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 9
As we change and innovate through Transform CSCU 2020, what elements of our institutional practices and processes do you believe are important to preserve?
Open ended, optional

Answered question: 767
Skipped question: 1,217

Be open to change, and have the opportunity to try new ideas. Listen to our students; be flexible and make higher education affordable.
Enhance the accessibility of the community colleges
Student centered, serving a diverse population
At CCSU, we faculty are passionate about our discipline AND our students, and we practice thoughtful collegiality to create a scholarly community that benefits our students.
Full process to involve all players
While creating consistencies across the system is important to improve efficiency, preserving an atmosphere for creativity and innovation can be stunted. There must be a way to have the best of both worlds.
Collaborative planning and governance.
Do not lower our standards to improve admission status
Each community college and university is important. Students choose to attend them for various reasons, but one major one is proximity to their homes. Be careful when developing each institution (thinking each university should be a center of excellence). Many students then might choose to go to a community college and then some where else rather than the universities. Whenever we have to rely on system services requests take too long or do not happen at all.
Keep local services local - do not centralize any more services.
Keeping the staff to student ratio at an acceptable level for the types of students the CCCs serve. We do a great job at making the students feel we go above and beyond to help them. If we can keep that up, that is a great goal!
Need exampeles to appropiately answer this question. Question seems vague.

Independence and quality of 4-year liberal arts institutions, strong research emphasis, meritocracy (realize that open access to higher education should always result in high dropout rate, not let courses in less competitive classrooms count for courses in more competitive ones, go back to low administrative overhead and realize it is a large part of achieving efficiency, honors colleges with low enrollment caps and incentives for high performing students, support for students with "high end" ambitions-- medical and law schools, etc. and not just "second tier"
professions so as not to condemn talented students and faculty to second class lives.

It is important to give students a personal touch and not centralize too many services in which a student may feel that they are not important or just a number. I see students in a community college level that need more assistance, especially the non-traditional and older students. The personal touch is very important to them and needed to help them succeed. Make organizational policies MUCH more transparent and hold faculty committees responsible for tenure and promotion decisions, which should include consideration of the candidate’s ethical behavior. What has happened in the CCSU English department with regard to the preferential treatment of Ravi Shankar has demoralized the faculty and staff as well as frightened a number of the students.

As things stand, I wouldn’t fight to keep any of our institutional practices and processes. Nothing that we’re doing seems worth preserving, honestly. And if you ask anyone on any campus where we’re going with the new ConnSCU system, I’ll bet you any money that most of them would say, "I have no idea." The transmission of the message from the BOR has been abominable, frankly. We don’t know where we’re going. And to the extent that we do have a clue where we’re going, we don’t know why. Nothing in the messages I have heard seems in any way to pertain to learning, but rather has everything to do with producing better data. I would scrap the whole thing and start again. I have no confidence in our leadership at any level, because honestly, there is no leadership. There is just management. And those two things are not the same.

1. A small class size. This is one of the best features of the CC part of the system. Have you ever tried to learn Calculus in a class of 350?

2. Great Libraries and library staffs. Make them accessible to all of the students 7 days a week—isn’t that what we should be about?

3. If we are so concerned with money, maybe we need to take a look at the number of release times many faculty members get—we need to teach the students more than observe each other.

4. Continue with CFT initiatives to continually improve the quality of teaching.

5. Continue with initiatives like C3Bios and MatyCon but open them up to all faculty in either State U’s or the CC’s.
Thanks for this opportunity!

Linda Navitsky

Professor of Biology

Tunxis Community College

State of the art technology.
We need to preserve face-to-face, classroom and office interactions between scholar-professor-advisors and students. We have smaller class sizes and we teach better than UConn. We should build on our real success, not make up problems that don't exist (e.g., our lack of a central dictation) for the sake of demolishing our 160+ years of success at education. Why is that none of the goals above include critical thinking, writing, cultural breadth, the kind of liberal arts education that benefited us and that the faculty continue to try to give to their students? I am glad to see that equity is one of the big goals, but I am sadly not surprised to see that none of the 26 smaller goals address racial or gender equity in employment or teaching. I suspect that I speak for many (including, probably, many presidents, provosts, vice presidents, and deans who can not speak their minds without fear of being fired) when I say that there is little to no trust on my campus (or probably any of the 17 teaching campuses) in the 18th campus, its leadership, or its consultants. To put it bluntly, many of us believe that the BOR and Grey hate us and are out to destroy our institutions and their educational successes. Insure the sense of community within each campus - personalizing each student's experience at their school like FYE - maybe carrying that program into other years? Allowing professors at each college to choose their own books, courses, schedules and curriculum. Recognize and retain the four CSUs as comprehensive Universities with overlapping but unique missions, offering the citizens of Connecticut choice in Higher Education. Recognize that the Community Colleges also have overlapping but unique missions, given that they serve different communities within the state.

Faculty control over the curriculum. Faculty control over assessment. If you want... really want.. students to use their degrees then for God's sake put research active professors in the classroom. At the end of the day, the students are not inspired by a blinking LCD display... they are inspired...
by the material that is delivered to them.

Identity and unique culture of each institution. Facility and faculty are important to maintain, opportunities for professional growth for all faculty. Shared governance is critical to the functioning of any university or college. The avoidance of top-down governance structures and the facilitation of the involvement of all constituencies within the system in democratically making decisions about our shared future is essential to preserving the essence of a truly free intellectual community.

Another thing that needs to be addressed is the unconscionable decline in the share of operating costs covered by state appropriations. Tuition should not just not be increased, it should be lowered to a nominal charge, or better yet, nothing. States used to make such investments in their young people because we taxed those who had all the resources in this country at the rates they should be taxed (top marginal income tax rates of 70-91 percent were in place at the federal level). We need to do this again. We should remember that not all students will receive the same education in the K-12 system. We need to have practices in place, in our college system, to assist students in acquiring the required skills to succeed in their college level experience. We cannot assume that when students enter college, they are ready for the demands that college work entail.
One of the great strengths of the community college system is the relationships faculty are able to establish with students. The relationships support learning and retention. We need to improve our admissions tactics so that we become effective in recruiting students. This says something about the quality of public relations materials we produce and disseminate in our service areas.
There is something to be said for the OPEN DOOR; however, more focus on "ability to benefit". An education system that serves Connecticut's population, throughout their lifetime—Most CSCU students are CT residents and stay CT residents!
1. Recognize the unique mission and identity of each institution, especially the community colleges.

2. Value the role faculty truly play at each institution.

3. Governance is important.
Streamline, don't make things so complex and full of red tape. If you are serious about change, then nothing should be sacred.
Please see above regarding support for professional development. Greater oversight over the hiring process to ensure that faculty indeed have the qualifications to teach the courses they are hired to teach.

The community college commitment to access, affordability and quality education and/or training for the residents who live in the communities that we serve. Community college emphasis on small classrooms and a personal touch with students. I think it is important to preserve the identity of each institution. We all have our unique personalities as well as unique programs and this should continue. We should also preserve the physical proximity of various programs to the students the system is serving. If we remove some programs from some colleges because other colleges were determined to be a "center of excellence" for a particular program some students who live at the far ends of the state may not be able to commute that far.

Maintain the mission of the community college - affordable access to all (open door policy). Registration and student services should stay on the local campus. I feel strongly that individual college identity should not be compromised. I believe we would reduce the effectiveness of the community college system by falling for a cookie cutter approach to education. The strengths of each college has developed over time, with great thought. It would be foolish to give up the individual strengths for homogeny alone. (NCLB left every child behind)

Example: Art is part of the identity of HCC, it is part of what we are. Manufacturing can not replace it, but both can be enhanced by developing a strong relationship. The joy, the importance, the value of continuous learning...not just getting a degree....but how the knowledge gained is transferable to real life. Critical thinking is not emphasized enough, nor do students truly connect critical thinking with career (and life) success. Students would lose a great deal if the only valued outcome of a college education is "career-ready"

Recruitment of high school students.

I believe that community colleges should continue to be an open access point for students. So many students have reported that they never would have achieved their educational goals if they had not had a community college available to begin the journey. I disagree with some opinion that we should no longer provide any developmental programs. Without them, some of our non-traditional students who have been away from school for some time would fail to gain access. Each University's unique identity.

Mission, diversity, student personalized guidance. Professionalism, training, communication. The individual missions of each institution.
One element worthy of preservation is the community college system. I have personally witnessed far greater care taken with students at the community colleges than at the university level. One common complaint students at the university level have is the level of difficulty they experience in managing the administrative aspects of their college career. They often express that it's an exercise in frustration. The community colleges, with their caring staff, smaller class sizes and willingness to guide are really the key to improving retention.

Keep the campus identities... but get programs across the state aligned with each other so that students can transfer easily and be able to go from our 2 yr institutions to our 4 yr without difficulty.

Keep the four universities separate (but co-ordinate some programs). Get rid of the overhead of the "system office".

We must preserve open access. Community colleges realize the promise of equality inherent in our democracy -- we are the only attainable educational institution for many people in our communities, and we're their way out (and their kids way out ... you know the story). In preserving open access, we must also develop more first year programs and more developmental education programs that deliver students the individualized, HUMAN connections that foster retention, persistence, and skill development (like we're doing in the Transitional Year Program at MxCC).

I'm not opposed to workforce investment and boutique programs and job skill development and all that jazz. It's a vital part of what we do. But we need to meet our students where they are, and, unless we plan to change our principal mission (open access), we need a greater investment in developmental education that will give students the skills and connections they need to succeed in professional or liberal arts programs, and that will give faculty and staff the time they need to develop significant connections with each student who comes through their doors.

Thanks for listening.

I believe we need to preserve each identity and not all be clones. Our students are a diverse population in each region we serve and each region may have differing community needs.

All, we need to make small changes over time to grow and help students. We don't need to have everyone shaken up and moved around.

It is important to preserve the concept that a state university system is accessible to a broad cross section of the population through programming that includes the widest cross section of the constituencies possible.
No comment
I believe we have a blank slate to identify best practices within our system and out peer institutions, and not preserve outdated legacy policies and centrally controlled operations. Encourages administrators to be empowered yet accountable. Central office often stifles creativity and promotes mediocrity. 
See comment to question 8. It seems that many initiatives are to consolidate services at the system level. It is important to remember that each of the colleges is not a cookie cutter of the other. While cost savings are important, in the long run it might cost more when their are not personnel "on the ground" who understand the needs of the individual campus. Individuality is important. It is what makes us unique.
Maintain academic support for students at all levels and abilities. Preserve the institutional missions. Preserve the role of faculty in decisions pertaining to the curriculum. This whole plan should be about making a better system, not a cheaper system.
Savings generated should be reallocated to support priority initiatives. I get the feeling from reading the plan that it is all about cutting costs. The overall funding is already inadequate and pathetic compared to the funding for UConn. We need advocates at the BOR that will help this good system to become great. We do not need a plan that seeks to squeeze every last penny out of the system so as to keep tuition low. The State of CT needs to make this a state-funded tax supported system at a level where a quality education can be delivered. So far I do not see any priority being given to this major issue.

none
Access to all.
College identities, campus strengths, small class sizes with frequent one-on-one student/faculty and staff contact.
I think smaller class sizes are important to the struggling student. If a campus or department is moving towards "super sections" perhaps there should be at least one smaller session of the class offered. Academic advisors can have a way to "save a spot" for certain students in these smaller classes.

I have had many struggling students and students with learning needs tell me that large sections don't work for them.
Achieve overall organizational efficiency and effectiveness. Added technology and added staff has not raised student enrollments.

Achieve overall organizational efficiency and effectiveness.

Hold tuition increases to a minimum.

Ensure that all academic, operational and organizational policies are transparent at the college and system levels.

Significantly increase utilization of on-line course delivery. Most practices and processes waste time, energy, money and paper. Streamline! More online submission of applications etc. Keep our college names. Academic freedom for instructors and encouraging new ideas must me preserved. We need to remember that there is no silver bullet in education; what works for some will not work for all. We need to retain our flexibility. Open access, student-centered focus on success. Not simply the standard metrics of enrollment, graduation, retention. Need to find a way to measure success of part time and less traditional student groups. transparency  
Institutional uniqueness (i.e, CCSU known for producing outstanding educators)
As I just stated, the Liberal Arts are actually the MOST important. The trendy thing is to deal with the work force ONLY! Such a behavior will develop a population weak in the ability to think, to act ethically and morally; to be unaware of the way our country operates. We MUST, maintain a viable Liberal Arts Program!!!

Some students do well with online learning, but some do well with on-ground learning and not online. Also, the liberal arts are still important and students should have the right to choose between liberal arts and technology careers. If we eliminate liberal arts, who will our future teachers be?  
Faculty development and support Each of the four sister universities and twelve community colleges has a unique climate. This should remain the same.
Liberal Arts and Sciences must not only preserved but further strengthened and encouraged.

Policies, processes and coordination with state government must be based on a vastly more thorough knowledge of the true preparation level of students graduating from Conn. high schools and enrolling at CSCU institutions. Math backgrounds are especially mismatched to student needs when compared with the perceptions of the legislators, Executive Branch officials, campus administrators, etc., etc., etc. This mismatch is what holds our students back more than any other single factor!

State-funded education.
I believe that it is VERY important to preserve the individual missions of each campus/school, while continuing to maintain successful programs across the system. Faculty, staff, and students at all universities and community colleges should have a strong voice in the future of the system. We need to return to the principle of shared governance. So far the Transform CSCU 2020 reforms have included almost no faculty input and all of the changes have been top down. This is a very worrying development.

