

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, MARCH 23, 2023
CONDUCTED VIA WEBEX
LIVESTREAMED ON**

<https://www.youtube.com/watch?v=OEWq128DakQ>

REGENTS - PARTICIPATING (Y = yes / N = no)	
JoAnn Ryan, Chair	Y
Richard J. Balducci	Y
Ira Bloom	Y
Alexander Grant, Student Regent	Y
Felice Gray-Kemp	N
Holly Howery	Y
Juanita James	Y
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Luis Sanchez-Chiriboga, Student Regent	Y
Ari Santiago	Y
Erin Stewart	Y
Elise E. Wright	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*Alexandra Daum, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	N
*Kelli-Marie Vallieres, Chief Workforce Officer	N
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU System President
 Dr. Alice Pritchard, CSCU Chief of Staff/Chief Strategy Officer
 Danny Aniello, Executive Director for System Project Management
 Jessica Paquette, Executive Director for Presidential Initiatives
 Ben Barnes, CSCU VP of Finance and Administration, Chief Financial Officer
 Dr. Rai Kathuria, CSCU Provost & SVP of Academic and Student Affairs
 Dr. Paul Beran, Interim President, Western CT State University
 Dr. Joe Bertolino, President, Southern CT State University
 Ed Klonoski, President, Charter Oak State College
 Dr. John Maduko, President, CT State Community College
 Dr. Elsa Nunez, President, Eastern CT State University
 Dr. Zulma Toro, President, Central CT State University
 Ernestine Y. Weaver, CSCU System Counsel
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Chair Ryan called the meeting to order at 10:02 a.m. Following roll call, a quorum was declared.

ADOPTION OF AGENDA

The motion to adopt the agenda was made by Regent James, seconded by Regent Howery and adopted by unanimous voice vote.

CHAIR RYAN'S REMARKS

- Chair Ryan noted that the Board was informed by the House Republican Leader of the Connecticut Legislature of the appointment of Sophia Jappinen. She is appointed to replace Matt Fleury as an alumnus of Charter Oak State College where she got her Master of Science degree in Organizational Effectiveness & Leadership in 2021. Regent Jappinen is a Senior Media Systems Engineer at The Walt Disney Company responsible for media design, implementation, and distribution. Prior to more than 10 years at Disney, she spent time at ESPN as a systems engineer. Chair Ryan welcomed her.
- She and Regent McCarthy met with Governor Lamont to provide an update on CSCU initiatives and to reinforce the importance of the request CSCU has before him and the legislature, as well as the Board's ongoing advocacy and support for the efforts of CSCU leadership. Regent McCarthy also commented on this meeting.
- She congratulated Regents James, McCarthy, and Stewart on their successful Executive Nominations Committee process and that they are now being recommended for approval to the General Assembly.

PRESIDENT CHENG'S REMARKS

- President Cheng also welcomed Regent Sophia Jappinen and congratulated Regents McCarthy, James, and Stewart for their testimony during their confirmation hearings.
- President Cheng commented that since the release of CSCU 2030 in January, CSCU leadership has testified in front of the Appropriations Committee, the Higher Education and Employment Advancement Committee, and the Finance, Revenue, and Bonding Committee. In addition, many legislators have been hosted at our legislative breakfasts where they had the opportunity to hear directly from students, faculty, and staff at our institutions. He thanked those who organized and hosted all the engagements, as well as the students and faculty at each institution and campus who showcased high quality and impactful work. He also recognized the collective bargaining unit leaders (Dr. Louise Williams, Dr. John O'Connor, Dr. Cynthia Stretch of AAUP; Greg Crerar, John Derman of SUOAF; Prof. Seth Freeman, Dr. Colena Sesanker of 4Cs; Paul Morganti, Sarah Ellis, Larry Salay representing AFSCME) and their members who came to many venues and, through a myriad efforts, called for greater funding for the CSCU system and its institutions. He noted his gratitude for their continued efforts and willingness to partner and collaborate in a positive and professional manner to achieve shared goals.
- He reported that President Joe Bertolino of Southern Connecticut State University will be stepping down in June to be the sixth president of Stockton University in New Jersey. He noted his warmth, candor, calm, and his genuine care for his institution and his students. Transition plans at Southern will be announced in the coming weeks.

- President Cheng concluded with remarks about Western Connecticut State University:
 - Under Interim President Paul Beran's leadership, in just 10 months, the university's administration has forged strong partnerships with the faculty, staff, students, and surrounding community. Through transparency and clear communication, Western has been able to make great strides to stabilize and prepare for a more prosperous and sustainable future.
 - He thanked President Beran, Provost Alexander, Vice President Murray, and Vice President Fevry for their hard work and thanked the faculty and staff leaders at Western who have joined the administration in identifying concerns and worked together to create solutions.

INSTITUTIONAL UPDATE - Western Connecticut State College (13:36)

- The following members of the WCSU leadership team provided updates on campus initiatives:
 - Dr. Paul B. Beran, Interim President
 - Dr. Missy Alexander, Provost and Vice President of Academic Affairs
 - Beatrice Fevry, Vice President of Finance & Administration, Chief Financial Officer
 - Jay Murray, Vice President of Enrollment Management and Student Affairs
 - Dr. Ethan Balk, University Senate President & Associate Professor/Clinical Dietitian
 - Dr. Forest Robertson, Assoc. Professor/Chemistry, MSAS Program Review Committee Chair, Promotion and Tenure Committee Co-Chair
 - Paul Steinmetz, Special Assistant to the President
- Interim President Beran provided an update on the last 8 months of activity at WCSU, including his approach to gathering information and leadership team building. He introduced the leadership team who is taking steps to reshape the institution organizationally, structurally, and organically to maximize WCSU's ability to be cost effective, efficient, and ultimately generate more revenue by keeping students and serving them better without projecting huge increases in incoming enrollment.
- VP Fevry provided updates on the vision, goals, and strategies in the Finance and Administration area. She discussed the creation of transparency, collaboration, and strategic capacity.
- VP Murray discussed the creation of the Division of Enrollment Management & Student Affairs
- Provost Alexander provided program re-development updates for Social Sciences and Meteorology. She also noted that the Justice and Law Administration program has been repositioned in the School of Professional Studies and the Departments of Communication & Media Arts and Creative & Professional Writing have been moved to the School of Visual & Performing Arts. She also spoke about the General Education curriculum, scheduling, and faculty workload.
- University Senate President Dr. Balk and Dr. Robertson provided commentary.
- Regents James, Stewart, McCarthy, and Santiago voiced their support for the efforts going at WCSU.

OPPORTUNITY TO ADDRESS THE BOR

The Board received 15 written communications this month; they are included as Attachment A.

<u>Students</u>	<u>Faculty/Public</u>
Nick Costantini SCSU	Sara Berry, Adjunct Professor Manchester CC 4Cs Chapter Co-Chair, State Vice-President for Part-timers
Keyira Whittingham SCSU	Sarah Churchill, Adjunct Professor, Housatonic CC
	Elle Van Dermark, Professor History & Political Science, Asnuntuck CC
	Seth Freeman 4Cs President

- President Cheng thanked everyone who set time aside to provide public testimony. He also noted that if leadership is not responding to the concerns expressed by the faculty, staff, and students, then CSCU has to do better.
- In regard to the legislation concerning percentages of part-time versus full-time faculty, President Cheng noted that we need to use the same data. He cited statistics to demonstrate that across the colleges, we are not at a 75% part-time to full-time ratio and that certain campuses have higher ratios than preferred. When common data is identified, agreement can be reached on the problem and work can begin to solve the problem. He reiterated that he believes that this matter is a collective bargaining issue, one that should be negotiated at the “table.” Professor Sesanker provided commentary and asked that the data he cited be shared. (1:17:38)

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Santiago and seconded by Regent Stewart, the February 16, 2023 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

On a motion by Regent Porth, seconded by Regent Santiago, the Consent Agenda was unanimously adopted.

