This document contains the raw, randomized responses to two open-ended questions in the Transform CSCU 2020 faculty and staff survey of May 2014. To preserve respondent anonymity, some personal identifying information in these responses has been redacted.
Question 8
As we begin the planning process for Transform CSCU 2020, what do you believe are the greatest opportunities for improvement and innovation? Open ended, optional

Answered question: 897
Skipped question: 1,087

Implement and or expand communication courses in social, emotional and skills development and leadership capabilities so that our students can compete effectively in both the local and global economy e.g. ..project management hiring, interviewing, training, delegating, negotiating, evaluating personnel, problem solving, developing presentational and critical/creative thinking abilities as well as the importance of personal career management for their ultimate success plus abilities in

• Self-assessment
• Social media branding
• Identifying prospective employers
• Creating a job search business plan
• Developing elevator pitches
• Interviewing and networking techniques
• Cultivating references
• Creating effective PowerPoint presentations
• Business etiquette and dressing for success
• Business ethics and career code of conduct
• Job offer evaluation and negotiation
Perhaps it's as much a matter of reminding people of what is, or what can be, truly valuable in a public university education, as it is in running around towards the latest, flashy "new" thing. I.e., technology is great and I'm not going to be a luddite who says that it's not, or that we can ignore the possibilities that come with on-line courses, social media, MOOCs, etc . . . At the same time, as amazing and important and useful as new technologies can be, maybe our job will partly still be to help people not forget that they are mediums as opposed to the message. Probably regardless of whatever new technologies arrive, people still need to learn to listen, to observe, to read . . . to hear, see, and read stories--important stories, lots of stories, lots of different types of information, . . . in all kinds of formats (history, literature, art, music, science, ...) Then, they have to be able to understand those stories and information (whether from a prof's lecture, a textbook, a website, a twitter feed, ...) and think for themselves about them . . . and then they have to be able to make their own arguments, stories, creations about them and from them . . . they have to make use of them.

Clearly, I'm rambling (sorry), but I'm obviously trying to do this quickly. Hopefully, I've made some sort of point somewhat well.

Hire new faculty, especially in the music department, that can innovate at the same pace the cultural market demands. Too many of the faculty have been there for too long, and continue to teach and preach the same tired old examples. They are draining the system and preventing those who truly want to innovate to implement any changes.

1. Re-examine goal 3-there's an obvious contradiction which should be apparent.

2. As far as the other goals go if I answered that each weren't extremely important it would be like I didn't support mom and apple pie.

3. Question 5 above is ridiculous. What's the purpose of the question? Are you trying to expose employee's beliefs about their respective campus or I you trying to come up with a rating? Is this supposed to initiate a conversation on each campus or system wide?

4. Question 6-shouldn't faculty have the opportunity to participate in all 26 items. I would like to make special note that I don't necessarily share your enthusiasm for the "P-tech" model. I think we need to have a heartfelt discussion system-wide.

5. Question 7- so many reasons not to answer but I did to try to be a good sport. For example compound sentences, adjectives that are inappropriate etc. [Numbers 19 and 20 are you
serious?] This is very poor survey design.

Overall, I'd send this back to my undergraduates and ask them to resubmit, otherwise they'd get a D grade. I don't know what we're paying BCG but we're not getting our money's worth!

We have a vast pool of educated and knowledgeable people who can help brainstorm, plan or implement any one of these programs. The opportunity is there to build relationships with our communities to hire our students but that practice is not followed across all universities. For example, Gateway CC has an "agreement" with Metro-North Railroad if a student enters that program and meets the criteria at graduation, the student has a better chance at a job with Metro North than someone who did not complete the program. There should be more of these programs and community relationships.

Top priority: retention, so undergrads complete their bachelor's degree.

Chief means to raise retention: scholarships, because many students struggle to make ends meet. We must address the problem with preparing students for a rapidly changing world by allowing instructors freedom to design new programs and courses to focus on logic and critical thinking instead of learning tools and technologies that will be obsolete by the time students graduate.

Also, national crisis of student debt must be addressed by investigating the rising cost of education. Middle college programs that lead to careers that empower students to establish platforms for higher level degrees and options and choices in the labor market. Improvement in retention of first year students through enhanced counseling and career-related electives during semesters one and two. It is critical that we as a system forge a leadership role with inner-city school systems and broad private sector participation to establish workforce, in-demand career tracks starting with middle school students. Community colleges must become major forces in our major cities across Connecticut and insure the full commitment and participation of the private sector.

Not all your faculty are equal. Get to know your faculty, their strengths and collaborators. Highlight them and their work on a special BOR site. Students should be attracted to faculty expertise and their programs. I would like to see improvements in the graduate programs as well. It may be creative to consider system wide graduate degrees that draw from the strength of each institution, and that provide funding similar to the CUNY Graduate Center of New York.

Workforce development opportunities.
Treating students as customers and embracing a strong customer service philosophy.
Each Community College has been able to /encouraged to consider itself a singular entity. If this philosophy continues then each college will not be able to benefit from true collaboration and implementation of "best practices". There is great fear and anxiety on campus that the individual Community Colleges will lose their identities and their ability to be most effective with their constituencies. Balancing uniformity and individuality will be the CSCU's biggest challenge, but it should remain a major goal in the process. Without local buy-in, this merger will be a disaster... This survey is an absolute sham. The overwhelming number of questions have nothing to do with EDUCATION. Rather, the survey is littered with "corporate-speak" that emphasizes consolidation, efficiencies, measurement/assessment, market-driven curriculum to appease corporations, etc. Essentially, the "plan" is designed to create a compliant workforce and to provide only "skills" that businesses currently seek in employees. No mention of fostering creativity, entrepreneurship, critical/analytical thinking, etc. If Greg Gray thinks he is going to "transform" the CSU System into a glorified credential mill or Connecticut's version of U. Phoenix, he is in for a fight, as is the Board of Trustees. Let this open-ended response serve as a vote of "no confidence" in Gray or the Board. And rest assured, this is not the only faculty member who will voice such sentiment. Get it through your head that you are running a UNIVERSITY SYSTEM-- not a Fortune 500 company. What's the old adage: those who can, do.... those who can't, teach (?) Well, perhaps the same can be said of college administrators like Gray: those who can run a corporation, do... those who can't, try to run a university.

Opportunity to move away from outcomes assessment-focused education and toward seeing excellence in education as guaranteeing opportunities and not outcomes. An Open Textbook initiative, like Open SUNY. This would help our students financially, and promote collaboration among, faculty, librarians, and educational technologists! It would be important to develop courses (upper level and less frequently taught subjects) that would use teleconferencing as a means of teaching across campuses. align university teaching loads to 9 credits not 12 credits
Allow individual campuses more flexibility with their dollars -- develop a culture of competitiveness between the universities and between the colleges to compete for their students. I believe that will push each campus to do better.
Opening the conversations between institutions and developing a clearer sense of how our colleges work and serve students.

Finding a way to measure community college success, which is not always tied to graduation rates, as many of our students never intended to graduate.

Involving faculty actively in discussions of curriculum development and changes and allowing these changes to be faculty-driven rather than outwardly imposed.
Educating the legislature about what we do and how we do it, encouraging them to seek more information before making decisions that impact our system.

No more IBM people. The IT department has gone downhill since they took over at West Conn. As we move forward, we have terrific opportunities for improving professional and academic relationships between institutions, and for engendering a deeper sense of mutual loyalty that we are working together toward positive educational and workforce outcomes for CSCU and Connecticut and not simply our individual college or university. Increasing communication and collaboration amongst personnel and institutions.

Developing flexibility in curriculum and transfers. Move from a one size fits all to a case by case transfer system where the best options for each student is worked out. Focus on advising skills and identifying excellent advisors (rather than trying to make everyone excellent).

Addressing the needs of students coming to college who are underprepared and doomed to fail. TAP was an excellent idea, but it is mired in individual institutions' agendas. The BOR should tell the colleges to comply. Too much choice has been given to the community colleges in creating their own cores. One core for all should be the goal. It is the only way this works.

There needs to be more efficient use of Banner across the system. Why does a student who has taken classes at one community college need a prerequisite waiver to take a course at another? It is ridiculous.

We need the system wide calendar. The seventeen colleges' screams for autonomy is only harming students and tax payers.

The main goal should be easy transferability and movement between the seventeen colleges. The BOR has allowed itself to be bullied by the institutions' demands that they be able to remain autonomous. The BOR needs to grown some spine and just tell the colleges that this is the way it will be. Use Transform to do so.

It is also a good time to streamline management. Consolidate small colleges to eliminate presidents and deans. This is the way to save money. All it takes is some courage. UConn has to be part of CSCU!

Faculty who are active in research and creative activity are much better educators. State Universities with 12/12 faculty workloads do not give faculty sufficient time to be active researchers. This relegates the students at CSU schools to a 3rd tier education - they should be
getting at least a 2nd tier education; that’s what they signed up for.

Reducing the administrative bloat.
Opportunity to have conversation to establish a continuity of academic programming and services across sectors of higher education in CT
As this process of change begins, how much is it going to cost CSUS and how is it going to save the system cost-savings on a long-term basis to benefit our students is important.
Developmental Education; access AND true, quantifiable success, particularly for underserved populations; seamless transfer from community colleges to 4-year institutions
My comments are geared more toward the above questions. Since our 17 schools are so completely different from one another in size, demographic and financial assets, I wish this survey had a place to offer comments with each answer. While things are important and others might not be as important to those taking the survey, a good idea as to why it might be the case is necessary in interpreting the data. There is so much opportunity and desire for growth at our institutions, but the budget is the one thing that always holds us back. A mandatory and financed first year experience is critical for all new students.
address significant morale issues....
Increase online class options and build smart classrooms.
Seamless transfers to 4 year institutions.

Keep costs low.
I teach only online classes for Housatonic Community College and Central Texas College. Of the two, Central Texas College is much more aware of and attentive to the needs of online students and instructors. Too often, online education at Housatonic Community College is an afterthought among most of the college administrators.
Acknowledge the essential importance of the baccalaureate degree as the goal for CT students.
Increase our smart classrooms. Train faculty to be proactive with technology. Rid the institution of wasteful employees who don't know how to do their jobs.
Organization
cohesive transfer policies for students
statewide academic calendar

student retention and graduation rates
Improve cooperation between academic and support departments at each of the 17 schools.
Balance IT security with academic exploration and innovation, especially in this time of competing priorities and insufficient resources (financial, human, plant, equipment).

Be extremely cautious about the cookie-cutter approach; not every course, program, service, infrastructure, budget, etc. will be adaptable to a one-size-fits-all philosophy.

Restore the "giving/receiving" model in the budget process in such a way that is much more transparent, so that the leaders at the larger, giving colleges no longer have the perception that they are being unfairly and wrongfully "taxed." The elimination of this model of systematic sharing of financial resources has resulted in tremendous reductions in the financial support of other colleges in the CSCU system. This has directly impacted the affected institutions' ability to achieve and provide the important elements of the mission of CSCU: Affordable, Accessible, High-Quality Education.

In addition, Goal #3 of Transform CSCU states: Affordability and Sustainability: Maximize access to higher education by making attendance affordable and our institutions financially sustainable. This is directly impacted as well; I would dare to suggest that the elimination of the giving/receiving model has all but diminished the financial sustainability of the affected institutions.

If CSCU is a system, then we should operate like a system. Allowing and supporting larger colleges to secede whenever the respective leadership disagrees with a process sends the wrong message and flies in the face of a united system that exists for the greater good. There needs to be vast improvement to the business operations and IT applications that support both administration and academics. Classroom configurations and collaborative students spaces need attention. Communication and opportunities to meet as "system" colleagues are minimal and should be improved as we all share similar goals and missions. Expand online learning. Get our programs aligned with the actual needs of the job market. Students need to be educated in order to achieve a well paying job.
Funding. The CSU system has always ranked lowest among the three public higher education systems (UCONN, CSUs, community colleges) in the state of Connecticut, and Connecticut has consistently ranked in the high forties among the fifty states in lowest per capita spending on public higher education--despite the massive investments the state has made in UCONN over the past two decades. The CSUs have always been seriously underfunded, and the incessant budget cuts over the last five or six years have made a bad situation even worse. We do not have the resources necessary to perform the basic educational and research-and-scholarship functions with which we are already tasks; the vast majority of action items in theTransform CSCU plan and this survey not only do not address existing basic needs, but represent a huge array of expensive distractions from the fundamentals of our mission. There is still no plan for getting the money we need merely to maintain current services.

Educational leadership, not top-down business-style "management." So far, the CSCU merger of universities with community colleges has proceeded via gubernatorial, legislative, and administrative fiat. While lip service is paid to obtaining faculty input into system decision-making, little substantive input has been either sought or acted upon. Case in point: all but one or two of the CSCU 2020 items proceed from the pet concerns of legislators and business leaders, who have little understanding of what a university is for, how it really functions, and what our current needs are. Faculty, who have the deepest understanding of such things, based on our collective centuries of experience with real students in real classrooms as well as with the larger communities we serve, have been largely ignored as the new CSCU system has been formulated and implemented. It would be extremely refreshing--and ultimately much, much more productive for the entire system--if just once the system leadership could listen to the principles' diagnoses of institutional needs and goals first, before formulating development plans for the system, instead of imposing those plans from above in ways that more often than not exacerbate rather than alleviating the multiple crises we now face. It's absolutely galling, for instance, when the united faculty senates of all four CSU campuses express their grave reservations about this plan, only to have President Gray announce publicly the high level of faculty buy-in to the plan. Of the scores of faculty I have spoken with on my campus, literally one person has been in favor of the plan. That's not widespread faculty buy-in; its widespread faculty rejection of the plan, and it's created by administration's failure to listen.

Administrative bloat. Despite the fact that the CSCU merger was sold to the legislature on the basis of preserving institutional autonomy and streamlining the system's administration, the new system has picked up right where the old CSU system office left off, expanding system level administration
at the expense of the individual institutions that comprise the system. Moreover, the implementation of multiple system-wide initiatives (most of which, as I have noted, are misdirected) causes campus administrators to similarly divert more of their resources away from real campus needs (adequate numbers of faculty and staff, for instance) and toward the creation of more upper-level administrators (and more administrative support staff) to manage the business imposed on them from above by the system office. In turn, local administration offloads ever-increasing amounts of their administrative work onto the faculty, who accordingly have even less time than before to perform the basic functions of their jobs: teaching and scholarship and other creative activity.

A more efficient and transparent state leadership. Keeping students our top priority! I believe that there are some challenges currently within the community college system, where students can be taking classes at multiple locations on different academic calendars. There should be consistency within topics discussed/covered for each course so be certain that if these students are going on to a 4 year institution they are best prepared with this foundational material (perhaps in comparison to the SUNY system where courses that meet a gen ed requirement have certain objectives that will be met but the academic freedom of the instructor is maintained in the creation, development and implementation of the course(s)). Also many of the community college websites are daunting to navigate, it seems like there should be one template for the college or university and the same information is plugged into the same space on each site (perhaps even a centralized job search location)

More collaboration between community colleges and Universities there by enabling better movement and successful completion of a 4-yr degree. Make sure there are closer alignments with various business communities.

Accelerated programs

More on-line classes

More evening classes

Develop a long term academic plan that is consistent where the world is going, not where it was. Have programs that are relevant to the future not living in the past. Try to make each program financially sound. Why spent thousands of dollars to teach a course that doesn't cover its cost to run. Drop courses that are not relevant to the world today, and begin to look to develop courses for the future. The idea of a up-to-date classroom facility is an excellent idea, however, what are the chances of this happening when faculty will have to walk to another building and not down the hall. Fiefdoms are hard to get rid of, even though they might run the university into the ground. We need new thinkers and leaders!
This plan, as represented by the choices to answer questions above, is a disaster. There is far too much homogenization of community colleges and the CSU's. There is a lack of recognition that most CSU students will attend the CSU closest to their home, regardless of its "specializations"/"branding" designations, and so all CSU's need to be able to provide an education for majors in the full range of major fields that they currently offer, and general education for students in areas in which they are not majoring. There is far too much emphasis on applied "workforce training" that will quickly become obsolete. The purpose of college is to educate students in modes of thinking used in the major fields of human endeavor, to give them experience with the methodology of their chosen majors, in part by way of their interactions with faculty who are active researchers and scholars in their field, to provide students with a factual and theoretical basis for understanding the natural and social sciences and humanities, to give them experience with careful and thoughtful reading, and to help them to express themselves more effectively, both in writing and orally. This foundation will help them to have more interesting lives, and while it will be useful in things they will do in any job, pure employment training is NOT the job of university faculty. It is a HUGE problem that there seems to be confusion in this plan between the goals of the CSUs and the goals of technical colleges. The actual greatest opportunities for improvement and innovation at the CSUs will be found by increasing support for the collaborative scholarship and research experiences we are uniquely able to offer to undergraduates because of the high number of Ph.D. faculty and our undergraduate focus. CSUs should also be encouraged and aided in establishment of programs that build on their current strengths, e.g. the Doctorate of Nurse Anesthesia program at CCSU. As far as I can tell, the System office has achieved its goal of facilitating transfers between the community colleges and CSUs, and should now be disbanded so those resources can be used to support actual in-person teaching and learning. I am distressed that instead we seem to have a proliferation of administrators bent on imposing models of assessment and online learning and uniformity that completely ignore the current strengths of the institutions in the System. I worry that this will consume all available resources and leave us far worse off than we were before consolidation. "Aggressive recruitment" of students is a worrisome concept, and while equity would be great, it's not something within our power to achieve to the extent stated; at best we could pretend that we had succeeded if we gave everyone As with no regard for what they had actually learned, but while that might keep bean-counters happy, it would have nothing to do with our actual success in educating students.

I believe that a good opportunity would be to move low enrolled programs to more urban areas where these programs have the greatest potential for employment opportunities and marketability. There are low enrolled programs in areas where due to demographics and economical changes within the state, have to move to larger Community Colleges where these programs can grow to meet employment demands.

consistency at the BOR... Transform CSCU 2020 is great but will it be here next week, next month, next year??
Addressing the course load and bringing it down from 4-4 to 3-3 will enable faculty to teach well and do research.

Upgrading classroom technology has a big impact on what professors can do daily. That's important to me.

Enlarging connections with global societies beyond a parochial US focus.

I believe that we could improve our response to the impacts of global warming, which will hit CT very hard. I also believe we MUST improve STEM education.

Many of our students do not have the academic foundation necessary to succeed at the postsecondary level. We must implement new practices that will support these students and keep them on track towards degree completion. We need a consistent definition of “college” readiness across the BOR and a clear expectation for mastery of content knowledge and skills. Our degrees/certificates must have “substance” and our students must graduate with the skills needed to excel in a global economy.

With this said, we must begin to align high school requirements to college readiness standards. This will ensure that students are already prepared to succeed when they enter college. This will also eliminate or reduce the need for remediation.

I am concerned that the GBTGA program does not provide much needed financial assistance to students who are currently “in” the system and succeeding. We need to reward these students by offering them financial incentives too. This could be done through innovative financial aid packaging philosophies. By exploring strategies for rewarding student progress, and by offering financial incentives to students who do not qualify for GBTGA, we can incentivize completion for this group too.

We must provide financial literacy to our students and their parents. Too many of our students and families are unable to navigate through the complexity of information regarding the cost of education and options that are available to them to finance a college education. I would suggest that every student be required to complete a financial literacy program. Perhaps this could be incorporated into a first year orientation program.

We must also promote student and family engagement prior to enrollment. We need to intensify early awareness of academic and career requirements, institutional policies and procedures, academic counseling services and resources, student activities, and financing options. By intensifying our efforts in early awareness we can remove many of the obstacles that keep traditionally underprepared students from completing their degrees.

Since Charter Oak has an open admissions policy, we need to develop robust support services to
assist those students who are high risk students. We must be proactive and provide support services and intervention strategies to help these students succeed. I would also like the College to consider requiring new students to be accepted for admissions at least 6 weeks before their first academic term. This would allow enough time to help students develop an academic plan, complete orientation, purchase books and supplies, etc.

Offer more varies elective courses of high interest and that will be accepted throughout the CSU system upon transfer.
Need to create tuition waivers the graduate assistants with appropriate stipends that are competitive with Universities around the country. With an increased emphasis on research by faculty teaching 4 + 4 load, graduate assistants are essential in assisting with the completion of research. We are losing the best students to other institutions who offer both a tuition waiver and fair stipend.
Asking students about their experiences transitioning from:

(a) High school to college
(b) one CSU institution to another, ie Community College to a 4 yr degree program

(so we can pinpoint our weaknesses/strengths to correct or build)
Institute a seamless transition from the Colleges to the Universities

Use of a common applications for all of the systems Institutions.
Bridge the gap between high schools and colleges. Students are coming out of high school unprepared to do college-level work.
Expansion of recruitment for admissions
Meeting the needs of our economy and promoting careers within the State.
There needs to be a financial investment made to support two important resources, staff and technology. There are a lot of departments that are stretched too thin now and are not working with the most update to date technology so any new venture cannot be properly supported and will eventually break the staff completely.
Provide opportunity for input from all university and community college levels so that everyone buy in to future changes
Science labs need serious updating. Students are coming from state of the art labs to ACC. The labs at ACC are old, dated and falling apart.
Have a consolidated IT system for student enrollment and advising.

Come up with a better name for the system. CSCU is difficult to say and is too easily confused with CCSU (Central Connecticut State University).
Investing and training for green jobs.
Consider Workforce Education as pivotal in the learning arena. It is a vital partner for college success, as more and more students need to work while attending college.
The greatest opportunity is to pool the resources of three individual "systems" under one umbrella. Pulling together community college, state university and Charter Oak personnel and resources can hopefully lead to better opportunities for improvement and innovation.
Improve non-credit courses to include non-financially based courses, including cooking, home improvement, kinda like Manchester Community, where the diversity is greater. Practical tips for every day living - financial planning, managing a budget.
Permitting the local college and/or university to continue to explore and develop community partnerships that meet the needs of each locale. Permit each institution to keep the funds it creates through its tuition fees to encourage every institution to meet the needs of the communities it serves. This will encourage commitment to its students, communities, and business partnerships.
Continue to hire high quality teaching faculty; minimize the administrative bureaucracy, which is so expensive and doesn't provide the benefits of a good teaching faculty and library.
There is so much redundancy - i believe consolidation of many services can save revenue that can be put to better use such as: keeping tuition down, more faculty etc. Our system is so labor intensive that there is not much time left for our students. Centralize many operations.
Through necessity to protect the CSCU computer systems, the network is a little behind the times, using equipment and software that has been determined safe. CSCU might benefit from a "danger zone" of current system technology, quarantined from the main network and protected information, to provide experience and problem solving situations for students and staff that are more in line with current private sector conditions.
Alignment with the K-12 system to improve student success, retention rates, and graduation rates in colleges.
Actively solicit faculty representation from every campus on every aspect of the plan. Without faculty representation and investment from all campuses, any system-wide plan will be met with resistance from the faculty. There are faculty on every campus that can provide expertise and wisdom for all aspects of Transform CSCU 2020.
Each college and university has many good programs and need to stay at each location.

Combining programs will only hurt some students who cannot commute to other campuses.
Transfer credit course equivalency must be revamped and be uniform throughout the community colleges and state universities. I have worked with several state and community colleges and for some reason SCSU has the worst transfer credit equivalency making it impossible for a student to stay on track if they come from a community college, which is horrible considering we have the students with the lowest incomes! I am sick of hearing that the state university's college classes are at a higher level than a community college when in reality they are not. Perhaps the upper level classes are but not the 100 and 200 level ones.

1) Rebuild university websites from scratch with the end-users in mind. Current WCSU website is a travesty that must turn away half our potential students.

2) Faculty should be in key decision-making positions, rather than legislators and administrators who have never taught at any level. Only they know what habits of mind are cultivated in a university setting.

3) Think long-term: no one knows what CT will need in 40 years' time, but our current students will need the high-level problem-solving skills to be working in 40-60 years' time. They need a global historical perspective, rather than a parochial, short-term, business-jargon-memorizing education. This is obviously a survey to a purpose, there is very little in here that I agree with in terms of the way it is stated
I believe that there needs to be a deep respect for the unique contributions made by the colleges. I also think that there needs to be more two-way communication between System leadership and college leadership. Using a top-down approach to communication can mean limiting the contribution of some very bright and talented people who, if brought to the table in an open dialogue, could bring the knowledge gained through years of service at a particular institution and ideas based on their dedication to the college and its students.

I also think that there should be more staff at the BOR dedicated specifically to being catalysts for innovation. That staff should have firsthand experience working with local employers to identify workforce needs and to respond to them. This staff should also have access to a strong grant writing department so that the system takes advantage of the MANY grant opportunities that present themselves.

The athletic department could be so much more successful with a little more support. Their success would create more school spirit and a better college experience for students.

More concentration on real-life issues. Students tend to be treated as children and shielded from accepting consequences of their decisions. The workplace is not forgiving.

The greatest opportunities are for each university and CC to focus on its strengths and let the weaker parts go. For example, if a university does a great job at undergraduate education, but a masters program is struggling, maybe we should not have a masters program. If we focus on our
strengths, the rest will work itself out.

Improved transfer of courses between colleges.

Increased conversation with P-12 about college and career curriculum alignment

More programs that address the needs of the workforce
Improve facilities at comm. colleges
Assess the Not Satisfactory Academic Progress policy. It seems to me that way too many students are falling into NOTSAP. Did the policy take into consideration all demographics of the state?
Students from more affluent families tend to perform better than those not affordunate, therfore as is, the policy affects students from lower income families.
Lobby the state government to provide more funding for each campus, at the same level ($ per student) that is provided to UConn. This would allow each campus to hold tuition increases to a minimum, which ultimately benefits the state.
Each campus must have its autonomy protected so that we may best serve our own student bodies which differ from school to school
The quality of the academic programs each college offers, including instructors, curriculum, resources, assessments. There should be more accountability expected of each instructor, adjuncts and full-time.
Listen to faculty and student initiatives.,
Every decision made should be for the best interest of the student. I've learned that the community colleges are a system. The colleges do not function without the system office. They worked together on all major initiatives, for the good of the system and not for the good of their own college. This resulted in huge cost savings (one instance of Banner to run 12 colleges and the system office as opposed to 5 instances on the university side); support teams (Finance Support, Financial Aid Support, Student Banner Support) at the system office which saving the college staff, time and cost; 47 high-level IT staff at the System Office which kept the 12 colleges up and running, minimal down time, 24/7 coverage, thereby letting the colleges IT concentrate on keeping the classrooms and staff operational. Overall, in order for Transform CSCU to work, the universities need to stop fighting; stop actively plotting to derail everything that has worked for the community colleges (which has been witnessed by several) and get on board. The community college system office staff have remained professional throughout and still have the mission of the community colleges as a goal.
The community colleges are an integral part of Transform 2020. They should be treated as an equal part and not looked down upon by the universities. Isn't the goal of both the colleges and universities the same...educate! The hostile takeover was over 2 years ago; the community colleges were attacked based on a vendetta. Those people are all gone now but the staff has kept the colleges running. Don't ignore how it was done prior to the takeover. I'm not saying that it was
perfect; I'm saying that you may find that Transform 2020 is actually what was happening on the community college side. There are very talented and dedicated staff from the community college side that continue to make this work; that try to convince the CSU side that it's not about paying the big salaries at 39. It's about the student! It's about that student who against all odds, makes it! As a system office, we need to come together as a staff; working as one team to better the system. In order for Transform 2020 to work that needs to happen first. The team concept has gone by the wayside since the consolidation. Every staff member should feel that they are valued; they have a voice; and they should not fear retaliation from a supervisor. There's so much that needs to be looked at to make this work; I'm hoping that someone takes what I've said to heart. Thank you for this opportunity.

Concurrent enrollment programs with area high schools
Each college should have a special program of interest, ie, manufacturing, mechatronics, medical
Dissolve AAUP
Cancel BCG contract. Get back taxpayers' $1.97 million and use it to prevent tuition increases.