We also need to retain classroom instruction and direct relationships between students and professors as much as possible. This will mean keeping online courses to a bare minimum or eliminating them completely.

once again, the quality of education is the most important factor to preserve. There is no substitute for this.

The Unique missions of the institutions are most important to preserve. The Public University and the Community College serves two different types of students. The Community College Student is attracted by the College's close proximity to their home, the affordable cost, and the flexible class schedules. The Community College offers the student the opportunity to obtain a College education in spite of managing homes, children, and jobs.

The Public University offers a great educational opportunity that is affordable as well. With curricula that are designed to educate the student in four years (undergraduate), this is not a realistic option to the student described above (Community College student). While each student may be equally qualified academically, each institution serves students with very different needs but with the same goals.
A system that collaborates would enhance the opportunities for all students, no matter where they are on their educational journey.

A friendly, helpful, on-campus staff presence available to the students which makes colleges have a friendly campus/homey feel. Staff should be available to students to help their success and help them through problems (student activities, registration, guidance, computer support, etc.).
1. Each of the four CSUs must remain independent and in complete control of its curriculum and identity.

2. Each of the four CSUs must continue to be regional, comprehensive universities. Programs, departments, and schools should NOT be eliminated at one campus because they are offered at other campuses.

3. The missions and degrees of the four CSUs must remain distinct from those of the community colleges.

4. Each university must retain control over its online offerings, and Charter Oak should not become the de facto online provider for the system. A move to this model would weaken academic integrity and undermine the student advisement process.

5. Centralizing certain functions is likely to decrease student retention and therefore should not be pursued. For example, centralizing registration and allowing students at one university to enroll in classes at any institution in the absence of faculty advisement will lead to poorer student choices and consequently poorer outcomes. Faculty need to be able to approve student schedules and exert some gatekeeping responsibilities vis-à-vis student course scheduling. There is plenty of evidence that good faculty advising is essential to student success, and therefore advising must not be undermined or weakened.

6. Work within the shared governance structure.
7. Ensure that faculty have meaningful impact at all levels (not just at the end of the decision making process). None of the Transform goals or initiatives were created with faculty input. Rather, it is assumed that, because Gray thinks they are important, that therefore faculty do too. This is not how educational systems should be managed. Work with faculty, don't try to run over them.

1. Diversity practices- Affirmative Action

2. College preparation for high school students

3. Ease of transition from community college to state university

4. Support of student-led organizations and services on campus

Dedication to student learning.

Unique missions!
Staff dedicated to one site so that students see familiar faces, get the continuity of speaking with the same person time and again. Continue and improve the number of staff available to assist students; talking to a person face-to-face is the best form of communication and forms a bond that might help a student stay in school through the tough times they experience.

The liberal arts: we're not IBM, & curricular programs (majors, course offerings) should not operate in a bottom-line way. Also, each campus has its own identity--& that needs to be preserved, rather than cut & slice the campuses to make them all homogeneous.

Every student must be information literate. Make Information Literacy/Library Instruction a mandatory class for credit across the board. All graduates must know how to find, evaluate and use information for their workplace, and as a lifetime learner. Students need to be trained to spot accurate information and this is very hard to do without library instruction. Most students feel that they can navigate the Internet with very little training because they appear to be tech savvy. Being able to find information is very different than being able to figure out how to run your iPhone. Just because our students have always had technology does not mean they know how to interpret the information that the new technology brings. I grew up in Upstate New York.
and it always amazes me that Connecticut being the "rich" state it is doesn't hold a candle to the colleges in the SUNY System. We need a major change.

The stability of unique and signature programs
The preservation of individual identities of each institution as unique facets of the above mentioned greater "combined force," with each institution recognized, celebrated and sought after for its own character and strengths.
It is critical to preserve the variety of opportunities provided to students in the community colleges such as academic courses and continuing education classes. In addition, it is important to maintain affordable tuition rates for our students.
Don't forget the important role of community colleges.
It is important to preserve institutional identity even while achieving efficiencies and simplifying processes. Each college is unique for good reasons. We do not need to be seen as a franchise operation.
1. Access and affordability

2. Strong reputation in certain fields
The academic freedom to dissent
no qualified to respond
SHARED GOVERNANCE. SHAREE GOVERNANCE. SHAREE GOVERNANCE.
Student Activity departments are key to student retention. Through Student Activity sponsorship of clubs, student government, sports teams, and on campus social events, students establish connections that foster friendship, support, and networking.

Advisement and counseling departments need to be staffed to meet capacity.
Small class sizes designed to meet the needs of a very diverse student population.
That each of the community colleges are a separate entity.
Our universities should remain universities, they are fast becoming community colleges.
I'm concerned about the dilution of the experience for students attending any of the 4 universities. Having worked in a community college for a third of my academic career, and two thirds in universities, the quality of education having Ph Ds teaching most classes can not be substituted with most generic online offerings. The experience of building relationships with these academic experts has the potential to truly change a student's lives. The idea that some classes should be taken "just to get them out of the way", especially on-line, seems completely counter intuitive to providing a high quality learning foundation leading to a well educated person and citizen. Education is not just a business enterprise, it is a essential element of our society, if we are to meet the immense challenges we face. This is especially true of public higher education, which provides a ladder to a fulfilled life, where a student acquires the tools, creativity, and confidence to realize their potential, and help us cope with an uncertain future.

Individual brand and integrity as a recognizable institution of higher education

Our mission

It is important to maintain the individuality of each campus and reduce redundancies in the system. Why have two universities compete against each other for the limited number of students available? Why spend money needlessly.

shared governance

I think the four CSU schools are best when they interact with and support their regions. The more decentralized and unique each school remains the richer our state's knowledge culture will be. Don't dismantle these four gems and turn them into generic grades 15 and 16.

Our FYE program.

Provide the CLEP and DANTES testing, but expand it.

The Universities and Colleges need to remain their own operational institutions. For that matter, the idea of even having a system combing the two needs to be rethought. None of the business and financial efficiencies promised have materialized and they never will. For those that have been here a long time, this plan has been floated in some form or another many, many times. There is nothing innovative about it. If you really want to be ground breaking?? Remove ALL management at ALL campuses, have the system office run all managerial roles, combine all athletic programs into 1 "system" team and mascot thus reducing the numerous facilities that will need to be maintained and start saving extraordinary dollars in those areas before you dare touch the classrooms where real learning occurs by hiring part timers to teach online and from a "host" school in a smart classroom. The challenge has been laid down. Will you accept it?

It is absolutely essential that the correct balance be struck between integrating functions within the system while at the same time enabling the CSU's, Community Colleges, and Charter Oak to fulfill their unique missions. The community colleges cannot play a one-down role relative to the CSU's, and the role of Charter Oak in our system needs to be made as clear as possible.

All administrative and academic practices and processes must be questioned and continuously improved, in a systematic, team-based manner.
Diversity and accessibility of programs and opportunities for the residents of Connecticut. The Community Colleges do not have enrollment management offices or plans, and need them, but our financial aid office works well with both admissions and Records. This cross-affiliation works very well for new students so that they have a consistent support process. Tutoring services are essential, and the program at Tunxis is very successful - aside from the fact that a larger staff would make it even more effective and valuable.

I think it is important to keep an atmosphere that the schools are separate. I believe in most of the streamlining processes but there needs to be some effort in maintaining the school's individuality. I think the students will better align themselves as a member of a college rather than a number in a large spread out system.

I believe it is important that we work to sustain faculty tenure and promotion and do not water down the quality of state public higher education with the infusion of an adjunct workforce. This is what you are primarily giving the community college students AND our four year institution students now. Eroding the quality of education in higher education will merely replicate what has been done in the public k-12 system. Our students are seriously taking 50% or greater of their courses with adjunct faculty at this university. That is *unreal* to me. While some of our adjunct faculty have doctorates and/or applied degrees in the field they teach, many possess terminal masters and often from the public institutions where they now teach. They have limited exposure to the fields they teach and they are often working at multiple institutions and no longer engaged in their field. You need to increase the full-time faculty lines across these institutions. Our students deserve better.

Small classrooms and group work. Students (millennials) learn better when in small pairs. In addition, millennial students tend to learn better when there is less of a authoritative professor in the classroom. A more open and communicative teaching environment would help. This should be an open process in which all constituents are consulted - beyond even communication with union representatives and senate. Further, people will not be able to provide useful input if they are not informed about what is going on. Keeping academic principles at our core.

Retain faculty input on program and discipline curriculum but support with more professional development required and encouraged. Develop program review processes which promote change in curriculum and instruction delivery methods.

The mission of community colleges and its culture of inclusiveness and open enrollment should be preserved.

Individuality of each college, in particular the community colleges. The needs of the students are very different from the 4 year schools.
To preserve? Keep resources for students and faculty. Keep improving facilities on campus. Keep improving the culture and life on campus related to housing, food, centers, etc. This does NOT mean that we need a new LCD TV in the Hall way of each building. That is not what I mean by improving. That TV is not going to help students focus or graduate. Make students 1st priority Going above and beyond for the student should always be the main goal of each faculty and staff person. The notion of centers of excellence is a good one. Transform CSCU 2020 is a misguided, top down effort that will ultimately reduce the state universities to diploma mills. Allowing the universities the freedom to innovate without the burden of an expanding state bureaucracy would help toward preventing the diploma mill effect. The business model of education only leads to intellectual bankruptcy.

It is an odd phenomenon that has seen over the past decades administrative staff increase rapidly while student enrollment and faculty numbers have remained steady or declined. recruitment Continue to service students in our areas that may not be ready to enter the bigger colleges just yet and maintain tuition rates lower to attract students to our campuses. allow each college to remain a bit autonomous in terms of delivering student experience (activities, clubs, etc.) Continue to encourage faculty to pursue research and civic engagment Open access to the CCs. We do not need 12 community colleges. Can’t we just have one Connecticut Community College with 12 different branches? We can have just one president, a few division directors, a couple of deans, etc...Teachers can spend less time on additional responsibilities and teach 15 credits instead of 12. There are too many people who have been in the system a long time who are preventing progress from being made. Many newer faculty members do not even agree with the union, but they don’t even voice their opinions because they feel that they are in the minority. That we continue our investment in Teacher Education It is important to focus on the access and affordability of higher education and on the applicability of higher education to practical career goals, but without turning the state universities into vocational education tech schools. There are many areas of study that could benefit by attracting adults (i.e., folks older than 25) back to campus for courses or degrees as life long learners, not job seekers. This is compatible with an initiative to attract adult learners back to campus for practical re-training. A university education should do more than align the graduating students with the needs of employers, but it should not fail to align graduating students with the needs of employers.
1) Adhere to union contracts.

2) Follow State of CT Workplace Violence Guidelines.

Individuality of each institution while also working as a whole
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.
The regional comprehensive nature of the universities should be maintained. The continued emphasis on highly qualified full time, tenured and tenure-track faculty should be maintained and the trend toward hiring more and more part time faculty or temporary full time faculty should be reversed. We need: improved faculty development, including sabbaticals; improved resources for libraries; more scholarships and research opportunities for students; renovated dormitories, up-to-date classrooms (and they don't have to be genius classrooms).
Individuality, signature programs,
Quality service for the faculty, students, and staff that adhere to the mission of the university.
Effective and efficient professional service.
The elements of our institutional practices and processes I believe are important to preserve the personal student services provided at each institution such as the registrar's office, financial aid office, admissions office rather a call center or automated system.
I believe that we have individual colleges for a reason. Even though the state is small, it includes a lot of variety from one region to another. Because as community colleges we each serve a particular region, I think it important to recognize the expertise of those on our campuses who are most familiar with the needs of the regions. While there are benefits to being a System, there are also benefits to being "specialists" with regard to our regions. I believe the BOR would be wise to tap in more to the expertise of faculty and staff who are on the front lines of serving students and the community/employers.
Each campus has different demographics. What works at Northwestern or Manchester will not always work at Gateway and Housatonic, so each campus needs to maintain some flexibility in order to meet the needs of its particular students. Furthermore, pure online courses (not the "flipped" classroom, but plopping students in front of a computer or into a "smart" classroom with an instructor on another campus) are proving to be both an academic disaster and a tremendous waste of resources. Finally, I know our folks have spent the past two years building new remediation systems because of PA1240, so let's let those programs run a few years before
we try building middle colleges and high school remediation plans.

Nothing! So many systems, structures, polices, and processes are outdated or serve simply as barriers to moving forward. Keep nothing sacred and be watchful of resistance to change as this is probably where change is needed the most. Generally, I do not believe that any particular process should be above scrutiny, recognizing that practical constraints (political, financial, etc.) may restrict what practices and processes are ultimately examined. Transform CSCU is a "once-in-a" style overhaul, and the opportunity is unique and should be leveraged to the maximum extent possible.

Our distinct missions are important to preserve but we need to embrace how we are inextricably connected to each other. For example, transfer students comprise between 40% - 60% of the student population at the state universities yet there is relatively little connection between the universities and community colleges. In reality, they need us and we need them.

