Guide to Testifying at the Legislature or the Board of Regents

Created by CSU-AAUP staff
Welcome

This document is a guide for CSU-AAUP faculty members who wish to testify at the State Legislature or at the Board of Regents.

Each year, CSU-AAUP advocates for bills in the State Legislature that would improve conditions for faculty, students and the larger CSCU community. In the past, we have supported bills on student food insecurity, adjunct faculty unemployment access and increases in the state's budget for higher education.

It's important for constituents to talk with legislators or the BOR and tell their stories, but it can also be a confusing and nerve-wracking process. This guide will help you get past the bureaucratic roadblocks and gain confidence in testifying.

In Solidarity,
Madeline St. Amour
Communications Director, CSU-AAUP
In this document . . .

- Why is it important to testify?
- What is the process?
- Quick tips
- Outlines for written and oral testimony
- Examples of past testimony by members
Why is it important to testify?

Testifying is one of the most important ways to have a voice in what happens at the Capitol or BOR.

Legislators rely on citizens to testify and tell them what’s happening on the ground for certain issues. They’re not subject matter experts in everything - they get much of their information from the groups and citizens who provide it.

The allotted public comment time at BOR meetings is also our only chance for members to directly communicate with board members.
The Process

Keep an eye on this page of our website to know what CSU-AAUP is supporting or opposing. If you want to testify on a bill or issue but don't know where CSU-AAUP stands, please contact the communications director for guidance.

Do not identify yourself as a CSU-AAUP member or speak on behalf of CSU-AAUP when you don't know where we stand as a group on an issue.

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CSU-AAUP
The LOB

The LOB is the Legislative Office Building next to the Capitol, where most legislative work gets done.

The Connecticut General Assembly posts a Bulletin regularly.

It’s long, but you can use control+F to search for what you’re interested in, either a bill number or “higher ed” to see what the committee is hearing.

The hearings will be posted here with dates, times and registration links. Sometimes the link won’t be up until a day or two beforehand.

You can also search for information about a specific Bill by clicking "Quick Bill Search" at the top of the CGA.ct.gov website. A search function will open up at the bottom.
The LOB

Each committee has different registration deadlines. It's typically about 24 hours before the hearing is scheduled to start. If you don't register, you will NOT be allowed to testify.

You may submit written testimony if you can't provide oral testimony, or in addition to your oral testimony. We encourage members to submit written testimony no matter what so that legislators can review it and so you can include additional sources of data or facts, if applicable.

Written testimony can be submitted to an email listed with the public hearing info. For higher ed, that email is: HEDtestimony@cga.ct.gov

TIME LIMIT FOR ORAL TESTIMONY: 3 minutes
Try to keep your written testimony to about one page, double-spaced.
The BOR meetings are listed at this link.

**TIME LIMIT FOR TESTIMONY:** 3 minutes

You must sign up to testify at the BOR at least 24 hours in advance by contacting:
Pam Heleen, Office of Board Affairs
860-723-0013
heleenp@ct.edu

![QR Code]

BOR Meetings and Agendas
Now, you need to prepare your testimony.

Don't panic.

One of the most important things about testifying is just that you do it. There is value in solidarity, and thus quantity, in this case.

If 20 people show up to the Legislature to support an issue, they’re less likely to be ignored by legislators compared to if one person signed up to testify.
Always submit **written testimony** in addition to your oral testimony

**Clearly state** your name, position, and which bill you are testifying about and which position you are taking on it (arguing for or against)

If you’re testifying for a bill being advocated for or opposed by CSU-AAUP, **state your affiliation** with the union

It’s traditional to open up thanking the board, committee or chairs for hearing your testimony, but **don’t waste your time thanking** each legislator or board member individually

If you are able, **present testimony without actually reading your written statement.** After all, the committee will be able to read your statement later. Your written statement may include supporting documents and references. It may also be somewhat longer and more comprehensive

**Be prepared for questions** from legislators or board members about your testimony

Always try to include a personal story in your testimony to have an emotional component. **The more personal your story, or the more you can tell a story about how a bill affects people, the better.**
Quick Tips

You can also find a guide and more resources at CGA.ct.gov or by using this QR code.
Outline of Testimony for the LOB

For written testimony, the layout should look like this:

CHAIR OF THE HOUSE OR SENATE COMMITTEE
NAME OF THE HOUSE OR SENATE COMMITTEE

DATE OF HEARING

YOUR NAME
GROUP OR ORG YOU REPRESENT (IF ANY)

INTRODUCTION
Introduce yourself and your organization, if applicable. Identify which legislation you are testifying on and what your stance is on the bill.

CONTENT
This is where you argue your stance. Use facts and figures, but also include a personal story. How does this affect yourself, the people you serve or people in Connecticut?

CLOSING
Make closing remarks and restate your position.
Outline of Testimony for the BOR

For written testimony, the layout should look like this:

CSCU BOARD OF REGENTS

DATE OF MEETING

YOUR NAME

GROUP OR ORG YOU REPRESENT (IF ANY)

CONTACT NUMBER OR ADDRESS

INTRODUCTION
Introduce yourself and your organization, if applicable. Identify what you are asking for, whether it is to pass or block a proposal or to pressure them to make larger changes.

CONTENT
This is where you argue your stance. Use facts and figures, but also include a personal story. How does this affect yourself, the students you serve or people in Connecticut?

CLOSING
Make closing remarks and restate your position.
Good [morning/afternoon] everyone,

Thank you to the [members of the HED committee/members of the Board of Regents] for providing this forum for us to speak today.

My name is [FIRST LAST] and I am a [professor, coach, student, etc.] at [Campus] Connecticut State University.

I am here to speak today on [H.B./S.B. No. XXXX or issue for BOR]. This is an important issue, and I fully [support/oppose] this [legislation/proposal].

As a [title], I know firsthand how this [legislation/proposal] would affect my [institution/students/work]. [INSERT PERSONAL STORY]

That’s just one anecdote. There are plenty of data to back it up. [ADD FACTS AND FIGURES. INCLUDE LINKS IN WRITTEN TESTIMONY].

[I/organization (CSU-AAUP)] urge you all to [support/oppose] the [passage of bill No./proposal/issue].

Thank you.
Examples

- In support of a bill addressing student housing insecurity, by Cindy Stretch, SCSU
- On issues regarding COVID, by Cindy Stretch, SCSU