Work with faculty who are experts in many fields.
Consolidate H/R, Payroll functions. If cross campus registrations/admissions come to be, consider consolidating Financial Aid/Bursars with satellite (nominal staff/fewer hours) on campus.
Finding new and innovative ways to personalize the classroom experience for our students.
Reducing class size to enhance learning.
You should simply quit because it is clear you have no clue what you are doing! The entire state views you and the BOR as a waste of time, tax layer monies and quite honestly a joke! The greatest improvement and innovative move you could make would be to resign and place the operation of universities out of the hands of administrators and into the hands of true educators.... You are neither. Smart classrooms has been done, but to say that you can deliver would be equivalent to saying that midterm exams went off without a hitch using the LMS you agreed too.... Please resign!
And please make these comments public because I am saving them!
Streamline admissions and registration procedures and transfer credit processes. Communicate procedures so everyone is on the same page.
The greatest opportunity for improvement and innovation would be the implementation of cross-registration and admission processes, and the improvement of transfer processes. This would encourage students to start and continue their education, and to encourage them to obtain this education within the CSCU system.
We must focus on upgrading our Network Infrastructure as this will be the key to delivering quality at all levels; Faculty, Students and Administration.
Before we begin large scale projects, we must clearly articulate the problem statement. (What is the problem we are trying to solve) and what is the scope of the problem. We also need to do ROI analysis for these major projects.

Seamless transfer for CC Student to the CSU's and to allow each of the 12 community colleges to view student's academic records throughout the system.

Continue to tailor new programs to community employment needs/opportunities.

Technology improvements on campus

Minority student success

Developing a seamless transfer plan.

Reverse transfer initiatives.

Bring all the course offerings into one system across all the community colleges etc, so belonging to one community college will seamless integrate you into another for easy class enrollment. Do away with re-enrolling / re-applying for each college you'd like to take classes at, the information should be completely interchangeable and only require a formal form to notify the host college's admissions etc..

Streamline services that make it easy for students to register, get advise, understand what the course requirements are needed to graduate etc.

Recognize and support the graduate programs at the CSU systems so they're properly funded and supported.

Establish a new degree program that would combine courses at both the community and university level needed to obtain a degree.

The elimination of statewide bureaucratic roadblocks. That would spur individual initiative.

To align how we do business, to the needs of our state. For Instance, why would we not want to hire exceptionally qualified people, who just might have a dual employment issue. These are the folks that are qualified, will bring exceptional knowledge to the College communities, and will most definitely stay in the State of CT. These are the facts that will keep our State alive and well.

NA

Transfer of credits from community colleges to university system

Seamless transfer for students.

Decrease tuition for out if state and in state students. Restriction the awarding of financial aid more scholarship opportunity or discounts for attracting better students. We lose many great students because do not offer enough money to reward efforts in the classroom.
More state support of its universities.
clean transfer of credits from Community College to State University
Make it that when a student graduates from a CC they are able to transfer seamlessly to CSU as a junior.

Outcomes and TAP need to be aligned from college to college or scrap it. Make it like common course numbering was intended to be.
Create better systems for data collection including the development of a statewide data warehouse by which student academic data from CT high schools can be shared with college faculty and staff to improve placement and academic planning. Require that all colleges create first year experience programs. Create new faculty counselor positions that hold dual responsibility of classroom instruction and counseling/retention services to foster cohesion between these two areas.
I feel that our college has much opportunity to explore/cultivate innovative programming in allied health industry, to build bridges between non-credit and credit, and establish transfer articulation agreements with 4 year institutions for students wishing to continue their education in allied health areas. Our focus has been on Nursing for many years and we've seemingly ignored the Allied Health branch of our Nursing and Allied Health Division.
Dynamic times call for flexibility and adaptability. Unfortunately we are moving down the path of centralization; central bureaucracies are always an impediment to innovation. A superior alternative is to provide individual campuses with enough autonomy to develop their academic plans, visions, and goals (with specific targets) while holding them accountable for theirs respective targeted goals in the form of allocation of resources. Having a Central Office as a coordinator is inefficient; the BOR and President should evaluate goals and targets. Resources from the Central Office could be allocated to individual campuses.
I believe that it is important to have all colleges and universities in the system on the same page with respect to the academic calendars and transfer of courses.
We need to focus on aligning local community colleges with local workforce needs- for instance TRCC - we have millstone that we have a complete education track with a chance for employment at the end of the schooling...really would love to see more programs like this in the system
The biggest improvement that could be made is to reduce the number of administrators. We have falling enrollment but increasing number of administrators who do nothing to help the students and only make more busy work for faculty.
Utilizing faculty with certain expertise to teach on more than one campus.
CCSU used to be one of the greenest colleges and i think it'd be great to push for this again. Also less food waste.
Support and assistance to women, particularly single mothers who are the very most likely to need
community colleges. I can't put enough stress on the importance of providing services to single parents, particularly mothers. Support more students in having a four-year college experience - currently most of our students are working full time while they attend college, making it nearly impossible to engage fully in scholarship and innovation.

Support more full-time, rather than adjunct, faculty so that our universities fulfill their promise as knowledge creators. This is an impossible promise to fulfill while so many faculty are living and working out of their car.

The information technology department would benefit from the addition of competent, knowledgable, progressive staff that can build & support an intranet. The library directors should be the library deans and the librarians who do not teach credited courses should all be in the same union as the directors (SSUOAF). The library departments can be centralized and many of the technical services operations can be outsourced (ie cataloging, book repair, purchasing, etc). The access services section of the library can also be consolidated and done from one centralized location. (ie reserves, interlibrary loans, reference etc...). As well given the lack of summer programs many employees would benefit from a 10 month contract rather than 12 month. The summer months are extremely slow. In addition Archives can be centralized/consolidated by creating a digital repository which is critical. There really needs to be a better highering process for support staff in the library as well. The fact that potential employees have to take a library test and the university can only hire from that pool leaves a very shallow and dirty pool. We should be able to hire from out side of this pool in order to get motivated, ambitious employees who can relate to the patrons we serve and provide better service for everyone.

Survey questions above show why the differences between comm. colleges and universities are significant: the jobs/business/high school issues are of intense interest to the comm. college system, but the job of the universities is to show the larger society where it needs to go, not to be led by trends. These both matter, but they may not be compatible missions within a single system.

improve retention rates of students of color--impletement academic and student support programs that meet the needs of these communities.

Consolidate the system so that we are one. Streamline admission, transfers, faculty movement through the system, resources, financial aide.

Achieve overal organizational efficiency and effectiveness in Enrollment Management. More online courses available to non-traditional students. Seamless transition through Admissions and Registrar procedures for Verterans and non-traditional students, as well as traditional students. Upgrade classrooms from the desk and chair combos of past decades.

Improve leadership on the local level...

no comment
I believe our biggest opportunity is making it easier for students to transfer between schools. This is both an opportunity and a challenge, since there is variability between courses and programs at different schools, even when those courses and programs have the same title. Transfer articulation will require a lot of coordination between affected departments at each school.
I believe the greatest opportunities will be revealed as the colleges work together. It is exciting and encouraging to think of all the possibilities.
Ability to transfer courses and students from one college to another. Coordinated calendar.
In order to "achieve overall organizational efficiency and effectiveness", employees need to be held accountable and job descriptions need to be looked at very carefully. If employees are not meeting the expectations of their job descriptions, receiving complaints from students, staff, or others, not performing duties to acceptable standards, they MUST be held accountable, regardless on union protection. Underperformance should not be union protected. In order to successfully accomplish the aforementioned initiatives, quality employees and hires should be the number one priority. A review of current hires and hiring practices should also be included in any review that will determine the efficiency of our system as a whole.
Measure student success, by actually measuring what students know and can do, rather than just graduation rates and retention rates.
The acquisition of common software to assure the BOR leads a systemic approach to assessment for all accreditation processes. In support of this initiative, hire and coordinate all institional effectiveness/advancement staff on each campus.
Provide adequate funbding for the Colleges and Universities.
- Staff stability in the BOR offices.

- COSC doesn't need to be in Hartford to be effective, since it's a online school (location is completely irrelevant!). DON'T want to work in Hartford!!
There is a distinct need to not throw out the baby with the bathwater! There are many ways we can improve our services and serve the citizens of our state, but not by making us all cookie cutters who fit a particular mold. Opportunities for improvement can come from without (your hired gun consultants), but there is also a wealth of knowledge and information that is available through our current employees - at all levels. Much of this feels like a "done deal" before any feedback was ever asked for or received from those of us who spend our lives doing this work.
Strengthen humanities programs that instill values and culture to all students.
Greatly reduce CSCU management hierarchy and positions. Far too many positions/money are related to university/system/board of regents organization and management. Look for opportunities to streamline this bureaucracy so that a higher percentage of funds in CSCU goes to either lower student tuition or classroom teaching
We lack diversity in our teaching faculty and give it lip service but fail to hire diverse faculty for a diverse student population. At Norwalk Comm. College our faculty of color is nothing in comparison
to our student population and area. Implementing some of the techniques in this recent article about simple, cheap early interventions with incoming freshman seems like it would be a good investment for us.


My analysis of the success of transfer students in our program show that they fail key courses at an unbelievably high rate (50%+) while students who took the pre-reqs at CCSU pass 90% of the time. Understanding the reasons for this and trying to fix them would go a long way towards making me more enthusiastic about closer integration with the community colleges. Feel free to contact me about my analysis: ned.moore@ccsu.edu.

Even though it seems each campus will have academic programs that they are known for, it's important to maintain a well rounded educational experience for all students. A student shouldn't have to sacrifice their love of music because they want to attend a school that has an engineering program. Of the 1,000+ students I have encountered so far, the biggest complaints I hear are about 1) poor faculty who don't care about student learning, 2) poor faculty who do not speak English proficiently and whose accents deter students from effectively learning, 3) poor faculty who do not understand the basics of teaching and learning strategies. Faculty need to spend more time working on their teaching skills and on mentoring students. The student is their job, not writing that paper to be published, not attending 5 meetings a day...the student's academic success should be the focus of the Faculty. However, our University is not set up this way.

In my experience so far, the administrative staff on campus is not very welcoming to faculty or to students. There is not a collaborative relationship that they try to foster. Students have actually told me that they want to see President (I don't even know his name) present at more CCSU events that involve students.

All the colleges need to reach out more to high school students. Each department should present at least one high school a year. OR, each year there should be a CCSU undergrad fair held at different high schools (rather than holding it at CCSU).
The First year experience should not include physical education classes but classes on paying off student loans, how to buy your first home, costs needed to raise children, healthy relationships, resume building and interview skills, etc.

The current course requirements for CCSU students needed to graduate is R-I-D-I-C-U-L-O-S. The Math courses offered and the instructors who teach them are inadequate. Do we have a language lab on campus for learning a second language? Are Faculty required to pass English Proficient Exams. Can the President please sit in on these Math classes that receive such poor evaluations? you need to work with the primary and secondary schools to ensure competency in the basics -- the overwhelming majority of students CANNOT read or write at acceptable levels.

Improve efficency in staff and processes. Hold staff accountable for job responsibilities will help with this and other staff moral. Become more business like and data driven when making descions on enrollment process and academic scheduling.

Be more transparent at the BOR and stop the system of taking funds from one college and giving them to another. Allow profitable colleges to keep the fruits of their work and reinvest it in the college.

Standarizing our policies, without loosing the individuality and unique sense of each college, but for clarity to our students on basic policies for admissions, refunds, attendance, etc.

Create and require an environment of respect for all staff, management, and students. Encourage flexibility and creativity in how we approach both learning for our students and the resposibilities of our workforce.

Must ensure our transfer process is seamless. Focus more on retention.

eliminate the community colleges as separate schools. roll each one as starter colleges under one of the four CSU universities Then offer CSU courses at the local CCs.

We do not need 17 schools in this system each with pre sidents staff etc in a state that is 2hrs long and one hr wide.

There are many opportunities / job openings going unfilled that offer good 6-figure salaries in the areas of web development (especially with open source web development platforms) and user experience design. They are also crucial skillsets for any would-be entrepreneur. But since that field changes so quickly, we've never developed an educational model that serves those needs.
You fail to focus on the student's lack of preparedness for college level work at the community colleges (I also teach in the CSU's and see it there as well). Students must be given proper training in their first year experience in how to write a paper, how to cite sources, all the things they somehow are NOT getting in the public schools. There is a large group of students who is unable to properly do college level work, and our classes are not designed to teach them how, we are trying to teach them higher order thinking. There needs to be some sort of introduction to college built into their first year (August) that includes basic skills assessment, teaching them computer skills, and also giving them some life balance skills.

You seem to be focused on jobs and lowering tuition. Most people take on a car loan without even thinking about it, a little school debt is not the end of the world, if school is TEACHING critical thinking skills that can be applied anywhere. You are minimizing humanities, but that is where important skills are taught. Our students may be prepared for that one tech sector job, but they are NOT prepared for LIFE and for the jobs that will come after that entry job.

Keeping costs down at the expense of paying teachers well is not a smart priority. You must invest in your people in order to get the best for students.

Look at the best IVY league schools in our state - we should model what we do on their success instead of trying to turn each institution into a job placement organization! Think about what you're doing to our state institutions of higher education! Your priorities are all wrong!!!!!!!!!!!!!!!!!!!! Technology and a vision of the world as a resource
Increasing online classes and utilizing more tools in Blackboard.
Invest in fewer adjuncts, more full-time faculty
More student centered with more staff -student interactions outside the classroom. Teaching and learning are built through the interaction of teachers and their students. Technology will never replace this relationship thus this emphasis for on line delivery is misplaced when we have buildings that are in extreme disrepair.
align academic courses to workforce needs
Curricular alignment/consistency, particularly for general education courses at the community colleges and the state universities.
The first opportunity for improvement and innovation is to develop a system wide internship/externship program for all academic disciplines. A second opportunity is to establish a systematic process for consortium agreements that allow the home school to monitor progress in courses for traceability, to determine return to Title IV requirements,

and allow the associated credits to be automatically transferred to the home institution within CSCu.
There is potential for improvement here but there is also the potential for significant unintended consequences if decisions are made centrally without input from the students/faculty/staff at the distinct colleges and universities.
Align the mission of credit and non-credit divisions so that students flow easily between the two and after graduation return for professional development.

Advocate for use of Pell and/or Perkins grants for non-credit workforce development programs.
Expanding online course offerings, staff, trainings
I believe that developing a cross-campus integration for students is beneficial to the student financially and for educational purposes. For example, many new students coming into SCSU cannot afford to live on campus and would benefit from being an SCSU student allowed to take courses at a local community college and SCSU in the same semester may be beneficial.

I also wonder, if a state initiative could be developed to create public transportation that would be more accessible for students who do not live close to a campus. This might include shuttle buses for a nominal fee.
In order to create a bridge between the community college and universities, I propose intensive summer programs in a workshop-style environment for incoming transfer students where they are acclimated not only to the university culture, but also evaluated and individually brought up to speed where they are lacking. My perspective is from the department I teach in—Art—and specifically graphic design. As a 25+ year employer and professional, I find that community college students are behind in problem-solving and critical-thinking skills which are imperative for a student of design. Day-long week-long workshops are extremely productive in creative fields and would foster an inclusive experience for these students.
More efficient and effective future-state IT organizational structure and governance model.

Better align career pathways with the Connecticut Technical High School System to enable more students to secure living wage jobs in growing industries.

Collaborate with the business community to ensure that our priorities are consistent with the needs of the state’s economic advancement.
Providing faculty with more time and funds to become innovative in their community engagement, teaching pedagogy, and research endeavors in order to provide students with better opportunities in the field of their choice as well as having them be prepared to enter that field successfully.
Develop a powerful brand for the graduating classes directed at those who hire locally to provide high grade knowledge in roles requiring constant innovation
Critical to recognize that CSU faculty are researchers and creators as well as teachers.
believe in the opportunities community colleges provide to those who otherwise, would not have an opportunity to obtain a college education. As a community college student in the late 1980’s, I participated in fighting for course matriculation between us and the state colleges. Our efforts, created the foundation for the current seamless transfer system we provide to students. The only flaw I can identify in this system is the penalty the community college receives, if a student chooses to transfer their completed program credits, instead of graduating and then transferring. I fail to see how this is a failure. However, it is directly because of this perceived, publicized, failure that CT High School principals are being directed not to encourage their graduating students to attend a community college. This is the topic of conversation, I had with a Principal of a CT high school on Memorial Day. Given the recent article he and his fellow Principals received, stating that our community colleges are failing students-the most insulting part of this is, it is substantiated by data provided by the State of CT community colleges. Data that doesn't accurately represent the scenario. I ask you, why would they recommend their students attend, if this data states that we are failing our students? Luckily, I had enough information on this topic to be able to explain to him that the data does not accurately state the situation. He was amazed to hear that only students that graduated, and not our transfer students count as successes. He is interested in hearing more about our successful students...both those having graduated and those who choose to transfer and graduated from a four-year college. We are of the opinion that both these types of students are successful!

Sent from my iPhone
The biggest opportunity and improvement would be to either a) eliminate the Board of Regents or b) eliminate the constituent institutions' presidency. We are neither a unified system nor a network of independent institutions. This means we move slowly and always from the top down. Except that most of the really good things that happen at the university/college level happen through persistence and often "under the radar" efforts of faculty and staff. As the process works now, the top-heavy hierarch has two tools to make change - "say no" and "defund." We have lacked leadership at the top, and from the appearances of this survey and the waste of money spent on consultants who will tell us what either they already think or provide cover for what the BoR wants we still lack leadership. Unless dictatorial leadership is your idea of leadership.

Now that we have that on the table... I think we would benefit from working with faculty to understand the opportunities for excellence at each institution. This will vary over time and by institution and is largely driven by the faculty...their interests and expertise. We should also not arbitrarily limit the number of centers for excellence nor make them mutually exclusive. Let me make some examples:

CCSU is the only institution in the BoR network that has achieved AACSB accreditation - highest standard world-wide for business schools. Yet, the discussion, so far, about centers of excellence has not identified CCSU as a center of excellence for business education. The School of Business at CCSU is also recognized by the business community as superior to the other institutions. Our Accounting, MIS, and Entrepreneurship programs are recognized in the business community as competitive with the top programs - public or private - in the state! Even our colleagues at other BoR institutions, especially the Community Colleges that guide students to four year institutions, recognize CCSU as the strongest business school in the system. How could we not be a center of excellence for business?

If we invested in the entrepreneurship program, perhaps creating a Center that stands outside any of the schools, we could ignite an entrepreneurial culture across that CCSU campus that could energize the state's economy. I doubt there is any single step the BoR could take that would have greater cost-benefit for the state.
On the flip side, I see programs like the Women, Gender and Sexuality Studies (WGSS) at Southern recognized as a center of excellence. They deserve that recognition, but it comes at a price for the WGSS program at Central. How? Because there is a belief (supported by budget allocations?) that Central cannot create a major or graduate program because SCSU has the Center of Excellence designation. Yet, there is demand for such a major at Central and none of the CCSU students are going to go to SCSU to complete a major.

Few students in CT will travel extra distances to pursue a major! Many, maybe most, students pick a campus for geographic convenience - we are predominantly a commuter system. Any planning that fails to take that into account is naive and doomed to fail in implementation.

To bring this around to the School of Business...if CCSU were designated a Center of Excellence in Business, the system would do harm to itself and the state to not fund the development of the business program at WCSU, where it is desperately needed, or SCSU, where they, too, have a chance to achieve AACSB accreditation. So, the whole question of Centers of Excellence needs better definition and needs to be developed in partnership with faculty (BTW, I think with direct faculty input, not filtered through the AAUP and the senates).

I could comment similarly on almost all of the 26 points you wish to address above. There are so many assumptions behind the apparently simple questions asked, that I do not trust that who ever created this questionnaire has any concept of what a faculty member might interpret from them. The BOR.

I think we need to assess the Community Colleges as a whole and determine how best to move forward to make them even more competitive as well as more responsive to the needs of the business community. While this is important for the other institutions, its critical for the CCs. It's very sad that none of these have to do with improving and promoting academic excellence, especially through research and publications, as well as improving instruction at community colleges.

Don’t lose the individual focus by becoming so large in combining all the schools that the student becomes a number instead of a person.

Not allowing the state to blend the various campuses into a "one size fits all" system that is watered
down and loses the value of a real education.

Put the focus back on academics and workforce development! Eliminate unnecessary middle management positions and consolidate Dean and Presidential positions (i.e. TRCC and QVC could share a President and Deans!); eliminate unnecessary so-called "support" positions. Hire more full-time tenure track positions after timely national searches (i.e. no more posting academic positions in May or June--it's just silly!); eliminate one-year hires as they are bad for students and bad for the institution, invest in professional tutors (not peer tutoring as this leads to students who have completed one semester trying to tutor their peers). Only add new programs after a regional needs assessment has been completed. Be more realistic about the populations we serve!

Recruiting Students into CT colleges and offer them reason to stay in state.

Look at system administrative costs - use of consultants and see if expertise exists without our own system to eliminate the use of "outside" experts.

Information and metrics gathering could use an improvement. Blanket surveying will never produce any kind of tangible results, and is rendered completely useless by anonymity. Direct or targeted surveying against relevant groups will produce far better results that are measurable against the people they will affect and whose roles you are looking to improve. "Pick 3 out of 26 options" is quite possibly the worst survey composure I have ever seen, and only further illustrates that this survey was poorly thought out and even more poorly designed.

Providing a seamless transfer system throughout the state system and acceptance of community college degrees and courses across the system.

Realize that the goals of increasing/maintaining the number of students, improving retention and coordinating community college and state university enrollment must be done without lowering academic standards.

Seamless transfer and more graduate on-line courses

While I am pleased that this survey went out to all institutions for opinions, we were not involved in the process of creating the vision for each of the strategic goals. While the goals are all strategically important, how you define the goals are misdirected and harmful to the individual institutions. It feels that this survey is meant to garner support for plans already underway. You should open the conversation for how the goals will be achieved from input from each of the institutions. Your greatest opportunities for improvement and innovation will come from the input and buy-in of the individual institutions. Involve us early on - step back and address whether the system office can achieve any of these goals without the buy-in, involvement and passion of the people within each of the institutions.

Put qualified instructors in the classrooms. Hold students accountable for their education. Implement transparency in the system.

Many functions can be centrally completed - i.e. Human Resources, Payroll, Purchasing, etc. Student Services and Academic Services need to remain located on each campus.
Seamless transfer and incentives for community college students to transfer to state universities.

K-12 alignment.
Organization and for students to graduate in 4 years!
Cut out the redundancy. Par back on administrative positions not directly involved with students use that funding for more important tasks.

Students first.....
Current, bright, energetic, enthusiastic, hardworking and innovative staff at our institutions need to be utilized during this transformation. Asking for our initial input with this survey is an excellent start.

Thanks,

Omar Livingston
The CSCU system should engage in a far more open dialogue with faculty from the four state university campuses in order to honestly address the identity and value of the four state Universities. Through such an open dialogue, which cannot be reduced to a "survey monkey," it would be of paramount importance that we begin to design a plan that is founded upon academic values and that respects and values the work of our professoriate. Faculty at the four campuses feel their contribution to higher education and the degrees their institutions offer have been devalued as a result of such efforts at bureaucratic consolidation (as are describe in your survey monkey). A seamless transition from a community college to a State University is meaningless unless the student arrives at an institution of excellence and graduates with a feeling of prideful accomplishment.
We may want to provide more masters level programs designed for working people, which may not need to require an internship. We may want to revive Educational Leadership for Higher Education at the masters level as a choice in addition to the doctorate.
Greatest opportunities are collaborating with businesses and vocational high schools.
Create a world class institution

- Provide opportunities for a curriculum that prepare students to become lifelong learners.

Develop and expand the academics and non academic courses, thus creating opportunities for all students.
Provide seamless transfer for students within our system as much as possible. Being totally seamless
is not possible. For the most part transfer should be seamless with few exceptions. Increase student services at community colleges
A huge opportunity, specifically referring to each campus, would be to renovate pre-existing facilities. New buildings are fantastic and state-of-the-art, but I feel like the already existing buildings are neglected and become some what of an eye-sore on campuses. I'm 100% in favor of constructing new buildings that will attract students from all over CT and beyond, but I also think we need to take a look at the facilities that we have in place and make sure they receive funding as well so they can be brought up to par.
Seamless transfer for our students is the most important goal we need to attain.

As for most of the other goals, while lofty, they are advertising, not goal oriented:

Assess our system and set realistic goals: Transform CSCU 2020 is a marketing campaign that will undermine educating our students. How do we train a student to earn a living wage who can neither read nor write at a level necessary to interact in the world?

How could shared metrics work, when the CSUs are not held to the same level of accountability as the Community Colleges? And finally, preparing students for today's workforce is short sighted. Google, Facebook, Gaming and a host of other innovations were not planned for, they emerged from a broad based, well educated, interested and diverse student body. STEM and preparing students for a job fails to prepare them for a career.

Transparent transfer policies
Technology - software, hardware, availability, comparable to some private colleges, planning ahead so that CSCU will not always be 5 years behind.

Promoting current qualified staff who already know the system into higher level positions and then hiring external for lower level positions where these new employees will learn from the bottom up. Develop a long term academic plan from a system perspective to ensure program development that is consistent with future resources and facilities

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups. This will include faculty staff across board. It will be an approach to eradicate bigotry and bias that characterize Connecticut social environment. It is another opportunity to create tolerance among all of us.
We have an opportunity to break down barriers between the community colleges and state universities. There is still a bias on the part of the universities toward the education that is delivered by the community colleges. One way to address this is to invite discussion among faculty in similar disciplines across institutions. There is also an opportunity to engage the student affairs and student
services part of the institutions which have been largely absent from the discussions involving transfer and articulation and developmental studies.

There is also an opportunity for the college and university presidents to "get out in front" with the Transform CSCU 2020. They can help to change the culture on their campuses if they take an active and visible role in the initiative.

Trimming excessive administrative costs and personnel and investing the savings in our primary mission--to educate--, which means investing in faculty and support staff.

Understanding and recognition of faculty priorities by the CONNSCU administration.

Let's begin with an important need: educate the System Office and the BOR about what faculty do and what it means to educate students in the 21st century. Right now, I have no confidence that either the system office or the BOR have any real notion of what it means to educate our state's citizens.

The traditional classroom model seems outdated now, as does the school calendar. We need to find a way to deliver education that uses the technology available to us now.

Creating a "campus life" at our university. Improve residential living, dining services and build a recreation center . . . create space that students will WANT to pay to participate in. We aren't losing the "smart" kids-we aren't getting a shot at the "average" kid, who is looking for something more than just academics. He is looking for a home.

To maximize the already established programs at each university.

Remember consolidation can be good but can also stifle existing programs.

Bringing all campuses into a common understanding of and support for the BPR's vision and goals; that is, for all to understand this is not about turf it is about the economic health and quality of life [of each individual] in the state.

Having a plan that the majority of stakeholders endorse. We also need to be sure the High Schools are doing their jobs, so fewer students require remedial work. Our Counselors should be going into the High Schools to make the students aware of how critical their efforts in High School are to their success in college.

open ended

Innovations in active, collaborative, and authentic teaching and learning

Reduce administrative costs at the system level

I am very surprised that none of the items related to the mission involve scholarship and research.

At Eastern, we conduct important applied research that improves the quality of our teaching. We engage undergraduates in this research, and this has become a fundamental experience for many of our students. All college and university faculty--two or four year--need to continue to stay up-to-date in their fields and writing, research, paper presentations, and other scholarship should not only be encouraged but required. There is inadequate support for these activities--both at the four year
and two year levels.