I believe that the traditional classroom model is highly desirable (preferable) for all foundational and pre-college courses offered at the community colleges. Student Services need to be supported better as that promotes student success and degree completion. We also MUST do something about the HORRIBLE advising process that creates 5 and 6 year under-graduate degree completions. Course availability would be much better if we found a way to provide students with a degree path (base, gen-ed courses first, followed by major degree courses) early in their program, and then PLANNED to support that path because now we KNOW how many students need a particular course each semester... and then offer it! (Seems simple enough to me... why don't we do it?) Whatever, we do we must not lose focus, that in order to make proper changes; we cannot lose the human touch. Our students, our communities, need a seamless, human approach deliverance to their needs.

Education excellent is critical and needs to be preserved.

Identifying all student related needs that would best be served through system collaboration as well as those that require local academic support (e.g. academic counseling and advising, information literacy and technology, tutoring).

Develop standards for academic support levels and encourage hiring as necessary to improve student success and achievement.

Higher education as an education system... Not a business.
Our support system to the students. Access to in-place technology. 
Making the student experience as seamless as possible, guiding each and everyone of them to fulfill his/her goal within the university and ultimately for the future.

Academic standards
I believe SCSU's first year experience is beneficial to our students.
I believe it is important to preserve our institution's individual character. We do not want to appear to be a chain store.
The aims and practices of each area of academic expertise should be in the hands of the faculty who are experts in that area.
the integration of educational technology in the classrooms
Open access at Community Colleges.
Keep each college with their own personal touch...
Continuing to provide a strong liberal arts core.
One on One contact with students.
The connections developed between professors and students via counseling and mentoring.
Don't treat the CSUs like community colleges. Our priorities should be more in-line with UCONN than community colleges.
Our individual identities. What makes us unique
The individual emphasis at each college to serve the students as individuals is key. Do not reject students; maintain our open enrollment no matter what the student level. These are human beings, not parts to be rejected. If not here, where will they be educated to learn to grow? There are enough exclusive institutions of higher learning. There are not enough inclusive institutions as we are. Allow students to explore college through more general, nurturing classes that teach them about lectures, group work, projects, and participation via all levels of technology. By fostering curiosity and "on the ground" in class experiences, we teach students what to expect from any academy of learning. Community colleges which embrace the community's uniqueness, such as a particular chapter of Connecticut or American history, or even a local geological formation, have an asset no one else has or exploits. Codify these assets in courses and the curricula. The uniqueness of each college is "special." There is always a challenge to make institutions less bureaucratic and red-tape oriented especially as state agencies. Meeting standards is easy when we strive for excellence. Maintain an emphasis on students writing and "creating" innovative projects to graduate to the next level. Excellence is always attained through individuals working collaboratively as students and faculty for the next higher level.
Colleges should continue to focus on each student and determine how to engage, empower, and guide that student to find a pathway to self-realization and potential. No colleges transform lives as successfully as do the community colleges.. As business and complex organizations are embracing the concept of "one," not mass production, so should academic institutions, as they once did with the master/tutor - student model of early centuries in academia.
Plagiarism is so rampant on campus, and faculty have very little support in combating it. There should be an online OCR program that is free for faculty to use. Protecting academic honesty and integrity is so important. If we let students continue gaming the system, the degrees CSCU offers will become meaningless.

Reading and writing developmental/remedial support is critical, too. I'm astonished at the deterioration of reading and writing skills in students who have taken and passed English 102. This semester was worse than ever. I know I had half a dozen cheaters, but could only address a few of them.

Guarantee the academic integrity of each institution and preserve faculty control over areas of their expertise, especially hiring, evaluation, curriculum, and the classroom.

Online is great, but Hybrid is the way to go. There is still value and face-to-face (with instructor and fellow students).

I look forward to our world class work as a system, while growing the individual "identities" of each college/university.

Preserve the differences between the community colleges and the four-year institutions. They have different missions.

Students prefer face-to-face instruction, which means we need to get our facilities up to par to create good learning environments. It is difficult to teach and learn in a room with the heat too low (or high), or in a room that is dingy and uncomfortable. We also need to preserve academic freedom, so professors can teach their specialties, while teaching students the information students need and deserve. This is not the time to cater strictly to businesses and go with a skills-based approach. We need to reinforce our liberal arts core, while expanding our STEM options. We need to see that identities and missions of the 4 CSUs are preserved. Each of the 4 CSUs serve different regions with different needs. We are very closely linked to the communities around us. We have undergraduate and graduate programs, research requirements, etc. that make us significantly different than the Community Colleges. Our student ROIs are significantly higher, adding greater value to the system and communities we serve. This survey does not consider the individualities of the institutions. It assumes 'one size fits all'. Please take a step back and ask what you are trying to accomplish with this survey. If it is to appear you have our support, then this is a self-serving survey on the part of the system. If you really want to make quality changes that excites the people within each of the institutions, you need to take a step back and get our input into the process before the process is underway. We want to be part of the change; we will be the workers for change - without our passion and involvement change cannot take place.

Preserve each campus' community philosophy but assess top heavy waste.
Preserving, refining, and expanding a strong liberal arts base for our students. Workforce development is important, but it is not our only mission.

Giving students the opportunity to explore and experiment, a vital part of the college experience, so that they can discover what they are best at and find most fulfilling. Most students change their majors a number of times.

Individualized attention and concern for our students and a sensitivity to their diverse backgrounds and experiences. We need to keep the staff who care about students, who work hard for their success, and who truly work as a team. And then we need to address the issues with those who do not.

Access for all CT students, yet tempered with ability to perform at college levels, STOP accepting students who are unprepared or unmotivated and will most likely be unable to afford even a full state university education. This is unethical and places too many students in financial despair, with little return on their investment.

Need courses relative to securing employment and professionalism

Keep and increase State Grants for low income students

Allow each community college to continue to offer the Liberal Arts and their own programs system wide IT resources

Dedication to student learning, high quality dedicated faculty who will hold students accountable. We need leaders who understand that education is something that requires effort and time and dedication and is not doled out for sitting in a classroom a certain number of hours.

We need to teach our students and they need to learn to learn, yearn to learn. That is what they've been missing their entire educational lives. They need to understand it takes time and effort to learn...and so do our leaders and the legislature.

Uniqueness of the state universities mission; uniqueness of the community colleges mission; maintain high academic standards for students and faculty but don’t make us an homogenous post high school catch all.

Autonomy of our faculty.

Each campus has an individual identity and mission. In our drive to make everything unified and seemless, it would be a shame to our individual identities.
From the perspective of many faculty members at my institution, the move towards system efficiencies is a threat to our campus's local culture. There is concern that our identity will be reduced to a single or small number of specialty areas, such as health and human services, and that our function as a comprehensive university grounded in the liberal arts will be lost. Transform CSCU 2020 won’t succeed without faculty buy in. The way to get that from them is to allow ample opportunity not only for occasional faculty input that this survey represents but for faculty on individual campuses to have real decision-making power about their curricular identity and mission and areas of specialization.

Community - everyone belongs to the institution!

Helping Community Colleges with Financial Aid, IT other system-wide processes

small class size
No commit.
I think it’s important for the schools to have some autonomy in their governance but there are also ways that we should collaborate. We should find a balance.
For us at Eastern, small class sizes are really important. It has allowed us to work more closely with students, involve them in our research, and, consequently has contributed to retention and student learning. I feel maintaining smaller classes should be a goal for all colleges and universities--I would hate to see the solution to financial difficulties be addressed by raising them.

I would like to see continued development of articulation agreements between community college and four year programs. We are making great strides in this area, and I would like to see this initiative preserved. I like the designation of campus emphases to be continued. Right now, our university, Eastern, is designated as a liberal arts institution. This orientation has greatly transformed and integrated our programs and department. Continued identification of strengths or emphases for each university or college would be good.

Admissions, curriculum development, budgeting, human resources, master planning, marketing, branding

Please recognize the talent that exists within the system and try to foster/nurture that talent to grow and serve all. Also please recognize that centralization and uniformity of policies and practices create challenges for institutions with distinct and different student bodies, challenges, and missions. We need to focus on right-sizing vs. one size fits all. Respectfully submitted. Thank you.

More communication
We should maintain a sense of accessibility and support of students, particularly at the community colleges.
Low cost; limited student loans is vital to CC's. Tuition set aside and Gov. Scholarship financial aid dollars need to be supported.

We should keep providing affordable, accessible higher education to the broadest possible array of citizens of CT (and beyond). We should keep educating people who will be good, contributing, thinking, ethical, productive, innovative citizens of CT (and beyond). (We should also continue to have high standards for higher education. Being "accessible" does not mean that we lower our standards of what it takes to get a college degree. I don't think we've done that in the past—or, I hope we have not—and I don't think we should do that in the future.) We should keep trying to adjust and adapt to ever-changing society, government, technologies, and funding as best we can . . . these are all somewhat basic things and yet at the same time continually (perhaps even increasingly?) challenging; so . . . as we adapt and adjust, we have to always keep the core purpose(s) of public higher ed in sight.

While changing to meet current challenges and demands, we've still got to remember the good things we've done in the past. (Sounds a bit like a slogan; sorry. But, it's pretty true.) Contextually appropriate student success programs for retention and completion instead of a one-size-fits-all campuses model.

We're doing a lot of great things at our school and the outcomes have yet to be measured. Give us some time to see how things go. And give us more professional staff to carry out the mission and initiatives. We're struggling here.

And if you are going to treat the CCSU's as one institution, then let's focus on system wide completion and measure our graduation rates that way.

face-to-face interaction with a low student to faculty ratio; thinking and writing
Each college within the system meets common and unique educational needs of the students.

Preserve the uniqueness.

Decisions should be made by leaders who understand education.
Keep an institutional individuality.

This list is potentially very long as I believe we need to preserve our institutional identity and all of those practices and processes that make us unique.
The 4 CSU schools need to be able to maintain our identities—the lack of vision for us is absolutely appalling. Why the need for 4-year universities when students can achieve what they need to at the community colleges? You'll put us out of business—and I hope that is not the overall goal. Nothing. I repeat, nothing. One more time, nothing. There are no sacred cows.

The distinctiveness of each institution. The distinct missions of universities versus community colleges.

I think what Lisa Dresdner has been doing to keep the staff motivated and informed is fantastic. I would expand her role or her Center to provide education specifically to adjuncts about school policies, goals, and services.

Transparency

I believe our faculty is truly dedicated to our students and to their professions (it is so evidenced here at Tunxis). And we should continue to celebrate that, reward it, and encourage it—in as many areas as we can identify on a regular basis (and perhaps use that as a marketing tool to draw students, as well as being a reward for the faculty). And reward dedicated staff in the variety of areas that support them. Let’s continue to celebrate our strengths! Thank you for the opportunity to provide feedback.

I have heard that support of research may be limited or curtailed at the regional universities and only UConn would be a research institution. As a UConn graduate I do want research supported there. But, I do want research supported at ALL of the regional universities in the system. Students often hear about and sometimes participate in research efforts. They learn from, are proud of, and remember these research experiences. Keep research at all campuses.

While I teach mathematics, I believe that support of comprehensive programs is necessary. Preserve the athletics, the arts, the humanities. STEM courses do need to be offered and of good quality to support the workplace, but STEM courses need to be augmented by the humanities, history, civics, the arts so that we have an informed citizens to preserve and strengthen our democratic, capitalist, creative system. We need to support language training, international awareness, critical thinking, quantitative literacy, speaking ability, writing skills, and multi-cultural sensitivity and appreciation. We need preserve good libraries. We need to promote the exchange of ideals from all segments of the population, not only selective segments of the political spectrum.

My experiences working at WCSU since the 70's have been wonderful. The campus has been restored and expanded. The students do appreciate that a college education is often a credential for access and success in the economic marketplace. Try not to lose the good that has been done by creating a system that is too large, too money oriented, and not humane enough. I believe that education is not the same as business. No mass production business model that produces
whidgets is appropriate for the development of humans. Please preserve the humanity of higher education with kindness, encouragement, understanding, high standards and expectations. Do not let the bean counters run the show!

Unique missions of each CSU; differentiated missions of Community Colleges and State Universities; on-ground learning as the majority of a student's experience
Innovation of faculty to develop courses and course materials that meet the needs of the region.
Online courses should not be centralized

Student services should be minimally centralized
Administration, Finance, Accounts Payable, Purchasing, Accounts Receivable, Services for Students, tutoring, support for students, counseling. Academic Divisions, Maintenance, Security. Strategic Planning and vision.
Academics. Academics. Academics. Forget your efforts to get a block grant like UConn. Forget your obvious prejudicial agenda-setting with the above questions. Where are the questions about improving student competencies and student performance?
We have provided access to a liberal arts education for CT residents and we aim to continue to do that while improving the quality of our educational experience. NOT ONCE in any of these Transform communications were ACADEMIC EXCELLENCE and QUALITY EDUCATION mentioned.
The talk has been about IT and efficiency and integration and affordability. As faculty, we have on-the-ground experience that allows us to evaluate what will make the quality of an Eastern education better for our students. That will continue to be our focus whilst maintaining an affordable state university experience.

I believe there is value in the transfer and articulation work that was done in the recent past. That said, Eastern has a distinct mission and our senate and employees put our students and our mission first in all of our decision making. We need to be allowed to pursue this distinct mission without disappearing into the sea of other universities and community colleges.
Keeping the mission of a university clearly separate from the mission of the community colleges. Keeping a broad array of programs in EACH university in order to enrich the academic life of all. Nearly all your goals above suggest this is not even on your radar -- only making warehouses is. It's disgusting.