Academic Programs

New Programs

- i. Health & Wellness Coaching - B.S. - Southern CT State University
- ii. Intermediate Administrator - Post-Masters Certificate - Southern CT State University

Modifications

- i. Health Promotion Studies - B.S. - Western CT State University [Name change to Public Health]

Honorary Degrees

Policy Revisions

- i. Centers and Institutes
- ii. CT State Policy Rescissions

Tenure

RESOLUTIONS APPROVED ON CONSENT

Academic Programs - New Programs

- i. **RESOLVED:** That the Board of Regents for Higher Education approve the licensure of a program in Health and Wellness Coaching (CIP Code: 51.0001, OHE# TBD) leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- ii. **RESOLVED:** That the Board of Regents for Higher Education approve the licensure of a program, 092 -Intermediate Administrator - Post-Master’s Certificate (CIP Code: 130401, OHE# TBD), at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

Academic Programs - Modifications

- i. **RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program - BS in Health Promotion Studies (CIP Code: 51.1504 / OHE# 06992), specifically a name change to BS in Public Health (CIP Code: 51.2207) at Western Connecticut State University.

Honorary Degrees

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities.

Honorary Degree Nominations for 2023 Commencements

Institution	Nominee
Central Connecticut State University	Dr. Richard Fichman
Eastern Connecticut State University	Dr. Thomas Gibson
Southern Connecticut State University	Dr. Miguel Cardona
Southern Connecticut State University	Toni Nathaniel Harp
Charter Oak State College	Sabrina Tucker-Barrett
Asnuntuck Community College	Madonna Jones-Searle
Asnuntuck Community College	William Searle
Gateway Community College	Dr. Ilene Tracey
Housatonic Community College	Reverend Dr. James Logan
Housatonic Community College	Lourdes Delgado
Housatonic Community College	John Torres
Housatonic Community College	Kathy Saint
Housatonic Community College	Gwen Brantley
Housatonic Community College	Peter Werth
Manchester Community College	Vinh (Ocean) Vuong
Naugatuck Valley Community College	Catherine Awwad
Quinebaug Valley Community College	Steven Townsend
Tunxis Community College	Cindy Bombard

Policy Revisions

- i. RESOLVED: That the Board of Regents for Higher Education approve the revisions to the Policy on CSCU Centers and Institutes.
- ii. WHEREAS, The Board of Regents for Higher Education pursuant to its statutory authority in Connecticut General Statute Section 10a-6 shall “establish policies and guidelines for the regional community-technical college system” (CSCU’s 12 community colleges); and WHEREAS, the Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State College and Universities System into a singularly structured and accredited College with 12 campuses; and WHEREAS, a comprehensive review of all community college policies appearing in the Board of Trustees of Community-Technical Colleges Policy Manual has taken place, including review by the CT State Cabinet, committees of CT State faculty and administrative staff, CSCU Chief Financial Officer, CSCU’s General Counsel’s Office; and WHEREAS, an initial list of outdated, duplicative, and unnecessary academic policies has been presented in the attached chart; now let it be RESOLVED, that the Board of Regents for Higher Education approves the rescission of the policies, as presented in the attached chart; and be it further RESOLVED that the Board of Regents charges CT State administration with the communication of the rescissions to all CT State Community College staff.

Tenure

RESOLVED: That the Board of Regents for Higher Education approve the Spring 2023 tenures recommended by the Interim President of Western Connecticut State University.

ACADEMIC & STUDENT AFFAIRS COMMITTEE - Committee Chair Bloom

The Academic & Student Affairs Committee met on March 10 and he thanks the Board for approving, on Consent, the items put forward.

AUDIT COMMITTEE - Committee Chair Elease Wright

No report.

FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci

Chair Balducci reported that the Finance and Infrastructure Committee met on March 15 to consider the following resolution recommended for full Board approval.

Action Item:

COMMUNITY COLLEGE FY2024 TUITION, FEES, AND FINANCIAL AID SET-ASIDE

Regent Balducci presented the resolution as a motion to approve. The motion was seconded by Regent Porth.

There was no discussion. The resolution passed unanimously.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE - Committee Chair Howery

No report.

EXECUTIVE COMMITTEE - Chair Ryan

No report.

SPECIAL MOTION FROM THE FLOOR - Regent Stewart

CSCU-WIDE BOR HONORARY DEGREES

WHEREAS, on the evening on October 12, 2022, tragedy struck the community of Bristol, Connecticut; and

WHEREAS, in the course of responding to a domestic violence incident, two Bristol police officers, Lieutenant Dustin DeMonte and Sergeant Alex Hamzy, were killed and one, Officer Alex Iurato, was seriously injured; and

WHEREAS, Connecticut State Colleges & Universities recognizes the sacrifice of these three officers.

WHEREAS, Lieutenant Dustin DeMonte was a 2010 graduate of Central Connecticut State University with a Bachelor's degree in criminology, and;

WHEREAS, Sergeant Alex Hamzy attended Tunxis Community College from 2009 to 2013 studying both Business Administration and Criminal Justice, and;

WHEREAS, Officer Alec Iurato moved to Connecticut in 2018 after having earned a Bachelor's degree in government, law, and national security from Misericordia University, and

WHEREAS, these three officers dedicated their lives to public service, and it is right and just that Connecticut State Colleges & Universities recognize their contributions; now, therefore, be it

RESOLVED, that the Board of Regents for Higher Education recognizes Lieutenant Dustin Demonte (posthumously), Sergeant Alex Hamzy (posthumously), and Officer Alec Iurato for their vital contributions to the Bristol, CT community; and, be it further

RESOLVED, that the Board of Regents, in consultation with President Cheng, has conferred CSCU-wide honorary degrees as follows:

- Masters of Science Degree in Criminology to Dustin Demonte
- Associates of Arts Degree in Business Administration to Alex Hamzy
- Associates of Arts Degree in Criminal Justice to Alec Iurato; and be it further

RESOLVED that these honorary degrees be conferred at an occasion mutually acceptable to all parties; and be it further

RESOLVED that Board of Regents for Higher Education extends its sincere appreciation for the dedication and sacrifice of Dustin DeMonte, Alex Hamzy, and Alec Iurato.

Regent Stewart read the resolution and made the motion to approve which was seconded by Regent McCarthy. President Cheng thanked the Board for recognizing the service of these 3 police officers. The motion passed unanimously.

EXECUTIVE SESSION

At 11:31 p.m. on a motion by Regent Wright, seconded by Regent Bloom, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Ryan announced that no votes would be taken in Executive Session and that the meeting will be immediately adjourned following Executive Session. Chair Ryan directed President Cheng to remain with the Board in Executive Session.

The motion carried unanimously.

ADJOURNMENT

The meeting adjourned at 12:27 p.m.

Submitted,

Alice Pritchard
Secretary of the CT Board of Regents for Higher Education

Attachment A

Written Comments

CSCU Board of Regents,

March 23rd, 2023

Julia Alicea, Class of 2023

Southern Connecticut State University

My name is Julia Alicea, and I am currently a student at SCSU (Southern Connecticut State University), studying communication with a concentration in advertising and promotions. I currently live off campus in New Haven and commute daily to Southern multiple times a day as I am also a member of the women's soccer team. I'm writing this letter with great concern in regard to the budget cuts to the CSU's. Unfortunately for me, I was not granted a full scholarship to play sports at the collegiate level. Because of this, I will continue to pay off the debt of student loans for the vast majority of my life.

I along with many other students across all schools in Connecticut am concerned that the budget cuts will make it continuously harder for Students to enroll in college due to potential increases in the costs of tuition. State schools give me and thousands of other students the opportunity to juggle having a job and going to school, playing a sport and going to school, or doing all three of those things.

Making college affordable for more students can potentially increase access and lower the barriers that come with completion of a college degree. This could help close the projected degree gap by 2030, and at the same time promote more equitable access to and success in college.

My mother has been extremely supportive throughout my college career and helping with payments as much as she can. I come from a single-parent household, and my mother was recently put out of work due to the emotional abuse she was receiving at her workplace. My mother was an administrator at an elementary school in the town I am from, and because of this education has always been a huge part of my life and taken very seriously. I was extremely fortunate to receive some money athletically, but not enough to the point of where I know I will be living comfortably after graduating from SCSU.