I also wish to share my strong belief that reducing course loads for faculty will improve teaching, research, and the retention of students. At many four year universities of our category course loads are three courses per semester. This allows much more time for outside interactions with students, innovative programs, and research. Students are able to focus better on four, rather than five courses a semester, as well. One way to accomplish this might be to move to a four-credit per course model, which as been done at other institutions. This allows for innovative "fourth credit" projects outside of class time. It seems this is the ideal time to look at the structure of our teaching and student loads and to be innovative in making changes. I can't speak to this. Over ten yrs here and haven't seen much example of seizing opportunities for innovation and improvement.

people like to see others improve and change. Each to set in ways or invested in current processes. To look at student success/completion rates rather than graduation rates. The CC offer students an opportunity to investigate a major they will be interested in. For example when I was a CC student I took computer classes and even though I completed the course, this was not a career I would be interested in. There are a variety of reason why students do not complete a degree, but yet they earned credits which make them marketable (i.e. CAD course landed a student a job at Electric Boat). Student success is an individuals point of view. Obviously I do not agree with the graduation rates being the correct measure for student success.

Need more system-wide and individual college grants. There are so many new 'initiatives" being talked about but there is not enough money for these initiatives to go forward. If colleges want to develop dual enrollment plans, money will be needed for these students to be able to take college courses.

Motivating students with low expectations to achieve initial successes which help them springboard to an 'academic' level. I'm never certain that the discipline required for 'learning' has been intilled in them.

1. Although one of the CCSU Goals deals with Equity (#5), I didn't see any of the 26 initiatives aligned with that goal. I was looking forward to checking a box dealing with eliminating achievement disparities ...

2. What is the "Go Back to Get Ahead" Program?

3. Interested in metrics but I don't know about shared metrics
Better communication amongst the colleges and universities. Opportunities for staff and faculty to meet one another from time to time in similar areas of work/teaching; allow one application for all students interested in applying to a community college; provide staff development training that gets people to talk about their ideas for local innovation and improvement—we rarely do this. One opportunity for improvement would be to develop a program to prepare our students with actual life skills, i.e., the "nitty-gritty" stuff. While it's undoubtedly not glamorous, it's certainly proving to be necessary. I've seen graduate-level people aplenty that cannot plan a budget, find the start button on a copier, cry at work/bring personal problems to work, or dispute a credit card charge. Like it or not, such deficiencies wind up finding their way to the workplace and the tremendous impact of that is beginning to show. It would make sense to look at the needs of our students with a more holistic approach. If we deliver graduates into a workforce that have few critical thinking skills and virtually no common sense, what have we really accomplished? In the end, we wind up doing a great disservice to our graduates as well as their prospective employers. Eliminate the number of college Deans and Presidents and have them share responsibility for more than one college. Reduce, or eliminate, redundancies in operations and processes, e.g. 5 signatures and 5 steps for approval, streamline admission and financial aid processes, streamline IT services, scanning.

Seamless transfer of 100 and 200 level courses to any CSCU institution. Ability to satisfy gen ed requirements at any SCSU institution.
I am a full-time, tenure-track faculty member in the humanities at SCSU. I believe there are two key opportunities for improvement and innovation.

1. Excellent Faculty - The state of Connecticut is at a cross-roads: it can take advantage of the glut of highly trained, eager, young Ph.D.'s in the academic market in order to create a low cost, world-class education for ALL Connecticut students, including those who do not attend UConn; or it can simply seek to streamline and facilitate education, through a regulation of vocational outcomes and resources, for its weaker citizens who do not go to UConn. The money and opportunity is there to do the first, and the academic market supports it. We can cast ourselves as the one state in the country that is actively hiring the BEST junior faculty in all the core disciplines of the liberal arts in order to train a workforce that is more literate, stronger in written communication and critical thinking, and more diverse than those of comparable state university systems. Transform CSCU needs to seize the state of the academic job market as an opportunity for growth and to uphold the highest standards of education excellence.
2. Technology - CSCU needs to create state-of-the-art classrooms for all students in the system in order to support excellent teaching on and off-campus at each home institution. This needs to be done regardless of the future of online education across campuses. I teach in classrooms where there is either no technology, or the technology is unresponsive on a class-by-class basis, leading to student eye-rolling and the quips "Welcome to Southern." This is our reputation in the CSU system, and it needs to change urgently. A sound review of the current state of classroom technology at the CSU schools will reveal that technology is in disrepair, and can barely support in-person instruction, even before we begin considering advanced online options. In order to expand our online presence, let’s make the in-person classroom experience top-notch.

transferability of courses from cc to cc or from cc to state university

professors need pedagogical background, not just a masters/phd in their field to be effective instructors

Improve efficiencies and effectiveness through standardization of IT practices, software, and systems across ConnSCU so as to streamline operations and staffing while making services consistent to our student and faculty community.

Ensuring the opinions, involvement and evaluation comes from a diverse population of CSCU faculty and staff. Diverse in terms of position/title/classification; years of experience and/or employment with the CSCU system; campus setting/college type; race and gender.

Alignment with k-12 curriculum, and remediation for returning students who may be out of school turn long for that alignment.

Pathways to advanced degrees that "work" for the Community College Student

Employ evidence based teaching - encourage teaching concepts vs teaching exams

It is important that we truly become ONE system and operate accordingly, sharing strengths and resources, and minimizing weaknesses and liabilities. We need to become ERGONOMIC in every way and have students be our collective focus. Decisions about schedules and resources should be based on what is best for students. We must keep them front and center when we plan for present and future.

There is too much waste.... need to consolidate resources and reduce beaurocratic waste. We must be certain that certain basic skills are in place for our grads in the areas of mathematics, reading, writing and critical thinking and public speaking. These skills should be built into every area of curriculum. Students should not enter our programs without an assessment as to whether or not
they have the "ability to benefit" and have that established at the onset of their academic career. The community college should not be responsible for reducing the developmental gaps. That needs to occur prior to entrance to college at a less expensive rate. Academic programs should tie into vocational/career programs and more resources should be made available to insure that students go from education to vocation.

We need to do a better job of working with legislators and the governor to get the message that community colleges are an economic development tool. The CCC students are living and working in the state and by helping the CCC system, you are creating a stronger CT by having a workforce that is trained for higher paying jobs. Trained workforce=taxpaying citizens.

The administration at the top need to change their way of thinking. Most if not all have never been out in the real world and simply do not understand what it is like to run an organization where success drives the people. Get away from free spending of money. Take care of the basics, whether it is teaching Math 101 to incoming freshman, or landscaping. If you take care of the basics, the levels above that will come.

And absolutely, positively need to get rid of the bureaucracy headache in dealing with DCS and capital projects.

Collaboration with future employers to maintain a healthy work environment within the State is an area we must look to. It serves no purpose to educate our residents if we are not in a position to hire them when they graduate. We also need to be aware of the need to fill skilled labor positions, and collaborating with the State's technical schools on how to provide additional education for their graduating students should be important.

I think hiring and retaining teachers who are optimistic and energetic is essential. In addition, the more we promote and encourage student groups and places and events for them to gather the better. We need to increase student involvement and ties to their education and peers. If they feel recognized and a part of a community, I believe they will thrive.

I believe that taking the entire state population into account is key. Instead of our colleges working in a bubble, we are now addressing the very real relationship between what happens in K-12 and what level of preparation our students have. By reaching out to the K-12 community and creating relationships, we can create pathways for greater student success. In addition, looking to the adults in our state who would like to be more educated, the "Go Back to Get Ahead" initiative also offers a chance to extend our hand out to those for whom k-12 is a distant memory. By looking at education as a life long process AND opportunity, CSCU has the potential to impact the way our state population thinks about education.
We need to fight for money from Hartford to be on par with UCONN. Tell College presidents that, in order for us to be able to trust their leadership, they need to base decisions (tenure, promotion, and hiring, paying $200,000 for a bus like at Naugatuck) on FACTS and LOGIC, not BULLSHIT. ADVISING is a huge problem: streamline advising and have more counselors to help students deal with stress and personal problems. We need a system wide attendance policy to address the number of our students who think it's okay to miss a month or more worth of class; raising the bar will help MORE STUDENTS TO GRADUATE if they know up front what is expected of them. My colleague, an elite university, has such a policy in which students failed if they missed a certain number of classes. A Bachelor's in Nursing is needed at Three Rivers.

THE COLLEGE STUDENT EMAIL SYSTEM IS A JOKE: few students use it, so contacting students is difficult. Don't we want to make it EASIER to communicate with our students? They HATE IT, it is difficult for them to use, they prefer using their existing email accounts. If that's what our customers want, we should allow that. BANNER has a way to put in a second email address. I recently cancelled my class via the colleague email system, and 3/4 of the students - in a 200 level class with above average students - did not get the message. This is pissing students and faculty off and is probably hurting retention!

MORE TENURE TRACK instructors needed; the will help with retention.

Three Rivers needs a new auditorium like I need a hole in my head; use that money for something we will actually use. Equipping students with baseline digital/information literacy skills and technology skills to give them an edge over other students and/or potential job applicants. Consolidation of common services system-wide that save on personnel costs but do not reduce the effective delivery of the service.

Improve our sense of how a true higher education (NOT job training, which is where our so-called "higher education seems to be leading) can help the nation produce better people, with diverse knowledge, excellent critical thinking skills, and an awareness of ethics -- all of which is fundamental to operating a democracy within which lack of awareness, corruption, corporate power, and environmental decline are rampant and threaten the value of this nation and the survival of the world of which this nation is a part.
Each of the state institutions has a distinct character and set of needs. The population at Western is different than at Eastern. Therefore, a state-wide plan, in some aspects, will be a disservice to the system, not a benefit. We need to do what we are best at - not strive to be "world class." Sometimes, "very, very good" is more important than "excellence." Initiatives likes this hide behind rhetorically savvy phrases and actually do not represent what is best for students. Our greatest opportunity is to focus on the students first. That means more support of faculty, more opportunities and greater security for FT-NTT faculty, and DECREASING administration. If we put our money into instruction - real, live instruction, not online - our students will be better served. Stop trying to follow every new plan that comes around and instead support what we do well.

Seamless transfer to ConnScu's from Community Colleges, Keeping tuition costs down, allowing all children who reside in CT to access college education at a reasonable cost, eliminating multi tiered, redundant administrative positions ,ie "special assistants to the college president", (especially because these positions are created for these individuals after they retire) Asst. deans, , provosts,etc., this money should be going to student relevant initiatives. Standardize the search and hiring protocols and policies at all community colleges. Faculty search committee recommendations are not taken into account at our college, candidates are required to do an all campus wide presentation (this is following interviews and presentations with the search committee) that is typically attended by only the relevant division faculty and the president and provost and HR rep....this is a sham for "inclusiveness of the campus community" but we are all aware it makes no difference who is recommended. The president ALWAYS makes the decision unilaterally, many times not taking into consideration who would actually meet the needs of the division best. This is EXREMELY frustrating for those of us who serve on search committees. Standardize an academic advising model for all community colleges...this is a critical service we provide to students and in many schools it is haphazard at best. Working with K-12 on developmental programs and student success initiatives. we need stat of the art classrooms for our students.

Academic Advising...adjuncts should be trained and paid to advise. I have many students each semester that ask if I could be their advisor. Academic Advising is weak at both institutions I am employed by. Full time faculty are often busy and adjuncts often have a following. Adjuncts are required to hold office hours; let us make them more useful.

Centers of Excellence

Seamless Transfer

Developmental Education and Career Readiness

Increasing degree completion rates

Innovative workforce development including credit/non-credit share where needed
Creative online instruction and developing programs specifically for non-traditional populations. Shift in curriculum design so that a full-time load for students is 4 courses per semester instead of 5 courses per semester.

Greatest opportunities lie in tethering community colleges to the state universities, thereby allowing a good education to more students.

One ERP system for the four Universities. The initial cost to implement would be very high but eventually the cost would drop over time. Reduced cost would be from less staff, reduction in software licenses and reductions in hardware expenses.

Hold the faculty accountable for student success.

Management should provide better oversight for the quality of teaching that occurs in the classrooms. Innovative teaching should be required. Out of date and proven ineffective methods of teaching should not be allowed. Someone at management level should be an educational leader - hold faculty accountable for teaching well.

First, there is too much corruption in the CSU system.

Second, most of the items in the list above are about vocational/CC work. Note that NOTHING in your priorities is about the intellectual development of students, academic rigor or supporting faculty who see these as goals which, if achieved, take care of most of the other issues.

We need to stop talking about budgets as excuses for decisions defeating our academic mission.

Streamline IT. There are so many, many rules with the current system that it is very difficult to do any thing which is even slightly out of the main stream. This really hampers any type of even moderate innovation. Have an IT system which flexible so that it can accommodate local needs.

Think out side the box. Have some courage and some faith. If you have a system which is built around being 200% positive that it can not be missed used you will end up with a system which is used for e-mail and black board and nothing else.

Please keep in mind that community colleges need to address community needs. Over-absorption of their work into a CSCU will diminish CCs' effects. Opportunities are available to strengthen CCs.

Provide a quality education by hiring innovative, highly qualified full time faculty. Eliminate middle management positions and require administrators to do added work to justify the larger salaries.

Create efficient systems, using online forms, and reduced paper usage. Eliminate bureaucracy! Develop a system to learn about "best practices." Why did something work very well at one institution? Can others learn from that? Information sharing!

Thanks for this opportunity to contribute to improvement and innovation! Please ask again! You really need to hire more full time faculty. As an adjunct I know I provide a much needed service for the schools I teach at but what kids need is consistency in their faculty and what they are being
taught. We lead our kids into certain majors based upon their impressions of introductory courses and the faculty that teach them. More of them should be taught by full time faculty. That is the way to improve retention.

IT at the colleges should be able to be innovative and able to run the environment as necessary for that college. No one knows better than the staff at the college what's needed, how to manage it and can best help the faculty and staff do what they need to do. Standards should be at higher, bird's-eye level, interconnects, higher level design, etc.

In my judgment, you are making a huge mistake to combine the community colleges and the universities. The fundamental roles of a community college should be two. To prepare a workforce for our markets in Connecticut and also, to help prepare students to transfer to a university.

Universities should not be viewed from a business perspective. They should be viewed as institutions of higher learning wherein our students (our citizens) can gain the finest educations in their respective fields of endeavor. Education is a privilege and should be viewed as such. You have a charge to see that our university students can compete in this Global Community.

This plan is heavily academic focused. You must remember the other services we provide to students that are not all academic focused. The Student Services end. Keep this in mind. If our colleges grow we need the support in the Student Services/Student Affairs area to grow as well.

Right now we are struggling and overloaded.

absolute transfer from the CC to the CSUs

Faculty workloads must be decreased. Currently we handle all of our own administrative work, teach 8-10 classes per year, and our additional responsibilities constitute a 2nd job-one that should be done by staff/administrators-and we make less than 1st grade teachers. If this system wants to see higher student success rates, let the professors focus on teaching and students.

Check the adjunct instructor rosters and interview them. See the talent there and use it. It's criminal not only how poorly they are paid, but also how poorly they are utilized. There's a wealth human resource there. Many adjuncts are people who actually "do" what they teach as opposed to full-time faculty, which rarely have ever preformed professionally in what they teach. This is especially true in the humanities and arts.

Utilization of technology to go paperless making the processes on our campus more cost-efficient and more user-friendly for students.

Streamline non-education administrative positions at the individual college and BOR level to reduce bureaucratic costs.
The chasm between what happens in the K-12 system (especially in the urban districts) and what is assumed in the college and university systems is so immense that it provides an enormous opportunity for improvement, IF faculty are directly involved, subject area by subject area, AND the first step (or two or maybe more) is to build collegiality and trust, rather than to "do something (programmatic)". All the special programs you can imagine won't solve anything (higher ed has been trying that approach for FORTY years - if it were going to work, it would have already) compared to simple K-12/CSCU communication at the faculty and dean levels (in K-12, the dean level is roughly the Assoc. Sup't. for curriculum and instruction and the subject area supervisors (who are unionized administrators who usually report to the Assoc. Superintendent.) Just please don't try to substitute meetings between the Presidents and the Superintendents. This is not a strategic challenge, it's tactical.

More credit certificates and degrees that meet "on-demand" career/transitional needs.

Define success based on the student and the institution type. Graduation is certainly an appropriate metric at the CSUs and COSC, however, at the community colleges success doesn't always equate to graduation. We have a diverse population that includes lifelong learners, people improving job skills via one or two classes, taking a few courses to transfer to another institution etc. If a student wants to take 4 classes and then transfer to another institution and does that should that not be included as a student success rather than a non-graduation?

Encourage research and creative activity among faculty. There is very little in this plan to improve faculty skills and knowledge, the people who actually teach. It looks like a plan created by people who are far far away from a classroom or teaching setting. Seems like it is designed to create a purpose for administrators.

We have the opportunity to redesign the system to improve classroom instruction by giving more equitable contracts to adjunct faculty and more resources for research-active faculty. We also have the opportunity to save money by streamlining administration, reducing the number of administrators employed in the system and putting that money back into classroom teaching. Improve retention, transparency, equity measures and involve faculty in decision making in a meaningful way.

1. Accurately identify excellent programs. Model them at other institutions.

2. Hire effective managers from outside of higher education for key management positions.[value the importance of bold leadership]

3. Recognize the unique mission of each community college.

4. Provide funds to faculty or staff which focuses on piloting innovative workflow changes, programs and practices.
5. Deliver robust advising and measure its effectiveness.

6. Value career oriented content areas appropriately - liberal arts education has its place and value; it should not drive the overarching educational principles, process, and outcomes to the detriment of the content areas.

7. The CSUs must show greater flexibility in its relationship with the community colleges. It seems the community colleges are expected to change, whereas the CSUs seem to have the "authority" to dictate the changes the community colleges must change or satisfy.

8. Evaluate faculty and staff and when performance gaps are identified, development plans should follow.

9. Developmental education is vital; it just needs to be designed and delivered differently and the very best faculty should deliver developmental courses. Utilize the community colleges in appropriate ways so that students who are not yet prepared for college level work do not attend one of the state universities. Complete building projects and clean up old buildings so the SCSU campus looks better to prospective students and parents. I believe this is one of the major reasons SCSU enrollment has been declining.

14) Align college workforce development programs with state identified current and future labor needs.

Improve processes for accountability of how dollars are being spent at the local level. Monies allocated are not always going to the intended purpose. Judgement for spending and allocation by management is often questioned among colleagues. The greatest opportunity for improvement and innovation will present itself when colleges have the opportunity to compete with each other for limited resources. This way each institution is accountable for the use of these resources and there should be consequences for institutions that fail to make wise use of them. Each institution should have the autonomy to establish institutional goals, implement them, and to be held accountable for the results. Lean principles need to be incorporated throughout the system. The goal should be to eliminate waste. Authority should be delegated to the people closest to the problems they are trying to resolve. My greatest fear is becoming "one system" through a top down approach. The end result will be mediocrity throughout the whole system that neither serves the student nor makes wise use of resources. The opportunities for improvement come from our faculty, who are professionals and experts in our fields. To transform students, we need to work with them individually and in the classrooms; transformation will NOT come from a centralized system that is now clearly driven by concerns that are not primarily concerned with the education of our students. We must recognize that the mission of each university--and especially in the differences between the four CSU schools and the
community colleges—is different, and we cannot treat all of these institutions as if they are the same. Moreover, as many scholars and professionals in the field have explained clearly and carefully, an emphasis on “job training” is a short-sighted and misguided direction for any university, much less an entire system. The careers many of our students will face in four years are unknown—consider the rapid social transformation over the past decade—so our students need to work on broader skills and bases of knowledge that will give them the intellectual flexibility to succeed. Tying our current education to the state's workforce needs will not address such a mission. Don't know Realize the talent that exists within the organization and tap into it. It appears that all upward mobility has been stopped, definitely if you come from the community college ranks. For innovation I believe we need to maintain the investments we have made on our campuses, from the facilities to the infrastructure but most importantly our students. Making seamless transfer options, upgrading and improving the college experience in the classroom as well as in virtual settings are key to retention.

Technology

Improving instructional practice
1. Create system efficiency by streamlining processes, centralize functions, eliminating redundancy, and outsourcing where appropriate. 2. Improve both educational and management technology (let us get out of the 1990s into the 21st century - it is already 2014), 3. Negotiate with AAUP for more compensation flexibility so that faculty in high demand fields can be paid market value, 4. Implement TAP. 5. Nurture and embellish the student's college experience - get rid of the notion of the diploma as the sole goal and encourage development of critical thinking & social networking skills that should be an integral part of the college experience.

By keeping cost under control, we can provide the best education for the most reasonable cost. It can be very counterproductive diving too quickly into making radical changes without fully understanding the costs and consequences. Changes should be cautious and well planned, not impulsive and risky.

Improvement: Cut wasteful spending. Why are the Universities so top heavy? Why must we have so many VP's and AVP's? Before you know it we will have to many chiefs and not enough indians to do the work! Even with all of the top heavy staff it's still those in the trenches that get the job done day in and day out.

Meaningful Professional development for all faculty in strategies and teaching techniques to meet the needs of our students.
The stranglehold that status-quo protecting faculty have on certain departments is a major inhibitor to improvement. EVERY faculty member ought to be assessed with respect to how well they support short- and long-term student impact goals for their department.
We need to increase investment in instruction by hiring more full time faculty and reducing our reliance on part timers. At CCSU we need more access to wellness facilities for faculty, staff, and students and not just for student athletes. We need to increase faculty governance and input into important decisions and less reliance on top-down approach. Most important innovations could be achieved by enhancing interdisciplinary connections between teacher education, arts and sciences, technology, and business. We need to attract many more teachers in the science area. Creating a center for science education would be a great improvement.

Treat adjuncts as if they are valued - they do contribute a lot to the system.

Transfer and articulation (TAP) is now being worked out based on learning assessment. The right 21st century approach (information management technology included) is called for to ensure that this leads us in a direction where we can in fact provide timely opportunities to students for degrees and certifications based on assessment of "anywhere, anytime" learning (Western Governors U; U. of N. AZ, Southern NH U. and others already taking the lead on this). Community colleges could become "learning assessment centers" toward this--again, including the use of an effective 21st century information management system to handle the processes for registering and certifying such learning. A second opportunity is to build on (not replace) the online learning already being provided so widely by all of the institutions of higher education in the System. Charter Oak should not replace these (it actually has its own unique function and possibilities).

Utilization of the expertise of personnel we currently have working in the system.

Increase the use of web based instruction. Simply increasing network bandwidth is not enough. Faculty and staff need to improve greatly in the knowledge and use of the web.

Why is every state college and university curriculum different? Each program of study should be identical within the same state system. Every state college and university makes up its own rules and requirements causing mass confusion for students.

Better assistance with academic advising to ensure that our students understand the expectations of the college student. Also, as per the survey, greater understanding as to the skills necessary in order for our students to be competitive in our ever-changing world. As a liberal arts college, this has to continue to be a major goal for our university system.

Easier admission and credit transfer process. Defining "success" as meeting the student’s goals- this may or may not mean graduation.

Get the system on the same page. Too disorganized. Too much talk; entirely too little action. Need to co-ordinate programs with local K-12 - have too many students who cannot find Atlantic Ocean on a blank map (not kidding). Forget online - if Johnny or Sally cannot read beyond 140 characters then you are just kidding yourselves that "new" learning techniques are effective. And why does tuition continue to rise? Where's the money going? Students sign up for classes, work extra hours or two jobs to pay for tuition, then flunk out because they can't attend classes or sleep through them. They buy into the American Dream; can't we help them a little by holding tuition down? Why not more accelerated classes? Get your A.A. in 12-15 months.
Linkages to high schools. Create more ties to high schools and seamless high school enrollment into college classes are vital towards helping with developmental aid issues. The faculty and administration at our university have invested considerable time in a institution specific strategic plan that enhances our mission to be the best public liberals university we can be. It's very difficult to execute this plan when tuition increases are unreasonably low and the state shows very limited interest in fully funding our mission. If the funding squeeze were ended, we would have an excellent opportunity to realize our mission (distinct from the other institutions) without the sword of Damocles swinging over our heads. It's about developing a system that works to reduce cost, increase effectiveness and improve outcomes. A great education has to do with faculty input more than organizational structure. The best thing you can do is get a group of energetic, creative faculty together and use them as a sounding board for all BIG ideas. Currently, community college curriculum is not at the level of depth and rigor required of university students. At the same time, open registration and an influx of underprepared secondary students, resulting from a non existent job market, together with the paradigm of aligning with secondary institutions is forcing the curriculum further from the university level.

In a truly robust job market, many CC students would be trained on the job, instead that necessity has been dumped on the state educational system; which is ill suited for the task.

The current situation forces students seeking vocational training and jobs to compete in the same courses as students capable and desiring of university study. This weakens the curriculum for both. The situation is further exacerbated by the demands of standardized testing in the secondary schools. These "one size fits all exams", designed by college graduates, ignore the needs and abilities of potential workforce students, in a futile attempt to turn every student into a college graduate. Moreover, it has created a cultural hegemony by which potential craftsmen and skilled laborers are left untrained and disenfranchised. It is a system perpetuated by politicians and PhD's who have a difficult time screwing in a light bulb, in the name of votes, and of course funding. In order for this to really change, the immense value of skilled workers would need to recognized openly by the members that control our society and by this control establish the cultural hegemony that places a college education above all else. Once the value of skilled labor is recognized, the cultural hegemony can change and real progress can begin.

This country was once a place that valued craftsmanship as much as academia, that has sadly changed and is apparent in the state of Connecticut, in the change from a manufacturing powerhouse to a population of clerks and blackjack dealers.

You can conduct all the surveys you want, you can have endless discussions on articulation and
curriculum and assessment, but nothing will ever change unless those in political and economic control remove the stigma of not being "University Material"

Until that happens, we are wasting vast resources in both dollars and people. We are also wasting time.

I believe that taking the strengths within each institution and assisting each university to offer programs that assist students to excel.
Align with industry employment and opportunities
CAREERS WAITING FOR STUDENTS WHEN THEY FINISH THEIR EDUCATIONAL CAREER! NOT ONLY MULTIPLY IN CAREERS AND JOBS BUT HIRE STUDENTS THAT DON'T HAVE EXPERIENCE GIVE THEM A CHANCE BY WAY OF CREATING A SYSTEM WITHIN THESE BUSINESSES, COMPANIES, CORPORATIONS, ETC.

IDEA - CREATE A PROBATIONAL PERIOD FOR A STUDENT WHO HAS JUST RECEIVED THEIR DEGREE AND HAS NO EXPERIENCE AS OF YET. THIS PROBATIONAL PERIOD WOULD GIVE THE COMMUNITY AND BUSINESSES AT LARGE A SENSE OF ASSURANCE AND THE STUDENT FRESH OUT OF COLLEGE A CHANCE TO GAIN WORK/CAREER EXPERIENCE NOT TO MENTION OBTAIN A JOB.
Scale-back CSU & all administrative positions to an essential minimum, to free-up resources for students.
Develop the master's degree programs at the four state universities, especially those in the STEM and business disciplines.
I think it's very important to get the student perspective as much as possible and ask them what they want out of their university experience, since they are the reason the system exists. It's very easy to get caught up in the politics of everything else, but students have great and innovative ideas that might not get shared because they feel that their opinions aren't wanted or needed.
Registration Process

Open admission

Invest graduation to career education/information/placement. Help graduates land a job.

Security/Safeguarded environment
Financial access to pursue higher education.
Adding faculty at WCSU in understaffed departments

Solidifying commitment to liberal arts studies

Developing graduate studies at WCSU

Developing scholarship funds for graduate students at WCSU
It's essential to effectively evaluate, understand and address student needs AT admission time. It's also critical to use this information to help students set short- and long-term goals and educate them about what they MUST do to achieve these goals. Many students have low level skills and confuse what they would like to do with what they can realistically achieve in the short-run. It would be more honest and helpful to these students to be directed to another institution/program where they can work to acquire college-level skills or prepare for a career that does not require these skills.