First year transition program, developmental education, online distance learning
Each college and university has its own identity and character and these identities should be preserved.
Recognition that student needs vary by region and institution, and that in order to retain them we need to establish a relationship with them. Delivery of service needs to be efficient, however local deliver of service is imperative.
preserve the individualism of each campus. Respect that a Ph.D. in the Humanities counts as much or more as one in other fields. Allow MUCH research for faculty development.
Independent identity and curriculum of all programs ay each campus.

We need to stop spending $ on big central office salaries/positions.
All of the Collages and Universities need to keep their own identity.
Commitment of faculty to teach their students, affordability to a wide range of income groups,
encouragement and support for a diverse student population.
Common Course Numbering; Competency-Based General Education Outcomes; Open Admissions; Entering/Exiting Assessment of Student Learning.
Academic freedom for teachers so that we may relate material to relevant instances in adult learners. As a dedicated adjunct for over a decade, much of what I do is not compensated nor recognized. I do the extra work because I believe in the institution and in the students. Wouldn't it be nice if adjuncts felt valued and were eventually offered positions to provide an opportunity to proactively reach students on a full time basis? So many teachers seem so unhappy and complain so often: there are plenty of adjuncts who would be thrilled to take their place as a full time member of the community. If you cannot retain students and contribute effectively, you should not have the opportunity to be there, regardless of who you are related to.
We need to keep the realization that expectations are different at the community college and CSU level. A student who spends two years at a community college should realize that he/she will be behind someone who was at a CSU school. PLEASE don't try to make transition seamless - the only way to do it is to drag down the CSU level to the community college level!
The system should allow and, in fact, encourage innovation. The teaching system we have does not engage our intellectual resources with sustainable economic and community development.
Jackson Community College in Michigan gives credit for most non-credit learning. Eliminating the divide between credit and non-credit programming would allow faculty to develop their teaching
loads in more creative and locally responsive ways.

Rely on the knowledge and experience of faculty/employees at the universities/colleges and the system office staff, rather than hiring consultants.
All of them, except for the BOR's agenda-setting process of hiring, harassing, and demoting or terminating minorities in the BOR's seeming attempt to maintain a semblance of political acceptance in Connecticut's increasingly conservative political environment driven by decreasing economic opportunities, jobs, confidence, and a sense of cooperative civics. This is combined with the BOR's failure to recognize the decreasing committment to and monitoring of prior Affirmative Action goals and commitments which have been continually and increasingly violated by Middlesex Community College "historically." The most recent "violation" is the rumored denial by the BOR of the current President's request to have a Black Admissions Director hired. Instead a Caucasian was hired, despite the fact that the prior Black Admissions Director who was "forced" from her job, which the State ruled was grounds for legal action, and who hired an Attorney, according to talks with her.

Academic excellency.

Preserve the 4 State Universities' individual identity, by not consolidating and turning them into cookie cutter images of ONE state University. Already have that with UCONN. Any board member aiming to consolidate just to save funds, will be the blame of loosing/closing of one or more state universities.

Faculty organizations - senates, unions, etc - must know in advance of any changes to what is taught, and how, to whom. We are the actual engine in this massive vessel called ConnSCU

Very important to preserve Eastern's liberal arts programs. Our school is the MOST successful of all the institutions.

Separate block grants for CSU, Charter Oak State College, and Community Colleges and separate and distinct missions for the systems.

Open ended.

up to date technology

The state universities need to stay 4 year educaitona opportunites, and not just turn into upperclassroom school with only transfer students from community college. Needs to be a healthy balance of both.

Preserve the teaching departments that are really good at CCSU such as Biology and others.

I believe there is a relationship between innovation and what is important to preserve, so until we see where we are innovating, we don't know which foundational pieces remain relevant. We are on the brink of great changes, perhaps the greatest amount of structural change since the late 1800's and industrialization.
The best thing we can do is to keep our campus individuality. Other state systems keep their individuality. No one ever says, "I graduated from a SUNY", they say that they graduated from "SUNY Stony Brook" or "SUNY Albany" because it's the campus that matters, not the system. Same with the CUNY system, the UC (California) system and the UT (Texas) system. Those systems work, we should be emulating them. Because each CC has been focused on meeting the needs of its Service Region, those efforts and the learned outcomes must remain integral to the plan for change. Connecticut is a very diverse state in so many ways, there is no singular solution when you refer to a community-based asset like a Community College. While uniform processes and procedures will greatly benefit the CCs, a one-size-fits-all approach will not.

Each schools unique identity
It is important to maintain the difference between the community colleges and the 4-year universities. There are distinct benefits to starting and completing a degree at a four-year school, and those benefits are both academic and social. In addition, the universities have a research/creative activity agenda for both faculty and students, and the universities require resources to support these activities.

STUDENT CENTRISM IN EVERYTHING WE DO ON OUR CAMPUS COMMUNITIES, TO SUPPORT AND ENSURE THAT WE FACILITATE THEIR EDUCATION, WITH THE PRIMARY GOAL TO PREPARE THEM FOR THE 21ST AND 22ND CENTURIES!
Include faculty in the decision processes.
hold tuition increases to a minimum and have funds available for student to continue their education

I support the goal of making it easier to transfer between the different schools and to facilitate admissions, and generally to improve transparency of transferrability of courses. However, I am strongly opposed to changes such as common course numbering across the institutions or a common catalog. For many areas of study, the respective departments at the four CSUs approach their curriculum very differently (with different courses taught at different levels of difficulty -- 200, 300, or 400 levels), and this diversity of approach is a strength of the system, not a weakness. Trying to impose a single curriculum (even common course numbers) across the 4 institutions would (a) create a bureaucratic mess (what would the approval process be to change a course -- would it have to go through all four departments' curriculum committees and university approval at each school?), and (b) would stifle innovation in program and course development. I would like to see changes to make it easier to transfer courses between schools, but I would like to see this happen in a way that maintains autonomy of curriculum within each institution.

Self-governance.
That each 4-year institution has a uniquely different character.
Preserve strong support of teaching. Support first-year experience. Support students' college experience at all levels through streamlining systems. Allow campuses to develop what we do well - not just the program that "the system" has designated as what we will be allowed to do well.

Regular and direct meetings with the university president and administration in communicating needed change/initiatives.

We must always provide a cost effective education, more education for less money. Information, and education should be affordable to everyone!

None - reinvent ourselves! Our processes are too slow and bureaucratic. Do we really need so many rules and regulations? I came from the private sector and it's like culture shock here. At Asnuntuck, we focus on the student. On an almost daily basis, I hear students provide feedback to us of how helpful we are based on negative experiences they have had at other institutions. Although hearing their stories about their interactions at other schools make me sad, I also feel proud of what we are able to do for them at Asnuntuck. It would be a shame to have view metrics as a priority over actually serving our students.

The distinctiveness of each campus and their offerings for students.

Recognize unique culture of each individual institution

Honesty. The centralized administration needs to value and support the faculty and communicate with us without hiding behind jargon. The administration also needs to prioritize education rather than bureaucracy.

Each of the four university campuses must continue to offer solid Arts & Science undergraduate and graduate programs. This is also true for Education programs

Student success

Very few, if any. New leadership, direction and programs are sorely needed. I think this survey should be geared more to specifics rather than vague categories. For instance it is hard to pick three (3) above when many others are just as important.

CSU's do NOT specialize in one area. Each CSU must have a balanced curriculum in order to expose students to a variety of information/expertise/experiences while they are in college. You cannot say "the arts are here" and not somewhere else, because you do a terrible disservice to all students at institutions where the arts are not a priority. You have to think of each institution as being a place that creates well-rounded, educated citizens. Stop focusing on the "workforce" you are wrong-headed!

Faculty governance

Collective bargaining

Independent identity for all campuses

Optional.
Institutional identity/branding

Each of the institutions has a slightly different mission that has evolved over time based on the community served. Not all colleges and/or universities fit the same mold. We must not eliminate autonomy which is the mother of innovation in a blind allegiance to a unified system.

The essence of the Community College experience is, in a word, caring. At Bigtime U. I'd have 500-600 students 2x a week in a lecture hall. I wouldn't know one student from another. Here I get to know them by name, who they are, some of their strengths/weaknesses/problems. I can talk to them one-on-one, referring them to the Writing Center, the tutors in B-116, counselors, etc. I can - and do - reward improved grades because I, not a T.A., grade their tests and essays. In our rush into the 21st Century of hi-tech and buzzwordism and kowtowing to our legislative masters in Hartford (I know, I know - it has to be done), let us not forget our primary mission: our students.

Individual characteristics of every institution
Not forget the value of a liberal arts education that isn't always focused on specific job skills. We need to continue proper planning of centralized/standardized services that benefit all the colleges and universities, as was the goal of the CCC System Office prior to the merger. Efficiencies and savings can be accomplished if certain core business functions (IT, Finance, Facilities management, etc.) are properly planned and overseen from an organized System Office. This will allow the colleges and universities to concentrate on what they do best, educate the students.

Communication with students to help them succeed.
- enhance a feedback system that develops the capacity of new hired faculty and staff
- Keep the faculty who bring in the business. Get rid of the bloated administration. Get rid of faculty not providing up to date instruction in needed fields for employment.
- Engaged, full-time faculty are the best option students have to reach graduation. We have always been told that a personal connection to faculty is of the greatest benefit to retention. This will not be established or maintained through on-line and skyped classes.

Due to pressure from legislative actions, we have lost sight of our primary purpose—the education of our students. Legislators who know little about the educational process are now the experts deciding the priorities on our campus. While it feels good to fund initiatives such as Go Back to Get Ahead and Veteran Success, these are unlikely to either help the bottom line or substantially increase the number of graduates. If CC students are given scholarships to attend the 4 year institutions, what does that say to the 4 year students who have attended the 4 year institution from the start. It sends a message that not only did they pay more to begin with, but they were then penalized further. Please remember that the 4 year institutions are not community colleges.
We need to preserve the independence of our schools. They are unique and serve unique populations in unique areas of the state. We need to improve, not preserve, current leadership. Sometimes people on the ground do actually know what might best be done to improve the quality of what they are doing and how they are doing it. Outside consulting firms often just suck up money. Ignore the people on the front lines who actually do the teaching and the support functions at your own peril.

We need our autonomy.

Job eadiness
I think each college still needs to maintain its own identity with respect to serving the community where it is situated within the state. suprprt systems for all students at all levels of academic progress
Critical that institutional missions and focus on service based on local and regional needs a variety of academic programs at the local community colleges (vs having certain programs at only a few colleges)
Those elements that have been proven successful.
Institutional independence. Each college/university should not be required to mirror their sister schools. We should be able to maintain our own policies and sense of self.
Faculty governance is the most important institutional practice and process that our system possesses. Without it, our institutions and our students become the "leftovers" and the "worker bees" who are great for middle management but not much else. We become the vocational educational centers with leaders coming from business fields and not from education. The FAC is an important institution in translating between the BOR and faculty.
A student shouldn't have to take some courses at their university and then take other courses on-line or through distance learning from a different campus. There is something to be said about school pride and a feeling of community. Extracurriculars and the leadership opportunities they bring are hugely important to the development of each student. If there is no sense of belonging, the participation in such activities will be diminished.

Need to comment on this, and nowhere else to put it: #4 above broke the cardinal rule of survey design - don't ask two questions in one item. Attracting international students and providing study abroad for our students are two very different things. I think the first is low priority, since we have lots already, but the second part should be high priority, because too many of our students have never left CT.

Seamless links between the: VT Tech Schools, Community Colleges and Universities beginning with incentive based partnerships with businesses that provide sponsored paid internships.

The creation of Incubators for new small business. Those businesses need to be able to restore the career ladders that were lost as businesses fled Connecticut for States with lower living costs
Faculty governance over curriculum.

College-level core skills (e.g., critical thinking, writing, oral communication, complex problem solving, intellectual focus, interpersonal relationship skills, conflict management) before, beneath, or within all vocational/job focused programs—to empower graduates for long-term and changing career paths.

Skills for life-time learning.
Low tuition, commitment to students who need developmental coursework. Open access at the cc level.
Each college or university has signature programs and programs that they do well. Each unit is unique, related, and our education commodity is transferable. Capitalize on the smallness of each unit and combined size of the system. Although the systems were merged on paper, we have a long way to go to merge the college and university systems. Policies and operational priorities must be established and transparent. Funding for Community Colleges must be stabilized.
Don't lose sight of the fact that the Universities in this plan are not community colleges. It's great to have a collective approach but there needs to be the acknowledgement that the universities require different outcomes from students compared to the community colleges.
I feel that I need to gain more information on this topic before responding!
IT autonomy at each end campus. I understand the idea of consolidation of services & resources, however to better address the needs of the local campuses having system-wide IT management will be destructive.
Continue to make campuses "happy places"—clean, comfortable, inviting, OFFER GOOD CAFETERIAS (for those of us who have horrible ones). Continue to strive to make campuses a place where people would congregate naturally because of the good atmosphere. Add swing sets please!
The non-quantifiable skills and aspects of the educational relationship need to be preserved, along with the uniqueness of each discipline.
Dedicated faculty who want to teach and have their students be better prepared for their lives outside of the college atmosphere. Online courses at SCSU are generally a waste of time since online faculty just post work with no feedback or student interaction. Online teaching faculty should be giving their students as much time as would be necessary in the classroom.
University identity. Each university and CC must maintain it's own identity.
It is essential to keep curriculum development at the faculty level in each institution so that the research expertise of the faculty member and the collective understanding and objectives of a department can be integrated into the classroom. It is also important to preserve the liberal arts at each institution, unless they are solely a technical institute. A university must liberally educate its students.

