

**Senate Bill 1**  
**Jennifer**  
**Opponent Testimony**  
**Senate Higher Education Committee**  
**Date: 2/6/25**

Chair Roegner, Vice Chair Cirino, Ranking Member Ingram, and Members of the Senate Higher Education Committee,

Thank you for allowing me to testify today. My name is Jennifer Arny. I am a college professor in a Social Work program and have held this position for over 15 years. I strongly object to the implementation of SB1 and the negative impact it will have on both my students and my educational community.

First, eliminating college programs with few graduates will disproportionately affect niche fields that provide valuable opportunities for our students, especially in areas that serve specific community needs. Though my social work program has fewer graduates than other programs, they are meeting a need in rural communities that is not otherwise being addressed. The decision to eliminate these programs overlooks the long-term benefits of a well-rounded educational institution and undermines our commitment to the communities we serve.

Second, preventing unionized faculty from bargaining on workload takes away our ability to advocate for reasonable and fair teaching conditions. Workload management is a critical component of my ability to provide quality instruction, and this restriction directly harms the educational experience I can offer our students.

Requiring comprehensive, yearly faculty evaluations that heavily rely on student evaluations places undue pressure on myself and my colleagues and oversimplifies the complex nature of teaching. Student evaluations, while important, often fail to account for the broader context of teaching challenges, especially in courses that require higher-level thinking or content that may be challenging to students. This approach risks compromising the quality of education in favor of oversimplified metrics.

The proposed changes will also eliminate institution's efforts to increase success for underserved student populations. For years, I and my college have focused on strategies that specifically support the success of our students, and this shift will hinder my ability to provide targeted interventions that foster academic and personal growth for all learners, particularly those who need us the most.

Lastly, removing courses from plans of study to accommodate a mandated civics course disregards the careful thought and consideration that goes into our curriculum planning. Mandating a civics course will reduce the academic breadth of my programs and force me to restructure my courses to fit a one-size-fits-all approach even though many of the civics topics are already addressed in my curriculum.

In sum, the proposed changes in SB1 undermine our commitment to providing a high-quality and equitable education. As educators, we are dedicated to our students' success, and these measures will only hinder our ability to do so effectively.

Respectfully submitted,

Jennifer Arny