The other piece of this is for all institutions to be working closely with the business community to develop educational and training programs that prepare students for apprenticeships and entry into the workforce. Students are desperate to find paths out of poverty and many enroll in college because they do not know what else to do to avoid unemployment or long-term employment at minimum wages. I believe many would be very happy enroll in 1 to 2 year pathways to employment programs. The big question is: Will there be work for them to do at a reasonable, liveable wage??!! Invest in making education better. Stop the impulse to align higher education in a reductive way with economic needs. Question the dominant ideology that education is simply a support for the economy. The spheres are different and, in some registers, incommensurable. I am distressed by how much CSCU 2020 seems to see the state university system as part of a feeder infrastructure for economic development. The CSU universities are neither community colleges nor job factories, but UNIVERSITIES. This survey and CSUS 2020 manifest the problems of the consolidation. There is little real vision here, just a capitulation to the economism that dominants current political thinking on both sides of the aisle.
Formulate realistic standards based on the type of students the community college is attracting.
Align college education to workplace skills AND a culture that supports on-going learning, don't treat 2 yr and 4 yr degrees as terminal
Must find ways to achieve organizational efficiency and effectiveness. Must cut costs; too many staff members.
Preparing CC students for the academic challenges they will have if and when they transfer to four year institutions. It's not happening on a high enough level yet.
Get rid of the PhD requirement for new hires
Ask CBIA to provide more broadly-based internships to ALL programs, not just in business, but in the STEM sector.

Cut the burdensome and overly expensive administration. Why do we need so many chiefs?
Sharing resources
Because the system is State funded by taxpayer dollars - we can be innovative without being beholden to special interests. We should take this as an opportunity to build new programs that will bring the most benefit to CT, and allow students to use that new knowledge in-state. We can provide inexpensive, innovative and nimble programs to build an inquisitive, creative and informed workforce that will show employers there is a reason to come here, and give these new innovators a reason to stay. STEM centric courses including advanced coding will be useful in developing a culture of innovation for the future.
I think the one of the most important opportunities is for better communication and collaboration for mutual benefit of the system and stakeholders.
Address underserved populations and retain those students through graduation/transfer.

More mentors are needed on some of the campuses.
I hope the process for Transform CSCU 2020 becomes more transparent, seeks input from interested parties before deciding on what major goals should be picked, and empowers the people who will implement it. So far it has not been transparent: decisions seem to be made, then changed, then declared to be goal that we all want, all without input from the faculty and staff (as far as I know). Finally, now that there are the official five goals of CSCU 2020, what resources are going to be given to the faculty and staff to help implement them? There seems to be resources for outside consultants, but little for the people directly involved. So far CSCU 2020 just seems to be decisions made by unknown people and then told to us.
Having the foresight to seamlessly transfer our community college students to four year institutions. Hold meetings and workshops with the faculty and staff who are most knowledgeable about what our students need. If we are going to make an impact on the overall academic preparation of our students, we should not leave the learning of other languages out of the equation. If we are going to prepare students for the work force, we need to require students to take another language as part of their curriculum, for example, at least six (6) credits of another language besides English.
The biggest problem we have is a faculty stretched too thin. Hire more full-time faculty. Simple as that. Our adjuncts work hard, but we need full-time professors who can afford to stay on one campus and interact with students.
A seamless process that allows students to easily apply and enroll between our colleges with no administrative red tape and unnecessary barriers.
More time with High School students. Plus getting out in the community to help parents to come to College, too.

I think there has been a reluctance to take advantage of the incredible expertise (about, say, a deferred maintenance plan or well-considered system-wide IT or academic calendar planning, ) we already have in-house, systemwide, in order to avoid spending further obscene amounts on outside consultants to move us yet further from our main goal of educating students. When we consult people who make it their business to "advise" educators about how best to "deliver" an education to students, we lose something critical with respect to the fundamental purpose of a university education, which is to allow students to experience learning for learning's sake, because there is an inherent conflict which results from that model's reinforcement of the message that students should get in, get out and then get to work. There seems to be a general--and unwise--move toward adopting a business model for universities nationwide that casts students as consumers (who may be displeased with the "product" they have purchased, rather than understanding that getting an education is something they are doing for its own sake). I think at this point it would be innovative to discern what dimensions of the system are actually necessary for the education of our students and what dimensions have arisen as the result of outside forces that really have little to do with education at all.

True seamless transfer

There is a perception that curriculum at the universities should be considered primary, and that at the community colleges should follow or be changed to conform. The community colleges are diverse, innovative, and have a lot to offer with regard to academic excellence, employer contact, and support. Productivity and success will be improved if they are equal partners at all discussions.

I am disheartened to see a 60 credit limit imposed on Associate's degrees with no vote of the BOR and no data or factual assessments as rationale. This seems heavy-handed, undemocratic and somewhat arbitrary as well as significantly biased against STEM programs, which must - in order to graduate prepared students - have a higher percentage of lab (4 credit) courses. The lack of discussion or data to make decisions does not bode well. It is ironic that a policy that will impair STEM programs has been implemented without regard to those who identify expansion of STEM training as critical for CT's workforce and employers, including many policy-makers and our leaders of our own college system.

It is quite disheartening that so much of what the former Community College System had accomplished has been dismissed out of hand as not even worthy of understanding. When new players come in from the outside with a charge to make improvements, it is understandable that they wish to show what they know and can do. It is also the case that organizations, even those that may appear bizarre or dysfunctional, are as they are as the result of a history -- there are often very rational reasons for what appear to be irrational organizational arrangements. Failure to take into account the reasons for what is found often lead to the imposition of "solutions" that are the
source of many new problems.

Marketing and positioning of the Colleges.
Greatest opportunities are to listen to the experts--faculty and staff. We have said many times to members of BOR and the central office what is important. Instead of listening to us, we are hit with a constant barrage of business-speak, which is reflected in questions 7 and 8. To add insult to injury, we have to hold off on faculty and support staff positions while the BOR has hired another consultant firm and this new "system" hires highly-paid administrators. Continue investing in retention and graduation efforts at each school to ensure that at-risk students are not overlooked.
At MCC we have eliminated the programs that made our campus unique and those that have engaged our most underdeveloped learners in ways that made learning exciting and relevant. I believe that athletics, intramurals, recreation and fitness programs and classes should be restored. We are no longer have an impact on teaching healthy lifestyles. Students that have an economic disadvantage will not learn this after college. We are not fully engaging students by merely sitting them in the classroom.
seamless transfer; interaction with business, establish an equitable formula for the distribution of the state block grant to the campuses
I think it is EXTREMELY important to remember that within the CSCU system there are 4 universities. These universities have unique properties and service our community in important ways. By spending too much time trying to integrate us with the community college system, there is a strong possibility of downgrading and/or ignoring our unique possibilities. As such, while I think that a focus on community colleges and the students at community colleges can be very beneficial, I think there is a great deal of room for improvement and innovation at the university level. However, this requires a very different type of thinking and, at times, a very different focus.
Emphasis on STEM coursework targeted to adults 16+ and transferrable for college credit to strengthen FYE.
Having one common application, having a true TAP system among the colleges, having a much improved IT system.
Get big business Walmart model to education banned from the process. 1e) hedgefund managers who are also on BOR should recuse themselves from this process due to conflict of interest.
This laundry list is way too long! narrow that focus.
Seamless transfer between the community college system and the university system. Designing models that are innovative and avoid duplication.
Funding is critical. With financial resources being limited - what is the plan for maximizing the combined purchasing power of teh CONSCU group?
Regular and direct meetings with the university president and administration in communicating
needed change/initiatives.

As a student at CCSU, I sat in a classroom for every single course. As a post graduate, I took an online course to "see what it was like." Unbelievable difference. Instead of just sitting in a classroom and spouting back what the professor said, you actually had to participate in discussions and learned about your fellow classmates (from all states and with differing points of view).

Given demographic trends and the existing achievement gap in CT (worst in the nation), develop, fund and maintain a sustainable Summer Bridge Programs on each campus to help first-year students transition to college. FUND these programs at levels consistent with enrollment. It's a shame that CCSU has just one program remaining, EOP, to service more than 1200 new first-year students. That's ridiculous!!!

Take a leadership role: Get the dialogue going on student success, more than committees, real work -- show some leadership by putting money where the issues are by talking with faculty and students. The future is dependent in some ways on technology. However, technology does not hold all of the answers. Student success is about access to professors and mentors, and creating SERVICES for the students-- delivered by people who care about student success -- Please.

Start at the elementary level to better prepare students for the college experience. They should come to us with adequate skills for success in his/her chosen field of study. Information literacy is of utmost importance!

Developing an online degree presence.

STEM disciplines, partnerships with large CT employers

Minimize the overhead cost. Hire more instructors, tutors and counselors. Our students deserve more direct services. Streamline admissions and financial. At the present time there is an admission counselor for each college. Also, reduce the number of administrators. For example the number of Presidents and Deans earning high salaries limited out system to hire more tutors, instructors, and counselors/advisors. I believe Dr. Gray is moving us in the RIGHT direction. Please help our students by investing more on direct services to our students.

Connecticut is a geographically small state. Highlight the uniqueness of each campus to give variety of choice rather trying to make them all alike.

Yes, I do.
Handbook for all Adjunct Professors with information about sick time, college rules, etc. required time to save student records. Can we use attendance as a grade or not?

Grading.

Goal 5: Equity: Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

The urban elementary schools need to up their game to raise the bar to get learning "equal". We are all individuals and not that many have the perfect home for optimal learning. When I first started teaching in the 60's I started teaching and at that time there was much less of an educational gap than there is today.

This goal is for "equal for all"! I do NOT see this in our society not in the next hundred years if not more. Our country has changed from a melting pot that had a much smaller and less cultural diverse population and less of an extreme financial divide. There was much more conformity of many things and less of everything.

The disparity of the rich and their money and the poor with American Dream is farther away than ever. Big companies have made this chasm ridiculously difficult to change at this time. With many single women as head of household and working two and three jobs, home no longer is available as a major piece to assist in promoting and being there for their children and the structure of home and education.

The greatest opportunities for improvement and innovation come out of the need for retention of our students. Finding ways to provide students who drop out of community college with other opportunities that they may not have considered - i.e. instead of Business Administration, how about manufacturing?

Better use of technology to advise students online. Students like spending the least amount of time to get information. They prefer using i-phones and i-pads to communicate. I believe that this should be explored to increase retention.

Creating a new conversation about the benefits of public higher education.

not sure

Hard to tell- no sense of the players at the BOR. Who are the supporters of the community colleges N/A

smoother transition is needed between high school and college
Offer online courses for the developmental students and the enrollment for those courses will increase. Many developmental students have questioned why online courses are not offered for them. They are smart enough and mature enough to handle them. Students have actually taken an online course while simultaneously taking a developmental course. So, they can't comprehend why only developmental courses are not offered online for their benefit. They have expressed frustration at being young, single parents, having multiple children to care for, having no daycare at hours they need it or for older children, and having erratic work schedules. Online courses actually help them to stay in college rather than drop out due to the above pressures.

Genuine assessment that is honest
Although this survey seems based more on the learning side of things, I believe that, not so much for the universities, but the community colleges need to have more activities, events and sports so that they want to stay on their campuses. Participating in these kinds of things makes for a well-rounded individual. When applying for jobs, most employers want active people to join their companies. People who are outgoing, people who will participate, people who are engaging. This has always been the area hit first when there are cut-backs, etc. Students need the release their pent up energy and relieve stress and be involved with other students. This is how they meet new people and how they stay involved in their college. We don't want them to just sit through classes all day with no stimulation. Of course learning always takes priority but if you don't have any interaction with others besides the classroom, that makes for a tired, bored, and frustrated student. Investment in quality teaching faculty and supporting collaborative initiatives. Investment in teaching with technology opportunities.

Emphasis on faculty development, engaged learning processes, understanding learning and methods of improving classroom interaction and experiential learning.
Aligning the two-year associates degrees in liberal arts with the freshman/sophomore year requirements at the 4 year universities
Keeping the tuition fees to a minimum so that these students do not graduate with huge student loans.

? Look at internal processes for ways to be more efficient; simplification; look at improvements and enhancements from the "customer" point-of-view, and the customer is the student. Make sure decisions are made with the customer in mind, versus telling the customer what they need. There seems to be a widening gap between "real world" and "academic world." Academic world should adapt with "real world," and "real world" should value education and the importance of continuous lifelong learning.
Abandon centralized IT.

Enable "bring your own device"
System is currently too isolated enable interaction with the working world.

Commit to excellence and high expectations from students and faculty. When revisioning a system it is wise not to throw out the baby with the bath water. Take the models in existence that are working - review for continued application. Take the models that are not working - review for continued application. Pilot new models in a roll out fashion so as to test and not overwhelm the system. Create buy in and ownership at local level by conveying an honest understanding of the unique identity of each College region. Create system model for coop experiences for community college students. System marketing of community college events to include scheduling open house dates systemwide so that everyone in CT knows that their local community college will be open.

The apprenticeship model sounds like a great idea. That all admissions and financial aid policies are consistent between all the CSU's. Allowing individual campuses to create a distinctive brand within the overall branding of the system. There are two major pedagogical challenges throughout the education world. They are how to create an education environment that:

1) Allows students to learn those things that are appropriate for their knowledge and skill level, while at the same time affording them the opportunity to advance their knowledge and skills and subsequently retain the knowledge and skills they have previously learned, and

2) Learn at a pace that is appropriate for their learning ability.

To do this in a traditional learning environment (i.e. A classroom with 15 to 20 students) is extremely challenging if not impossible. An education environment that utilizes technology in the form of adaptable systems in a widely available inter communicating network would enable students, in large part, to overcome the two obstacles above.

The utilization of MOOCs and other Internet-based tools such as systems as Khan Academy, or its equivalents, will push education forward in a way that students will be able to learn and attain the knowledge and skills necessary to become valuable assets for employment. By utilizing such tools in its pedagogy Norwalk Community College will continue to be a viable and valuable educational
The transfer of ALL college credits from each of the 17 schools. Similar degree requirements at all 17 schools

The most important thing is to provide students with more support (financial, social, personal and academic), so they are able to focus on their studies rather than holding down two jobs while trying to maintain a full time academic schedule, or getting themselves $30,000 or more into debt for their education, stifling their ability to be productive citizens after graduation. This means reducing tuition costs, expanding financial aid, and giving students a clear and well-defined path toward both completing each semester and eventual graduation, then holding them accountable to that path. It can be achieved by diverting resources from athletics and administration into tuition relief, grants and scholarships, and hiring more full-time faculty, shifting the emphasis of that faculty toward teaching, mentoring, and advising. Part-time faculty need to be better paid and supported, with full health care coverage and opportunities for tenure based on teaching skill, to retain quality instructors who are consistently available to students. Further, it is essential to reform the K-12 curriculum away from standardized testing and toward learning basic skills such as reading, writing, and arithmetic. K-12 students who are unable to learn these basic skills need to be held back until they achieve them, rather than graduating into college where they are then forced to take remedial classes (and pay tuition for these classes, which do not carry college credit) to acquire skills they should have obtained in high school. The arts and humanities need to be better supported as teaching skills in complex problem solving, which are in high demand by employers, rather than being shunted aside as Gen-Eds.

2+2 Articulations b/n universities and community colleges... with a guarantee of no more than 120 hours for degree completion.

code is extremely important to everyone in the next 10 years please visit www.code.org

Better alignment with K-12 schools to ensure our students have necessary and basic skills;

Improvement in IT

Promote the importance of faculty scholarship as a key element of the educational mission. Presently, such is give lip service.
I think that the system has the opportunity to be the primary feeder of employment opportunities in Connecticut. I think an advisory committee should be created among members of Connecticut Business and Industry Associations, who can serve to assist the system with program preparation. It could lead to more internships and a better reason for companies to stay in CT. Should help our graduates find jobs upon graduation.

I like the idea of focusing the 4 colleges into specialties. Of course I am biased as a faculty member within an allied health program and working at Southern. I do believe that smaller programs across the 4 campuses be consolidated to make bigger but stronger academic programs.

One possibility would be to line up community colleges with certain degrees at the 4 year schools. Allow students at the CC's to take courses that would fulfill specific prerequisites for 4 year majors. Also permit and encourage CC students to take courses at the 4 year school as a non-matriculated student. This could save time for some students in graduating by coming in and being where they are supposed to be at the 4 year school. For example, in the program I teach, we have students who come in as juniors but need to start as freshmen because our professional courses start as freshmen. Make it known and available for these students to take our freshmen professional courses while doing their regular studies at the CC.

Improve the application and Financial Aid process throughout the CSCU system. Improve BANNER and purchase a student educational tracking software.

The CSU's should move away from traditional faculty research and become much more student focused. Faculty should be encouraged to involve students in their research or get students involved some other way outside of the classroom. This will better prepare our graduates and also improve graduation rates.

Do NOT mistake Ph.D.s for idiots without great dedication to the goals of their very separate institutions. Do NOT set goals without buy-in from ALL stake holders.

Focus on seamless transfer and incentive to stay within the system. Utilize LEAN system to better organize each institution - inefficiency is rampant due to organizational structure.

Seamless transfer throughout the state system.

Easing the transition from the community college to the 4 year colleges; allowing the students to transfer all credits to the next institution.

We urgently need to increase the chances that poorly-prepared new students will succeed in our programs.

Marketing to the business and general community of the value and potential of HCC.

Better connections with the community for internships and other collaborations.
Create/sustain learning structure that develops well-rounded students who are capable of applying informed ideas in practical ways that will impact their employment and life skills opportunities. Include faculty in the discussion. Quit hiring outside consulting firms to repeat the same tired mantras of adding as many online courses as possible, stuffing every class full of as many students as possible, and hiring adjuncts instead of full time faculty. It is asinine of the board of regents to continually pay millions for that foolish and short-sighted advice.

Create seamless articulation agreements; support first-year and first-time college students; increase retention

As a whole I believe the State University System would benefit from stop trying to pretend that Online Classes are not the wave of the future. If you look at big time programs i.e. Penn State and USC, they are making full programs around the Online class concept. These are teaching and MBA programs. I think making a full BBA-MBA program available, you would bring a lot of older generation people back to school, but also would bring International students from IT rich countries like India, China and other countries throughout Asia and Europe.

Collaborative program delivery across all institutions

Updating and improving facilities, especially the music department's facilities.

Having and listening to student feedback with respect to the quality of the instructor, the knowledge received, and the input of professional and outside-community resources to enhance and support the mission for educating our students.

Establish a series of open to the public, light-hearted, fun lectures from faculty and staff which students can attend and which would put college studies and life/work goals into perspectives (philosophical, material, monetary, etc.). Supplement this concept with seminars and discussion groups involving business and community leaders, guest attendees from specific fields of study (journalists, musicians, artists, politicians, etc.) and give credit to attending students. Perhaps even make this a modified lecture/experiential course where students sign up for attending the lecture/instructional series and then reflect in the classroom about the information presented. Looking at the success and retention of current students. If we retain them, theoretically, graduation rates improve and there will be no problem with recruitment...the good word will spread.

We need to have the time for advisors to meet with student individually - to learn about what matters to them, to develope a concrete goal, and to follow up with students along the way. Academic program and strategy development and alignment with public schools better guidance with enrollment so that students are not attempting degrees that are not a match for their strengths.

Add even more programs at the community colleges for 2-year degrees and a job at the end of that time. Partner more with corporations to see what their future needs are in the workforce and to
have them help the colleges financially, which we seem to be doing already. Perhaps have some of our colleges that are doing well mentor any colleges that may be struggling.

Quality of new students admitted

Quality of professor

Diversity/equity initiatives

Stop hiring internal candidates!
Bringing the 12 Community Colleges into a more synergistic system.
One of the best things that can happen is to have superb communication between Community College and Universities, but to keep the systems separate. A BOR that does both will favor one and not the other. A BOR that is responsible for one will do all it can to promote its responsibility. I am afraid that the 4 year Liberal Arts program under the present structure will die leaving our graduates proficient in things but not in morals, ethics, philosophy, civic responsibilities. This would be a VERY dangerous path to take. But, I think we are foolishly taking it.
I think we have an opportunity to turn our educational system into the best EDUCATIONAL system there is. What I see on this list is an attempt to turn a school system into a business system. We know that doesn't work, so why waste money (LOTS of it) instead of turning to those things we KNOW works to educate young people. We know that small classrooms, professors who are dedicated and have resources to devote to their students, and high expectations is what works. Forget the gimmicks and focus on the students.
Financial Aid processing should be consolidated across all campuses to allow it to be easier for students to register at multiple campuses and only have to complete Financial Aid paperwork once. To meet the needs of the companies in CT through comprehensive non-credit class, both CE and B&I activity.

We need to market that we do more than 'educate' people, we also train them for real jobs available today.
Improve quality of instruction; abandon on line instruction.
I think that there are many students at the 4 year colleges who are not well prepared or capable of a 4 year degree but can obtain an Associates Degree. There should be a system of assessment and evaluation that allows academic advisors to recommend to students (who meet specific criterias) to transfer to a Community college. It needs to be acknowledged that not all students who come to a 4 year college have the ability or motivation to complete a bachelors degree
Adjunct faculty often work at both the Community college and 4 year college. This gives them a unique perspective as to the similarities and differences of learning at these institutions. We have a strong understanding of the strengths and challenges of students who begin at the 2 year and transfer to the 4 year college. I recommend studying the possibility of a limited number of full time instructor positions where the instructor would teach 2 classes at the community college, 2 classes at the 4 year college and advisement and service would be focused on a smooth transition for the many students who begin their academic careers at the Community college. I am not addressing the question, but another issue given that it is not stated.

By focusing on eliminating achievement disparities among different ethnic/racial, economic, and gender groups the colleges and university are, in effect, discriminating. Additionally, this may also impact the quality of the education. Students need to learn to work hard to be a success in and out of the classroom. By simply accepting individuals because of this focus will sacrifice the educational level of graduating students (as we have seen across the United States in math, science, and English).

Tapping into faculty expertise as these initiatives are designed.
Revamping the BOR IT structure. It's too top-down and unresponsive to our needs.
Funding, we need more funding to hire support staff for student success and retention
Consolidation of administrative functions. Why have 17 x each department?
First, I have to note the irony of Q#19 regarding updating IT given that this survey *requires* us to use Internet Explorer.

To answer the question, the greatest opportunities for improvement and innovation would be to make sure that our institutions are financially stable and not constantly have to react to rescissions and budget reductions from the state.
The greatest opportunity for improvement and innovation is to refrain from applying a cookie cutter approach to CSCU group of institutions. Save the money CT spends on middle administrators and consultants and spend it on programs that directly impact students. When retention is an issue, if the CSCU proceeds with breaking down the "brand" of the CSU institutions (which I believe they are doing by intent or negligence) and place them in a pool with the Community Colleges, you remove any incentive for a student to attend a CT state university over a community college. The State Universities have histories that go back to the 19th Century and the CSCU continues to act as if that history has no significance to a potential student. The CSUs were not broken - the State Administrators who oversaw the CSUS were corrupt - the fix was to punish the Universities and
thereby the students and not the administrators who were responsible. Let the CSUs work on their individual brands and investigate ways by which we can share resources.

Even though we are supposed to be one system, students do not see that. They have to apply separately to each college and struggle when trying to transfer.
I object to this survey. It is frustrating and demeaning to the teaching faculty which is the backbone of Connecticut's educational system. The whole Transform plan is a joke when it is a trickle down method of implementation with very little faculty and student involvement. Can you say shared governance. You believe that you know best. Why. How long have you worked in the system. It seems you are trying to be the Bain Capital of education. You can't turn education into a business where the bottom line is profit. You are excluding the caring faculty which has worked for decades to make the Ct System and excellent system. What prevents the system from achieving its goals is the hiring of administrator upon administrator that gives no support to teaching faculty. When the teaching faculty is recognized as equal partners in the equation, maybe you will have real change. The system is antiquated and doesn't work because your vision is antiquated.

The state funds the state educational system to approximately 30% of the cost of operation. Most of the money comes from tuition. Yet, the state wants to make ALL of the decisions. Why do you think your highly systematized corporate mindset will make the system better. You need to be innovative and forward thinking. There is not one original idea in all of this mambo jumbo. It's all about saving money. Ultimately that means, like what every other big corporation has done, to cut the workforce. That is why you want to go to online courses. Yes. The high schools are not doing their jobs. That is the biggest problem in the state system. Under they become innovative and forward thinking, we will be receiving an inferior product to work with. That is what the Governor needs to focus on first. You can't build on a weak foundation. That is what you are doing. And NO. Not everyone in the state needs to go to college. We need shoemakers and HVAC people and mechanics and maintenance people. So your universal education theory doesn't make sense. Again, go back to the high schools and strengthen the vocational programs.
To improve quality of instruction, assignment of courses to Part time faculty needs to be done well in advance, not one or two weeks before the semester starts. There needs to be a core group of Adjuncts who should be selected and have a longer term contract than just one semester. The whole system needs a complete revamp. Many universities list their Adjuncts on their web-site, as their system is not as fluid as it is at SCSU, and possibly other institutions in the CSU system as well.
Each campus should include a Transfer Center - to appropriately welcome the new transfer student on campus and help them with a seamless transition to the university. This center would include a computer area for student use, a library and resource area, conference rooms for meetings, offices and a reception area. The transfer population is diverse and steadily increasing. Its needs are important and should be met. This population's importance should be courted by all four sister universities.

Stop worrying about the #'s and concentrate on the quality of the education these students receive. If you want to be perceived as an institution of higher learning that is on par with UCONN, then make sure the incoming students can read, write and do basic math. We are not here to teach these primary courses. And until we stop trying to give "everyone" a college education, let's just make sure those that truly deserve it receive it. Remember, not everyone is college material. Silly, time consuming, costly and wasteful administrative redundancies (analog faculty time cards at HCC in 2014---we've got to be kidding!).

Costly wasted time; administration drivin' "update" meetings, when information more efficiently and effectively delivered via e-mail.

Huge need for improved and expanded counseling staff for incoming students, "pathways," program (course selection).

Radically expanded "career counselling" for incoming students, current students and soon to completion programs.

Funding for internships across the curriculum.

Work-study programs/funding.
Huge need for expanded full-time faculty across the system.

Forward looking IT improvements for classroom teaching---there's got to be something better than the god awful "Blackboard."

Balance "on-line" opportunities with face-to-face teaching and counselling. On-line "course delivery" fails miserably for vast majorities of new students, struggling students, poor students, mulit-lingual ESOL students, and students with cognitive skill deficits (i.e., most of the students in the 2-year systems).

I am shocked that student advising is not one of the 26 initiatives. I work with 7 schools and the lack of student advising is routinely identified as one of the biggest weaknesses in our system. If you want to significantly increase retention and graduation focus on overhauling the advising systems. CT K-12 schools produce a very qualified student population with tremendous aptitude to succeed. Access to this population provides an opportunity to leverage this population with programs to meet the high demand of CT businesses for skilled labor. We need to demonstrate, qualitatively and quantitatively, our students get jobs and fulfill dreams as a result of attending our institutions. The initiatives seek to tie a large number of diverse institutions serving diverse students into one big vocational school. We've created massive administrative bloat. Now these high-payed "systems" people, who teach nothing, have come up with imperatives a large number of faculty do not share and who are now supposed to help plan and implement. So effectively administrators are getting paid to recruit faculty to perform additional uncompensated work. It certainly is a transformation.