Faculty governance over academic matters is important. This includes decisions about what courses need to be in a major or minor, as well as larger curriculum issues at each institution.

Student governance over student life is important. Each institution needs to be able to continue offering its own online courses. There are concerns that all online courses will eventually be offered through Charter Oak. A large percentage of online students in the community colleges are also taking on-ground courses. They use the faculty's on-ground office hours for assistance. They also go to the library, Writing Center, Tutoring Center, etc. on-campus for assistance, and the staff in these areas are familiar with the online courses offered at their institution as well as the faculty members' requirements, etc. It would be a disservice to our students to move all online courses to Charter Oak. This needs to be addressed very soon with faculty throughout the system. Keep all operations on campuses. Students want easy local access to the people who resolve their issues.

It is critical that faculty governance be respected, strengthened and integrated into Transform CSCU's process.
The sense of community and closeness.
Low tuition cost at the CCs.
Employment stability for faculty and staff
It is important to maintain the individual identities of each college or university to promote alumni loyalty and to promote external connections with each college or university such as graduate academic institutions or potential employers.

Personal involvement with students. A warm and friendly welcome to all who come into our facilities. If we are going to try to work to improve the achievement gap, we need properly defined courses to meet the needs of students whose skills are below college level.
Retention, keeping costs down so many students can attend. There are students who fall between the cracks because they don't qualify for financial aid but also can't afford to attend.
Support for adjunct faculty needs

Ongoing commitment to diversity training
In part because of the requirements of the State of Connecticut and in part because of our own stubbornness, we have outmoded, cumbersome, and inefficient methods of doing business. If we were a for-profit entity, we would collapse and go out of business because of our own bureaucratic redundancies. Migrate the paperwork to online environments. Decrease the number of authorizations/signatures required to move paperwork through the system. Migrate the authorization/signature process to a password protected electronic approval system. We're at least 20 years behind what has been being done in other universities. Decrease the redundancies in paperwork. Create a truly unified "Backend System." There is no need for all the duplication of positions and departments across all four campuses. Be bold. Be unafraid to consolidate and eliminate. Be willing to put people out of work if their positions are not needed. Continue to view each student as an individual.

This survey says nothing whatsoever about research and creative activity which are vital to several of the stated goals

Faculty academic freedom; support faculty and department's vision of their programs. Hire and retain good quality, well-prepared faculty and staff by reducing teaching load (good professionals are leaving as the teaching load at the CSU system is brutal).

Academic rigor and traditional classroom teaching needs to be preserved. Online classes are a joke, students cheat with abandon, there is no plagiarism check with the current system, and all of the new CSCU "system" objectives simply build a machine that operates the diploma mill.

College is the new high school. CSCU needs to adopt policies aligned with top-tiered schools if it is to be competitive and RESPECTED. Getting rid of the Withdrawal ("W") policy is key to making students graduate on time. Increase the rigor of the education, remove the ability to withdraw after the first week of class, charge enough tuition so that they are invested, and you will be shocked at how much they can learn and how many of them will graduate on time. Stop enabling mediocrity and slackers.

The most important element to preserve is our continued dedication to the students and their success.
High value. Ensure there are enough sections of courses running on each campus, held at times convenient to students, so they can complete their degrees within 4 years. Next, make sure the overall curriculum in each school and on every campus is reviewed on a periodic basis to ensure it is relevant. Do this by partnering with business, industry, and graduate schools to ensure relevance.

GET RID OF SCANTRON MACHINES and bring back reading and writing to the college experience. PRODUCE critical thinkers.

Provide some oversight: Look at course syllabi, for goodness sake, and see how many assignments are required and of what type. Too many tenured faculty give a mid-term and a final, with WEEKS and WEEKS between the exam and when feedback is provided. It's crazy. How are students supposed to know they "get it" if they do not receive timely feedback? I think the focus of education will always be the same: provide quality learning environment; have appropriate learning outcomes and measures; prepare students for a changing economy; provide learning and career development support; and provide a strong core curriculum. I also think we have to figure out other models to provide these practices and processes that reduce costs yet produces better outcomes.

Identify the unique strengths of each campus and leverage those strengths. Though technology has an extremely important role do not make the mistake in assuming it is a panacea.

none

Distinct feel and culture of the campuses. Commitment to educating the whole person (arts, literature, liberal arts and humanities) for the future, whatever that may be, rather than pandering to the immediate political expediency of what state government and its business communities say are the needs now. There is a reason why hospitals and businesses now call their spaces "campus" and have worked toward a professional culture more like that of the university. We preserve culture and we move it forward. That is is essential. In my 28th and last year in the system, and as I leave a work life in CT that spans leadership and teaching positions, I cannot stress enough how important it is to emphasize preservation of culture and ideas, creation of culture and ideas, and the essential role of higher education in preparing the educated person. Transform CSCU 2020? It just puts me to sleep.
The sense of community and collaboration is vital to success. When everyone feels like they are part of a community that values their input and shares things openly great things happen. Small class sizes, affordable tuition
I can think of none.
dynamics of change to meet 21st century patterns
Freedom in designing course cirriculum.
An optimal balance between centralized services for efficiency and local autonomy
Autonomous identity of CSU campuses, departmental identity, faculty decision-making over appropriate content at each university.

Local control of curriculum, finances, and policies
Understanding that adjuncts -- or to use the new reference --- part-time faculty would feel more committed if the university utilized and celebrated the professional talents they bring to the university. Instead I feel devalued, disposable, and therefore unconnected. Only in the classroom with students do I feel secure. Perhaps it is the model of business infiltrating the university model. We should try harder.
Each institution should maintain its own identity and purpose.
We must recognize that our colleges and universities have different missions and varying student needs. While we do need to implement change, we must also be given the flexibility to customize our mission to best service each individual institution.
Preserve local control and autonomy at each institution. Above all, keep big business out of your plans. Do not mandate a unified curricula throughout the community college system. Respect the rights of all students including developmental students. Repeal the revamping of developmental courses as passed in the last legislative session. More students than you realize need the gift of time. Develop more of a collaborative experience at the high school level. My belief is that politicians should stay out of making educational/governance decisions.
A strong sense of community should be maintained. Many of our faculty and staff are products of the CSU educational system and they believe in the value of the education we are providing. This should be recognized and used to frame the future work.
Less outsourcing of Administration and Facility Functions. Hlre and keep people who have a proprietary interest in the place where they work instead of the reactionary and costly practice of waiting for something to break so it can be replaced by an outsourced vendor.
The individuality of each community college and their autonomy to respond to the needs of their individual communities.
Each campus has a distinct cultural identity and strengths that ought to be preserved and celebrated. That said, I support the idea of streamlining certain processes (e.g., financial aid, a common application and calendar) that would make it easier for students to enroll.
There are many positive things about ConnSCU colleges both individually and collectively. Let's start saying that.
Preserve the crucial distinction between the missions of community colleges and four year colleges and universities. Preserve an emphasis on the humanly broadening effect of a college education instead of an overfocus on narrow career training. Preserve the role of state institutions to provide for all of the state's citizens, not just those who test well or have more money.

Open, thoughtful conversations about proposed changes.

Affordability and Academic Excellence

Open door, with supports to Higher Education for those who seek it

Local/state-wide community relationships
Preserve and support a system of faculty/staff representation via college Senate and other official committees and reduce ad-hoc committees.

Shared governance.
Learning how to learn seems to be a much forgotten priority at any college today. The institutional practice of research, scholarship and publication by students has been all but forgotten. As a librarian, I envision an environment wherein teaching faculty members are once again partners with the librarians in the process of educating students how to conduct scholarly research for the purposes of curiosity, inquiry and gaining knowledge of the world in which students are and will someday live.

success can be measured in different ways: successful completion of a degree or certificate, successful completion of a course, or successful completion of a series of courses - each student's individual goals must be considered when determining success of an institution; the mission of the CSU's vs. community colleges must be maintained

1-A fair education for a fair price.

2-A climate and classroom that is conducive to learning.
I don't think students can be moved (persuaded) to major in areas that CT workforce needs. Nursing, for example, takes a special person. Not everyone makes a good nurse. Engineering takes special attributes/skills. It is a disservice to the professions and to our students to push them into an unwanted direction. (Understand many of our students don't really know what they want for careers.) It is a waste of time/energy/tuition to push people into a major they may not succeed in and may later regret.

Lower costs than area private educational institutions.
Bring back an open processes regarding appointments to search committees and and appointments to positions. Right now, it is as corrupt as can be from the BOR on down to colleges. Hand-picked committee members, and preferred treatment of candidates, and political appointments seem to be the order of the day. Don't talk about transparency in policies unless
you are really prepared to follow through.

Preserving and enhancing the limited resources (including time) for creative activity and scholarship for our faculty. Maintaining institutional autonomy regarding matters of the curriculum.
1) Saving and leveraging the institutional memory and focus of the Comm. College system -- which was a SYSTEM before the CCSU "system".

2) Don't kow-tow to, or value, the CSU's over the mission/work of the CC system.

3) Keep the system focus; CSU's are operating like 4 independent institutions and refusing to play nicely with the CC's and the other CSU's.

4) keep the Comm. College Center for Teaching alive and prospering. It is the only organization that currently focuses on teaching excellence and commitment.

5) Preserve the focus on larger, whole-person EDUCATION, rather than job training.
I don't believe any existing practices or processes are beyond question, re-examination, and possible improvement.
Transparency; Collaboration; Communication; professional standards.
Each college has an unique environment and particular strength. Building our institutional practices to enhance these, while strengthening and making our basic practices, policies, and process consistent would benefit the administration, staff, and students. Continue to improve the ease of transferring non-credit to credit and all courses within the state system.
Common learning corridors are so important. We are just touching on them now - develop a strong mentoring/learning environment.
Open door policy for Community Colleges
The maintaining of academic standards. Many faculty members across the system are very concerned about this. The emphasis on increasing the numbers who complete the first year of college and certain other goals can be in direct opposition to the maintenance of standards. If we fail to maintain these standards we will end by failing everyone. Perhaps not the first year or the second but in the long run. Employer will not retain employee who do not preform well, students will not really be able to use what they have been told they have learned and the state will not have the workforce it needs.
We need to grow our student-centered practices instead of simply talking about them. There is a significant difference. We also need to much more greatly value excellent teaching.
don't know
Go back to the old CSU system with a real Board of Trustees who actually knew something about the system they oversaw. Students must have basic higher-ed skills in English and math expected of college graduates, so ESL and developmental education must be continued priorities regardless of legislative pressure such as the ridiculous PA12-40.

The system must create a policy that states the distinction between ESL and developmental education, and colleges must not treat them the same. Ensure that each 4-year institution continues to be thought of as separate entities. While collaborating, sharing resources, etc. makes a lot of sense, it does NOT make sense to assume that offering a particular program on more than one campus is duplicative--this will ensure that some students will have to transfer once they find their true passion (which hurts the numbers that we are evaluated on), or they will pursue a major they are less interested in because they don't want to transfer to, say, a commuter campus. Furthermore, some students really don't have a choice about which community college they attend, so eliminating programs from one college because it exists elsewhere will cause harm. Finally, I am deeply concerned with the notion that only one 4-year institution in the state needs, say, a modern fine arts center. There are certain things that ALL students should have equal access to. Colleges and Universities should be able to maintain their own identities while at the same time being part of the CSCU System.

Of necessity, faculty at SCSU are in the habit of giving some extra time and attention to students who are struggling to work at the university level. This is an essential and important part of the educational culture at Southern, and this needs to be increased and improved by reducing class sizes. Preserve the respect for faculty. Make sure that they are properly valued and appreciated. The idea of a few years ago that the 4 CSUs ought to rebrand themselves to become distinctive institutions was a half-baked one at the time, but has turned out to be a good idea. Yet this call for distinctive missions runs up against newer demands for standardization and conformity between the CSUs. So this tension between the mandate to be different and be like all other of the CSUs has been constant and ultimately irresolvable. It's only a more recent manifestation of the historic identity crises of the CSUs. What are they? What purpose do they serve, as a whole or individually? In a state which has identified one university as THE flagship university, what function do all the rest play? I've not seen anything in past efforts or in the current craze to reorganize and reform that answers that fundamental question.

Having the latest resources, equipment, and facilities that reflect industry standards & practice for our students and graduates at each university, collaboration and coordination between 2 and 4 years institutions.
Great teaching facilities, especially the classroom needs to be renovated with comfortable chairs, high tech and clean and modern, nice dining area and good food for students and teaching faculty.
Encourage research and creative activity among faculty. Improve travel funding so faculty do not have to pay their own money to present at conferences.
Unsure
Maintain the dedication to academic excellence of our current full time faculty.

Faculty willingness to support students with advising
The uniqueness of each college. Trying to make colleges focus in one primary area is too narrow of an approach. Allow each college to have its own identity rather than a one size fits all approach.

Value how special smaller colleges are and acknowledge that there programs will always have lower enrollments. Smaller classes and a smaller campus works best for lots of students.
Preserving small class sizes. Facilitating and funding faculty/student research opportunities. If you ask any of the best students in my major why they chose to attend, they will point to those two things.
Open labs and tutoring centers for students to study, get help, have discussions, and even socialize in a safe and friendly environment.
Academic freedom
1. The IR data repository, or 'common data store.' The CSU's have been feeding this warehouse since about 2008, and it is chock full of information. It could be utilized to answer a lot of questions.

