the Committee on Higher Education and Employment Advancement. There are amendments.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Good evening, again, Madam President.

I move acceptance of the joint committee's Favorable Report and move passage of the bill.

THE CHAIR:

Motion is on passage. Will you remark?

SENATOR BYE:

Yes, Madam President.

The Clerk is in possession of LCO 6084, an amendment.

THE CHAIR:

Mr. Clerk, will you please call the amendment, 6084?

THE CLERK:

LCO Number 6084, Senate Amendment Schedule "A," Offered by Senator Bye and Representative Willis.

THE CHAIR:

Senator Bye.