Glance back at the initiatives. How many are directly related to increasing the quality of instruction (as opposed to cost, convenience, efficiency, etc.)? How many directly relate to providing students a moral, social, cultural, or civic education (as opposed to career skills)? These are not initiatives of someone who actually stands in a classroom and works with CSU students.
The system needs to be data driven not emotional or political driven. It is for the students. The system needs to investigate opportunities supported by data, explore all options before acting. Case in point is the approval (October 2013) by the BOR of the Radiology program at Manchester. MCC is a short drive from Capital, which also has a program. The job market is tight in this profession. Why did the BOR approve a program that could have been rolled into an existing program? Why is the BOR spending money that could be used for the initiatives identified in this survey? Capital CC should have been given the clinical placements at Hartford Hospital rather than start a new program. The data used to approve that program was flawed. That program is a large waste of money that places more graduates into a field that is experiencing a slowing of employment. If the CSCU wants to transform they need to use data and listen to all parties before making such bad decisions as approving a program that should not be in existence. The BOR did no favor to any student in any of the Radiology programs in the State Community Colleges. increase the college readiness of students who are coming to our colleges

provide more small group/one on one support for students who need academic help
In order to cut budgets, cut administration. There seems to be endless funding for an endless supply of administrators, whether they have any experience in the field in which they are employed. Begin with a survey that is not written in a way that will result in endorsement of the Transform CSCU 2020 plan. The main focus of the plan should be to improve teaching, which is absent from the plan.
Don’t accept unqualified students just to meet "numbers" Nobody wins
Aligning education with jobs. Transparency, efficiency and seamless transitions from high school to college to workforce.
Work with k-12 to better prepare our students for college.

improve the ability of our students to transfer to 4 year colleges within our system and to enter with junior status. Also to provide scholarships or tuition reduction if they stay within the state system.
Move more education online and have less maintenance of huge campuses. I would love to see lectures moving online with our own online educators, we need more support in developing this area.
Support faculty quality by reducing teaching load across CSU system and supporting research and professional development.

Remedial courses, pre-college preparation programs to ensure enroll students meet minimum standards. Increase foreign students recruitment. Ensure that we prepare students to be thinkers, to develop their full potential, and that we are not doing the corporation's job of training their staff. To provide a seamless transfer within the 17 colleges
The greatest opportunity is to address equity among the faculty. The increasing casualization of the faculty is reaching unsustainable levels. We have the opportunity to re-professionalize our faculty. Those who are part-time need to be given a way to move closer to full-time employment (if they want it), and to be afforded some benefits, and a living wage. The long-term adjunct faculty need to be given an opportunity to be normalized. The idea is something like tenure (whether you care for that term or not). It does not seem too much to ask for the majority of the faculty to make a living wage, to have a future at CSCU, maybe to be able to retire some day. That is not the situation now.

1) Consolidate 13 community colleges into maybe seven. No need for so many. Keep the facilities open for business but get rid of millions of dollars of administration.

2) Transferability of CC courses in CT is awful. Other States had this down pat decades ago. University egos need to go regarding this given many of their first abs second year courses are taught by graduate students. Fix this!

3) Get rid of climates of fear and intimidation. Promote creativity and professionalism. Do we really need forms to explain why we had to take a sick day or what we do outside on our own time? Give managers training so they can manage the few loser employees that do nothing instead of relying in worthless forms to "manage" the professionals that are doing their jobs.

As a state university system, the system should align their programs with the essential needs of the state economic plan. We need to continue to retain young people in the state for the state to grow academically. This can only be done by focusing on programs that meets the needs of employers in the state.

Rethink the language being used. Stop speaking of living wage jobs and required labor force. Start thinking of creating an educated, involved citizens of the state. The taxpayers don’t want to spend money to educate "workers". Jobs are not here, they won’t support job programs at this level. The legislator and the media must think in terms of higher education not being UCONN (all caps even in their new branding); then Connecticut State Universities (caps to start each word); and connecticut community colleges (all lower cases) as is done in almost any higher ed reference. For all the residents who will soon be retiring and possibly leaving the state, we need educated replacements for all occupations. The system should be generating all of these citizens who will make up this next Connecticut in the high standards that contributes to the quality of life for which we are known.

Funding from the state is inadequate …

talk talk talk - listen listen listen, create opportunities - as many as possible for all employees to give their input. buy in to a truly merged and converged system will take everyone believing that it is THEIR OWN - the current ours and theirs has to be made a collective ours. Course exchange and transfer probably would have a great impact.

Sustain the idea of educating our citizens as, if not more, important than work-force training for our economy.
The greatest opportunities are to modernize our higher education system, particularly in the areas of transfer between institutions and information/technology. It is critical for institutions (and the system) to have timely and accessible data about our students' success (and challenges) to respond best to their needs.

We need to provide more comprehensive student supports, which place an emphasis on mental health and wellness services.

Much more needs to be done to take into consideration the rising cost of administration, especially in the BOR. The BOR does not teach any students, publish any research, or contribute to the life of our college communities -- their budget, size, and responsibilities should reflect this. It is troubling that much of the cost for this system is being placed on the shoulders of our students, who are struggling with increasing debt to pay for tuition hikes. The increase in the cost and size of IT is also troubling.

Focusing on the liberals arts. Making the case for legislators, grants organizations and the general public that a liberal arts education is absolutely the best preparation a person can have for a rapidly changing world. Institutions such as ours will ALWAYS be behind the curve, always responding to the marketplace rather than leading it. Thus, our job is to prepare students to be flexible in responding to these trends, and an education that teaches them to think, to empathize, to analyze and synthesize will be, by far, the most useful and "trendy" thing we can do.

Our students must be able to easily apply to, register for, and transfer courses between institutions---yes to a single ID and registration system. The TAP needs to be finished, and this will require real resources for the faculty laboring to carry out the implementation of the TAP. Improving our IT--cross-campus systems as well as on-campus classroom facilities--is also crucial if we hope to compete in this competitive higher ed market.

We need to understand the skills of the students coming up from high school. We need to not be "blowing in the wind" of what students *think* they want or what companies *think* they want but provide students with programs that will prepare them for ANY career. Tomorrow's technology and opportunities can't be known today. It does not make sense to chase after what the "hot" careers currently are. They will bubble and burst practically once our students have degrees in hand.

Ensuring that programs, even ones that have a specific purpose (e.g., nursing or engineering), teach students to generalize their knowledge to new situations is going to be critical for the future employment of our graduates.

This will be a difficult achievement because, as institutions, we can be very provincial and as employees, we often confuse loyalty with simple, stubborn resistance to moving forward. If this attitude remains, we doom ourselves to being stuck in the mire of the here and now, and we don't progress. I believe that the greatest overall improvement we can strive for is the unification of the 14 institutions as a combined force and resource that has that has a significant, positive impact on the State's population providing opportunities for individuals' growth and community sustainability and helping the community to see, understand and turn to it.
First year success, remedial courses to bring students up to the college level, tutoring and student support.

Address the financial viability of the smallest community colleges. Perhaps they should be campuses of one of the larger community colleges with a campus dean, instead of a full array of deans and a president. The community colleges are also very reliant on paper for many business processes. A transition to electronic tools would be valuable.

Classrooms need to be upgraded! Get rid of chalkboards and get more smart boards etc.

College needs to prepare students for careers in our society. Too many are graduating without solid basic skills

Increasing the financial support from the General Assembly on a par with UConn

The initiatives outlined above do not relate to and have no business being applied to a four-year Bachelor degree-granting institution. A university education DOES NOT TRAIN A PERSON FOR A CAREER THAT THE STATE BELIEVES MIGHT BE NECESSARY, rather it transforms the person through critical thinking and broad knowledge and experience that allows people to participate in a democracy, make wise decisions for self and family, and find meaningful work in a changing world, the demand of which we can hardly anticipate. Split the community colleges (workforce training and developmental learning) from the State University system. The BOR would benefit from a majority membership whose careers were based in Higher Ed teaching rather than business. The state needs to invest in K-12 so that students are literate when they arrive. Lowering standards to increase retention and graduation rates is a race to the bottom for this state and country.

Student-centered thinking--what can we do to improve the experience of our students. Seamless transfer, universal transcript, more/better trained staff for advising, faculty more readily available year round, a course schedule that meets the needs of our students.

Facilitate cross campus registration to include a system wide financial aid consortium agreement.

The institutional financial aid consortium agreement will allow the home school to award/disburse financial aid; without requiring students to complete individual consortium agreements.

A social media undergrad major and perhaps a grad level program that would include interactive communications and public relations are important to go forward and keep up with the rapidly expanding world of communication and digital technology.

Use of more technology and reduction of isolation.

Inclusion of private and non-profit institutions based on their strengths and interests.

Investing in campus technology infrastructure and support that is NOT dominated by community college interests. The universities have advanced computing needs and that is not currently cultivated because of the system's tendency to fund according to the most common denominator...which short changes the universities every time. Until there is better infrastructure and support it will not be easy to expand online course offerings. Also, students need to have early exposure to online education strategies in order for that to be a viable option. Community colleges
need to invest in preparing students with these fundamental study skills...otherwise expanded offerings won't make a bit of difference because the students won't be able to pass the classes. PLEASE don't be naive enough to think that online and face to face learning environments are the same!!! Students who have poor study skills to begin with will become worse students in an online environment. Give them the support they need if you want them to be able to take advantage of online education.

Environmental sustainability through energy efficiency and waste reduction. Opportunities for financial savings abound, and integrated with educational/engagement, provides opportunities to train students as innovative, pragmatic professionals.

All campuses system wide should sign and build planning around Presidents Climate Commitment

Address deferred maintenance as priority--future affordability absolutely depends on this-- many buildings in system are aging and outdated-- building beautiful new buildings is important, but not at expense of ignoring existing buildings. Deconstruct least efficient buildings.

A Green Revolving fund offers low-risk, innovative means for balancing up-front cost with future energy savings. A dollar not spent is the same as a dollar earned. This process can be accelerated system wide. "Low hanging fruit" savings (lighting, recommissioning) must be leveraged for projects with longer return on investment. SCSU opened a green revolving fund a year ago, and it is very successful.

Maintain the highest level of instruction and learning and not make it a corporate model. Collaboration--carefully listening to all constituents; researching what has worked best and why include adjuncts in the process, we are the quiet majority

Consolidate unique programs to a single campus to avoid duplication of resources

Communication and Transparency
We need more faculty. We do not need millions of dollars thrown away on consultants or evaluation at the system level.

Many duplicated services. Upgrade and standardize general ed requirements to make the first two years of college the same statewide.

Combining the resources of all the CT State Schools and Community Colleges.
I'll say at the outset that my take on this question is surely colored by the fact that I teach at a 4-year institution with a liberal arts mission. That said, it seems to me that, for a university like mine, the greatest opportunities for improvement and innovation lie in rather a different direction from the one implied by the goals and initiatives stated above.

ECSU is Connecticut's public liberal arts university. We are here to help students prepare intellectually for a lifetime of reflection and critical engagement with ideas. Those skills and habits of mind certainly help students in their careers. But while career success is perhaps the most immediately tangible reward, it is not the only one—or, indeed, even the primary one. Asking employers what they want from our graduates is simply the wrong approach for a school like ours. We should be graduating students who can think; who can analyze; who can assess; who can judge; who can form and test hypotheses; who can communicate complex ideas effectively. If they can do those things—the hallmarks of the liberally educated person—they can thrive in any job and, more importantly to me, they can thrive in life more broadly conceived.

Perhaps this sounds like a quaint, decidedly unworldly set of ideals for a small public university, but it's one I believe we must commit to unequivocally. Connecticut has several very fine private liberal arts schools, and New England, as a region, is positively lousy with them. But at ECSU we've made a commitment to making the same kind of education available to students whose families can't afford $60,000 a year for tuition and fees, to students who are may be the first in their families to go to college and for whom a fancy private school might seem unimaginably alien, to students who may not have demonstrated the same early aptitude that wins some of their peers admission to elite schools, but whom we believe can grow and come to see broader horizons.

Eastern's greatest opportunities, I think, lie in fostering students' opportunities for thinking deeply and creatively about questions in the natural sciences, the humanities and social sciences, and in the fine arts. Particular areas for improvement and innovation include (but aren't limited to) undergraduate research, interdisciplinary study, and service learning. These are activities that need to be tailored to particular groups of students. They're open-ended and, necessarily, a bit unpredictable. They fit uneasily with the kinds of rationalizing, streamlining, and homogenizing suggested by the priorities listed above.
The college system won't be innovative or truly improve until you address a fundamental problem: the excessive administrative salaries and the exploitation of adjunct faculty. TEACHING CONDITIONS = LEARNING CONDITIONS. When more than 50% of your faculty prepare classes and grade outside of class without compensation, receive poverty wages and no benefits, have no job security, are continually treated with disrespect, and have substandard office, technology and administrative support, you have a very big problem in terms of educational quality. Most of your adjunct faculty are at least (if not more) competent than your full-time faculty and they are treated shamefully. At every step adjuncts confront huge obstacles created by the institution. These obstacles impede adjuncts from offering the quality of education they are capable of providing. No innovative program or new building or new administrative post will be truly successful until CSCU addresses this deeply entrenched, corrosive problem. The solution is not to eliminate part-time positions and create more tenure track positions, however. The solution can be found in a single pro-rata pay schedule for everyone, progressive job security for everyone based on observations, teaching portfolios and evaluations, and more. Please see the Vancouver Community College in BC for a model of how that could look.

Improving faculty, both adjunct and full-time. These are learning institutions and teaching and learning is the bottom line.

recruitment of international students which means first creating an infrastructure to support them (intensive English institute, cross cultural support, social support, housing support, visa support, etc) Truly integrating the system into a coherent and efficient whole.

There has to be improvements recruiting and retaining students. Technology has to get better In Northeastern CT. It is far different world from the other areas of the state where technology is assisting students achieve their goals while in college.

I do not think that every campus needs a President. I beleive that the colleges should be regional and each campus can offer gen ed/liberal arts and then have a specialty. Each region should offer the specialty areas. For example, Culinary Arts on campuses in the east, west, north and south.

I think that the system is top heavy with adminstrators and the funds should be allocated to the "troops"....the ranks have become too lean.

More aggressive alignments with CT's 4 year State Universities for seemless transition from the 2 year colleges.

We have to respect the unique situation of each institution. CSU needs to allow each institution's autonomic decisions. It could enhance the flexibility of the system.

The attempt to create Centers of Excellence is wrong-headed. The CSUs should each be known as excellent universities in their own right, not as campuses with distinct vocational missions. Students attend college in order to get a degree which signals excellence in learning and academic achievement, not to receive narrow vocational training.
Transparency within system for policies and procedures

Transfer of students with ease within the system, with common database to do so.
Communication of the plan and possibilities, including "non negotiable or no go efforts"
Determine how we can provide the greatest support for developmental students who are not ready for college level work yet enroll in our courses. Community colleges must maintain open enrollment; however, we must be able to teach students with appropriate course materials. Better chance of more state funding.
Coordination of student services from the community college to four year college levels.

Improve retention efforts and staff needed to implement initiatives.

Continue to fund counseling services, not reducing them as is current practice.
The alignment of K-12, college and the workforce is critical to ensuring success for all students and a healthy economy for Connecticut. In terms of funding, I did not understand the block appropriations statement. I believe there needs to be a funding system that recognizes and rewards schools that attract more students. Colleges should receive additional funding for additional students.
Technology must be made current and must be useful, rather than burdensome to users
Retain current students until successfully completed/ graduation
At SCSU, we need facilities to accomodate the growth of the department of nursing -space for classrooms, simulation laboratories and nursing research. We need to create a thriving, vibrant School of Health and Human Services that will not only attract but keep the best students, faculty and staff.
You could save so much by centralizing key functions. There is too much overhead.
To avoid turning ConnSCU into a fifth-rate learning experience by focusing on meaningless, expensive technology and cost cutting.

We need to remember what's at the heart of high quality learning and education--people, relationships and ideas.
We need to ensure that our articulation agreements with the CSCU's are in order so that students can have a seamless transition from community colleges into state universities.
Improve transfer between 2 year and 4 year and between 2 year to 2 year and 4 year to 4 year. Students are still losing so many courses due to the strict nature of the general education requirements at each of the 4 year colleges as well as taking courses that are similar in name but don't transfer as the same. I believe we should also have true common course numbering throughout the cc's and the Csu's. At least for the core courses that are common to all schools. I have done transfer advising for over 20 years and it really has not improved much at all and in some cases, it is really worse because of the new gen eds at the 4 year schools.

Online course delivery training and increased course offerings
Finding out the needs of businesses.
retention of students is most important
Partnering with the private sector. You can't innovate in this current beaurcratic system - it's like the Circumlocution Office in Dicken's novel "Little Dorrit". Since we cannot transform our state institutions of higher learning to be more nimble and lean like a tech startup, we need to partner with them. Hopefully some of the best ideas from the private sector will rub off on us.

Why is there nothing about promoting excellence in teaching? How many teachers participated in developing this? Looks administrative to me. Students actually succeed because of teachers, not programs or plans or alignments.

Hold high academic standards for students.
seamless progression from community college to csu's; cosnolodate programs that are duplicates at the csu's

Greatest opportunities: (1) Reverse the current trend in the system and on CSU campuses to ignore and marginalize the faculty, while moving towards an unimaginative and robotic model of "education". Rely more on the expertise of the faculty. (2) Re-emphasize teaching as the core activity of the faculty. Current efforts at Southern to have the faculty focus on research and publication ahead of teaching is a disservice to students. If student success is the highest goal, teaching must be the central activity of the faculty. Teaching a 4+4 load means faculty members must choose between excellent teaching and doing other things (research, for example). (3) The "leadership" of the system must figure out how to get resources from the state to enable the universities to provide quality learning experiences. (4) Stop the disgraceful consumption of resources by administrate bloating the campuses and at the system office. (5) Utilize the wisdom of the faculty in place of a pre-programmed "consulting group" which is the modern day equivalent of Pinkerton thugs. (6) Improve quality in education by stressing high standards of student performance (instead of pandering to consumer-driven "convenience") -- learning is not meant to be easy. (7) This is a terrible survey that everyone knows it is a blatantly manipulative attempt to show support for a "plan" that was developed without input from the faculty and has not been approved by the faculty. This is not a "dialogue" as you try to suggest in the closing statement of the survey. (8) I expect to see a fully transparent report on this "survey", including uncensored comments and the response rate. I will be watching to see if my comments are reported without
Ease of Transfer from Community Colleges to the four-year universities

IT

Recruitment of Veterans and non-traditional students

Standardized Calendar
A common, "go to a state university/community college," marketing initiative would be excellent. I would suggest you maintain local college involvement in Transform 2020. This shouldn't be something coming down from the mountain. I, and many, don't have a lot of confidence in BOR getting it right. Too far removed, lack of real expertise. Maybe building credibility for this process would be a good early step in this process!

Pedagogy, enrollment, financial aid, tuition commitment/freeze.

Economize to roll back tuition and increase financial aid. Allocate more resources to classrooms. AAS degree targeted to immediate employment preparation not transfer! Permit Licensed, permitted or certified skilled craftspeople (such as welders, surveyors and P.E.s) to teach CC AAS degree courses without requiring a specific masters degree!!! The CC system does an excellent job in the percentage of students that transfer but provides little for the seven out of ten that do not transfer but drop out or enter the workforce.

Require all but transfer and honors students to attend their first three semesters at one or more CCs. This should yield significant financial savings and enable the CSUs to focus their talents on the higher levels of subject matter instruction and research preparatory and execution activities.

How about looking at the deficiencies of this silly program. Greatest opportunity is to fire Boston Consulting Group and save good taxpayer money.

Use our leverage to help lower student loan rates as much as possible.

To start with I would say facilitating cross campus registration and admissions processes, and finalizing a system-wide academic calendar!

We need to improve communication from system office down to the colleges. It has been extremely poor in the past few years.

Having more consistency across the colleges

Invest in teacher training and appreciation so as to maintain the best teachers. Have a solid career
track for teachers so that there is opportunity for advancement.

Technology
Seamless Transferability - the ability to hand off a graduate to a four year college and have courses accepted. Alignment of common course numbering or course by course articulation updated annually.

Instead of hiring the BCG for $1.5 million, buy Bob Emiliani's EBook "Yes We Can!" For less than $15 you'll get more actionable improvement ideas than you'll ever get from the BCG, which is selling a pre-packaged model to automate and commoditize education. They have their "Education formula, and all you'll get from BCG for $1.5 million is the formula they've already developed applied to ConnSCU. They have their hammer. we're just one more nail.

Recognize that the faculty in and staff with direct contact with students are the employees adding value. Everybody else is administrative overhead, waste, in lean parlance, from a customer perspective. If you apply lean management techniques and provide lean training to employees, administrative costs can be greatly reduced while service to students and employees is improved. Similarly, lean management techniques and lean thinking can be applied to instruction - improving effectiveness. (See Bob Emiliani's the Lean Professor. Identifying frequently recurring problems and obstacles, finding root cause, and eliminating the root causes will improve effectiveness and reduce costs with existing employees. We do not need to hire outside consultants or have some Corporation provide a canned technological solution. Stop looking for a silver bullet, and stop buying platinum bullets. Invest in some lean training for current employees and empower them to find and implement better ways to perform.

My Objections to the CSCU Goals above

#7, This smacks of centralized authority. Since when has a centralized bureaucracy delivered innovation you say you're looking for?

#9. On-line education is all about cost, without regard to benefits. You say you want to prepare our students for success and reduce the achievement gap. Where's the evidence that online education does either of these things, particularly with respect to students with economic and social backgrounds similar to those that attend ConnSCU?

#11 Centers of Excellence are fine. We recognize resources are limited, But again, the approach seems to be centralized with little input from the CSU's, and with a focus on reducing costs, career training, and offering students one choice per area. Given your other priorities and your decisions by edict, I have no confidence or trust in any decisions regarding Centers of Excellence coming from the centralized administration.
#15, I'm very supportive of collaborations between community colleges and industry groups, clusters, or large corporations committed to hiring the students who graduate from those programs to good paying jobs. I'm not at all confident that IBM has the model that can be applied to all programs and disciplines. All that the ConnSCU administration has done so far is add to the administrative bloat in the State system with added administrative overhead, and high-paid administrators hiring even higher paid consultants (BCG) or high cost Corporations (IBM). They'll offer technology solutions that end up costing more than promised and deliver less than promised. And what value do the executives deliver to justify their salaries? How is central administration reducing overhead costs at the colleges and universities?

#19 & 20 Again centralized authority. Centrized authority made the choice to force all Schools to use Blackboard as our online course management software over the much much less expensive open source Moodle software. If these goals are pursued, I see more of the same. Expensive one-size fits all choices made at the centralized level and foisted on the campuses. Higher costs in the name of lower costs.

#21 & #25 These are actively harmful. Especially #25 and #21 given that #25 is a stated goal. A power grab by the Central Administration.

#24. Some metrics may be relevant across all institutions, but again this one-size fits all goal is evidence of bureaucratic thinking and centralization. Lenin and Stalin would approve. This is a horribly designed and self-serving survey. It assumes acceptance of these proposal in the first place. Continuity. efficiency, productivity in programs meeting technology, healthcare and state job demands.

I would just like to see a higher proportion of students holding themselves to high academic standards and coming in to college better prepared, if not in terms of actual academic skills, then in work habits and motivation. So some degree of selectivity is needed in the admissions process combined with an initiation process/set of courses that releases the content instructors focus on delivering their subject matter and not classroom management, study skills, etc. I am trained as a writer, composition teacher, and scholar, not as a social worker or an academic support specialist. Yet I find that I have to draw on those latter skills frequently because students don't know what is expected of them in the classroom or aren't mature enough to accept it. Keeping in alignment with our mission and goals and university philosophies Provide tool and guidance to each institution which permits them to be empowered and accountable to operate their institution based on the needs of their institution, its community and the economic needs of the state.
Our own talent management, workforce development (emphasis on professional development, leadership skills, and career interest discussions and opportunities) for all faculty and staff, at all levels, to encourage confidence, civility, and true teamwork--thereby resulting in happy, effective, and productive environments where all can thrive, be successful, and make a difference. The combination of online courses and local presence is a powerful one. It's a competitive advantage. I encounter students on campus who have tried an online program (like Phoenix or SNHU) and floundered without some in person contact, assistance or understanding of truly accessible, local "on the ground" resources. Because not everything is virtual.

The biggest leaps I've seen happen when students connect with their classroom communities and teachers in person. Students doing online work seem happiest when there is at least some face to face component available.

Also, not every student has adequate IT access. Some students struggle to budget for bus fare or couch surf to keep a roof over their heads. Having robust IT and networks available on a drop in basis can really help these students succeed in their studies and gear up for better employment. Getting work done without a printer or broadband is challenging. Providing these essentials with some assistance--at convenient times and easy to reach places--is an essential service.

It would be huge if the state had fiber optic internet access. Tremendous boost for business, higher ed and would be major driver of economic growth. Tying our higher ed into a fiber optic network would be phenomenal for students, faculty, residents doing continuing ed, businesses, local communities...

Faculty need workloads rethought to allow them time to keep up with technology in their fields and in their teaching, especially as more teach hybrid and online courses. Most faculty are shouldering traditional academic committee and administrative responsibilities & teaching loads, and shoe-horning tech in on the side. 
Management alignment vs. fragmentation
Discuss possibilities with faculty and staff and students. Top down initiatives don't work as well as
changes based on employee and customer input. All new and existing employees within the CSCU system should be MANDATED to take a public relations/customer service class (es) in order to address what I believe to be an unwelcoming environment for our students. To upgrade facilities and classrooms at community colleges and satellite campuses.

To focus more on retention and less on increased enrollment.

To develop a better system wide process for transfer of credit from one institution to another. As a former Community Tech College and then Charter Oak student and now administrator, I have a rather different perspective. The old Community Tech colleges required industry experience to teach, not a PHD.... Businesses were lined up to hire Community tech grads, and career success was pretty well assured. We need to bring that model back. I believe that all programs at all of the BOR need to be derived from specific business or service needs in the state. Further there needs to be a clear and consistent definition of all core programs across all of the BOR, with transfer articulation and credit from any to any...

Opportunity to review system wide policies/procedures and align them so they are consistent across schools (i.e., honor credit recognition requirements, registrar process)

Identify reasonable recruitment and retention goals at each campus. It begins at "the top" and needs to be communicated efficiently and effectively to those on "the front lines" that are implementing University policies and procedures. It is very frustrating to have been part of a university system for many years and to see leadership change and what was old and tried and true become "new" and innovative...and when asked our thoughts and opinions is surveys, public forum and town hall meets is all well and good...but when in the end, the "leadership" often doesn't take into account our thoughts, history and experience...it is very frustrating.

Fill openings with truly creative, smart people with energy, imagination, and drive. Weed out poor workers, and dead weight in the state system -- the employees crossing off days till retirement, and taking numerous daily breaks.

greater communication and unification among the community colleges and strong relationships with the 4 year colleges. The community colleges need to understand what their purpose is and stick to that rather than trying to be equal with the 4 yr schools.

Recruitmet of veterans.

Design curriculum in alignment with job market, on an on-ging basis.

Hire administrators that put the student first and politics last.

Create a bussiness model that supports small, but unique programs that have a pervasive impact
accross disciplines/industries rather than discontinuing them on the basis of class size/$$$

Create some admission standards for CC student entry! Not all students are college material as evidenced by the number of students taking remedial courses (which they clearly need). Seamless transfer, expanded transfer opportunites within system
Streamline transfer

Overhaul TAP to bring the CSUs into the same expectations set for the community colleges.

Evaluate competency based education - great idea; not consistent with course based system.  good
Getting policies/procedures the same system wide so that students have a single experience and staff can leverage knowledge transfers.
Greater Faculty Input and Share Governance  
Leadership at individual institutions (in particular CCSU) needs to be more supportive of department initiatives that compliment such goals.
Shared business functions and leveraging of IT business process applications.
I believe that recruiting more international students to come to Connecticut would help to diversify our campuses, expose our students to global ideas, improve retention, and most importantly increase revenue. I also believe that we need to do a better job advertising our strengths and accomplishments so that students do not think of state schools as second rate choices. I would also like to see a change to Western's diplomas. They are so small that anyone graduating cum laude or above gets a second certificate which seems cheap. I graduated Summa Cum Laude and would have liked to see that recorded on the diploma itself. I would also like to see more sensible academic calendars. Classes should start on a Monday and finals week should be on a Monday through Friday/Saturday. Everything else is unnecessarily confusing in my opinion.
Keep tuition down
1. We need to build a professional development model to grow academic leadership within this system. This was terminally neglected in the Community College system, and we have paid the price. CSCU, as a newly formed system, needs to think about its own internal workforce (besides just collective bargaining), and really, systematically plan for leadership development.