Throughout my years at Southern Connecticut State University at I have grown to love certain parts of the process and dislike other parts. Due to such a low enrollment in many of my courses, the trajectory of my last semester senior year was changed drastically. Upon my last semester of senior year, I was checking my course schedule after winter break and realized that 3 out of my 4 final classes were dropped due to Southern not having enough funding to run the course with such low enrollment. This of course did not only affect me, but it affected my professors as well, as they now will have to make up the classes that got dropped. This experience was stressful to say the least and could have been avoidable.

There are many people like me and there are many people less fortunate than I who received no money to go to school and who must pay for their own school. Unlike many of our state

representatives, current and past governors, and higher-ups in charge of our schooling, I did not have the means to attend prestigious colleges and universities.

I hope that everyone in a position of power understands the great importance of keeping the current budget and/or raising it to benefit the future workers of CT. Please support students like me and unlike me and vote for an increase in funding for the CSU's. Many lives will be greatly impacted by making this change in our higher education system.

Hello, my name is Sara Berry and I'm an adjunct faculty member at Manchester Community College, a member of the 4Cs, and a proud MCC Alum.

Research shows that more access to full-time faculty means higher rates of student success. There are many reasons for this, the most obvious being that full-time faculty have more access to resources: More space, more technology, and- most importantly- more time to invest in their students.

Adjuncts do not have private offices on campus- many have no office, and those that do share it with multiple colleagues. At MCC there are often multiple adjuncts working with students simultaneously in one space. At one time, there may be an adjunct giving a makeup exam, another reviewing course concepts with a student seeking help, another discussing the likelihood of passing with a student, another whose student is explaining personal circumstances, and yet another adjunct trying to concentrate on grading assignments. None of these students are getting the best experience, nor the same attention they would if a full-time faculty member with a private office taught their course: The student taking an exam would have a quiet workspace, the student reviewing material would be able to focus on their professor's explanations, the students struggling with the course or personal problems could have a place to discuss their concerns privately without sharing their personal business with a full room, and the students whose professor is trying to concentrate on grading would likely have their work returned sooner and with more feedback.

Adjuncts do not have the same access to technology as full-time faculty. The computers in MCC's adjunct office don't have webcams or mics, making it impossible to meet virtually with students without providing my own equipment. Full-time faculty are issued college laptops with these capabilities, while adjuncts, when not on campus, are on our own to provide necessary technology, which not all of us can afford. From my own personal experience: My personal laptop needs to be replaced due to a corrupted hard drive. I lost one of my classes this semester, so I can't afford to replace it right now. The only way I can do anything for my class that requires a computer is to spend as much time on campus using an office computer. This means when we have a snow day, I can't grade students' work in Blackboard, upload the next assignment, or update my slides for class. If I was full-time faculty, I would have a college laptop. This puts my students at a disadvantage.

Many adjuncts work multiple part-time jobs- thus having less time to spend on campus: Less time to meet with students, less connection to the campus community, and less knowledge of the resources available to students- which means less ability to refer students in need to appropriate services.

75% of community college courses are taught by adjuncts, which means 75% of courses are taught by faculty lacking necessary resources. That does NOT mean that 75% of our courses are taught by less qualified or talented instructors, but it DOES mean that 75% of our faculty is being exploited, working part-time with less pay, no health benefits, and no job security. It

means that 75% of our students may or may not be able to connect with their professors next semester, when they need recommendation letters.

This overreliance on adjunct faculty disadvantages our students and our colleges in many other ways. Many full-time faculty vacancies left by the high numbers of retirements in the last few years mean there are less full-time faculty on campuses to divide the work that full-time faculty members do that adjuncts cannot: things like curriculum development, committee work, college governance, assessment, supervising adjuncts, developing and growing our programs, and countless other tasks that full-time faculty members do. This adds much work to the already overburdened full-time faculty members.

In this post-pandemic era, where students are coming to college less prepared than students three years ago, they need more full-time faculty to support them as they work to catch up from the learning losses they suffered during lockdown. Students want to re-engage with their peers and college communities, they want to form clubs and host events. Adjunct faculty are not allowed to advise student clubs. With fewer full-time faculty, it is harder for them to find an advisor, because there are fewer full-time faculty members, who is able to take on the additional commitment of advising a club, because the full-time faculty members already have too much on their plates because there aren't enough of them.

It is imperative to our students' success that community colleges hire more full-time faculty if we are truly putting "Students First".

Statement to the CSCU Board of Regents – 3/23/23

Seth Freeman
President, 4Cs SEIU 1973
Professor, Capital Community College



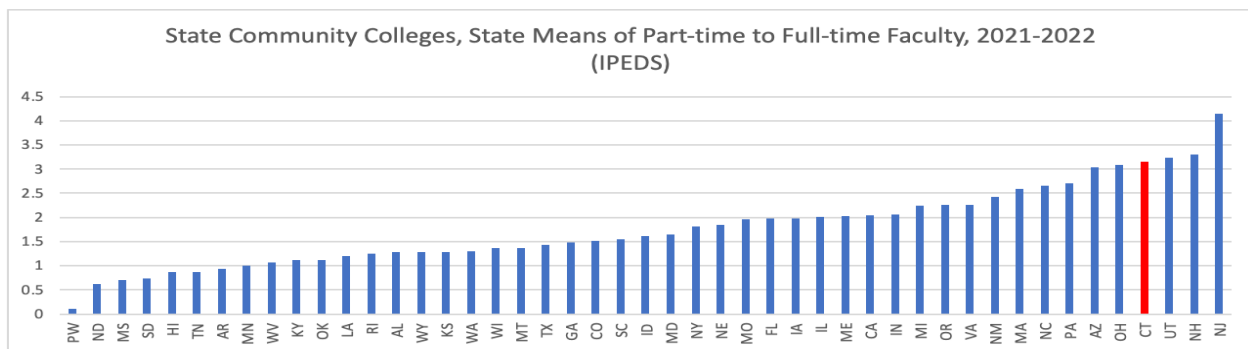
Board of Regents Members,

This month I will use our statement to talk about our students and our community demands to end structural racism in our CSCU system and end the exploitation of adjunct faculty in our community colleges. I will also highlight our students and community demands to stop the tuition hikes this Board is still threatening to enact. I will also use this statement to criticize CSCU President Cheng for his failure to involve CSCU faculty and staff in the development of the CSCU 2030 plan, and how this was a missed opportunity on his part. And I will finish by strongly criticizing the continued failures of CSCU Human Resources, and specifically the mismanagement of VP of HR Ben Barnes and HR Director Mike Lopez.

Demand an End to Structural Racism in CSCU system
Demand an End to the Exploitation of our Adjunct Faculty
Fight for Senate Bill 1105

It is time for the Board of Regents to fix the long-standing problem and inequity of over-reliance on adjunct faculty in our community college system.

75% of our teaching workforce in our community colleges is comprised of part-time (adjunct) faculty. An analysis of iPEDS data shows that CT is failing compared to other states in our rates of full-time faculty in our community college system. We currently have the 4th highest ratio of part-time to full-time faculty in two-year public institutions across the nation.



For decades, faculty and staff across our community colleges, and our faculty and staff unions, have decried the shortage of full-time faculty on our campuses. For decades, we have been told by system managers and our campus-managers that we simply can't afford to hire more full-

time faculty. We have been told that management agrees for the need to hire more full-time faculty, but that we simply did not have the resources.

I will share my personal experience and why this fight is so important to me.

I started as an Adjunct Faculty at Capital Community College back in 2002. I was very fortunate to begin teaching and fell in love with the work. I soon began looking for other teaching opportunities, and soon found an opportunity to also teach part-time at Tunxis Community College.

When I was an adjunct faculty member, I had limited participation in the college communities where I taught. While an adjunct at Capital and Tunxis, I had some opportunities to attend meetings and participate in campus activities, but I did not have the time to do so. I was working as a substitute teacher in the Hartford Public school system at the time, and also working as a Web Developer. Because I had three jobs, I did not have the time to participate in campus activities. I would teach my classes, but then I had to leave the campus to get back to my other jobs and responsibilities. I was not paid to do anything other than teach, so there was no incentive for me, or expectation of me, to do much else.