2. We should probably revive "IRAC," the IR council of the 4-year schools including Charter Oak.

3. Let the 4-year schools compete with each other, ethically and tastefully.
The relevance of a sound, high quality liberal arts education that will prepare all citizens (including nurses, teachers, and IBM employees) to become strong critical, empathic, innovative thinkers.
It is important to preserve the individuality of the 17 schools and not interfere with their curriculum and program development. Students like to go to school where they live and even when it would mean they could graduate earlier, most refuse to take a class at another community college. Also, please start involving those at the colleges in the decision making at the BOR. We used to be involved but for the past 2-3 years, directives are sent out without
discussion. We are in the trenches and can bring valuable input that can help assure success of CSCU 2020.

That we are 17 individual colleges, each with our own strengths and identities, serving the unique needs of our communities.
The FYE program is a huge advantage for our students.
The ability to service the students in specific parts of the state based on their high school learning experience, noting that there is a very wide variety of levels of reading, writing, and math skills within the state.
Faculty centered curriculum development and employment decisions.
The identity of each college is most important. Transform will kill it and higher education for those not fortunate enough to go elsewhere in the state.
We need to remember that the community colleges and the four year schools have different missions. We need to stop trying to fit them both into the same mold.
Don’t lose sight of the fact that we are a system of 17 separately accredited, degree awarding institutions and that we are not a system with 17 campuses.
I think one of the most important elements to facilitate transformation and evolution in our College will be to ensure that performance indicators are established for our main priorities at all levels of the institution (within each work unit), to help us keep an eye on strengths and weaknesses experienced along the way and to aid in strategizing improvements.
Faculty oversight of curriculum must remain an essential principle.

Many programs are accredited through nationally or internationally recognized accrediting organizations. Failure to maintain the standards established by these organizations can mean loss of accreditation, and in many cases, a collapse of the program. Program faculty are frequently the most knowledgeable local contacts about accreditation standards. Change and innovation most support and enhance essential program accreditation now in place.
Transform CSCU 2020 will not succeed unless the faculty governance and collective bargaining rights of the faculty are preserved and respected. It is the faculty who will implement any important changes, and without their full participation and buy-in, that implementation will fail.
Autonomy of each of the Universities; Central, Eastern, Southern, and Western.
Campus autonomy in some arenas should be preserved, much like state rights versus federal rights. I would suggest preserving College self-governance, the ability to approve curriculum on each campus (taking into consideration TAP required learning outcomes) and regionalizing community college athletic programs as a feeder into the CSU athletic programs.

The unique mission of each college

Must continue and increase online study opportunities

Developing curriculum that incorporates changing business needs to ensure success in job markets

The liberal arts opportunities of the community colleges (providing already a cost-effective QUALITY option for students in their first two years of a four year degree; the online courses, programs, degrees already offered throughout the community college system (as well as in the 4 year system). Colleges should also be consulted *closely* about what has not worked -- like two-way video via Pictetel/ Polycom for course delivery, as attempted for nearly 10 years at QVCC -- before such "solutions" are attempted again. Likewise, the System needs to find a real alternative to Blackboard-- it has consistently been a deterrent to effective development of diverse teaching and learning experiences, as well as a terribly unreliable technology.

Maintenance of independent institutional identities, missions, and governance, for CSUs as distinct from CCs, and for each CSU.

Maintenance of faculty control, and individual campus control, of curriculum. (Despite the magical thinking that's possible when one views the state's public higher education enterprises from the distant vantage point of Woodland Street, a common curriculum under centralized system control does not serve the needs and interests of our students.)

(Both of these have already been significantly compromised, so these comments are more properly understood as pleas for restoration rather than suggestions that they be maintained.)

Given particular language I've been hearing repeated in recent months including "consolidation" "system wide" and "standard" I think an important strength to not lose site of is the diversity of our practices. Diversity and freedom breed innovation. While there is much talk of innovation in the workforce to serve economic interests I don't hear this same language being used to assure innovation in teaching, campus programs, and community service. These are equally important to the "culture" of the colleges and are most certainly impaired by homogeneity and standardization. True without this outcomes become more difficult to measure and failure occurs more frequently, but it's also the same way innovative breakthroughs occur which is what guards the system against stagnation and irrelevance. Let's keep this in mind. Acknowledging the programs that have been successful in attracting and retaining students. Allowing classroom size to remain intimate and promote more engaged learning and stronger relationships between faculty and staff.
I want to comment on another area if I can. Because I work at a college and because I have my own children in college, the absolute biggest complaint? The teaching. Not all the teachers. But, some. We have always recommended that our students continue learning as long as they can. But, many teachers who have been teaching at the college level for years, do not seem to go back to learn themselves. History changes daily, economics changes daily. So many things change yet the teachers don't go back and learn. It's not the teachers themselves. It's what is being taught. Rules, guidelines, many things change in the business industry even, but still, teachers don't go back and learn these new things. How does that affect our students if they are not learning what is always our evolving world?

Preserve on campus personnel at each of the 17 CSCU institutions who have established valuable relationships with high school personnel, included but not limited to guidance staff, that ensure the most effective and maximum levels of enrollment. It is important to preserve accessibility, affordability and community partnerships.

quality of education
On a more general note and comment: It is great to have each college operate independently as they all have a specific community they serve and the needs may be different for each community. Let each college support itself through its tuition dollars.

Also a comment about IBM's P-Tech: If the students aren't paying for their Associates Degree, who is paying? How does a program like this obtain its financial support?

We need to preserve our own community college's other academic programs, while still focusing on our new Advanced Manufacturing Center that the BOR seems to think is so important to our area. Although we have a very successful Early Childhood program here as well as many others. The mission of the Community Colleges needs to be preserved. It's important to preserve a "campus" pride feeling with students to keep them connected socially and academically to their schools. A feeling of belonging and connectedness are key to retention and graduation rates. Provide a marketing pamphlet (for potential students and guidance counselors) that lists the programs offered at our colleges and universities.

Liberal arts (basic skills) focus at the undergraduate level; careerism only at the graduate level. High integrity and quality of our education

Give faculty breathing room to new courses to meet the changing needs of the students and to keep our college fresh and current.
I think that it is important to preserve the work that faculty does at CCSU, ECSU, SCSU, and WCSU as both teaching-based and research-based. While it is important to have partnerships with community colleges, it is also important to recognize that highly-skilled and credentialed faculty members can only continue to provide a world class education to our students if we are given the time and resources to further our own research agendas for the benefit of the university at large. While the four CSU universities are not “R1” schools, and I personally would not want them to be, I hope that we will preserve “middle-ground” between that and community college, where teaching is highly prized, but the productive of knowledge (and not just the dissemination of it) is valued, respected, encouraged, and supported.

The mission of the 4 universities is different from the one of the community colleges. These two types of institutions should coordinate their goals, but should remain autonomous and the identity of each institution should be preserved. A university is a center of education at which young people grow emotionally, culturally, intellectually, and professionally. The quality of education is achieved in the course of time by establishing and developing excellence and traditions. Changes should be done cautiously.

Individual college and university identities should be maintained, as well as the missions of the State Universities vs. the Community Colleges. One large, uniform system is sterile and will not be attractive to students (particularly those from outside. Each institution needs to be unique so that they can sell their "uniqueness" to prospective students. Each campus needs to retain its own IT department.

Dedication of faculty to teaching and learning. Don't demoralize the faculty--they are really important stakeholders here, and this initiative risks pushing them aside. It simply will not succeed if you can't get the faculty buy-in.

It's important that ALL disciplines be included in this process. What I see in this discussion above is a heavy handed approach that emphasizes metrics, numbers, quantification, grants, business. But that's not necessarily what education is about. Education is about creating people who are FLEXIBLE enough to function in a rapidly changing world, which is the purpose of a liberal arts education. Someone who has a well-rounded education in arts, sciences, humanities, history etc., is BETTER positioned to respond to a rapidly changing environment than someone who has to retrain every time the economy shifts jobs overseas.

We are moving forward in positive ways in all we do which is motivating to staff and our students are noticing a difference.

Access and support

A well-rounded liberal arts education that maintains high standards is essential. Folks at the highest levels of this organization are simply creating work where there is no need and detracting from the work of education and scholarship. Faculty need to be held to the highest standards of teaching (and at the Universities, scholarship) to provide students with the educational opportunities they deserve.
Services and programs that benefit the local community.
Shared governance.

Faculty control of the curriculum.
Information literacy is very important. The skills learned can be applied to any field of study or career goals.
Teacher student interactions need not only to be preserved, but heightened.

Preserve the staff student research grants
Strong Liberal Arts Education- emphasis on critical thinking, presentation and writing skills.
We are here for the students
Freedom for each University to maintain its own image and independence
Hire professors that the students can understand.
Each university or college's unique appeal - for community colleges that may be their technical programs (culinary, railroad engineering, etc). We don't want SCSU and Eastern, for example, to be identical with the only difference being their location. Each one should be unique with a slight overlap in the other state universities.
The unique missions and identities of the individual institutions. It is critical that our institutions not be blended into some bland homogenous clump of satellite institutions. Academic freedom must be preserved. Shared governance must be preserved. Faculty control over curriculum must be preserved.

What problem is Transform CSCU 2020 trying to solve? I've heard no substantive argument about why we would want to be a SYSTEM.

Finally, the fact that we can only choose three (out of 28) goals as priorities is disappointing and will result in a skewed portrait of everyone's priorities.
Flexibility and the unique character of each campus. Community Colleges must not be seen as only a feeder to the State Universities.
It would be important to preserve academic freedom, autonomy in the classroom, and the highest professional and academic standards of excellence throughout the system.
Individual institution governance and uniqueness. Having an identity that comes from within, not prescribed from above. Most importantly, to have the right to accept or reject new practices and processes that may have an adverse impact on our students. We interact with our students every day, and therefore know them and their beliefs better than administrators do. Several elements of the Transform CSCU 2020 plan are concerning to faculty and students alike and we are outraged that we were not asked for our opinion until after a "plan" had already been created. The way to achieve agreement (and to produce a better product) is to make everyone involved in the process from the beginning, not as an afterthought.

the education is by far the most important lets invest more in the education and less in sports. If one wants actual innovation, get rid of the central planning perspective and allow individual faculty and departments to work on what they think their fields are about. "Adminstration" has its roots in Latin that means "to serve". Administrators need to get over the idea that they know better than faculty what a university should be and instead let their faculties work out where we should go and then figure out how to get that done, i.e., serve. This will not always give good results, as the educational stupidity of the so-called "Liberal Education Program" (the LEP, "the learning evaporates program"), chosen by Southern's faculty demonstrates. But the faculty will not do dumb things such as "trying to grow our way out of our financial problems"--an administration designed disaster that has helped produce the worst student body I have seen in fifty years in higher education.

None.

We need to trust and seriously weigh faculty's professional judgement. there is a serious disconnect between the Board's ambission and narrative and the reality of unprepared student in the classroom.

Choice and diversity of offerings.

One on one personal help and service from start to finish (graduation)

Maintain developmental help, partner with local high schools to get students prepared for college level instruction.

I think it's imperative that the faculty and students at all the institutions are listened to carefully in this process. The ground-level is where the knowledge and experience is. If we claim to put our students first, then the faculty and students need a loud voice in this process.

important not to make every professor across the state teaching the same class to walk in lock step...this is college, not elementary school...faculty have PhD's for a reason and can each bring their own expertise and experience into enhancing the critical thinking skills of their students

WCSU identity and mission statements

Unique identity/culture of each institution. Do not sacrifice quality 4 year experiences for the sake of efficiency or boosting enrollment at the community college. Students in the 4 year programs are proud to be at a university not "college."
Heathy activites, and pushes for green energy while being economical as well. Perhaps Student run projects that could give them an opportunity to win scholarships that the school will offer in exchange for greener ideas.

The CSCU BOR and President need to recognize the importance of a broad liberal arts education to the maintenance of a highly literate, critical thinking electorate; to enrich the lives of our citizens; and to prepare our young people for employment opportunities that are difficult to oursorce because of the high level of literacy and broad education that these jobs require. Respect and consideration of the views of the faculty throughout the process is the only way to insure that any idea for improvement and innovation will succeed. The BOR and CSCU President cannot bring any idea to tuition by themselves.

The distinction between Community Colleges and State Universities. They serve different communities with different needs.

- **maintaining separate appropriations**
  - Serving the public, not necessarily the business community. Jobs are important but are not the be all and end all of education. Building an educated citizenry that understands the complex needs of our global community has to be a priority.
  - The balance between Full-time and Part-Time, there are too may PTs, that undermines efficacy and efficiency.

- **Independent and local identity and operations**
  - The individual character of each institution should preserve. All of the community colleges should emphasize the initial transforming capabilities.
  - Retain individual presidencies at each college.
  - There are many excellent and unique programs to each university. I think it is important to keep the special attributes of each institution.

- **See above response**
  - Faculty should teach! We should be innovative in our offerings. The overhead associated with any decision making is cumbersome, at best. The organization at the college level should be streamlined with many functions consolidated.
  - increase tuition to a minimum independence of the university system. Each of the universities should be treated as 4-year institutions with unique missions and approaches. There the 2020 rhetoric seems to imply that the universities are a part 2 (2 years of advanced study) after community colleges. That is a dangerous notion that strips the universities of their broader contributions...cultivating young scholars, expanding disciplinary knowledge through research and creative activity, and innovative instruction that informs business practice.