2. I would like to see real cooperation between CC's and CSU's, that enables faculty to move between institutions, to better understand the full scope of the academic experience our students have, and to stretch the capabilities of faculty and their teaching skills. Perhaps having teaching exchanges of some sort, enabling qualified faculty, vetted through some rigorous process, to have an opportunity for a faculty experience at a sister college within the system.
Enrollment of students from out of state. This includes international students.

Have centers of excellence at each of the four universities. Connecticut is a small state, we do not need to have every major at every university. Let the students (or faculty) transfer to the university with the major they want. Some of the more popular majors can be at all universities (English, Psychology, etc.). But less popular majors can be consolidated at different universities (Foreign Language, etc.)

First-year experience is critical for students coming in to college without skills to complete first year. We have the opportunity to provide simple, positive face to face contact with students (from admissions, financial aid, faculty) and small class sizes. These are both important factors for retention.

Our community college students need their instructor's attention. Despite all of our innovation, 28 students crammed into a classroom makes it difficult for us to let our students know that we care about their success and value their opinion. We have an opportunity to make those class sizes smaller!

Every campus should have free childcare (This will help with goals 1, 3 & 5)

At no point in this process have I heard anyone suggest that we should be raising our standards and aiming to turn out well-educated, smart, original thinkers. All the talk is about "success," and "retention," words which don't have much meaning to begin with, and which lose what little meaning they ever had the more they get bandied around. Why don't we go back to basics and aim to provide a really high-quality education where we don't accept or endorse mediocrity? Why do we admit so many students who aren't ready for college and then scramble to fix them, forcing instructors to do remedial work? Why don't we compel instructors to take attendance? Why don't we place any meaningful emphasis on faculty scholarship, or on the relationship between research and education as a mission imperative? Why isn't there more active collaboration between system schools? We could be so much better than we are, but we're chasing statistics rather than quality. Replace the weak leadership at WCSU.

There is a growing number of talented and innovative teachers/professors who are currently under-employed, because of the burgeoning amount of administrators in the system. There is a great opportunity to cut back on the amount of administrative positions in order to allow "adjunct" faculty members to fully commit their time and efforts to the students of one college. This would also allow for each college to evolve its own community in order to serve specific business opportunities throughout the state - as opposed to every college offering the exact same curriculum...
and faculty experience. While I understand that college in the 21st century is as much about training a workforce, we cannot and should not lose sight of the original purpose for college: to provide an education, which is a process - not a product. It is about providing students with the opportunity to explore new academic fields of thought and inquiry in order to develop new bodies of knowledge (not just earn a degree so that they can go out and earn millions of dollars providing a second-rate product or service to the general public). Education is about learning morality, philosophy and leadership as much as it is about learning math, science or literature.

Develop and implement a program for high school seniors in accelerated learning programs to begin college level preparatory classes while in the final semester of high school. A mechanical engineering student could take advanced math courses in preparation for college after graduation. We need to better brand our "product" by institution as well as for the system. The state needs a clear understanding of the valued added by CSCU, especially in relationship to the University of Connecticut "system." We need to identify the most effective ways the system can promote our collective work but preserve the independent identities of each institution. It is inevitable that we compete with each other even as we want the best for all of us.

I feel very strongly about the value of making the transfer between community colleges and CSUs as seamless as possible. We need to keep pushing our faculty colleagues to think openly in terms of course articulation and better advise students while at the community colleges to take courses that will put them on the right path for their bachelor's degrees. CSUs (at least Southern) needs to continue our efforts to take our services to the multiple feeder institutions to develop relationships with students while they are pursuing their associates degree. And, we need to incentivize students to complete their AA at the community colleges as data tells us that students who have earned an AA before coming to a four-year institution will be more likely to persist and graduate with a bachelor's degree.

Addressing developmental needs of students
Implementation of hand-on technology, and transparency of the expectancy of a student progress.
Facilitating a smooth transition for transfers and the work force.
Training our students for jobs, wWorkforce Development, establishing business relationships with the community.

Improvement and innovation should always begin in the classroom, we are first and foremost an institution of learning, the content of education is always more important than the method. The method should be transparent to the content. When a student is truly engaged, the state of the classroom or the slickness of the gadget is immaterial. Not that these things cannot enhance the experience but they should not drive the experience or be the focus of the experience.
Opportunity to meet the local needs (act locally) yet think globally. Students in each region have unique needs and resources. Not all students thrive in an online environment and specific local programs will be needed. If unique needs are not met, private institutions will meet them and we will use our constituent base.

Get CSU out of the reorganization. You are too community college oriented and are killing CSU. address the needs of all students desiring to improve their lives through edcation .. provide opportunities for students to reach the academic level considered "college level"

Effective Cost Savings!!!

Put a stop to creating jobs for grant funded employees when the grant expires. A lot of money will not be spent for salary and fringe benefits if this practice is outlawed.

A realignment in resources towards programs that will contribute to growth of the state and the future of its people.

I would invest in Athletic programs for all of the Community Colleges. Data supports students who participate in athletics are much more successfull in all aspects of college and life career.

Graduation, with a high qpa is demanded by all support groups that surround the student while ingaged with his or her college.

Inclusion of libraries in academic planning to include information literacy skills as embedded elements to all aspect of education. Connecting with high schools and middle schools--providing on-campus opportunities fro them to visit and engage in campus programs and outreach to principals, educators and ed board folks so that the high schools know that the expectations are of incoming students.

Create a new approach to new programs. Each new program should be workforce necessary, regional or global in its reach, and developed first for online delivery. If we are serious about improving our enrollment (which is priority one, in my opinion), we must grow our market beyond Connecticut. We must import students and export programs (that's a pretty good tagline).

An academic innovation fund - quasi-grant program for faculty in the system to apply for special state funding for new programs and improvements

Include more minorites on the BOR and increase the Colleges' hiring, management, promotion, pay of Black, Hispanic, Asian, etc. minorities. The fact that none of these options is offered in questions 6 and 7 further shows the seeming innate bias against dealing with the racial bias at this campus and others; this "unwitting" or intentional omission undermines one of the greatest populations in need who should by all accounts be recruited to avoid future potential unrest in the fastest growing segment of the U.S. population. The concentration on foreign student recruitment while seemingly ideal undermines the stability of the "native" born population in the contemporaray economic where there is an acute competition for resources and an increasing "zero sum gain" environment
measured in the widening gulf between economic classes in the U.S.

There are many people at CCSU that have great skill sets and who love the university and could greatly add to any of the improvements. We need to insist on high academic standards from our students. We need more full time faculty, students are not able to graduate on time because they cannot get courses they need for their program. Lack of high standards and full time faculty are driving students who might otherwise choose CSU to other schools.

Focus on future enrollment. Introduce the younger generation to our college/university campuses by inviting middle school students to attend an activity on campus. There is considerable talent among the work force at all of the state system institutions. There is considerable opportunity to utilize interested and capable individuals to help drive these priorities. The best opportunity to move forward is to keep work teams small AND to utilize individuals who have a proven track record of doing work and getting results.

Online, hybrid, and innovative course delivery options. Not everyone can physically attend classes. We should find ways to reach new audiences.

reduce administrative salaries and costs. Spend more on faculty to get the top faculty, and reduce expenses on new infrastructure.

Comprehensive marketing plan and brand recognition. Market the value of public higher education - Good education that leads to real jobs without having to accumulate huge amounts of student debt. Students and families are shopping for these qualities...yet we don’t tell them what we have to offer.

Better communication on all levels. That we all know what the hand is doing.

We need reassessment/updating/standardization of current job roles, descriptions, and classifications so that positions more closely resemble the actual work being performed. Many are currently outdated for modern and technological times and do not reflect the work that is currently being performed. Some work would need to be combined with other roles while others would need to be split into multiple positions, or new position titles. Having job descriptions match what people do would be very beneficial and more evenly spread the workload to increase efficiency, productivity, and performance.

Currently at Community Colleges there are few job titles that are chosen from and they don't reflect what people do.

Identify and support those programs that are already excelling. Use their expertise too suggest ways to get other programs improved.
Listen to your faculty more.
Treat the 50% of our teaching faculty who have no job security like they matter.
Improvements in advising which was not really on the list.
Identify individuals' professional and innate strengths as well as divisional and departmental strengths. Collaboration across divisions and departments (inclusive of staff and faculty and administration). Exchange of knowledge, skills and best practices. Encourage research. In the midst of innovation, never to neglect communication and improved interpersonal relationship, pursue them to be the foundation of innovation. Appreciation of diversity in all aspects of higher learning.
Remove any inherent or implied discrimination and or prejudice embedded in policies and procedures. Example: a clearly stated emphasis on professional capabilities of an employee as a basis of professional engagement and professional respect rather than 'whether a person is likeable or not (a subjective opinion, inherently discriminatory). Imbue a professional and progressive culture with ethical standards. More funds be available for research and professional development.
improve the overall image of community colleges in the state regarding the quality of education and opportunities that are available.
There were those who expressed concerns that the CSU's would become glorified community colleges and now it's happening. . . .the socialists theory of education. . .
Breaking down barriers between the colleges to make access and transferability more seamless for our students.
Improvement is needed in many places and change is never easy. However, change should be methodical, deliberate and above all else, well thought out. The recent changes in the BOR have been quick and poorly thought out and poorly communicated. Please take the time to think things through, you will get a better end product in the long run.

Improving communication from the BOR will help minimize the rumor mill and provide needed stability
Provide community college students access to the study abroad programs at CT's 4 year state universities.

Allow employees and their families to be able to take classes for free at all State of CT colleges and universities when there's space in a class as we can now in our own college now and expand that availability to the summer semester for full and part-timers.
Make the websites more user friendly so that students and faculty can easily figure out what courses are required for programs offered by all state of CT colleges and universities.

Improve the working conditions of faculty and staff as well as the learning conditions of our students. Reduce administrative bloat. Put more money into teaching and learning and direct student support. Utilize the expertise of the people we have in our institutions rather than waste money on expensive consultants.

CSCU has completely lost sight of the real nature and goals of higher education, which is EDUCATION. You do not encourage or reward rigor in the classroom, you do not hold academic standards for students, you do not encourage the acquisition of the most basic writing and math skills. You reward illiterate students with remediation and completely ignore the bright students who represent excellence. The workforce of tomorrow will not come to CSCU institutions because of its terrible reputation of handing out degrees like penny candy. System convenience does not equal excellence.

Reduce spending and make tuition affordable.

Centralize the "non-student" offices like Purchasing, Accounts Payable, Human Resources.

REALLY examine and reduce spending; What is essential and what is luxury?

We must make education affordable. Poverty should not be an obstacle to higher learning.

System-wide assessment of ROI for all academic programs. Avoid silo mentality with parallel degree programs with different curriculums at each campus. Centers of Excellence CAN work, but only if results are subsequently adopted throughout the system to achieve efficiency.

Consistent Leadership at the BOR, Build and promote leaders from within the system, Bring back core values for leadership that includes fairness, basic respect, compassion, and honesty. Budget and strategic plan alignment. Grant management.

Systems thinking in functional ways: course credit, transfer, registration, program alignment, budgets, course offerings, etc. Also metrics that make sense for students and staff.

1) Seamless articulation/transfer b/w Comm Colleges and CSU's. And... this has to start with making CSU's hew to a system approach rather than allow the to operate independently in this regard.

2) Making the CSU's integrate into a system with consistent curriculum, courses, educational practices.
This question is completely self-serving. I did not support the creation of this system and have little confidence in this plan to do anything but restructure simply for the sake of restructuring. Part of the problem is the transform 2020 statement itself: Most of it is so vague that it is incomprehensible. What is meant by a "world class system?" Excellent graduate rates? 100% online instruction? Research shows that students will take online courses, but they don't necessarily to well, and they don't like them particularly. In addition, the constant emphasis on goals and questions that are too narrowly focused on workforce development for the universities is frustrating. Dr. Gray has been told multiple times that the universities are comprehensive regional institutions that address needs well beyond those of just Connecticut business. A university is not a training school and our students aim at much more than simply a living wage. The absence of any discussion of graduate education in transform or in this survey is mystifying. I do not oppose meeting the needs of industry/business, but to focus on that to the exclusion of the needs of all other potential employers in the state and the nation is shortsighted. Further, this survey is poorly conceived, and, I suspect it is designed simply to garner support for transform. It is surely not very well thought out. Several of the statements about goals are potentially contradictory. For example, to be effective is not necessarily the same thing as to be efficient. The same is the case with affordability and sustainability. And why begin a campaign only to support community college students who wish to attend the universities? Are you trying to turn the universities into 2 year finishing schools? A 4 year college degree has value. When I arrived at CCSU, I was told that we were on our way to emerging as the second research 1 school in the state, and that we would be pulling ahead of the other CSUs, let alone the community colleges. We have done nothing but decline since then. And the leadership at the state, system, and university level has largely been to blame in my view. Since I arrived, I've seen a governor go to jail and a university president and a system president forced to resign in disgrace. The university and the "system" has been in chaos because of poor leadership more than it has been functioning well. I see nothing in CSCU that indicates a change.

P.S. I am glad the community colleges exist, but the CSU's are an under-appreciated gem, and nothing in Transform 2020 appears aimed at changing that. In fact, we're being downgraded to glorified community colleges. Finally, if you are going to create a Board of Regents and a system for higher education in the state, then UCONN should be included to. To do anything else makes no sense. I am not interested in attending any of these 26 possible workshops, but the survey won't let me finish unless I fill something in. Please do not confuse my finishing the survey with support for this program.

You just need to get the right people at the table Not the people who will carry out the BOR bidding, but the people who have the knowledge and who are interested! There are many of us interested. Transforming CSCU provides an opportunity to rebuild from the ground up and include ideas from all areas and levels within the organization. This will help create synergy and efficiency.
Management is good source of information to provide an overall view of an organization, but may not correctly identify or understand all the links in a chain.

Teach the timeless classics from English to physics, and geology; but, also emphasize new technologies and trends within these areas of study to engage and capture the imagination of students. Examples are theories such as chaos theory and total immersion in language and literature studies. Why not offer a first-year experience in John Milton, Henry James, or Emily Dickinson? Why not teach intensive French using the Rassias (TM) method? Harvard does it this way and allows first years to focus on one Great Writer; why cannot we? As Hemingway wrote, the only difference between the rich and poor is the rich have more money. That is what we believe at the community college level, so why not teach what the richest colleges teach? It costs the same amount of money to teach classics. Students need the freedom to apply their knowledge and use their brains to innovate and create. But they still need the classics as their models, not mediocre literature.

Each campus needs an office dedication to Orientation, Transition, First Year Programs, First Year Experience. All of the components are worked on in silos and don't create a comprehensive experience for new students. They are kept or lost in that first year.

Greatest opportunities for improvement and innovation are: System transparency, establish economically feasible early college programs, upgrade IT to respond to the assessed needs of the departments in the colleges.

The opportunity for community colleges to receive the same consideration and respect as the 4-year university. Seamless transfer and movement within the 17 college system. Equal representation in decision making for 2 and 4 year schools. Opportunity to educate legislators and the public as to the significance of the community college.

There is a window of opportunity that is rapidly closing to develop transparent, ethical leadership based on educational integrity and serving the greatest number of students in the best way possible. We can right the wayward ship of higher education in Connecticut by thinking more about doing the right thing for the largest number or residents in the state and CC systems, but only if we face some tough realities about the problems with leadership, administration and oversight that have plagued the system for years.

Equal support from legislature for CSU with UConn on a per student basis.

Providing redundancy and 24 x 7 x 365 support for critical IT services (moving to cloud where possible.) Leveraging central licensing aggregation for economies of scale and administrative efficiency. In a general sense a greater collaboration and sharing of knowledge between the CSU and CCC institutions.

1. Learning Outcomes assessment. Not jobs, not salaries, LEARNING.

2. Make BoR office employees aware of the resources they already have.

3. Replace graduation rate as the judgment of our campuses & presidents. We have to do that, if
we’re going to make it so incredibly easy for students to move from institution to institution within CSCU.

Bring technology into the 21st century.

Align programs to areas of need within state labor force.

Ensure that veterans get a fair shake.
I believe uniform policies, procedures, etc will lead to reduced operational expenses and improved efficiency. I think this is key in reducing operational costs and labor costs which in turn can help reduce tuition costs or at least keep that at a steady level.

Transparency. It builds trust. Right now there seems to be a "buzz" that something shady is going on. It's the elephant in the room.
We need to look at technology to assist us with various functions for better efficiency and better service to students. For example, academic advising software would greatly facilitate the advising process particularly as we have too few faculty and staff to have a really robust advising system at our colleges.
Right now there are 17 individual administrations in the CSCU system. It would be difficult to meet Many of the proposals and impossible to meet others with 17 different and differing administrations. One has to start at the base of operations and establish a common foundation before one can implement some of the changes suggested. Great ideas here, but no clarity how to get all the horses running in the same direction under current conditions. These are "pie in the sky" proposals which first must have a realistic sense of organization and implementation. Yes, deep, thoughtful and some hard decisions must come first. I don't know if the current leaders have the insights and qualities to "really" make the needed changes that are proposed. The system must also evaluate what goes on in the classrooms. We have too many faculty and administrators who seem not to be passionate about education and compassionate about students. In support of transparency, I'm Franz Douskey.
Provide more opportunities for adjunct faculty to become members of the academic community--transform part-time positions into full time, non-tenure track positions. Adjuncts who already teach at different schools within the system can be used to help build connections between the schools. The greatest opportunities for improvement and innovation will come about through conversations and collaborations between the teaching faculty at the various CSCU institutions. The faculty are at the heart of any change that has a positive impact on the quality of higher education. When faculty are on the periphery of the change process, the chances for positive impact are greatly lessened.
consolidare some of the Community Colleges that are not making money, give the BOR IT dept. the power to dictate policies on all CSU and CCC campuses and have all IT staff on the campuses report to and work for the BOR.
Career Services Departments should be well staffed with qualified COUNSELORS. This is crucial for realistic goal setting and ultimately employment upon graduation. I do not agree with Transform 2020 and I think each university should be allowed to be self-determined in regards to the priorities and program they wish to develop. Transform 2020 introduces greater complexity and inflexibility is the guise of a central "system." Calling it a system will not make it so. Transform 2020 and its attempts to homogenize the system will simply destroy the unique strengths that distinguish each university. The Board of Regents should spend most of its time nurturing the teachers, not coming up with schemes that are abstract. We need to get back to basics: making sure every student is served well in the classroom through quality teaching, active learning, critical thinking, etc. We need to ensure access for the high risk populations we serve and reinforce to state government that such access, even when/if it doesn’t lead to a degree or transfer within some arbitrarily decided upon time, is also very valuable. We need to show state government that sometimes "success" means giving students the chance to try college out in a relatively low risk environment like the community colleges. For some, they will realize that it’s not the right time, or that they want to pursue other avenues. "Success" sometimes means a course or semester or two from which the students take the skills and knowledge with them. "Success" can mean taking time away from school to work and save up money and develop a support system, then returning sometimes years later. These are all important parts of the state college and university system. With Transform CSCU 2020, the Board or Regents has the opportunity to reinvigorate these vital aspects of our mission. The greatest opportunity is in the negotiation of the upcoming faculty and staff contracts, need to align responsibilities with new realities. More input from faculty and staff. Possibly more surveys so that people can freely speak how they feel about things so change can take place and be accurate. We will only understand the impact of various programming initiatives (Go Back to Get Ahead, Early College, etc.) if we have data systems that accurately capture their impact for analysis. This necessitates the implementation of a system wide data governance structure and integration of IT data systems. We need to upgrade our infrastructure and hold administration, faculty and staff more accountable for creating an atmosphere conducive to student learning. We need to have the state STOP reducing our budgets and give us enough money to actually be able to give students the tools they need to be successful, meaning more full-time faculty, more professional staff in key roles to support students and much more accountability by administrators to support staff and faculty in there work with students. IT improvements are long overdue; consolidation of admissions' processes and TAP pathways. I believe that system wide reporting and analysis from a common data warehouse is a great improvement and an attainable goal. I also believe in thoughtful performance based funding. Policies that support our goals
The local school systems to better prepare their students. They should not graduate those that are not ready for Eng 101 and Math 136.

Concurrently, the Board of Regents should revise it Open Admissions policy to be open to all students who are ready for Math 136/English 101.

When there is a clear hurdle rate, student will strive harder to clear it. Since the current high school diploma is basically based on age and attendance, they just slide along.

Maintain Academic Standards.
Develop the mindset that Community Colleges are an asset rather than the competition.
Collaboration among employers and university professors and administration. We must discuss teaching the skills that students need in a continually growing global economy.
Transferability of credits needs to be improved. Transcript processing between all of us needs to be improved. A common application should be developed. And students should be able to access more information online from ALL the colleges. Some colleges are slacking.
Greater Marketing of our CSCU Universities & Community Colleges stressing seamless connectivity between the colleges and universities. Support Facilities Growth of CSCU University Satellite Campuses.

Keep tuition costs at a minimum, short term CSCU sacrifices will turn into Long Term Student Growth on our Campuses!
Holding tuition increases to a minimum;

hiring more full-time tenure-line faculty;

strengthening shared governance;

recruiting and retaining students
Getting students through their first year, retention, precollege courses for high school students, a credit bearing first year experience for all students. Starting a program of free tuition for all two year college students like Tennessee's current program.
The jobs that are available now are not the jobs that will be available in 10 years. The best thing we can do for our students is ensure that they have the ability to think critically; communicate effectively; be flexible, life-long learners; collaborate with others; and solve problems creatively. Developing new programs targeted to today's "economic" or business needs is short-sighted if we can't ensure that the specific skills our students learn in those programs are very transferable.
I do think that studying foreign languages is critical for students' success in the future, and should be required at the college level regardless of what students studied high school.
I think it is very important that the students in our community colleges have every opportunity to continue their education at one of our four-year universities.
Stop cutting full time positions and have adjuncts cover these classes. It interrupts the flow of the programs and diminishes the quality of the students' education.
The best way to improve and innovate in pursuit of pursuing an excellent education for our students and a functional, equitable, sustainable system is to empower those who are most concerned with and invested in these goals: the faculty. Faculty must have a prominent decision-making role throughout the length and breadth of the planning and implementation process.
Being on the NYS border, consider tuition reduction for NYS residents.
Organizational efficiency and effectiveness. There is so much duplication of effort, for example student advising should be more efficient with electronic access to all advising notes. Colleges still operate in a silo, examples include varied academic calendars, make-up policies for classes cancelled due to weather, implementation of common core curriculum for non-transfer degrees.
The new board of regents has yet to develop a comprehensive policy and procedure manual, including the number of hours students are required to be in class for a specific number of college credits. We are still operating under the Board of Trustees policy and procedure manual!!!!! Let's get it together BOR!!
Many other schools/universities offer accelerated programs, something many of our students ask for. If we cannot offer this type of program, we should at the minimum offer students an updated, streamlined, and relevant curriculum to ensure they will complete their undergraduate degrees in no more than 4 years. Another area that is lacking in the state university system that other schools/universities offer is a strong program for adults. Many adults who never finished college or need a career change would benefit from an adult program that takes into account their particular scheduling needs. Working adults would also benefit from more on line course offerings.
CROSS-CAMPUS COLLABORATION. We are all doing wonderful things - let's share resources and stop unnecessary duplication of efforts, which is a waste of tax payer dollars.
Elimination of legislative dictates in favor of allowing the board and the campuses, who are the experts in the field, to guide the system.

Notably missing from this survey is any suggestion of increasing faculty or staff. "State of the art classrooms" aren't nearly as important as sufficient staffing.

Elimination of poorly written surveys such as this. For example, you ask on question five whether my
campus is delivering on the goal of graduating "more students with the knowledge and skills to achieve their life and career goal." Since the goal requires an increase over whatever we are currently doing, we cannot already be meeting it. Similarly asking whether we are making college affordable when we don't control the cost is stupid. The survey is riddled with similar problems. Indeed the goals themselves are so abstractly written using the latest vapid jargon that they're useless as guides. Stop talking in empty jargon and actually outline something concrete. Consolidate purchasing, accounts payable, financial aid, admissions, etc. more international students enrollments.
Not forget the value of a liberal arts education that isn't always focused on specific job skills. Committed, innovative leadership at all levels that tap the expertise of those in the system. Appropriately fund financial aid staffing at system level. Appropriately fund Banner and IR initiatives on campuses and through system so that they work in a way which serve the campuses and students. Promote the colleges for the very good investment that they are for students and families. Do so proudly.

Increase work study state funding to increase engagement options and support colleges at the same time. Fund practicing for students in programs like ECE and human Services. They often can't complete because they cannot afford not to work. Provide scholarships for poor students at CCs to attend full-time and tie continued support to grades. Fund state scholarships for summer school, students will complete faster.

Co-operation between 4 yr colleges and community colleges
To improve relations among the Board of Regents and local administrations with faculty. Increase resources for faculty research and creative activity. Support classroom learning, not only for the business community but for the public good.

Decrease class sizes by increasing the number of faculty. Student success is definitely tied to smaller classroom size.
The improvements in the economic and diversity gaps between urban and rural colleges. I see a variety of expansions in the rural community colleges and universities, where a college such as Capital CC has been stagnant in expansion.

brining in more students from other parts of the country and international as well. Realignment of degree requirements around competencies rather than course titles.

Flattening of hierarchical organizational structure and elimination of inefficient duplication of processes across campuses. Does the size of each community college warrant the level of overhead for administrative costs (the number of Deans at each college).
I think the greatest opportunities are to share resources but I think we need to do a better job of getting together with our sister schools to find out what we have and what we need. We need to collaborate more in planning.
The CSCU System Office needs to become more organized, less divided and enhance communication with the colleges and universities. Until that is corrected, there is very little chance we can become the single entity the merger was supposed to create.

Harnessing the appeal and power of social media throughout all courses and programs at all institutions.

Involvement and equality of community college faculty with SSCU, CCSU, WCCU and ECCU

We need to create a solid, flexible first year program or more accurately programs 9 to fit the needs of the individual campuses.) If we don't have something like that, all other initiatives are flawed.

Greatest opportunities...5,6,13,19,20,24

ALSO start night and day time adult programming with CT Technical High Schools in Stamford, CT as well as other CTTHS around the state!!!

There is a desperate need for better communication from the BOR and System Office on current and upcoming initiatives. There is also a great need for the System Office to employ enough people to lead the System in the initiatives that we are currently involved in (i.e., TAP, PA12-40, P-Tech, P-20, etc.).

Strong relationships with business and industry

Utilize the current staff better. Many staff members are highly skilled and underutilized. Promote within rather than bring in friends and family.

I think that Transform CSCU 2020, or any large scale initiative such as this, provides numerous opportunities to grow our university system, maintain excellence in numerous academic programs, recruit high quality research and teaching faculty, generate important scholarship, and connect students with the larger world and academic community, in the process helping them develop the human capital demanded by employers, among other benefits. Transform CSCU 2020, in other words, offers the perfect chance to work towards making our system the envy of university systems around the country and world. Regrettably, however, I do not see these important goals reflected in this survey or the larger dialogue about this initiative. With the exception of preparing an educated workforce, the dialogue to date has focused on standardizing curriculums across campuses, investing in Early College, quantitatively measuring learning outcomes, and aligning college, high school, and middle school standards. These may be important issues to address, but I fear that their impact will be minimal if those things that separate outstanding universities from those that are less so, as described above, remain unaddressed.

Improve retention through alignment with the K-12 system to address developmental needs and student success programs

One of the greatest opportunities for improvement is to make sure students at the Community College level GRADUATE! It use to be that was the goal for most students, but today I see students doing a couple of semesters and than transferring. We need incentives from President Obama to the Admissions Clerk to get students to understand many of the advantages of having an Associates
Degree!