I continued to teach as an adjunct faculty until 2007 when I became a full-time administrator at Capital, and 2009 when I became a full-time faculty member. Once becoming full-time faculty, it was like a switch was flipped, and so much changed. Once full-time, I began to participate in department meetings and serve on shared governance committees. I began to build relationships with faculty and staff outside of my department and all over the college. I began to advise students and form deep relationships with students in the Computer Technology degree program that I taught in. Once becoming full-time, I was afforded the opportunity to become a full member of our academic community at Capital.

Once becoming full-time, I had the opportunity to give so much more of myself and my knowledge to my students at Capital, and the opportunity to give so much more of myself to my campus and community. I believe full-time teaching in our community college system is an honor and one of the best jobs in the world. I have participated in and led amazing projects and service work, most notably being awarded a National Science Foundation grant to support high schools in expanding access to Computer Science to underrepresented students, and starting the Youth Summer Computer Science Program at Capital to provide free computer science summer programming to Hartford youth. I would not have been able to do any of this as an adjunct faculty member.

I have grown in my profession because the State of CT invested in me as a full-time faculty member. I have found inspiring and creative ways to give all of myself to Capital Community College, because CT invested in me as a full-time faculty member. I personally know it is time to end this broken system, because too many of our adjunct faculty continue to be systematically and structurally denied the ability to give all of themselves and their abilities to our colleges, our communities, and our students as I have been privileged to be able to.

I will also quickly share the ugly and painful side of working as an adjunct faculty. I recall the worrisome and frustrating feeling of being assigned to a class, but not knowing until the start of the semester if my class would run, and if I would have a job or not. I recall the stinging and painful feeling of having my course cancelled at the last minute. This happens so much in our public community college system in CT that we euphemistically call it **bumping**. I recall the pain of being bumped. I recall being angry and thinking how unfair it is to me as the faculty member prepared to teach the class, and how unfair it is for the students looking forward to take the class with me. Every time we “bump” an adjunct we are causing harm. Harm to the worker and harm to our students.

In our union, every semester we hear these painful realities repeating themselves over and over again. Every semester, we hear the frustration and pain of our adjunct faculty, who face the persistent and never-ending precarity and insecurity of adjunct work.

Our unions (AFT, 4Cs, CSU-AAUP) partnered with A Better Connecticut Institute to perform a survey of adjunct faculty across our CSCU system. Over 1,000 adjunct faculty responded. The results of the survey highlight what happens when our state fails to adequately invest public higher education, and when we fail to invest in our workforce. The report shows:

- 28% report difficulty affording necessities, including utilities and health care
- 15% find themselves applying for and dependent on government benefits programs including HUSKY and SNAP
- 50% report struggling financially through-out the year with the hardest financial times being summer and midwinter when there are limited to no classes on campuses.
- 10% report currently living in housing precarity

In our community colleges, we have amazing, outstanding, talented, remarkable adjunct faculty who dedicate so much of themselves to our students. Our adjuncts provide excellent service and teaching to our students. Our adjunct faculty give so much to our students, despite the lack of investment our system is making in them.

The time has come where we demand that CSCU move away from a majority part-time teaching workforce to a majority full-time teaching workforce because we know from our experience, and from research, that this is what is best for students.

The research is clear that higher rates of full-time faculty correspond to higher rates of student retention, graduation and transfer. Studies show:

- Increased utilization of PT non-tenure track faculty is associated with lower student retention rates and lower student graduation rates
- Students with more full-time tenure track faculty are more likely to transfer to four-year universities. Researchers found a 4% increase in transfers to four-year institutions per 10% increase in the proportion of tenured faculty.

- There is a direct relationship between diminished student/faculty interactions and diminished student outcomes. Inaccessibility of part-time faculty to students due to time pressures, lack of office space, and holding jobs at multiple locations, negatively impacts student outcomes
- The working conditions of contingent faculty, lack of job security, and the tenuous relationship between contingent faculty and their employing colleges interfere with the ability of faculty to challenge students and engage in the most impactful instructional practices

It is also time to move away from a majority part-time teaching workforce to a majority full-time teaching workforce, because our current public higher education system is reenforcing **structural racism**. In our current public higher education system, there is a direct correlation between the race/ethnicity of the overall student body and the access to full-time faculty. When we compare UConn, our state universities, and our colleges, we see that as the percentage minority students increase, the percentage of full-time faculty decreases.

This is wrong and this simply needs to end.

Since this Board of Regents was founded in 2011, this Board has refused to act on this long standing problem of over-reliance of PT faculty in our community college system. Faculty have brought our concerns to campus management for decades, and in recent years we have brought our concerns directly to this Board. We have testified at Board hearings about the structural racism in CT public higher education and the need for more full-time faculty. We explicitly brought this issue to this Board in our last contract negotiations, where you replied to us that they were not interested in hiring more full-time faculty and addressing our PT/FT staffing ratios.

This is why the current legislation – Senate Bill 1105 – is so important. **We need the legislature to intervene and do what is right and just.**

SB 1105 will ensure that that our students get what they deserve. Our students - majority Black and Brown, low-income, and first-generation students - deserve the same access to FT faculty as any other student in the state of CT and the same access to FT faculty as public two-year colleges across the country.

Stop the Tuition Hikes in Our Community Colleges

Our community, students, faculty and staff strongly oppose tuition hikes in our colleges. Faculty, staff, students and our community members appreciate that this Board has heard our opposition and has postponed taking any action on Tuition Hikes until June of this year.

However, this is not enough.

We demand that this Board announce that you will keep tuition flat in our colleges. Until you do so, we will continue to fight this Board on this issue.

Tuition hikes hurt our students. Tuition hikes are bad public policy.

We are fighting against the failed policies of neoliberalism that shift the costs and burden of higher education onto the backs of our students and families. We 1000% support the efforts of this Board to expand the PACT program to returning students. **That is excellent policy.** Increasing tuition, however, is not.

Our communities are standing up to demand educational justice. We are challenging our state, and this Board, to address structural racism and public austerity. We believe public education is a public good. We will no longer be silent and just stand by when we see this Board enact bad policy that hurts our students.

Failure of Leadership by CSCU President Cheng CSCU 2030 Created with No Faculty and Staff Input

It is important that CSCU faculty and staff across the state transparently confront and challenge CSCU President Cheng for this failure in leadership in developing the CSCU 2030 plan. The problem with CSCU 2030 is that President Cheng and this Board did not involving faculty and staff in developing the plan. Because President Cheng did not involve faculty and staff across CSCU in the development process, there is very little faculty and staff support or buy-in for the plan.

To be clear, there are excellent parts of CSCU 2030 plan, which faculty and staff strongly support and appreciate. The parts of CSCU 2030 plan we support and appreciate include:

- Increased Funding for our CSCU system and Bold Funding Ask
- Expanding PACT
- Capital improvements to our campuses

However, there are other parts of the CSCU 2030 plan which we don't even understand. One of these is the "Consortial online degrees". We have no idea what this is, so we reserve judgment until we have an opportunity to engage with management on this issue.

We have seen the harm that comes to our system when managers develop plans in isolation, then shove those plans down the throats of faculty and staff. This is what we are still undergoing with the merger. The merger is limping along, teetering on the edge of a cliff. For our part, faculty and staff are doing everything we can to make the merger work. But because this Board and CSCU management created “Students First” without us, then used force, coercion, and any other tool on hand to realize it, it has been a disastrous and painful experience for all of us.

One would hope President Cheng learned from this. When we see how he created CSCU 2030 without us – despite the parts of the plan we support – we fear President Cheng has not learned an important lesson.

The lesson this Board and President Cheng needs to learn is a simple one. **Any plan that does not involve faculty and staff will fail.**

We need President Cheng to learn the right lessons, not the wrong ones.

We need President Cheng to come to grips with the fact that CSCU faculty and staff demand respect, and we demand that our voices are heard. We demand to have input into the educational services we provide, because we are the experts, not college/university managers, and certainly not this Board.

We need President Cheng to stop making these mistakes. These mistakes are costly and they hurt our students and they hurt our state.

Continued Failures of HR Shared Services and HR Managers

The CSCU HR Shared Services model is continuing to fail, and the model has shown itself to be a complete disaster.