I'm very wary of a "one system appropriation" from the state.
faculty support for research and scholarship; recognition and support of faculty efforts in a full range of activities that reflect service to the university both on campus and with external partners. There appears to be a diminished value attached to this work in recent years and if we fail to clearly identify the value and support it, an important practice that it vital to the success of the university is likely to be lost forever.

Maintenance.

Keeping current with advances in technology.
Worst survey I ever took. Good luck interpreting the data or maybe that's what you want.
We need to preserve the identities of the four state University campuses along with the traditions of shared governance. We need to keep academic values at the core of strategic planning. With such values in mind we need to support faculty creative activity (research), insure small class sizes, especially in all general education classes, and move creatively and strategically to a 3 -3 teaching load for all those involved in teaching classes in the general education curriculum, such as the LEP at SCSU. Such strategic initiatives, based on academic values, will enhance academic excellence in a way that insures "student success" in every sense of the phrase.
Do much more to replicate the proven success of Charter Oak.
Support center for students
I am not familiar with this.
The practices and processes that serve to educate our students: hiring and retaining strong faculty to teach our students. There's a whole lot of talk about "change" and "innovation," but in this entire survey, the word "Education" appears twice, both times in the phrase "access to higher education." The whole focus of the Transform CSCU 2020 plan seems misguided, the process seems rushed (perhaps in order to show that something's being done), and the effect is likely to be a dramatic and irreversible loss in the quality of the education we can provide our students. Having a fancy name for a fancy, useless plan doesn't mean much if its purpose and implementation is the disaster this seems so far to be.
Professor/student contact time.
The uniqueness of each institution.
integity
The unique charactor of the individual schools. Particularly with the community colleges we need to preserve the individual attention we give to our students. They need to be able to get personal service and attention. A fully automated systems would discourage and prevent many of our students from attending. Our minority and lower income students don't have easy access to technology and are intimidated by the process of applying and registering for college.
Individual attention is needed to help them through the process.
The mission of community colleges. The community colleges cannot be lumped into the state universities. They serve a different population with different needs. A lot of people were not happy when the two systems were joined, and they feared the community colleges would become the ugly stepsister to the state universities.

Helping under-prepared students have a chance at higher education and trying to address the achievement gap.

No comments
How about offering at least one-year contracts to adjuncts if not multi-year contracts.
Keep open enrollment policy.
support systems for students; financial aid
Each 4-year campus should reserve right to set own admission standards/guidelines for both UG and GR admission.

Each 4-year campus should reserve right to set own financial aid funding formulas and manage enrollment/capacity.
Local management is crucial. Presidents need contracts.
Nothing! The entire system of higher education needs to be reworked.
Educating the whole person. I am worried that we might too narrowly define education as career preparation. Which concerns me, because who really knows what the future job market will be like 10, 20 and 25 year out. I want balance not narrow focuses.
Keeping a separate identity for the State Universities.
Do not compromise educational values for students who are not properly prepared for college
There should be a Center for Teaching on each campus. Teaching and advising students has gotten short shrift in our colleges for many, many years. It is time to focus on teaching as THE KEY to student success.
I believe it is critical that we do not lose sight of our students and their myriad needs; not just an academic focus, but a more holistic approach.
1. Closer curriculum collaboration with 4-years.

2. Streamline registration and adjunct HR processes to make it easier for individuals to sign up for a class or to bring in expert adjuncts and lecturers. For example, create a blanket registration for all institutions for students and faculty. Use electronic forms. Don’t ask a student or instructor to fill out multiple forms requiring the same information. All forms can easily be combined into one eDocument, with copies distributed to each department requiring the information it needs.

Rather than detailing dozens of recommendations, improvements will become obvious if we adopt an attitude that the students are our clients--CSCU exists to serve them--and the faculty are partners in in carrying out the CSCU vision.

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The adjunct faculty staff is a great way to get additional teaching styles, outlooks, and corporate knowledge into the system. The system for adjunct faculty needs to be improved and made more attractive. More timeslots to teach are needed.  

Face to face interaction with full-time instructors.

Tenure - but based on clearer criteria and more equitable assessment.

I think it’s great to combine all the community colleges together and all the universities together but do not mix the two together. Some students like the personalization the staff of a community college provide and some like the largeness of a university. The decision is not always monetary.
There are two concerns I have about this process. First, our colleges have maintained a sense of rigor that challenges students to rise to new levels. I fear that if we look to k-12 to inform our practices, we may be asked to "water down" our programs. This is unacceptable. As a teacher of developmental students, it is clear that many high schools do not prepare students for college work. I realized that in many cases, this has less to do with the school and more to do with the student. That said, we need to look long and hard at PA 12-40. Are we trying to give them something or are we really taking something away from those who need more remediation.

The other piece present in our system that must be maintained is the philosophy of education. Education is "to bring out or lead forth" and I fear there is verbiage that is suggesting more of a "training" philosophy. I do believe our students should be able to walk into any number of jobs when they graduate, but I don't like talking about training....training is for animals. Human begins, while they need skills to succeed in a challenging economic climate, also need to be able to think critically. I hope we are very clear about this because my students at MCC are bright, engaging, and have a great deal to offer out state. I am hopeful that we will continue to educate them as we have been, offering opportunities to grow not just in skills, but as creative individuals and contributing citizens in societal and political discourse and action. Individual university/college identities and specialties.

we are one system of individual colleges... don't allow the smaller colleges to get swept into the larger colleges...

Academic freedom should be preserved.

Developmental education must be preserved to allow freedom of access to education and eliminate achievement gaps. We don't turn students who want to learn away-nor should we ever.

Student-Centric oncampus Academic Celebration Events.

To preserve the identity of each institution as you streamline the CSU into one entity

None. It is time to start anew.

Preserve our goals and work performances on the job.

Making sure that there are not only high quality academic programs, but high quality, professionally trained service personnel available on the individual campuses to serve the students (i.e. admission, advising, financial aid, counseling, residence life, etc.)

Centralization of services is good idea provided that each school still maintains an on-campus presence.
The time honored traditions of higher education -- academic freedom, shared governance, respect for faculty and teaching as the highest priority -- must be preserved. Movement towards corporatization of education in CT at every public institution of higher ed except UConn is an embarrassment to the state and an affront to its citizenry. Blurring the missions of the community colleges and state universities does both systems an injustice and harms students. Reinforce the focus on quality teaching instead of pressuring instructors to publish journal articles as a litmus test for tenure -- as is happening at Southern. This stands in contradiction to the goals of Transform CSCU related to student success. Finally, stop ignoring what the faculty is telling you.

We need to restore institutional governance to the institution and do away with an appointed BOR. A Board of Trustees with open and transparent policies chosen by the individual colleges is more appropriate in a democratic society.

N/A

For Community Colleges to maintain their focus on the local area.

Although it's important to behave as a system and transfer should not be the nightmare it is now, students shouldn't feel as though it doesn't matter which campus they're enrolled at. Each institution should maintain its individuality within the overarching structure.

Promoting leadership from within the system.

Open enrollment

It is important to preserve interactions with students that are outside of the electronic media.

IT

I do not want to see the community colleges become "junior colleges". Some community colleges, NVCC, have implemented the common core for all programs. This requires 30 general education credits for each associate degree. This is 50% of a programs credits. Community colleges have traditional provided jobs for millions who do not want to pursue advanced degrees, I hope our academic snobbery doesn't ruin this.

The community college model.

Face-to-face teaching/learning opportunities, scholarships.

State universities are not glorified community colleges.

Tuition cost should remain minimal.

Student success should be measured in more ways than just graduation rates. Academic discourse between faculty members and administration members should be encouraged.

Open access for underrepresented minority students.

Student service areas readily available to students on each campus.

As we expand HCC's concept of community toward state-wide consistency, and hopefully address a more global vision of applied learnings, it is important to preserve the sense of neighborhood that HCC already represents.
The focus on the first year experience is very strong. Also the development of community relationships for future students. Some institutional autonomy is important so that a one size fits all mentality does not inhibit growth of individual institutions.

Communication.
More full time faculty
Small classes, opportunity for students to interact with faculty, to reflect on learning.
Shared governance.

Human contact.
Preserve the character of individual institutions. Making sure that instructions are at the highest standards.
Allow first generation college students to attend university.

Support research and conference presentations.

Liberal art education and small class size.

Residential university, not online university.
Recognition that the faculty of our institutions know better than literally anybody else about the academic needs of our students, and the needs of our respective professions. FAC members must have voting positions on board committees, and I’d like to see some sort of evidence that faculty recommendations are considered with the utmost respect and fairness. For me, trust in this system will need to be earned. My default is skepticism. Sorry, but that’s the truth.
Guidance and counseling are extremely important. Oftentimes students are lost, and need mentoring through internships and potential segue to employment.
In-house expertise.
The library. It is a multi-purpose building that has endless possibilities when it comes to higher education.
Some autonomy for College and University Academics is important. Even the recruitment is best left up to them They have been addressing this business practice for all their existence. Let the colleges and Universities do what they do best.

It is the job of the merged organization to support the colleges and universities through efficient integrated systems.
My biggest concern is that the four CSUs are able to maintain their identities as four-year comprehensive universities. It may not be the intention of the Board, but there is a wide-spread concern that there has been a focus on the community colleges at the expense of four-year schools. There is also some concern that four CSUs are going to get pushed downward until that are just glorified community colleges and the students in CT are going to be encouraged to go to an ever-expanding UConn if they want a four-year college experience. I see the CSU takeover as the end of what little quality there is in the system. His is for two reasons.

First, with low resources (except for administration) our excellent programs are the work of faculty who devise ways to succeed despite the system. The new move has a goal of standardizing work which cannot be standardized without losing as much as we gain.

Second, UCONN started changing into the great institution it is now when it broke FREE of the state, forsaking that for the tried and true methods of the market.

Get rid of the system office, make the state universities independent, and let them compete for resources and students on QUALITY.

Community Colleges need to offer substantial remediation. I propose a "four years of high school in one calendar year" model -- sort of a Choate 13th year program for poor kids who are not athletes. Each community college is unique and serves a set population. It would be a real shame if what makes each college unique is taken away in an effort to streamline or centralize services. Students need an actual person to talk to, to help them navigate.
We need to preserve the identity of the CSU schools as regional, comprehensive universities. I teach too many students from the greater New Haven urban area and the Southern Connecticut region, who cannot afford to go to another school but who are *hungry* for the training in liberal arts, the humanities, and the sciences that they see as the privilege of more advantaged students and universities. They come to my office hours, proud of their ability to read and write in ways they never imagined they could, as first-generation college students from families who have advised them to use college to look for careers in middle management or the service industry. They do not wish to attend a vocational school or to be funneled into one area of "workforce" need; they want us to prepare them to be flexible, thoughtful, dynamic citizens who can respond to a changing, information-based workforce, whose shape we can barely predict in 2014. The best avenue for CSCU is to reaffirm and strengthen its strong undergraduate and graduate liberal arts programs, as the *basis* for strengthening its professional degree programs and its identity as a workforce supplier in the state of Connecticut.

Autonomy (as much as is feasible) of each CSU university campus. One of our biggest challenges will be to convince potential students that the former CSU campuses remain universities, and are not being watered down to Community Colleges.

The unique culture of each individual campus should be respected and preserved as far as possible. While system-wide initiatives and policies are essential for establishing an organic whole within CSCU, care must be taken to honor the professional rights and purviews of campus academic and services departments.

Maintain own identity for the College - while benefiting from being part of much larger entity. no comment

the fact each campus is unique in its student body and needs. Just by location alone there is much difference between schools. careful not to pigeon hole and try to make decisions apart from what each campus is and what its students are. Need to involve individuals at the campus level and not make sweeping top down decisions as individuals on campus have been involved with the campuses and the changing populations etc. and do have knowledge which should be valued and appreciated.

There are unique programs within the system that must be preserved to meet the needs of specific populations of the state's residents.
The primary focus throughout and at every level should be on education. The system office's job is to provide the resources so that we can provide the best possible education system for our students. Because I don't see clearly stated in the list of priorities the need to improve the quality of education by fighting for more funding, I sense that the system office and BOR have a skewed sense of priorities.

Moreover, I do not consider surveys such as this one--clearly written by "organizational experts" who have no sense of what's happening in the classroom--as a form of dialogue. I'll believe that you want true dialogue when you visit my classroom, see the conditions I work under, begin to understand how a 4+4 teaching load is NOT the way to educate under-prepared students, recognize that part-time faculty cannot (by definition) adequately address the needs of students, and then ASK me what I need. That's where higher-education dialogue begins.

We need to preserve the quality of service we are providing to our end users --- college registrar's office staff, admissions office staff, etc.

We need to keep morale high among staff. Formulate the theory and conceptual foundation for learning and instruction on which this whole thing spins. Make adjustments based upon data that are continuously improved with validation evidence. Don't assume that anything is working optimally.

The designation of each of the CSUs as a regional, comprehensive state university. mentoring, advising and quality education for our students

diverse program/ degree offerings
We need to ensure that opportunity for strong viable undergraduate and graduate programs remain open for students most likely to remain in CT. We also need to do a better job of highlighting our success stories of CSCU publicly. We have students that have become business CEOs, physicians, attorneys, teachers, etc.