Communication
Facilities upgrades & keeping tuition at an affordable rate
It is important to preserve the CSU system in a way that reflects its creation. The state's intention in creating the CSU system was to create 4 year colleges in all four corners of the state where a student could get access to college regardless of where he or she lived. Current ideas being bandied about to make more use of digital course offerings in order to save money would not serve the spirit in which these colleges were created. It difficult at best to mentor students we do not know across a distance. The services we provide, where students are given direct and personal access to their faculty, enabling greater levels of success would be ruined in this model. A great number of faculty are deeply concerned about the implications of some of these trends.
Expanded distance learning programming

Development of distance learning development center

Use of distance learning to eliminate course shortages and to more broadly offer programs

More coordination of BOR institutions with career program development and delivery

Abandon the full-time faculty focused model

Adopt a system wide strategy for student retention and advising

Reevaluate legislatively mandated costs like the tuition set-aside program
The greatest opportunity for improvement will be revealed through transparency. Make all plans, policies and procedures as transparent as possible to all members of these communities. Not only welcome, but demand feedback. Market an open anonymous forum to the community and listen.
ACT has the Compass and SAT has the Accuplacer. Use both, or switch to the ACT since it is far more popular for the last two academic years.
Early college programs to give students the needed skills to be successful.
Getting all stakeholders to participate in the planning so that they will own the innovations proposed and implement them with enthusiasm

Create a culture of continuous improvement, and experimenting with innovations, taking risks.

Avoid another layer of top-down bureaucratic organization
Identify and get rid of all aspects that are redolent of high school

Specialized programs should be consolidated and offered at particular colleges -- this will both save money and each college a particular identity (beyond what has already been established).

For example, one college might devote itself to developmental education.
To build strength & excellence in certain majors at each institution, for example SHHS/nursing at SCSU
Creating seamless, affordable transfer from community colleges to four year institutions both within our system and with private colleges.
Yes - if you have educators running the system. The CSU needs to make improvements as far as keeping students in the system and making transferring from a 2 to a 4 year institution seamless, however the state needs to acknowledge that the CSU system plays a vital role with Connecticut residents and start investing here versus sending all the dough to UConn.

Also avoid having the pay scale be "top heavy" and invest where the dollars make a difference.
The greatest opportunities will stem from the fact that each institution has something to offer and all should share equally.
I think that we need to improve technology and innovation. Students should expect the best from our institutions and they should get the best. Most of our graduates work in CT and we should want them to be prepared to contribute their knowledge to our economy and for the betterment of our State. If we don't give our best, we can't expect their best.
Utilizing the expertise of the faculty in the CSU System

Internationalizing the curriculum

Proactive in recruitment of international students

Reaching out to the immigrant communities in the state

Merging the departments to avoid duplication of teaching the same courses with different labels
More evening courses, more instrctor to teach university required courses
Move CSCU into a more modern educational system that focuses on 21st century learners with more use of up to date technology through online courses, but also through technologically advanced classrooms.
Many of these goals are laudable, but many faculty have been frustrated with the lack of shared governance in the process, which may undermine the Governor's popularity and Mr. Grey's ability
to manage. The hiring of the Boston Group w/out an open process speaks volumes.

talk to the faculty and the people in the trenches.
Online instruction, we do not need the buildings and maintenance.
I am deeply concerned about the targeted focus of the questions and choices listed above, which are all biased towards fulfilling the needs of local economy and creating a unified state school system (that nonetheless very obviously excludes UCONN). Certainly, there are some sectors of the economy that we can help with in regards to training (e.g. teaching, nursing, criminal justice, etc), but there are only so many skills-based jobs available out there for the taking in this state. The reality is that we are preparing many students for jobs that may well not exist yet. I am increasingly writing letters for students who are electing to go on to graduate school (both in-state and out-of-state) because desirable jobs are not yet there. Those students who have a clear sense of the jobs they hope to attain and those who don't are both in need of a strong liberal arts education, which will provide them with key critical and innovative thinking skills. The very fact that the core elements of a sound liberal arts education are missing from any part of this survey weakens the validity of this survey instrument. The authors are predisposed to developing solutions that fit with their vision of college/university--a vision that is not in line with reality if the authors were to examine national statistics (NCES) regarding the proportion of students who actually get jobs that are directly related to their undergraduate majors. I would argue that the problem lies with the economy and not with colleges/universities' inability to provide graduates with a narrow set of skills connected to specific jobs, but debate in this country (as is reflected in this survey) tends to not question the inequities in our economy--it is instead easier to push for more education that is skills-based. We need to think more broadly and comprehensively about our mission as an educational institution. The questions above do not even begin to tap into the issues that we need to consider as we move forward. I answered "I don't know" for many of these questions because there are so many unintended consequences associated with each one. I do not find this survey useful at all. Most of what you want to accomplish I don't agree with. I believe in innovation and improvement, but not by standardization. In fact, competition fosters innovation; creating cookie cutter education does not. I also want my students to get jobs, but I did not earn a PhD (Doctor of Philosophy) so that I could create worker drones with "skills" to feed the economy. I became a teacher to prepare students to live fulfilling lives with intellectual capacity and a sense of calling. I expect they will have jobs, and I will help them get jobs. But I will not teach-to-the-job. In my department, we strive to be the best--individually and departmentally--by developing unique courses and programs. Of course we offer foundational courses, and we are always trying to innovate and improve them. This can't be imposed from above. The objectives outlined in TransformCSCU 2020 suggest to me that the Board of Regents doesn't understand the purpose of a liberal education, which is to foster creativity, curiosity, and flexibility--all necessary for the workplace as well as for family life or individual development. These are whole people we teach, not units in the workforce.
For example, in #10: we should have state-of-the-art classrooms, but not just so we can deliver an on-line experience to some students on other campuses. Online education doesn't work very well for the majority of students. MOOCs don't work. Unless and until you develop a MOOC model that works, why would you invest in that? Or #7: Long-term academic planning is essential. We should be doing that at the department, school and university level, not at a system level. We can't do that now, because we have 40% adjuncts. We can't replace full-time people who have retired. We can't be sure we'll have a budget of any set value as we move forward. If we want to innovate we are not given funds to do so, even when there are tangible costs, such as buying manuals and texts or attending a workshop or belonging to a consortium. So we have to take that money from operating expenses. Creating financial stability in each institution should be a priority for the Board of Regents, not tweaking curriculum and "articulating pathways" to majors.

You have already invested in this plan, without really consulting anyone about what we ought to do. You talked at us and not to us, and now you have a plan. You should stop this plan. You should leave objectives that discuss education, actual intellectual preparation at the level of each university or community college to those institutions and concern yourselves with the financial health of the institutions.

I think we have an excellent opportunity to reduce administrative bloat, downsizing the number of administrators and sub-administrators that have created a layered bureaucracy that is expensive and offers little value to students. This is also an excellent time to begin treating the whole of ConCSU as a bargaining block to get better prices from our suppliers and vendors (like Sodexo). This is a real chance to focus on the needs of our students, not special interests and administrators. Increased efforts to attract, support and retain highly qualified faculty. Expectations for faculty success need to be clearly aligned with the mission of the institution in fact not just in writing. The potential is here that with good planning can result in greater opportunities for students and innovation to achieve increased outcomes for our students.

Instead of spending millions of dollars on a private investment firm why don't you hire more faculty to deliver course content?

Streamline the administrative positions.
Get rid of Charter Oak State College

Develop a greater overview of Maintenance to establish better preventative maintenance measures. It seems that things which constantly go wrong here at Housatonic could be prevented. There appears to be no specific job assignments and workers just do what they're told to if they even show up for work. This may be a statewide issue?

New construction takes place and shoddy work is accepted or overlooked, antiquated items are purchased, and professional standards are pushed to the side in lieu of making a deadline. An extremely important component of ensuring strong K-12 education is the improvement of educating CT’s English Language Learners -- the fastest growing student population and the population with the greatest achievement gap. Pre-service and In-service K-12 teachers must learn how to work with ELs. The Community Colleges MUST be allowed to offer strong ESL programs. SCSU's and CCSU's TESOL programs must continue to be supported. SCSU's Training for All Teachers Program, which offers training to K-12 teachers must continue to be supported. School districts in NE, SE, and SW Connecticut are eager to take SCSU's MS/TESOL program. SCSU is working to make this possible through video-conferencing our courses, connecting to various other video-conferencing classrooms in the state. We will need the technology installed in each of the four university systems (and some of the community colleges), to make this happen.

we should be Giving our students a well rounded education so that they go into society as an educated citizen. This does not mean focussing their education on a job. CCSU should not be reduced to a glorified technical school. The emphasis should be on cultivating their mind, teaching each person to think critically, analytically and creatively. Teach the whole person....not just their job skill set. These questions were disturbing in that none asked about education of the whole person. More emphasis should be placed, across the system, on the breadth of the liberal arts. There is a reason why Eastern is so successful. Model the system on its successes not its weaknesses.

The greatest opportunities for improvement and innovation will be achieved by having Dr. Gray and/or his immediate staff meet with Deans, Directors and Associate Directors in each area of Student Services(Admissions, Financial Aid, Records, Academic Support Center) on each of the 12 community college campuses. He must realize the importance of our day to day operations are vital to the survival of the CSCU 2020 system. Why was 2 million dollars of Connecticut's state and taxpayers' funds approved to be spent on an over priced consulting firm outside of CT? Isn't it Governor Malloy's goal for the residents of CTand hopefully students from around the world to
receive a quality education in CT, stay in our wonderful state after they graduate and become self sustaining taxpayers to the state of CT? The Boston Consulting Group was hired to find efficiencies and make recommendations for Dr. Gray to allow CT to become the most efficient and effective system of education in the United States. Instead of rushing into hiring a consulting group the BOR should have tapped their most valuable resource available-- their employees--of the CSCU system. Those who know what is needed first hand to improve the CSCU system. The BOR needs to be proactive and innovative to really bring the CSCU System into the year 2020 and allow the state of CT to be the number one state in quality education. The first point of contact for our students is not the faculty it is the Student Services Areas. The faculty are not the reason students come to the community colleges. The role of the community college is to prepare and teach the members of the community how to become a valuable, self sustaining, self confident, productive member of society. This is achieved by all employees of the community college system who patiently answer and assist the new student from directing them to their classroom or explaining the admission, financial aid, and registration process to them. The faculty are not the only employees who teach and guide our students to success.

supporting the continuing growth of online and hybrid courses at the universities
Be sure everyone is working on the same goals. A lot of individual schools have similar university specific plans that somewhat overlap but also may conflict with this
Lower costs, stop waste and reduce administrative staff.
Clean up the political and unfair hiring crap within the campuses. Unhappy employees make unhappy campuses
More faculty participation in decision making especially concerning academics.
1. Connect our programs with the workforce needs of the state.

2. Attract full-time, international, undergrad and graduate students to our institutions.

3. Upgrade our IT infrastructure to allow for more flexibility

4. Reduce bureaucracy and redundant processes.
Repeal PA 12-40: Create Developmental Education classes that are well supported by increased library resources, well-staffed writing and math tutoring centers, and comprehensive programs that are developed by faculty members. These programs were dismantled by PA 12-40, but should be re-established. The BOR should actually consult with faculty members to understand what is covered in these courses. They should ask CCET to develop outcomes for the transitional strategies programs. Also, they should visit developmental classrooms in early fall semester, and chat with the full-time developmental faculty members on each campus.
More funds for CSCU 2020 are good but the funding at the program level has been declining for years and will continue to decline which will be detrimental to overall success of CSCU 2020. The
number of faculty lines should be increased and the number of administrators decreased.

Show where the value that we bring to a broad array of groups
Take advantage of faculty expertise and experience to help ensure that the proposed changes are appropriate and implemented wisely. We should be seen as partners, not as people to be managed or marginalized during this process.

The system definitely needs an overhaul in information technology.

The system needs more funding to improve infrastructure and services provided to students. Demonstrate to students the practical application of theories and how they transformed the environment.
Include rank and file stakeholders at the System Office who are all too often overlooked. These employees have seen the many changes over time, some that were highly effective, some that were not so, and some that are repeated with no effective gain again and again at the expense of tax payers and students. Some of these employees have been student's of one or more CSCU campus and have first-hand knowledge from both the employee and student perspective. Most of all, these employees are invaluable experts in their fields and want to be productive.

Community Colleges are not known to be cash cows or profit generators. They are a form of community enrichment programs designed to provide an avenue for those who need a cheaper, more accessible route to higher education. Please do not sacrifice the mission of the community college, or we risk losing an educated and skilled workforce/entrepreneurial experise. Such a loss would translate to growth in employment, businesses, wages, as well as improved state and municipal economy and enhanced innovation and productivity. The service/manufacturing industries, in addition to traditional academia, should be tied to community college, and for that matter, CSCU vision and mission.
As schools are being investigated for sexual assault responses, why hasn't the CCSU leadership been investigated regarding the handling of the Moises Salinas sexual assaults on our campus. As schools are being fined and investigated for how they handle sexual assaults, we should really make sure that the leadership knows that they messed up very bad in terrorizing allies of the accuser and supporting the rights of perpetrators in a way that was against the law. President Miller broke some laws and so did ex Human Resources Officer Anne Alling. Are you checking into that? Have you talked about how this was handled with the faculty who were impacted? Did you ask these faculty how they were threatened? I'm not a whiner, but this is really bad. It has happened before and was testified about at the state legislature. Though things were supposed to be done, nothing was heard about publicly. Can we hear about anything going on publicly?
Stop spending so much money on creating new, wildly overpaid administrator positions. Administrators do not innovate- they stifle innovation, based on what I've seen 10 years at this school. Save money on those positions and hire more faculty so that students can get the courses that they need in four years to graduate, especially in the high demand programs (nursing, etc). Stop hiring administrators and put the money into scholarships, or stop raising tuition so often in the first place.

Creating a seamless educational pathway with guidance to future jobs. Our students need to be able to have credits from all institutions in the CSCU system on one transcript that is easily accessible online. They should not have to "transfer" credits from one institution in our system to another. The placement test scores from one of the CSCU institutions should be recognized at all of the institutions. Advisors (faculty, counselors, etc.) need to be able to see all of our students' credits earned at any of our CSCU institutions on one transcript that is available online.

The dedication of faculty and staff to our students.

1-The system structure is too top heavy.

2-Too many administrative positions are overlapping and redundant.

3-Greater utilization of our resources...i.e.... Too many of our classrooms are empty on Monday and Friday, due to both teacher and student apathy on attending class those days.

4-Too many of the so-called liberal institutions of this state system preach diversity and equality to the public domain, yet within their own walls they are the first to practice discrimination....and by discrimination I don't mean a black and white issue, I'm referring to a cultural and equity issue, whereas those on the top of the hierarchy take care of each other while consistently looking down on the average working person within their organization. I've always been taught, you lead by example...something many in position of power within this system were either never taught or they just don't care about. Their superior attitude seems to be "hooray for me" and the hell with everyone else!

Reduction of the cost of athletics and better support student services. Student services will create more degree completions than an over funded athletic program ever will.

-Has a huge reputation among the stakeholders

-capable faculty that can be engaged in demand oriented research and consultancy
The greatest opportunity is to increase educational equity in this state. By aligning the educational expectations of state universities with the public k-12 system we impeach the public schools to address the serious educational achievement gap plaguing the state. This is an opportunity to require the legislature to address the ongoing racial and economic noose hanging around the necks of impoverished and urban schools. It is very likely that the common core initiative will *NOT* achieve the educational improvement needed in this state. This requires serious economic development across the state including infrastructure development AND housing policy that integrates the suburban communities. To me, the role the university system plays is as impetus but also as a site to educate CT citizens about the need for serious state-level development. Certainly gaining entree into a community college to redress the historically poor educational opportunities many of this state’s students face is a very important step. But if there is no employment in the state and if there is no infrastructure to attract economic development, then education will not alter CT’s future.

Working with businesses and really focusing on training students for the current workforce needs. continue to be student-centered, state of the art and cost efficient

System branding, recruitment and retention efforts

IT is abysmal so any improvement would have an impact. I am not a big supporter of consolidation of services, etc. due to the fact that these types of efforts often do not achieve the desired results--let the local campuses handle their own services. We do not need more highly salaried administrators. These positions seem to be growing incrementally both on the campuses and at the central office. Focus on academics, faculty positions, secretarial and support personnel--how about people to just clean the bathrooms, hallways and offices?

1) Making the transfer pathways would have the greatest impact on our students, helping them receive a 4-year college degree in a short period of time. Also, this is very cost-effective for our students.

2) Working directly with the high schools is very important. Recently, the ability of our students to complete college level work has drastically declined and I know that the high schools have pushed these students through and therefore they lack many skills. It is difficult for a professor to bring these students up to college level courses, when they lack study skills and reading and writing skills.

3) On-line delivery is not always the best avenue unless someone is looking at the courses being developed. Many students have told me how individuals have cheated and have not done work for some of these courses. I have had multiple students that have taken private college online science courses which are limited and then they are now either re-doing these courses or auditing them as they are having trouble passing, for instance, a graduate pharmacy program's courses.

4) Naturally, working with industry to develop programs is extremely important, but that also means
that you need sufficient faculty and resources to design the programs. Industries that respect and work with the colleges will also support them financially.

5) Broadening a student's perspective with varied courses (art, math, humanities, etc) is very important, because students are exploring careers. Many of my students tell me that they want to be nurses, but the student may not have the ability to get through a low level science course. They still need to explore other areas and find the right career. Also, service learning courses help them explore their communities. Many of these volunteers then form ties with local organizations and may be hired by that organization.

Implement shared services in IT, HR and Finance across the system.

Reduce the burdensome and costly requirements of LEP at SCSU.
Each institution has a history, understand it, respect it and let it drive Transform for square pegs are not being forced into round slots.
Look at each schools history and strengths. What are they known for. Even if today that area is failing, look to breathe new life into them. Its not always about the popular programs of the day; some of those will come and go.
1. Access to affordable tuition AND textbooks

2. Development and enhancement of library services CSU-wide

3. Increase in community engagement and outreach of CSU community, esp. students

4. 24-hour IT-assistance

5. 24-hour library, esp. during Finals

Students should be able to apply to the system and take classes at any of the institutions to count towards their degree.

Communication not only system wide but better on each institutional level also. As changes are made, students need to feel that they are not a part of a giant system, but someone that matters and deserves personal attention.

I am also worried that the "Go back and Get Ahead " program is going to backfire. Students that have been paying all along and working toward their goal are going to be upset that someone that
just gave up is getting to take a free class or two when they have been working hard to achieve a goal and are NOT rewarded for continuing to try. I see some resentment coming from that population.

The greatest opportunity is increased autonomy for the 17 campuses that actually teach, advise, counsel, house library books, do research, and publish. The greatest danger is concentration of power and resources at the useless 18th campus that does none of the above. The only thing that the 18th campus does, besides accumulate resources to itself, is send out a picture of its narcissistic president on the first Monday of each month and entertain us with the latest poorly written rebranding slogans. "world class"???????? Does anyone, including Grey, really believe that in 2020 the top students around the world will be choosing among Cambridge, Chicago, Caltech, and CSCU?????? If you're wasting millions on consultants, millions that could go to education, can you at least hire consultants who can write and who can come up with better slogans?

Leveraging expertise at campuses. Decrease what I believe is an over reliance on consultants [that money could have gone to the campuses instead of to the consultants]. Actually creating a system that makes transfer seamless and understandable [students still get a 'better deal' at private colleges]. Remember that the system exists to educate students; listen to the academics when making decisions that may impact education. Pay more attention to the community colleges; they have more students, but seem to be consistently 'forgotten'.

Open ended.
Create a seamless transition for tech schools to CC with credit award across the board from every tech Culinary Program to every CC HSP program . No questions no red tape for students families. Our outcomes in HSP 101 and 103 (all HSP CC's included) are Identical to tech school outcomes in cooking and baking.

Please Recognize that HSP MCC has maintained an excellent seamless transfer agreement to CCSU for over 10 years. Use it as a model for all HSP CC to all CSU. DO not obliterate what is working already. expand upon it.

When maintenance for technical classrooms is deferred it ends up costing more in the end. Save money by keeping up. Also streamline purchasing procedures for technical classes that consume supplies as part of curriculum daily.
As an access University, I would like to see improvement in student support across campus.
Continue with inline education , it's the future
More shared systems and services. More should be done at the system level to avoid redundancy at the campus levels. We spend too much time and money providing services and resources that could more effectively be delivered out of the SO.

Improve student success through augmentation of student support services which are "thin" and grossly underfunded in relation to other states.

This survey is a joke. Or, on closer inspection, it's a threat. We hear you.

If anyone in the system office actually cared about improvement, they would not have circulated a survey like this one that has nothing to do with soliciting real feedback or ideas and everything to do with forcing a bunch of half-baked ideas down our throats. If you don't think we know that you are trying to turn us into one giant community college, and if you don't think that we will resist that for our students' sakes, you are delusional. I will actively resist most of the "priorities" on your list and will explain to my students why the Transform plan is a bait and switch that will ultimately reduce them to mere numbers in some politician's powerpoint.

You spent $1.8 million on a push poll as part of a strategy to eviscerate a vital part of the state's higher ed structure-- to make more room for UConn branches and deprive local students without resources the chance at a real, four-year college experience. Shame on you.

We must communicate to prospective students at the high school level that success in the workforce includes post-secondary achievement. Alignment between high school and college is absolutely necessary to grow the enrollment, success in graduating, and success in future employment.

Hiring more full-time, tenure-track faculty. Adding support and encouragement of faculty scholarship and creative activity to the list of Goals.

Replace Copernicus Hall

Clear communication with input from all constituents and less top-down forced policies from the BOR. More opportunities to meet colleagues across the system. Clearer policies and procedures. More alignment and greater experience for system staff to function more efficiently and effectively.

Opportunities for faculty from the same disciplines across the system to meet and work collaboratively.

Develop true partnerships, collaboration and mutual respect between the CSUs and CCs. Without that, any systemwide initiatives, other than those mandated via reorganization, will not be successful.

Transparency at and on all levels.
Give the faculty freedom to innovate. Forget efficiency. Give us a safety net so that we can try new practices, experiment with pedagogy and innovate within our classrooms. Efficiency is important, but it's not how the most remarkable changes get made. Give us the space and the freedom to do great things, and then focus on how to make those great things efficient.

Work with adjuncts. They often work at multiple campuses and have great insights into the similarities and differences between colleges. There needs to be increased communication and collaboration between two year and four year institutions regarding articulation. Courses need to transfer in a meaningful way and not just as electives.

We need to do a better job of retaining all of our students, but especially our developmental students. It seems like we look everywhere but within to resolve our enrollment problems. High schools are shrinking, there's only so many veterans, god knows how long the "Get Back" program will be funded given the state's finances and the upcoming election. We need to do a better job of keeping the students who come through our doors -- plain and simple. This is why I bristle at the idea of more online courses (I teach online, I believe in online learning, but I don't believe it's "smart development") -- so many of our students need genuine, human connection to stick. The thing is, it's not magic. We know what it takes for people to stick -- relationships with two peers and one faculty/staff member. So, honestly, what are we going to do to free up our staff and faculty to create the real connections that will improve student retention? How much time can I give each student when I've got meeting after meeting to attend? You get the idea.

To adjust pay of faculty to a more reasonable level, to help keep costs down. This includes getting rid of some top level administrators.

STEM and the Phi Theta Kappa Honor Society

We must conduct research to identify the reason(s) why there is such a high dropout rate and non-completion of the associate degree programs and the certificate programs. The reasons for these abysmal non-completion rates have not been investigated for far too long. The research process

is simple and most effective based on more than thirty-five (35) years of development. The CSCU system needs to start thinking, planning, and functioning as a system. Better coordination of program offerings (majors) between schools to reduce competition among CSCU institutions. A suite of technology services that are uniform between schools, BB, Banner, IPAS systems that communicate with each other and function as one system.
Existing facilities upgrades and renovations
As a system, we have the chance now to streamline processes and procedures that have led to waste and inefficiencies system wide. Why does each campus perform the same, redundant functions such as A/P, Purchasing, etc.? It would be a great time to work on making the entire system leaner and more efficient. Also, we need to upgrade all of our IT structure system wide. As leaders in higher education one would expect us to be in the forefront of technology and at this point, just the opposite is true. We can be using our IT infrastructure more efficiently not just in the classroom, but in the everyday areas where business is transacted.

Bring the technology to campus! At NCC, the Internet is very slow. Classroom projects and instruction are delayed because of slow buffering and slow access.

Strengthen discussion of the liberal arts and remove the emphasis on job training. We are educating citizens, not drones.

The most important thing is to reduce the influence of the system office. This survey is all about the system office, as if it is at the center of student success. But the system office does not teach a single class, advise a single student, supervise a single internship or independent study, or do any scholarly research. Significant cost savings could be achieved by reducing or eliminating the system office.

The savings could be used to support programs that will increase retention and graduation. These include first-year experience programs and programs similar to ASAP at CUNY (providing broad academic, social, and financial support to students).

We also need to re-emphasize the humanities. Focusing on job skills (e.g., STEM) will likely help students get their first job. We also need to help students have successful careers which requires critical, flexible thinking, a broad perspective, and other qualities which the humanities offer.

The system is not getting any good feedback--or asking, except with this survey--from the folks that really run things with students. You'll continue to make this approach globally with little thought to individual campuses and their needs. Consolidation of the four Universities and all Community Colleges is bad idea. Your GREATEST opportunity while be founded in how you really gather information--from the people who do the real work day to day with students--and how you respond to what they tell you. Certainly, that's not being done.

Invest in faculty teaching skill. If you want graduates to have solid abilities, then the faculty who send them on, must, as well. We have classes full of students who are not ready for college level work. provide some support for faculty who must manage this situation.
Get rid of a good portion of the huge administrative structure at each of the colleges. We seem to have more "deans" than any rational person could justify...

System wide approach to purchasing/hiring is needed. Metrics for use of funds need to be developed. Business management approach needs to be developed for non educational aspects of university.

After witnessing how incredibly awfully the PA12-40 changes have been implemented, I am extremely pessimistic about this being run intelligently, effectively, efficiently, or productively. There is much room for improvement there.

Also, I think the seamless transfer (TAP) is an excellent idea.

Build state of the art classrooms at each college whereby students from ALL campuses can benefit from the unique program and expertise at the host campus

To truly improve and innovate, the System must negotiate contracts with the various unions that do not make improvement and innovation difficult to achieve. The unions serve a purpose, but they needlessly constrain the administration's ability to affect positive, meaningful, and rapid change.

Expand opportunities for those who DON'T wish to assemble in groups (unions), following up with legislature to allow union members to retreat from collective bargaining without paying fees, and end the perceived adversarial relationship that has suddenly developed between union members and management. The "we against them" mentality is bad for morale and did not exist in the prior non-union environment.

Allowing local schools to maintain autonomy and better assess the latest innovation that has already taken place instead of implementing statewide

Changes immediately.

Treat the Staff and Faculty like people, not numbers to be cut.

cross campus registration and admissions processes, and seamless transfer for students may not fully address issues of getting students from CCs to timely and efficient completion of 4-year degree programs. Recognition of courses in progress as transfer prerequisites, and the ability to actually enroll in required courses in the 4-year program remain significant problems. For many students, the may be admitted, their completed courses will transfer, but they cannot enroll in classes they need for orderly progress, because classes are full or courses in progress are not recognized for prerequisites.
Advising for students planning to transfer to 4-year programs remains a problem. Students at CCs are commonly poorly advised about requirements and courses needed for completion of 4-year programs. Students often are advised to take classes they do not need, or are not advised to take courses they will need to meet upper level prerequisite requirements. CC web pages for some programs are part of the problem in failing to provide accurate guidance. Even the BOR web site contains inaccurate information.

We have a very good Community College system and the knowledge that the 1st year experience is vital for student success. Focusing energy on that 1st year experience, therefore, is any easy way to guarantee improvement.

Expanded use of Adjunct Faculty along with honest partnering with the business communities to provide the skills they will actually hire for.

Support for faculty and student research is a key for maintaining faculty expertise and developing student skills. Students who work on projects or who participate in internships with faculty supervisors report higher satisfaction and develop professional attitudes and abilities. Our current support for research and internship supervision (e.g., load credit necessary for such) is woefully inadequate. We need to engage on how we might be able to achieve such support more broadly.