Our unions have continually brought to this Board the failures of HR Shared Services. Our union consistently brings these matters directly to CSCU President Terrence Cheng, VP of HR Ben Barnes, and HR Director Mike Lopez. We have consistently reported and documented all myriads of mismanagement and poor service. These include:

- Understaffing of HR departments and lack of HR support on the campus level
- Consistent payroll problems across the state, poor payroll support, and complete inability to resolve payroll problems in a timely manner
- Complete and utter failure of HR to address and resolving grievances in a timely manner
- Failure of HR to support routine contractual processes such as promotion, tenure and sabbatical leave

The problems with CSCU HR Shared Services are persistent and pervasive.

Simply put, this Board broke Human Resources in our community colleges when you moved to HR Shared Services model. That is the truth.

But more than that, the legacy and incompetence of former VP of HR Andy Kripp still hovers over HR Shared Services like a bad odor. Former VP of HR Kripp did not respect faculty and staff, and he trained his managers and directors to treat employees like dirt. Former VP of HR Kripp never even tried to resolve grievances. Never. Former VP of HR Kripp and his Jackson Lewis ethos, led and oversaw a culture of rampant misogyny, abuse of power, and all forms of bad behavior.

In complete fairness to VP of HR Ben Barnes, labor relations is better. We know that VP of HR Barnes does respect faculty and staff, and VP of HR Barnes has tried and is trying very hard to repair the destruction caused by former VP of HR Kripp. We publicly acknowledge this and state for the record that we appreciate that VP of HR Barnes is trying very hard.

However, the system and the model is broken. Even when now well-meaning, CSCU HR Shared Services completely lacks the ability to solve problems in a timely manner.

It is time this Board, VP of HR Ben Barnes, and HR Director Mike Lopez take accountability for the complete failures of HR Shared Services.

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Date: 03/21/2023

From: Jillian Ciarleglio

Subject: CSCU Board of Regents Written Testimony

My name is Jillian Ciarleglio, and I am currently a senior at Southern Connecticut State University. I will be a part of the spring 2023 graduating class with a degree in communications and concentration in advertisements and promotions. I attended all four years at Southern Connecticut State University and have commuted each and every year. I have taken the time to write this letter in light of recent events concerning potential budget cuts to the CSU's.

Due to student loans, millions of people are putting off homeownership, retirement plans, marriage, kids, and so much more. Student borrowers are in crisis because of rising average debt and declining average wage values. The number of college graduates and undergrads who are indebted due to student loans and unable to repay their debt is unsettling.

As a first-generation, soon-to-be college graduate, I have had to make difficult decisions to stay on the path to obtaining my degree. I grew up in a home where the narrative around higher education was optional due to the fact that it would be our choice to assume the financial burden. But my mother made sure that we all knew that no one would think less of my siblings and me if we decided not to attend college, which was crucial because society tells us that if one does not attend college, they will not amount to much in life.

That said, I knew that to achieve my higher education degree, I would have to compromise and attend a school that would not put me in hundreds of thousands of dollars in debt. Fortunately, I was able to participate in SCSU, 's institution that offers high-quality education and numerous

opportunities for growth and success. However, if the decision to increase the cost of higher education for states school passes, the effects of the outcome would be astronomical.

Hello everyone, my name is Nick Costantini, and I am second generation college student at Southern Connecticut State. Having an accessible higher public education made my interest in college grow throughout high school as I knew that our in-state colleges had lower costs in tuition. My family doesn't have a lot of money so I will have to pay back debts for school which would have been a lot more if I didn't have the options from CSCU.

I'm also aware that it has not been as easy for others in different towns in our state. I was fortunate enough to have a higher public education from my high school which pushed a lot of my class toward going to college. There have been other schools that have been more unsuccessful in doing this. In other towns college is not in the sights of many high school kids because they think that they either cannot get in or cannot afford to. Accessible higher public education allows students to pursue their academic careers after high school. By allowing this opportunity it gives kids more experience in education and can further their careers. Lots of kids think that college is too expensive for them, so they do not even try to get in.

After speaking to a few classmates from Waterbury I learned that going to college was not on a lot of the student's agendas and that less than 20 students from a class would be attending college after graduation. A lot of these kids are offered "Gear Up" program that could allow them to go to Southern Connecticut State University for a lower cost. This is a beneficial program because it gives the opportunity to people who may not be able to afford education.

Offering this program that could help students get into higher public education for free which very necessary to help those in need who are not able to pay for college. Making higher public education more accessible not only allows students but other adults to want to try and pursue their education which could lead them to an entirely different career they did not think was possible for them without college. Public education will increase the chances of students

pursuing an academic career after high school and create more jobs and affordable living for those who do not think they can do it without college. By having a program like gear up in more cities, people who struggle to pay for higher education can further their academics. Using more programs like these would allow students to try to start themselves down a different path than they expected. Removing free higher public education will only make our future generations less likely to pursue college which will make them less likely to be educated after graduation. Fewer students will be likely to take on sophisticated jobs after college as well, fearing that they will not be able to do it without the proper education.

To the members of the Board of Regents,

My name is Marie Drost. I am a second-semester senior at Southern Connecticut State University. I am a Communication major with a concentration in Film, TV, and Digital Production. I have a very unique story in which I would like to share along with the important changes needed for public higher education.

Being forced into college and having to pay it all out of pocket isn't fun. I didn't have the choice of not going to college nor did I have somebody paying it for me. My college bills are paid by my own money earned from working full time as well grants I was lucky to earn and of course, thousands of dollars in loans that I'll have to pay back. I also came into college as an undeclared major with not the slightest idea of what I want to do for my career. Now, I know that the field of photography and video is what I want and strive for.

It isn't all rainbows and sunshine though...there is so much stigma around college students. Some of it is true, some of it is false and not all of it pertains to everybody. We all have different lives and we are all different people. This is why the CSCU system should make commuters a priority, cut gen-eds, and give us more of a choice within course delivery methods.

I lived on campus for 2 and a half years of my college experience but when the spring semester of my junior year came, a lot changed in my life for the best. I moved out of my toxic relatives' house, got engaged, and married. I no longer lived on campus and was ecstatic not to anymore. As somebody who has lived on campus and also has been a commuter, I have been able to experience both sides. Ultimately, residents get more funding, and despite the costly campus housing charges (and more), commuters do not receive even close to as much.

When I lived on campus, I was just a 10-minute walk away from class and was able to get free food at our dining hall (Conn Hall), as well as \$150 worth of free food at our campus markets, Starbucks, or Dunkin. As a commuter, I lived an hour away from campus, now about 40 minutes away, and it's not like gas (or time) are free. Commuters also get no free food, and we come in last not to mention having to plan around traffic and other potential errands instead of just a quick walk through campus. This all goes to show how much care and support for commuters is lacking. As a college senior who has lived the best of both worlds, I have dealt with the low affordability of public higher education but have also seen the need for more funding for this.

Cutting gen-eds from the LEP Tier Requirements as well as giving us students the freedom of choice within the course delivery methods is also needed. If we didn't have to take so many classes outside of our major that are somehow required, four years and more would not even be needed for the degree. A lot of these classes are almost like a repeat of high school which is below what we call public higher education. Not only is this a waste of time, but a waste of money as well. This just goes to show that our requirements are also decreasing affordability to attend. Keep the free electives open for us to still be able to explore, but please...cut these random requirements that have nothing to do with the thousands we are spending just to be here.

Going back to having a choice of our delivery methods, change is necessary. It's great students have the ability to have class on campus, but it is not ethically respectful to disregard the fact that we all have lives outside of classes. Part of public *higher* education includes giving us a choice. In my communication capstone, I tasked myself the assignment of creating a [video](#)

fighting for the right of a choice...A choice that students should continue to be able to make. That choice is for the delivery method of *all* classes.

Being on campus is great because we can socialize with our friends, attend events, meet in class in person, have hands-on for classes that need that, and possibly grasp material easier in class. However, not all classes need to be in person. Keep the option open. What is the point in driving and wasting gas, time, and money to sit in a lecture or to spin a dial in a control room? There is a time and a place for everything and everybody's lives are different- professors included. There are classes we sometimes wonder if it is even worth it to commute to if we know it is not our team's turn to be in the studio in class, or if we are just going to listen to something we can easily do off campus.

