



C E N T R A L C O N N E C T I C U T S T A T E U N I V E R S I T Y

Student Government Association

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SGA President's Report

Faculty Senate members and executives:

First and foremost, I would like to thank you for your time today. I appreciate the opportunity to speak with you, and am optimistic that we can work together in order resolve various issues on this campus.

I've been trying to come up with more ways in which the Senate of the Student Government Association and the Faculty Senate can work together to provide the best representation for their respective constituencies at CCSU. There are a few ways in which the students can be represented at various committees of the Faculty Senate, which I think is a positive thing for the students and faculty alike. I don't believe, however, that in recent history these seats have been utilized correctly in order to make sure students voices are heard on important issues that affect their experience here at CCSU. This is not necessarily the fault of either group, but it is a systematic error regarding how students are represented. It requires more than a reasonable effort for students to acquire necessary representation in decision making that takes place within the Faculty Senate.

In reading through the Faculty Senate Constitution, as well as the Constitution of the Student Government Association, I realized there is one common subject listed under powers and responsibilities of each organization. Both groups have decision making authority over student behavior/conduct. The following are the excerpts from each Constitution:

"2.2. The Faculty Senate has decision-making authority in such areas as curriculum matters, degree requirements, scholastic standards, academic freedom, admission policies, and student behavior." -Faculty Senate Constitution

"Section 2: Legislation of the Senate shall be consistent with, and subordinate to, the provisions of this Constitution. Legislation of the Senate may be enacted, amended, or repealed which concerns but is not limited to:

- A. Student General Welfare;
- B. Official expression of opinions of the student body;
- C. Effective student participation in the organization and control of University affairs;
- D. The quality and affordability of the educational process at Central Connecticut State University;
- E. Representation of the students to and within representative student organizations outside of Central Connecticut State University;
- F. The actions of persons who execute the will of the SGA (This "will" being as is interpreted through legislation of the Senate.);
- G. Student conduct;" -The Constitution of the Student Government Association

The only difference between these organizations, which both have the power and responsibility to legislate student conduct, is that one consists of students. I believe that if the Faculty Senate has legislative power over student behavior, among other things that deeply affect students, it may be wise to allow that student constituency to be represented by voting members on the legislative body. In doing this, I believe there would also become a better working relationship between both organizations, allowing us to take part in a cooperative effort to best represent the entire community of CCSU.

I would hence propose to the Faculty Senate, that in order to properly represent the largest shareholders in the operations of the university, the seats which are able to be represented by students on committees, also be given voting membership in the Faculty Senate. As an alternative to the Student Government Association electing or appointing committee membership to faculty committees, we would instead elect or appoint voting members to the Faculty Senate. The faculty senate can then, in accordance with its own bylaws and procedures, designate students to the committees on which they feel students are most apt to participate in. The number of committees in which the students are represented could also on reflect the number of voting members designated for students on the Faculty Senate, i.e. 11 committees, 11 voting members.

If this number of students on the Faculty Senate seems to be disproportionately large, hence disenfranchising votes of faculty members, I would be more than willing to help come up with alternative ways for students to be more properly represented. I hope to participate in future discussions, and would welcome any questions, feedback, or criticism of this idea.

Thank you for your time. Please contact me at my email listed below to follow up with other ideas.

Respectfully,

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