Each of the institutions in our system serves the local area. We need comprehensive programs at all of the regional universities and not short change students from following their interests at a reasonable price because they do not live in the right location. Many students commute to save money. They work locally to pay for college. They need local availability of good, comprehensive programs.

tightening the link between academics and career planning through job placement

laser focus on improved graduation rates
Utilizing resources and recognizing the greatest is the human resource of faculty/staff/students
Working with the schools to make sure students are prepared to go on to higher education is a must. Each university needs to get inside the elementary schools and show each students that college is the way to go. We can’t wait until high school to demonstrate the importance of a college education!
Eliminate and reduce wasteful administrative overhead, putting more resources into the core academic mission, including a more central role for teaching faculty in the governance of the institutions. Instead of paying some political think-tank 1.8million to do your job for you, put resources into classroom teaching and academic programs. Central administrative responsibilities should primarily be focused on returning State funding lost over the past two or three decades to the so-called "state" higher education institutions to levels more in line with advanced, industrialized nations around the world.

There is no reason why a student taking a course, e.g. English Comp 101, doesn't understand why that course is not the same thoroughout the system. This means a standardized academic content
where applicable designed to enhance the portability of a student's work within the system and its institutions.
Provide 1st class IT infrastructure at all locations.
We should have a first-generation college student recruitment and support system.
Consolidating and thereby reducing the unnecessarily large administration and management ranks.

Must work on alignment with K-12 students - fundamental basic skills for future success

Facilitate faculty on going training and evaluation to measure results

Effective overall system consolidation
be more focused on the idea of THINKING and not so much on specific job related courses.
Reduce the number of small duplicative community college programs, especially in areas which are high cost to deliver. Increase professional accountability across the board.
Create ONE Employee Policy Manual that covers all CSCU, which will encompass all State of CT rules and regulations which are MORE CLEARLY DEFINED. (Too many man hours right now with all of us having our own policies and making up our own rules and interpreting the State regulations in too many different ways. Way too many man hours. ONE CENTRAL BUSINESS OFFICE, ONE CENTRAL "TRAVEL UNIT", ONE CENTRAL HR, can we all offer the same forms, instead of each of us re-creating the wheel? etc. )
Maintain tuition costs at current affordable levels.
IT and other "back room" functions/processes need to be much improved system-wide. This is where we can leverage the system to become more efficient and effective.
Given the acute need that SCSU students display for basic academic training, our greatest opportunities for IMPROVEMENT seem to lie not in the direction of innovation, but in the direction of reducing class sizes and increasing the teacher to student ratio, so that students have the maximum opportunity to improve their skills in comprehension, interpretation, and analysis. The present move towards increasing class sizes is guaranteed to damage student performance and reduce retention.
Integrating basic skills in reading and writing throughout course selections as well as oral presentations to prepare students for the real world.
The high cost of a private education will provide more opportunities for us to attract quality students at the 4 year state universities and opportunities to develop students at the community colleges.
Veterans Services: standardize training for VA Coordinators, School Certifying Officials, any employee who's primary focus are student-veterans. We also need to award worthwhile college-level credits for military training, transcripts, experience and evaluations - more than just free-elective credits
Revise academic programs that are out of date in today's fast-changing world. From a faculty perspective, being able to teach and do research across institutions within area of expertise would be efficient and maximize resources for students to engage in excellent coursework and research opportunities. That would not be the same as having one "expert" broadcast to distant locations.
1) Improving communication within the CSCU system.

2) Improving programs that are successful and eliminating those that either have few students or do not lead to successful careers.

3) Working with local industry to ensure students graduate with appropriate knowledge and skills to become employed in CT.

4) Showcasing positive outcomes and success stories at each college or university. The underlying policies of the system needs to be changed. Can improve in the use and teaching of new technologies. Maintain the standards of global and traditional knowledge areas and not subscribe to the latest fad. I'd like to see the gap between CSU universities and UCONN closed. It's disrespectful to faculty and sends a negative message to the community when our research is devalued, our teaching loads are heavy, we have few support services, and our facilities are marginal in quality. Seamless transfer of students from Community Colllages to SCSU universities. A smooth transfer process from one system school to another. Less duplication of efforts across the system. If we really are going to function as one system, we don't need full services everywhere (ie; admissions, financial aid) Improvement should come via investments in faculty and not additional associate/assistant vice president administrative positions. Invest in equipment needs to address industrial requirements. Establish internship network with local industry, encourage interactions and relationships between schools and industry. Create opportunities for our students earlier in their academic careers so they can seamlessly transfer to the workforce. Stop reducing support for growing departments because overall enrollments are decreasing. The innovation is not there by giving the students on-line classes and state of the art classrooms. The innovation comes by having the students work on research or community involvement depending on their area.
This is how they gain real-life experiences that then they can apply to an evolving employment landscape in their future careers.

Recognition of the non-traditional student in this system... especially those with dependents and/or those who have no financial support.

Here's the thing: There is nothing here that deals with the CORE of liberal education. The focus seems exclusively to be on career and workforce development, very narrowly defined. Our best efforts should be dedicated to providing students with the talents and skills that allow them to thrive in a future that neither we nor they can envision right now. That is to say, they need the ability to understand, to think, to solve problems. I think the greatest opportunities for improvement and innovation lie in focusing on THOSE areas, not on narrow "job-training."

Creation of one seamless System.

Professional Development for Staff should be affordable and easy to access and have more offerings. Travel Procedures should be communicated by audio visual, Agency Employee Manual on line, they are complicated and cumbersome. Accounts Payable procedures should be communicated to all faculty and staff by an audio visual Agency Employee Manual on line. Purchasing Policies made easier. If we can pay vendors quickly they may offer discounts.

Working with world class universities (Harvard, MIT, Yale...) through EdX (and other programs) to provide an on-the-ground option for their open courses, with CSCU faculty mentors for CSCU credit.

As lectures move online, we need to invest in laboratory classes, both physical and virtual.

Continuity is support staff and instructors. Education, at any levels, thrives when there is continuity. I don't know. So many of these things need money, and I'm not sure the state is willing to invest that kind of money in higher education. This system needs to be financially supported as much as UConn is.

Eliminating duplicate services at each institution into a central area that can provide common services to all institutions. Common administrative functions such as HR, IT, Finance, etc, can be provided in a single area and eliminate duplication of efforts with a better service and backup capabilities.

Merging CT community colleges and CT State universities was a fatally flawed decision that will result in the demise of both institutions. It simply will not work rendering CSCU 2020 as an exercise in futility.

Include faculty into decision making. Stop hiring outside consultants who repeat "quick fix" and ignorant solutions that only waste money.

We need to make the process for our students flow better. It is very difficult from admissions to registration to advisement for our students. They feel they are constantly sent off in the wrong direction when looking for help.
Determining a plan and sticking with it. Leadership change should be held at a minimum for clear direction.
collaboration among four-year and two year colleges and universities. This is prime time to have one application to make it easier for students to take courses on multiple campuses.
Opportunities for improvement and innovation can include improvement and innovation within administrative departments / offices. Learning about becoming a successful college student takes place at all levels of our institutions. The more conversations students can have with us the better their chances of success. It takes a whole college community to create a successful college graduate.
Community college students, in particular, need more of these interactions.
Seamless transfer between different schools for students and faculty/staff, if desired.
Maximize in-state and international enrollment, enhance and develop our online profile, and provide formal training for professors who wish to teach online classes effectively.
Some CCs have gotten significantly less resources than the other schools for building, technology, etc. Need for equity
The CSCU system, especially the four-year institutions provide an excellent education at a very affordable cost. The general public has the impression, perhaps based on media coverage of the pay rates at our flagship university that the four regional universities are loaded with over paid executives who have numerous subordinates. This is so not the case. The executives on the campuses work long and hard, often six and seven days when necessary because we are passionate about our individual schools and our mission. We care about the students and we put in whatever time is necessary, well beyond a 40 hour work week and never look back. We need to let the public understand that they do not have to look very far to engage in a quality four year experience where you are more than a number, but a student with a name and needs that we all work very hard every day to fulfill. We have a great product to offer and we are both accessible and affordable and we are all about the students.
Much of what is listed are bureaucratic goals. Those are important but secondary. It's odd that none of the above goals mentions the improvement of teaching in the classroom. Universities exist to educate students, above all else. The goal of any transformation should be, first and foremost, the improvement of student education in the classroom.
need for centralization of business practices. financial aid, admissions
more transparency of all processes at all levels - including the BOR.
stop spending so much $ on consultants.
Increase the working capability of BANNER student information system.
conform 4 years schools academic courses, transfer practices to better accomodate community
college transfer students - include transfer student advisors/recruiters at all schools to provide "working knowledge" of transfer process - do not rely solely on the academic side and others at the upper end of the administration (VP, provost, dept chairperson, etc)

I have no idea—I don’t get paid to do the thinking about this, President Gray does. Improving the admission and transfer process. A comprehensive IT overhaul and transformation presents the greatest opportunity to realize budgetary efficiencies while at the same time creating systems that don’t just exist to process routine student and institutional needs, but rather have a legitimate role in increasing student completion and satisfaction. The "system" needs to get out of the way. The colleges and Universities have been teaching students successfully for decades very well without the politics of a system office in their business. The system office should be in place to develop policy, lobby and secure and manage statewide funding. Top down facilitating of direct services is not needed. The many, many additional highly paid management staff are not needed. This plan, while it claims that each campus will remain with its own identity, does nothing of the sort. If you are successful in implementing all of these elements listed above you will do the following:

1) central admission and registration

2) remove facilities planning decisions from the local campuses

3) remove flexibility in academic planning at each campus by creating a "system" academic plan

4) reduce the number of faculty hired to teach face-to-face, opting instead for online learning increases and "host" classrooms using new classroom technology

5) create an ethically biased arrangement with IBM when the board and some University leadership already has IBM leaning membership

6) efficiency, align workforce development, affordability, collaborate with the business community….all business-centric terms driven by a board that has little to no higher education or public education experience

7) Consolidating the block grant into one system grant will unfairly politicize the lobbying within the system for resources and create favorites amongst the board and its President when it comes to funding decisions
Support faculty to ensure our educators are engaged and stay within the system. It is my impression as a faculty member working for > 10 years as both a part time and full time professor that the system has a revolving door of faculty which negatively affects our students. Same policies for all the state higher ed. agencies!

Same procedures for all the state higher ed. agencies! The systems approach is an exciting idea. Pipeline development from high school to college...figuring out who will pay for high school students to attend college. Closer ties with the vocational tech schools to look at innovative ways to develop new programming to meet the demands of the workforce.

Let’s have free tuition at community colleges and a smooth transfer to state universities...innovative and brave. Very important to have a strong connection with the k-12 program. Also very important that teachers are trained for classroom management and educational theory. Communication between faculty/staff and adjunct professionals needs to be more transparent and consistent. Consideration and accommodation should be given to availability of all educators to allow for valuable input. streamlining administration, consistent system wide program goals and outcomes Greater Partnerships with the VO Tech Schools

Incentives for young inventors to create products with initiatives to maintain the means of production in Connecticut.

Develop Initiatives for blended affordable housing to enable the brightest and best of our University Graduates to Live and Work in Connecticut.

The creation of satellite operations (or Partnerships) in adjacent states, where Connecticut Graduates can work and still live in Connecticut One out of two workers will be of minority status in the near future and if we can not educate these fine young American in our State...... I would hate to see the outcome.... Upgrading teaching and classroom computers, and other technical equipment to better prepare students for future employment. The current capabilities of our systems, especially in the arts, are lagging behind those needed to fully prepare students for jobs in the entertainment industry. In particular, we need funds to support the practical offerings and experiences for students in our New Media Studies program.

Administrative support of faculty and respect from the administration and staff towards teaching faculty could be much improved. As belts have tightened and stress levels have risen across the board— with fewer employees doing more work with less support, civility and consideration of
others is at a premium.

Providing an opportunity for students to complete a degree in 2 or 4 years. Help them stay in school due to tuition costs. Most students work and are balancing education, work and family; all support is needed for these students.

Formal transfer policy for employees

Tuition reciprocity for all employees and family on space available basis

More professional development training funds

System wide Tenure
I think there is a need to consolidate some services. I do not know the specifics about consolidating the admissions and financial aid processes, but I do not think removing these services from the individual campuses is a good idea. At the community colleges, it's important for students to be able to get face-to-face help navigating what can be a confusing and scary process. At ACC, we have excellent staff in both of these areas who do great work with students. I would hate to lose that.

One area I think some consolidation would work would be in Blackboard support. There is no need for each campus to have at least one person devoted solely to this task; in fact, it seems to lead to a lot of redundancy, such as getting emails from the system BB support which have already been sent by the campus-based Blackboard support.

Identifying the role of the System Office -- what it does and what it doesn't do. Engaging students in the many options available to them at school.

So much dead weight personnel. Focus is often not on students.

Technology, but the Arts and Humanities are an essential part that makes Humans, humans. We need a balance in that, too.

The opportunity for increasing student enrollment is to strengthen outreach in English and Spanish speaking Caribbean communities in urban areas. There is untapped potential with the right outreach leaderships.

The community colleges must speak to each other. Once a student applies to one, he/she should not have to apply to another. Waiving the fee is simply not enough. For this summer session alone, a student I know had to apply to each of the following schools: Tunxis, Middlesex, Housatonic, Gateway and Capital Community. He needed prereqs to get into med school and is trying to get
them all done this summer. Because not all community colleges offered all classes, he needed to register at 5 schools. In most of the cases, he was required to go in person. What a nightmare!!!!!!

Increase the curriculum standards to higher level, so that our graduates are competitive at the workforce. Many students are not academically ready to attend university with their high school writing, reading, and maths skills.

Increase the number and percentage of tenure-track faculty.

Decrease freshmen and sophomore classes size.

More funding is need to support research and conference presentations. The greatest opportunity for improvement are those that offer opportunity to our students. This is not done with a myopic approach to higher education as a training ground for a specific career. Time has shown that higher education, except in the case of certain professions, is just not very good at that kind of fortune telling, and yet so many of the questions on this survey are geared to just that, it is hardly a survey at all, but a preconceived plan of action.

More computer classrooms
- More staff that have a sense of ethics and interact and communicate with staff and students in a professional manner
Cohesiveness across all 17 institutions. Remove divide between colleges and universities and negative workplace attitudes. Reinforce "we are here for the success of all students, regardless of which institution they attend". Increase work force morale which will increase cohesiveness and productivity.

Continue to seek out and provide great campus innovative opportunities such as counseling/evaluation of college stress symptoms, opportunities to learn about the country's (and Connecticut's) economy and solutions through education and local/state businesses, book groups, speakers program, art exhibits etc. Also, provide chances for speakers of other languages taking general education courses to engage informally with native speakers such as scheduling topical discussion on politics, a current world crisis, a Connecticut event or holiday etc. Start a college newspaper published often with letters to the editor, photographs, feature stories and news.

To have the greatest impact on the quality of education as a whole, the CSCU system should work closely with the Pre-K - 12 system so ensure that program rigor is optimal and that students are prepared to do college level work upon graduation from high school.
Student support services assist in the development of our students in conjunction with the in-class preparation. CSCU is showing their commitment (or lack of commitment) when those programs are not even listed. For example, I am non-teaching faculty and operational staff. No where were we identified in the examples so we would know where you want us. There is no goal or incentive that speaks to outside classroom development.

This survey is very community college based. Having worked at two different community college systems in two different states, I know the importance of community colleges and the role they play. However everything in the survey is community college centric or system office centric. It is a very bias instrument against CSU. I think developing, investing in, and promoting majors that will prepare students for growth industries. Giving students specific skills and experiences that will allow them to be competitive in the workforce. It's also important to look at what other colleges have done successfully: http://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html?ref=magazine&_r=0 better prepared college students
Administrative decisions to be made postively and directly in a timely manner. Too much indecision, foot dragging and ability to move forward. There is a desperate need for new programs which will lead to employment for our students. We are stagnant in every sense of the word.
Respond more effectively to local and regional needs rather than to the needs of one centralized system. Develop more courses and programs that follow project-based learning, greater hands-on minds-on models based on the real needs of economic development.
Improve the quality of the education and of our graduates...increase public relations so that these institutions are not perceived as "less than" but produce high quality, highly gifted and talented graduates with strong work ethic.
Providing financial support to undocumented students, increase efficiencies by collaborating more to determine best practices to support our goals.
Work more closely with high schools, public English language learning programs, and adult education centers to better prepare students for first year of college. Continue to innovate with technology, new degree programs, and faculty training that will make our system competitive and productive. Keep college graduates living and working in the state by improving schools' focus on getting students hired upon graduation. Provide MONEY for assessment of student learning initiatives. Foster better peer relationships among the system institutions.
Seemless admissions and transfer!!!!!!! Not course for course transfer, but holistic AS to BS transfer

Don't neglect the foundations! Reading and writing! In all this discussion of workforce preparedness I don't see ANY mention of strengthening fundamental skills.
We find at Southern that the students who transfer to us from the CCs DO NOT HAVE THE SAME PROFICIENCY with writing and reading as our own students. Transparent transfer cannot simply dump poorly prepared students into the CSU schools.

Administrative services are very poor—a joke. Students at Southern need to submit change-of-major forms 5 times in order to actually see the change on their transcripts. That's just pathetic. The culture of these services needs to change.

The greatest opportunities for improvement start with a questionnaire that isn't worded in such a way as to promote the administration's vision. Of course you all think 1-26 are the most important. The only thing this questionnaire does is divide... not unite. It has been obvious from the start that shared governance amounts to little more than this survey. Years from now you will be gone and I will still be here teaching. Make some substantive changes that will last... involve faculty from the get go in the PLANNING and BUDGET phases... not in the RANKING of the planning and budget. Five years after you go another flavor of the month will reinvent this wheel.

More resources for each institution.

More full-time faculty.

More local expertise.

More scholarships.

More support for faculty research.

Move away from centralized solutions.

Develop online degrees and certificates, that can help all around college system

As a faculty member, I am very concerned that none of the priorities stated above explicitly address support for continued professional development and/or the need to retain highly qualified faculty. In times where everyone’s support and collaboration is needed to make student success a reality, many times, faculty spend more time with outside the classroom responsibilities. Given that the primary source of education for our students is indeed, the classroom, professional support and instructional support should make it to the priorities of Transform CSCU 2020.

New leadership at QVCC - new president. Also, new deans as we have been working with interim deans who did not go through the interview process.

No comment.

seemless transfer to the ccsu system, shared academic information between state colleges and universities. state of the art class rooms much needed,
I believe there are myriad opportunities for improvement and innovation. Some of these are:

Ensuring that all of our students are able to move from one institution to the next without the current challenges (a seamless transfer process for any program); system-wide common course numbering; more online course availability for adult students; mandatory advising for all students system-wide; and minimizing changes in budget throughout an academic year for appropriate planning.

1. CSCU should invest in ESL and international programs that can attract international students who would pursue degrees and ESL education in our system.

2. Focus on quality education where students have the knowledge expected of college graduates, not just a degree. There is too much emphasis on degree completion instead of actual competency. Increased participation of faculty in system-wide decision-making. It is not enough to ask for "input" after the fact. Faculty need to be at the table when decisions are being made. There should be faculty on the steering committee. There should be faculty on the BOR subcommittees. Expanding our opportunities for student success including via online education -- very under utilized throughout SCSU and we have a lack of seamless cross-campus/college incorporation of online courses.

Opportunity to focus on graduating students in strong academic programs without making overly complex program/graduation requirements that do not align with future education or career goals (i.e. degree programs well in excess of 122 credits, 'wasted' transfer elective credits from CC students)

Ensure that STEM programs are properly funded. Funding should be applied at the departmental/program level to ensure that the expenditures will benefit the students. Quit bonding IT equipment and somehow roll it into the cost of Tuition as a small Technology fee charged to each student. Problem is a computer that lasts three years shouldn't get financed for 20 years with a bond. A Network Switch that lasts five years should not be financed for 20 years. The inclusion of faculty in planning and implementation processes. Faculty generate and deliver "the product" that represents the whole reason for being of "the enterprise." It is, therefore, essential that the folks who are developing and providing courses have a significant say in how to best align the strategic elements of CSCU 2020 with the tactical realities of what will productively serve the students who we know better than any other constituency in the system.

Better maintenance of structures. We have not nearly enough support in Maintenance or Engineering.
1. Increase recruitment at high schools.

2. More advertising with tools to measure return on investment.

3. Increase Police presence and Cameras on campus' to bring back the feeling of safety

4. Increase number of classes on subjects that fill up and require waiting lists; i.e. Nursing.

5. Raise the level of full time Faculty positions

6. Community Colleges need to be competitive with the trade schools.
   Need to help all High Schools in the state to meet requirements of PA 12-40.
   Offer more on-lines courses.
   Decrease the spending on mental health care (covered by medical plans and parent insurance) and athletics (proportionally to value of student services) on campus' in order to increase spending on student services that support student academic success and degree completion.

We need better thought out facilities spending. Adding a second dining hall on campus, while the primary dining hall rots away is silly. What's the long term plan for this? (There isn't one!)
Similarly, support for parking for out commuting population is critical, yet we spend more on our small resident population. Repair Copernicus garage and make the majority of students (commuters) feel cared for... and SAFE!
Believe it or not, I vote for an improved parking situation. A cross campus shuttle needs to me more visible. The standard answer "There are enough parking spaces, they are just not where students want them to be" is true considering that Kaiser lot is the one indicated. It is so distant from the center of campus as to be useless. A new residential hall is being built and I hear the no additional parking is being considered. The lot at the south end of campus on Manafort Drive across from Diloreto Hall should become a multi level garage.

#20 With the new 2.0 mil contract with Boston Consulting we are on our second assessment of IT. And this survey appears to ask how we would rank another assessment? And we have a new CIO who appears not to be interested in any type of true merger of Banner. The CCC's were a System before the merger. The merger has done much to nearly break that organization. The CSU's were not a system and many (not all) wish to remain that way.
GBGTA is not the approach I would have suggested. Some of the community colleges have in the past reached out to the same populations of students with much success, but without the cost and hoopla surrounding this initiative. I believe a better approach would be to reach out to the same population of students through Student Advising and Counseling. We need more resources at the CCC’s in this area. I do not know about the CSU’s. Students are often very frustrated when access to knowledgeable advisors and counselors is limited. An offer of 1/2 hour appointments to students with KNOWLEDGEABLE advisors would do more, Helping under-prepared students have a chance at higher education and trying to address the achievement gap.

Hire additional tenure-track faculty to keep class sizes small, thus keeping students in close contact with professors who are doing their own research and bringing it into the classroom. These additional faculty can also ensure that all our students are getting close advising and mentoring to create an enriched learning environment for student success. In a national context, the quality and amount of research on student persistence and completion as well as work force readiness is significant.

CSCU needs to tap into working knowledge of faculty and professional staff, who understand the far reaching changes occurring within Higher Education, so that decisions made at the state level are made within the national context of Higher Education.

For instance, there are parallel initiatives in process at the AACC, The League for Innovation as well as the AAC&U (American Association of Colleges and Universities).

If CSCU faculty with this expertise and training are not involved with Transform CSCU 2020, organizational change will most likely stalemate and bottleneck at the implementation stage of Transform’s strategic plan.

My only job at TXCC is being a faculty member. I think that to serve the students best we must get to the point where students can complete their first 2 years at a community college and then go to either a state university or to UCONN. I think UCONN should be a part of this. There appear to be many obstacles to this end, but it looks to me like this is bickering between folks who are trying to protect their turf (whether it be state universities, community colleges, and/or UCONN. This is a logical idea and great for the students, but it is taking too long to implement. Unfortunately it looks
like we are spending more time with Aims and Objectives (or outcomes, abilities, competencies or whatever the current jargon) than we are spending our time trying to do the best for our students. One quick and easy idea is to give each student a Banner ID that can follow him throughout the ConScu system, and allow the student to use any library in it. Juniors and Seniors should then be able to take any course anywhere that meets their program or personal needs.

More committed full time faculty needed for departments.

More student support through tutoring and advising- more faculty training in ongoing, available advising
Studies show that students don't do 'optional', so new student orientation and first year experience classes should be mandatory at all institutions, and the FYE course should earn Humanities credits toward their program. Studies show increased retention and success for students who have these two essential tools. And though our mission states we support our students, we have very understaffed student support departments in Financial Aid and Academic support which means we miss students we could be helping and retaining.
1) Investment in community college workforce development programs

2) Seamless transfer among colleges and universities
Improve the ration of full-time to pt-time instructors
Be inclusive and inviting. Don't make assumptions about who should be present or making decisions. Invite everyone and those who have a vested knowledge or interest in the area/topic will make it a priority to see it to the end.
Minimize the bureaucracy and maximize the attention to goals of the universities as DISTINCT from the goals of the community colleges. DO NOT make us each responsible for only one thing as though we are assembly line workers. Universities need diverse elements, not each doing ONE thing. It might be cheaper, but so will the education being received. Students need more than job training; they need a broad, and deep, education. They need critical thinking skills, writing skills, computing skills, wherever they are. They need a broad knowledge of the world we live in, including science, philosophy, history, literature. You are diminishing our universities by your plan to streamline and cut costs -- and leaving out UConn.
You have a nearly complete disconnect between your goals and the 26 steps to accomplishing them. If you don't do the conceptualization, i.e. generate the constructs that define learning then you will simply flounder around in your metrics which means any program evaluation will be a failure and hence there will be no valid information on which to make needed modifications to your program. You seem to have failed the basics - I just don't see how you can even understand when or whether you reach your goals.
Allow each institution, down to the department level, to decide what they should be doing. We must get over the idea that some one over-arching system planning serves the actual diversity of students we have or that such a system has much to do with what universities are. We need to separate the state universities from the community colleges--as the "studies" the BOR relied upon to restructure the transition from the community colleges (CCs) to the state universities clearly showed, the state universities ultimately give in to the CCs regarding academics, thereby becoming a bit more like CCs themselves. Practically everything done in higher education in CT during the past five years by state government and state educational administration should be scrapped.

A focus on excellent teaching and advising would be refreshing after years of concentrating on administrivia, even important administrivia. Look at your list, where is excellence in teaching and advising? Nowhere.

Hiring more full-time faculty, with more academic freedom so that more classes can be taught more effectively, which will increase retention and graduation rates.

Most of the other initiatives on the table will not do that, nor will they increase our educational effectiveness. We need to streamline our administrative staff so that we can hire more qualified educators; this is the ONLY initiative that will actually work in the long run to help students achieve their goals.

In this day and age, when our primary and secondary educational system is failing our children, homogenizing the university system will only help to further erode our society in the future. If we wish to prepare students for success later in life, we need to emphasize student learning in the evaluation of faculty. The current emphasis on retention and graduation rates serves to degrade academic standards. Students are smart. They realize that they can find sections of courses that are taught by faculty that are worried about keeping their jobs and give good grades while requiring minimal effort from students. This problem increases as the proportion of non-tenured adjunct faculty increases. As the business community consistently reports, college graduates often do not possess basic skills. Measuring student workforce readiness is tough. Measuring retention rates and graduation rates are easy. Unless the system's priorities change, however, we are destined to graduate increasing numbers of ill prepared graduates. Let's let the business community help determine if we are doing our job as a higher education system.

Every university in the CSCU should have a freshman or first year experience class. This would increase retention, provide students with the proper tools that they would need to be successful. This class would also provide the neccesary requirements that are required by law. Most universities have this with amazing results, I can't believe we do not.

Transparency, upgrade and provide state of the art facilities in order to compete with area ourc year colleges and universities. Maintain traditional four year baccalaureate programs.
Invest in technology and technology careers. Promote online learning to reduce use of buildings (decrease rents, use of electricity, etc) and use of automobiles for transportation. Online courses provide greater opportunity to more students who have busy work and real life schedules and are flexible for both instructors and students.

Increase student services. Our students' life situations are a big roadblock to success.