Give us the choice of asynchronous, online meeting times, hybrid, or on campus. Keep these options open for not a select few, but *all* courses. Don't limit our college experience with classes by limiting the delivery methods like we used to do before COVID...let us do what is best for us. If students are so important, let us also afford our mental health. Being forced into classes in different ways do no good, but having a choice does better.

It is my senior year and I've been married a year, live off campus, pay bills like an adult, work full time, and take classes full time. I have a unique different situation than most college students and I am proud of myself. I continuously live up to my love for photography and video, have been able to take courses that are for me and will help prepare me, and love that I have been able to still take classes online. However, not everybody has mommy and daddy's money; it is time to increase budget funding, especially for low-income grown-up college students. It is time to increase budget funding into commuters instead of prioritizing residents. This would also give us more of an attention span in class since it would be one less stressor on our mind. It is time to put us first instead of opinions. Sadly, this is just the day in age we live in, but as a first generation college student, I see a lot needing to change for the better within funding, affordability, and public higher education overall.

Thank you for your time!

Marie Drost

Dr. Elizabeth Dubofsky-Porter
Quinebaug Valley Community College
Allied Health Department
742 Upper Maple Street
Danielson, CT 06239
Phone: (860) 932-4061

Senate Bill 8: AN ACT CONCERNING HIGHER EDUCATION AFFORDABILITY AND GRADUATE RETENTION

Senate Bill 1105: AN ACT CONCERNING THE PERCENTAGE OF COURSES TAUGHT BY PART-TIME FACULTY AT THE REGIONAL COMMUNITY-TECHNICAL COLLEGES

House Bill 6773: AN ACT CONCERNING THE NEEDS OF HOUSING INSECURE STUDENTS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Good afternoon, Board of Regents. My name is Elizabeth Dubofsky-Porter, I'm a faculty member at Quinebaug Valley Community College and I live in Danielson, CT.

I am testifying in support of Senate Bill 8, Senate Bill 1105 and House Bill 6773.

I support Senate Bill 8 to expand debt free community college to include returning students. This bill will make community college more accessible for students across our state.

As a resident and faculty member in one of the lowest socio-economic areas of the state, PACT is a vital component to allow our students to continue their education. The majority of my students have said that they are only able to attend college through PACT and they are extremely concerned about how they will continue their education should PACT end in addition to when they move to a four-year institution to earn their bachelor's degree. So many have said that they are unsure if they will be able to continue their education through a bachelor's degree and instead are limiting their educational choices to degree or certificate program offered at the community college level that offer living-wage work immediately upon graduation. Without PACT, the students would be unable to earn a degree or certificate allowing them to be employed in living-wage work.

I support Senate Bill 1105 to hire more full-time faculty across our community colleges. Research shows the relationship between access to full-time faculty and higher rates of student retention, graduation and transfer. CT has the 4th highest ratio of part-time to full-time faculty across two-year public institutions nationwide. I support SB 1105 because community college students in CT deserve better. I support SB 1105 because community college students deserve equitable access to full-time faculty as our state universities and UConn.

The lack of full-time faculty at Quinebaug Valley Community College directly impacts the classes and opportunities we can offer our students. Increased numbers of full-time faculty would allow for more collaborative work as well as the ability to divide the governance responsibilities

among additional individuals, allowing more time to work with students and improve our courses.

I support House Bill 6773 to require public colleges and universities to address the needs of housing insecure students, ideally alleviating some of the financial burden on students by providing access to affordable housing.

While I have never been challenged with housing insecurity, it is a frequent discussion I have with my students. My students are unable to study or complete assignments outside of school due to their living situations. They must spend all their time outside the classroom working to pay rent or help maintain a multi-generation house. One of the most striking stories of housing insecurity from my students occurred in Fall 2022. A student came to me and asked about dropping my class after 10 weeks. He stated that he was losing his housing with his mother and would need to return to his father's residence in Puerto Rico. To say he was devastated is an understatement. He was having to leave after paying for and being successful in the semester's classes. Thankfully, we were able to find a way for him to complete his class remotely, so he would be able to transfer the credits to a local institution in Puerto Rico. Had this student had access to rental assistance and housing search services, he may have stayed in the area and completed his degree.

Thank you very much Committee members for your time and consideration of these important matters.

Hi my name is Emalie Peters, and I am a senior at Southern Connecticut State University. I am writing in regard to reconsideration of the student fees that are imposed upon us students every semester, every year that only keep increasing and adding to the debt we collect during our time attending college. Although these resources are useful for some the cost is debilitating and I feel these resources should be of no cost as they are to help our success at college, and we already pay enough to attend our four-year university. Along with this argument some of the resources are not used by all the students and we are required to pay for something we do not benefit from and are in no place to pay for being college students with little to no income.

First issue I would like to address is the transportation fee of \$40.00 a semester equaling \$80.00 a year. That is \$480.00 dollars you have charged me in my three years attending Southern. That for me as a commuter is my own gas money taken away to be put towards a program for free bus and rail transportation for others. I am not objective to helping other students but the enforcement of this is what bothers me because in my situation and I am sure for other students this is taking away from our lifeline to help others and I am pretty sure the rule of help in a crisis on an airplane is make sure to have your oxygen mask on first before you can succeed at helping others. With this being said my oxygen mask is not on and I am in no way able to assist now to a higher cause. I object to this transportation fee for a few other reasons, one because you do not inform us of the resources. I have only once received a bus pass my first semester and no communication since then on how this program works. Two, I do not use bus or rail transportation to school, so it is of no use to me. Being from Bridgeport I am not going to take multiple buses or rail transportation to get to school, it is just not feasible time wise with all the other obligations I have in life. I may change my opinion on this topic if you would consider other alternatives that better suit all the students because as I see it right now those bus and rail options are great for students on campus and those in closer towns and cities. So, on this topic I ask for you to go back to the drawing board and ask yourselves a few questions; is this beneficial, are students utilizing it or is it money wasted, and how could this be done better to support all the students who attend the university or should we eliminate it all together.

Second concern is the Media, Writing Center, and Student Activity Fees. The Media Fee is \$15.00 a semester equaling \$30.00 a year and for four years \$120.00. The writing center fee is \$20.00 a semester equaling \$40.00 a year and for four years \$160.00. Student Activity Fee of \$70.00 a semester equaling \$140.00 a year and for four years \$560.00. This is a total of \$840.00 added on top of our tuition and university fees, which I think are high enough and should cover all the areas mentioned above. In my opinion the university is supposed to be a place that provides us with the resources and tools to succeed yet you make us fund for those resources. All the while I know other institutions such as community colleges get free access and little to no extra charges. My debate is we as well are college students and are not equipped to fund these resources so why put the burden on us especially when we are not required or need to use these resources and my question is, why is the system failing us and putting us more in debt for choosing a four-year college.

Another issue I have with this matter is that during Covid the campus was closed nonetheless the world was shut down and we were still charged these fees. I had to pay a language lab fee of \$25.00 twice totaling \$50.00 when my language course did not require lab hours as it was taken online. When I took Math 100P for the first time out of three it was during

Covid and no math emporium lab hours were required why was I charged \$50.00, when I dropped the class why was I not refunded the \$50.00. Why all together was this Math 100P required of me continuously taking more money out of my pocket, stalling my graduation? In conclusion on this topic, I feel we are funding someone else's agenda when it comes to these two fees and for me there is dishonesty here as each student is being charged the same way when it should be situation based and no one is taking the time to reevaluate our billing statements and make the proper adjustments for us. We students also are not given all the information we need on how to go about these issues and ask for refunds that we are rightfully entitled to.

Lastly the Payment Plan Enrollment Fee of \$45.00 each semester a student must pay to pay for their own education with the online option. Is it not enough that we students are in the unfortunate position of paying out of pocket while trying to gain our education and we on top of it have to pay the University a fee to give you our own money. Last semester and this semester I had to pay out of pocket to finish my last year of schooling because I did not know that federal financial aid maxed out, another issue I wish I was educated on from advisors when enrolling because it could have impacted my course of action and game plan attending school. My out-of-pocket cost to attend my last year of college was \$980.00. I calculated that \$380.00 of it was the fees for the resources I do not use. It is one thing to pay for the education I am attaining but it is not fair to pay for resources I do not use and for me that money could have made a huge impact on helping me in other aspects of my life, but instead it was four months each semester on a payment plan struggling for money for gas and food to put on my table while only working part time, four months each semester I counted down to know I would have extra money soon to pay other bills again and not dwell in stress and this is only my situation. I feel if there were people out there to ask around, speak to the students, survey and research statistics it would be evident so many students are being faced with their own trial and tribulations and are affected greatly by these fees. So, I ask you now to hear my testimony, take it into account, make it a point to reach out to other students current and past and make some changes to make higher education more affordable and less detriment to our success with these fees for resources that should already be included in our current tuition and university fees.

Thank you,

Emalie Peters

March 21, 2023

To the CSCU Board of Regents:

In the interest of reducing the shockingly stark Black-White college student achievement gap in Connecticut, I ask you to proactively consider the heart of SB1105 (to hire more full-time professors) in the light of working to ameliorate the shortcomings that poorer schools in CT have suffered for years, and how this has adversely affected African American males attempting higher ed in CT. This is a golden opportunity for you to nurture and encourage the hiring of more African American males (and other diverse candidates) as full-time tenure track instructors/professors in our system.

As a Professor of English at Norwalk Community College for twenty-five years, I have seen the low numbers of African American male students succeeding, completing, and moving on to four year colleges. They are not nurtured in our colleges by enough role-model professors who "look like them." They don't feel comfortable on our campuses with our startlingly low numbers of faculty of color. Many African American male students (among others) in colleges in CT need additional support outside the classroom. If there could be a concerted effort to hire more full-time instructors/professors of color, we would be doing much to make our male students of color feel more welcome and thus persist and complete, and move on to the CSU's and other 4 year colleges.

In fact, if we want to be completely up to date and effective with efforts to reduce the achievement gap, we could follow initiatives going on in California, New Jersey, North Carolina, and even in Connecticut at UConn where there are now full-time faculty positions tasked with teaching a partial load along with orchestrating efforts to nurture success, completion, and transfer of African American male students. I would direct you to these college presidents/professors/active academics, all men of color: Edward Bush, Co-founder of African American Male Education Network and Development (and President of Cosumnes River Community College/CA ; Roderick Heath, African America Male Initiative in North Carolina, and Josh Brown, Scholastic House of Leaders in Support of African America Researchers & Scholars, UConn.

It's time to actively face the fact that we lose far too many African American males as they struggle without enough support in our colleges. Please start actively nurturing the hiring of more full-time tenure-track instructors of color in the Ct State Community College campuses, all twelve of them. Deciding to start with full-time tenure-track positions with a half-teaching load combined with a focus on nurturing the completion and transfer of African American male students is an obvious "hook" for this project. These positions could be in any needed field (English, history, sociology, psychology, STEM, etc.) as per individual campus needs.

Please contact me for further information or if you would like to work on this pro-actively with me.

Sincerely,

Christine A. Japely

Professor of English

Norwalk Community College

188 Richards Ave.

Norwalk CT 06854

cjapely@norwalk.edu

Jessica Somers, Resident of Terryville, Tunxis Community College

My name is Jessica Somers, I live in Terryville, CT. I am a member of 4Cs - Congress of CT Community Colleges, a union representing FT and PT faculty and staff across our 12 community colleges and Adjunct faculty at the University of Hartford. I am providing written testimony in support of *S.B. No. 1105 (RAISED) an act concerning the percentage of courses taught by part-time faculty at the regional community-technical colleges*

I have been an adjunct instructor of Photography in the Connecticut Community College system for 23 years. In the over 2 decades I have worked for the community colleges there has yet to be a single full-time job opening in the discipline I teach. In fact, there is only one full-time appointment in my discipline across the entire community college system despite there being a degree and certificate offered in this discipline. When inquiring whether there will be a full-time faculty position that I could transition into in the future I have always been told that there simply isn't enough money to add a new full-time position. My situation is not unusual, I am not an outlier. Adjunct faculty make up nearly 75% of faculty at the community colleges in Connecticut.

In a system that relies heavily on the labor of adjuncts, students are left without an important support system as they pursue their education. I spend countless volunteer hours guiding and advising students in their studies. Not only are these supposed to be the paid responsibilities of full-time faculty but I am limited in the support I can offer students. Adjunct faculty are usually only contracted for 3-8 hours per week and often hold supplemental employment which limits their availability to support students. Community colleges that rely on adjunct labor have lower retention rates and fewer students from these colleges transfer into 4-year programs.

The Connecticut Community Colleges are operating under exploitative labor practices by not hiring more full-time faculty. I have been doing the same job with the same title and the same responsibilities for 23 years. My level of commitment to my job and my students and my growing skill set that has come from years of experience lands me in the same place year after year. I am not given the opportunity to advance my career or gain job security and benefits. My entire career has been contingent despite my dedication to it. Adjunct faculty deserve the opportunity to move into full-time positions and our students deserve the quality experience and education our community colleges claim to offer.

Adjunct faculty dedicate their time and expertise to meet the mission of their colleges to the best of their ability under the given circumstances yet they are not given a way to advance their careers and move into full-time faculty positions. The path towards improvement begins with capping the percentage of courses taught by adjunct faculty at 25% rather than relying on 75% of courses being taught by adjuncts as it stands now.

The following testimony was delivered to the State Legislature's Higher Education Committee in support of SB 1105.

My name is Bill Meyerson. I am an adjunct history professor at Middlesex Community College and a member of 4Cs.

I am testifying to urge your support for SB 1105, a bill to increase the ratio of fulltime faculty at our community colleges. I am testifying because, to date, the CSCU leadership has failed to prioritize hiring more full-time faculty in our community college system and has not included the issue in its current funding request to this legislature.

There are numerous challenges facing adjuncts, which at community college represents a full 75 percent of faculty and staff—the fourth highest ratio of part time to fulltime in the nation. In my ten years of adjunct teaching, I have personally experienced and/or witnessed these challenges, including:

- no guarantee of employment from semester to semester,
- cobbling together several adjunct positions, wherever they can be found to make ends meet,
- lower pay and no health benefits,
- an inability to secure available full-time employment,
- and the inability to participate in department meetings, shared governance, and regular engagement and support for students that is critical to college and student academic success.

And according to a recent survey of CSCU adjuncts, those who are dependent on their adjunct contracts to support their families are more likely to be women and people of color.

It is said that the teacher's working conditions are the student's learning conditions. Adjunct faculty are as skilled and committed as our full-time colleagues, yet the precarious nature of adjunct teaching and poor working conditions has an impact on the academic success of both students and our colleges.

Research shows that increased use of adjunct faculty is associated with lower student retention rates and lower student graduation rates.

Lastly, there are serious racial and class inequities that this legislation would address. The majority working class and Black and Brown student populations at community college with an adjunct workforce of 75 percent, are thereby disadvantaged compared to our state universities that operate with adjunct faculty of just 20 percent.

The state can begin to correct these equity imbalances by increasing the number of fulltime positions and ensuring a pathway to full-time permanent employment for those who seek it. Thank you.

S.B. No. 1105

Good afternoon Senator Slap, Representative Haddad, and members of the Higher Education and Employment Advancement Committee.

I am Professor Ray Leite, Professor of Digital Arts Technology at Naugatuck Valley Community College.

Faculty are the most important part of Connecticut's Community College system.

Without the dedication, passion, and compassion of our faculty, OUR students would not, could not succeed as they do.

Our faculty are being worn out and overworked by the Connecticut Community College system.

We cannot succeed as a system, until we succeed in supporting our full-time faculty.

Advising. One faculty member. 125 students registered in the program. In my department I am the only full-time faculty member who can advise 125 students on digital arts specialties, collaborative learning opportunities, and job readiness.

We cannot advise when we do not have hours to see every student.

The Digital Arts Department is at its core 5 unique academic disciplines in one department: overseen by one full-time faculty member, 8 adjuncts and one part-time EA. One faculty member who must specialize in all five fields.

We cannot focus when we do not have full-time faculty in every discipline.

Technology in the classroom has to be updated every semester to provide the best learning experience. The staff who identified, researched, requested, installed and educated our instructors have been lost to retirement. This job is now added to mine.

We cannot have the newest technology to learn on when we do not have time to implement it.

Our technology requires dozens of hours to maintain our unique Digital Arts work-station computers, the audio studio, live streaming equipment, video and drone equipment, and our studio/students' Creative Maker Space.

We cannot teach when we do not have equipment ready to use for every student.

Our award-winning collaborations with the NVCC Music, Theater, Dance, and Arts departments are outstanding opportunities for our students to gain hands-on experience in their craft.

We cannot provide opportunities when we do not have full-time faculty available to guide students in their learning.

There are not enough hours in the day for one person to support the wide reach of the Digital Arts Technology Program.

Our faculty are being worn out and overworked by the Connecticut Community College system.

We cannot succeed as a system, until we succeed in supporting our Full-time faculty.

Thank you for listening.

Wes Webb

3/21/22

Testimony for Board of Regents

Let's begin with the obvious basics there is a serious wage gap between those with and without a degree. I have seen it and I have been on the lower end of the wage gap. Being an untraditional student, and older than my peers, I have struggled between finances and paying for rent. There were times where I had to decide if I should pay my cell phone bill or for a \$120 textbook. While there are many programs like financial aide, scholarships and resources that make higher education a reality for most, it is almost impossible to pay to live and an education. The Center on Education and Georgetown University found that people who hold a bachelor's degree and work full-time earn 84% more in their lifetime than those with a high school diploma.

People with a college education also enjoy other benefits like health and life insurance, both of which lead to a longer lifespan. As a collective, our world has gone through turbulent times, and it's important to look at the big picture to why public Higher Education is equally important as it should be affordable. Over a lifetime, those with a degree simply earn more, and live better quality of life. As a non-binary person of color, and those living in marginalized communities like me face our share of adversities on a social, communal, and national level. Education and having the equal opportunity to earn a degree in a safe space should be the last for people like me. Higher education isn't just about earning a degree. With affordable

education, students can graduate not only with new and improved skills like critical thinking, and written and oral communication, but also helps with mental stability.

Since the wage gap is closer for those with degree, being able to pay for necessities to survive, will take much needed stress off graduates like paying back student loans. It is known that most Universities use surveys to obtain information on living costs for students. However, these surveys are underrepresented because they tell schools what students are spending as rather than what it is needed. Under-resourced students like me may make the mistake and may underreport costs, because we may skip meals, or save money for school resources. A survey of undergraduates at the University of California, Berkeley found that “23 percent of students reported skipping meals at least somewhat often to save money.” Choosing between a meal or buying school resources should never be an option. Here at CSU, Higher Education MUST be affordable. The lives of your current students and future students depend on it!

CSU Board of Regents Written Testimony

My name is Robert Zapor and I am a graduating senior at Southern Connecticut State University having also attended Tunxis community College and Western New England University. Having attended three separate institutions my journey was not easy and I was exposed to a lot of different experiences. Before going in depth into my story I must first touch on my mothers story. The main reason I value education so much and decided to pursue a four year degree is because of my mother. She moved to the United States from Puerto Rico at 9 years old alongside her sister and parents with nobody speaking english. My grandparents worked manual labor jobs while my mother worked at a grocery store to help put her through school at tunxis community college and then later graduating from Central Connecticut State University with a bachelor's degree. My mom later went on to get her masters and has had a successful career as an accountant which has helped create a stable life for me and my brother. Fast forward to me entering college I chose Western New England University due to their high quality academics along with their very prominent football program. Now it was a D3 private university which meant no athletic scholarships along with high tuition. So after my freshman year I realized that financially it was not the best decision to continue my academics there. Now in the middle of the pandemic and not sure where to attend next I decided my best option was to take general online courses at tunxis community college. This allowed me to think out my decision as to where I would attend next and also allowed me to work and save up money.

After a year at Tunxis I chose to transfer to Southern which I think is the best decision that I made along this long journey. Southern was not only a more affordable option but it also allowed me to receive a meaningful education just like Western New England while still being able to enjoy the college experience of being on campus. Southern also gave me the opportunity to continue my football career which was a huge part of my life. When I arrived at Southern it was very easy to get acclimated on campus. To start the year off there were many on campus events that gave me the opportunity to meet other students and learn my way around campus. Resident advisors and the workers in Transfer Student Services were extremely helpful in getting me the resources I needed to be successful. The TSS department not only helped make sure I was on track to graduate on time but they also gave me my first on campus job as a student worker. This allowed me to not have to rely on my parents for extra expenses as they already have enough financial responsibilities. Having spent 2 years at this wonderful university I have built so many relationships with faculty and students and have built a great network. Being a communications major this university not only provided me with a job building direct skills that can translate into my communications career but have also provided me with the proper equipment, software, and education to develop my craft. On campus we have access to Mac computers, camera and mic rentals, and photo/video editing softwares such as Adobe Premiere and photoshop. All things that I normally wouldn't have access too or couldn't afford if I wasn't

attending Southern. Getting hands on work with these different resources has helped me tremendously and has made me a more developed candidate for the workforce. Departments such as the office of career development also have had a tremendous impact on my preparation for my journey into the professional world. Staff members there helped me develop an effective resume along with preparing me to attend the career fair organized by their department in which I was able to attend and receive many different contacts. Not only was I able to meet with recruiters from a variety of different companies but they also informed me of different job openings, internships, and just overall career advice which I found very helpful. The best part about it was this huge event happened right on campus with lots of southern faculty involved to help guide us through. After graduating in the spring with my degree in communications I plan on pursuing a masters in business administration. My advisor along with the staff in the career development office assisted me with applying for graduate internships on campus along with scholarship programs which will hopefully financially allow me to continue to pursue furthering my education.

I really wish I had spent all four years of my college career at Southern, however I am grateful for my time here. In just two years I have built so many relationships and developed so much as a person, a student, and a professional. I give lots of the credit for that development to Southern and all of the resources they have provided me with. Affordable education is extremely important and if it wasn't for the affordable price of State universities such as southern I don't know if I would be where I am today. I think it is important to keep higher education not only affordable but also meaningful. Cutting budgets and raising costs will just strip future students of the same resources that I benefited so greatly from. Education is power and I hope that the CSU Board of Regents does everything in their power to allow students to pursue higher education and to get everything they possibly can out of it in order to develop into productive members of our world and society.

Why 4-Year Universities Should Be Affordable

Hello, my name is Zakai James and I am a senior at Southern Connecticut State University. I believe it's important that 4-year universities are affordable because students feel pressure to find the highest paying job rather than the job that they feel would be a genuine fit for them. Coming into college, I had the mindset of finding the highest paying job, and I personally know other students who have this mindset, so I know money is a common pain point among people who are pursuing higher education.

I went to school in Waterbury. In middle school I was introduced to a program called Gear Up, but it was high school where I really understood how big of an opportunity the program was for me and the people in my city. The scholarship covered tuition, so I only had to pay for on campus housing because I wanted the full college experience.

I like technology, I have a little more than surface level knowledge about computers, and I can adapt to any new technology with ease. However, that's as far as my knowledge of computers goes because I don't have much passion for it. In the Fall of 2019, I came to Southern as a computer science major thinking, "This is the major that's going to make me the most money," but today, I see how flawed that concept was. I changed majors when I realized I only wanted to be a computer science major because it was the easiest path to making great money and I feared paying student loans.

I know someone who graduated before me and she was thinking, "Welp, I'll be working 9-5 to pay off this debt until I'm 40 years old." It's sad to think that someone can work so hard in their 4 years of college and still have these thoughts, but unfortunately, it's a reality for so many people. We worry about the costs of college because it can affect us for the rest of our lives, and I feel it deters a lot of people from even considering college.

I was lucky enough to be a part of the Gear Up program which covers tuition for Waterbury students, so I feel okay about paying back my loans for on campus housing, but I know there's more people out there that will also benefit from the peace of mind that comes with lower costs. Affordable 4-year universities are important because people are worrying about paying for college before they even find the true reason why they want to attend college.