Campus autonomy. Recognize the uniqueness of each campus. Maintain local HR offices. Maintain presidents and include them in planning. Recognize the value, expertise, and importance of the Academic and Deans of Students.

faculty development
We should preserve the administration's continual hostility toward faculty, their conceptualization of students as "customers" and "clients", their undermining of shared governance, their centralization of power/resources and decentralization of responsibility, their feeless "leadership", and their general reactive (rather than proactive) approach to education. These have been the hallmarks and bedrock of the CSU System, and what make us truly unique
among institutions of higher education. To abandon these core competencies would be a real shame.

While we are now one system, it is vital to preserve individuality. The community colleges serve a distinctly different population and purpose than do the CSUs and Charter Oak. Even within the community colleges and CSUs, individual colleges need to retain some autonomy and identity, especially for the community colleges because our local communities and populations and purposes vary greatly. They very worst practice that could happen is to lose sight of why each college was founded and the distinct purpose it serves not only its students but the local community as well.

Universities are not necessarily here to simply provide technical job training. While important..and we should all always be considering what we do in light of career planning: there are intangibles always in a university liberal arts program and this is the heart of innovation and creativity and preparing students flexibly for the future job market. Most employees will say they want to hire people who are WELL EDUCATED, thinkers, able to cooperate, problem solve, write, think about new information critically and know how to access and use new information. This has nothing to do with specific job training and it is my greatest criticism of the Transform 2020 document.

Open-admission
Independence.
Campus autonomy.
academic freedom
Students from different language backgrounds need to receive appropriate ESL level courses based on an entrance exam if they have not already had ESL classes. They should not be allowed to "self-select" a level on which to begin their education.

I found it impossible to check any of the items in Transform CSCU 2020 priority set of initiatives. The best thing that could happen is to transform Transform CSCU 2020 into something that is about students and learning.

Come up with better surveys that ask questions about important issues for the program.

Foster the independence of all institutions. Avoid consolidation. Should Yale and Harvard consolidate. Would students benefit from this consolidation?
All colleges need to be treated equally, including community colleges. Each college needs to be able to make decisions based on its overall needs independently. While the BOR needs consistency across all campus's in some things (HR etc. can be centralized), each college needs to maintain its individual autonomy. I'm not sure anything is worthy of preservation. This is major reform and as such start with a clean sheet of paper. Would like to see educators and concerned citizens involved not politicians and other political people
difficult to answer - I don't think we have many practices and processes on this campus that are innovative and proactive (can't speak for other campuses). Other than a strong distance education system, I think this campus shouldn't preserve any of their practices as the current practices are clearly self-serving and lack depth based on uninformed decisions. I think just about everything should be on the table for change. The community college relationships with service-area high schools cannot be lost! This grass roots effort will not easily be centralized.

Why would anyone except those protecting self-serving interests want to preserve institutional practices and processes which resulted in repeated failure to transform HED in CT?

Academic freedom and educational quality.
Each college should keep it's character and clientel
Some history and sports traditions should be preserved
Service to students
Faculty control over the day to day task of education.

Eastern's faculty, administration, and staff have invested more than fifteen years in defining and advancing the university's distinctive character as a public liberal arts institution. That work should not be squandered. Eastern's faculty have developed strong academic programs, including innovative new interdisciplinary majors that offer students a solid liberal arts education without ignoring their career prospects and goals. Curriculum should remain the purview of the faculty. Though there are probably plenty of things I might change about our programs if it were up to me alone, I think Eastern has, by and large, been doing a good job of growing into its latest mission: we should continue to allow Eastern to become more itself.

Each college should continue to be allowed to run as independently as possible for innovations sake. (tricky with attempting to make a one stop shop for intercollege course offerings but it can be accomplished)

Preserving the rights of the faculty through our union contract; including annual salary increments; Be serious about Academic Freedom; campus autonomy; continue to support more full time tenure track hiring of faculty;

Identity. All the universities and colleges are not the same.
1. It is critical to preserve control by individual institutions. Each community college and CSU should preserve its own mission and its own control over curriculum and other important decisions.

2. Preserve the dominant focus on on-ground education. On-line courses have a role to play but are not a replacement for what we already do.

3. Preserve a focus on scholarship at the CSUs. This focus provides opportunities for students to engage in research and will help keep the system from becoming one big technical institute.

4. We need to increase the proportion of courses taught by full-time faculty. Part-time faculty are important but the increase in part-time instruction is damaging to the overall functioning of the community colleges and CSUs.

The individual dynamics and needs of the institution
The most important thing to preserve at the four CSUs is their respective comprehensive academic programs. The notion of a "Center of Excellence" does little to enhance the university as a whole. Students come to the CSUs because earning a degree from those institutions means something—it means that you are able to creatively and critically engage the world from a broad knowledge base, and not just achieve excellence in a narrow, vocationally-defined field.

Some financial aid policies make sense for an institution and may not be reflective of all. Charter Oak is semester based, with modules. Due to federal regulations governing modules - the R2T4 process is different than a traditional semester academic calendar.

High Academic Standards.
Keep the students in mind. The key to our success is when our Students achieve it.
The unique characteristics of the individual colleges and universities and their autonomy.

1. Keep ahead of the curve on technology and Facilities.
Individualized advising needs to be perserved. Affordabiliti, keep tuition rates down, keep reaching out to middle school and high school students.

A close review of all institutional practices and processes system wide would be important to see what improvements are needed to streamline and simplify policies and procedures.
It is important to preserve the quality of learning by recruiting the best faculty. We want to create students who can think and challenge; thereby becoming good citizens in a democracy, not just fulfilling the needs of industry. Preserve liberal education courses.

Maintain adjunct teaching positions!
Preparing our students for the world that we're constantly moving toward rather than prepare our students for the past, which exists in some areas and needs to be preserved.
The fist year experience and emphasis on student success in earlier years seems to be very effective based on retention.
Good faculty and staff.

Many program options for students.

Affordable tuition.
Individual identities of the community colleges and the rights of the community colleges I believe that the BOR needs to go down to the college level and interview faculty, administration, and staff and work directly with them to adjust to these overall goals. I believe that not working directly with individuals limits "buy-in" by these individuals. Also, many of these individuals have great ideas, but no one is asking them or working with them. The community colleges, for example, have been working on a shoe-string budget for many years. At this point in time, we cannot afford cuts in personnel. We especially need more full-time faculty to do the project work that this merger requires. At the community college, the faculty need to be one-on-one with the students to help them get through college. When faculty make a connection, more students stay with the college and try to finish a degree. No one ever helped them or supported them. I typically write between 40-50 recommendation letters for my students. The letters cannot be a form letter as I send multiple letters to the same institutions, since I want my students to be admitted into programs. My assessments are rigorous and no one can even understand how many hours that I will invest in the students. At the community college, teaching is only one aspect of the job, committee work and invested time with the students, requires extraordinary time and effort. If faculty in the future are required to take on another course, the teaching will change and the assessments will be limited.

Again, I feel that innovations can be wonderful, but the BOR staff needs to be aware of the individuals doing the work and work with them and possibly shift energy and funds in certain directions. Teaching students is not a mass production of a product--it cannot be packaged in this manner. Planning pathways, for instance, needed early on an overseer, who understood the timing of a semester and that faculty plan their additional responsibilities by June 1st as part of the contract. For instance, the community colleges have a system-wide biology group and we had spent approximately 1/2 year going through our similar courses in anticipation of a pathway. We were informed last minute that there would be pathway meetings, but we adjusted our schedules to work together. Some of the four year universities needed to understand the importance of a pathway and that it takes time for this merger. Also, since the pathway group expressed some issues to the BOR representative and kinks that needed to be fixed--database issues, credit limits, etc., these problems should have been addressed last year, but they never were. The BOR needs to establish individuals in charge of these areas that have educational backgrounds to help with any problems. The change, like these pathways---is a fantastic goal, but BOR representatives needed to be at our level, so that we had someone that can work
directly with us and solve any problems. I believe that concentrating efforts on a few goals and completing them well and then moving to another set is the best way to make solid changes. These goals are massive and the human resources at the college level is very limited.

Low Tuition
The talk is to prepare them for an evolving field. Yet of planning ahead for the needs of the state. Both cannot be accomplished at the same time. The only way that our students will become participant in our state evolving landscape is why having them gain independent thinking abilities. These abilities do not come from sitting and watching a screen but rather from interacting with their teachers. The population of students we serve lacks the initiative to sit through on-line classes to gain the knowledge they need. That is why we serve our students better by having a manageable classroom where we can see what challenges they might have. Unique programs on certain campuses (if they are enrolled)

More dollars to the colleges that have the expensive, specialized programs

The unique mission of the CCs; they are not like the universities

Don't adopt a one size fits all approach to things.

Educate the BOR and officials how CCs work
The practice of quarterly meetings of all adjunct professors to brainstorm, collaborate, share information. We work as if we are an entity of one; we need to work together. As the saying goes, "It takes a village to raise a child." The village is a team. There is no I in team..... we need to work together for the greater good!
Academic integrity and academic freedom!

Quality education at affordable prices.

Ongoing efforts to improve student advising.
community colleges should remain open access, serve community needs and not be transformed into two year transfer institutions or branch campuses.
Each Institution is different so they should be allowed to maintain their day to day operations; however, there are many policies that are the same cross-campus. I think those need to be formalized (Graduation dates, add/drop dates, registration dates, etc.)

Being 100% student centered!!
There are many things that need to be preserved. 1. The individual missions that each institution has. 2. Individual accreditation. 3. The offerings of common majors, on ground, at all 4 CSU's. 4. The commitment to advisement, mentorship, pre-professional experiences and other support we offer students through our academic programs. 5. The uniqueness of each institution. That is why students come to us. For the things that they feel we have to offer them.

reassessment of programs

Mr. Grey should open the dialogue with faculty at each campus and hold public forums on this plan.

Full circle quality assurance requires each college to feel ownership and control of their environment and resources. I think we need to maintain that sense of ownership.
Reasonable tuition; seamless transfer from CC to universities.
Separate block appropriations and individual college facilities planning.

Independence of individual colleges to serve the special needs of their communities and students, instead of trying to be a watered-down "one size fits all" system. Students and educators come in different sizes, with different needs and skills, and trying to make them all fit one system will leave those who need more attention behind and those with greater potential without the resources to fulfill that potential.

Each campus within CSCU needs to maintain its own identity; we cannot afford to become cookie cutter campuses. Diversity and unique offerings are what will allow each campus to sustain and move forward.

Quite honestly from looking at it from a recent graduate perspective to a person who started to work immediately in Higher Education, across the board things need to change. This idea that faculty should be running every aspect of a University is insane. Teachers need to stick to what they know, time and time again all I hear from students are how they were mis-guided by their department advisor. We need to tailor our departments to being better at advising or hire professionals to advise for each department. An individual who has expertise with business or history. The common flaw is that the faculty have too much to do, which in itself is most likely a fallacy, but regardless if that is the case then take away advising from them. It does a dis-service to the students, but also administrators who have to audit them. It's a process that has a failure and no one wants to address. Time and time again I have witnessed us just pushing students through to graduation even though they have not met the basic general ed. requirements. This is all because they were advised completely wrong.
academic freedom and shared governance. I do believe that all other policies should be consistent within the system. For example there is one academic integrity policy or grading scale across all colleges, it is may even lie in an uploaded copy academic handbook were students and faculty are aware of these policies.

While leveraging economies of scale at the system level will be critical to the overall sustainability of CSCU, the institutions reflect the unique values of our communities and culture. Though not a large state in area the fabric of Connecticut is very diverse and rich. In a general sense the practices and processes that derive from this diversity and contribute to the unique identity and character of the institutions should be preserved. Preserve the tradition of teaching Applied Engineering and Technology. Preserving the 4 CSUs and 12 CCs and Charter Oak as their old entities and not a combined system.

More egalitarian decision making that includes ALL faculty, including adjuncts, at times of the day that can be more inclusive. After all, we are 60% of the faculty at the colleges. Merge the community college administration with the university administration and delete unnecessary and redundant administrative positions. Collaboration and inclusion

It is very important to preserve the small class sizes and emphasis on strong faculty/student relationships that provide students with rewarding mentorship experiences and improve retention and graduation rates. While online classes can be helpful to students with jobs or other competing responsibilities, they cannot take the place of face-to-face interactions. Also, many courses cannot be broadcast to multiple campuses without losing critical elements such as interactive class discussion, small group work, one-on-one interaction with the instructor, etc. Many students learn best and many subjects are taught best in a classroom environment that cannot be duplicated online or via electronic streaming transmission.

Additionally, the unique character of each CSU should be maintained and enhanced, while still supporting all four campuses as comprehensive universities which will, accordingly, have some overlap in their offerings.

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ACADEMIC FREEDOM AND SHARED GOVERNANCE

Retain the independence, character, and branding of each university.

We need to preserve individual institutional identity. This is what has made the state universities successful in the past. "Streamlining" everything and trying to make all schools essentially specialized for specific businesses or the healthcare system will only be the downfall of our established system of liberal education. The business model simply doesn't work in education
(except in the very short term). Although it seems that it is too late to change that.

Maintaining affordable tuition and regional availability.
We need to be the second (or third or fourth) chance school for students who want to further their education. I am proud of the part of our mission that provides for people who are unprepared academically, and who are willing to work for two or three semesters to get prepared for college level work. It may take two or three semesters for a student to become ready for college.....We have to allow students the gift of time.
We need to preserve and further develop our First Year Experience so it last a full year rather than one semester. We need to preserve CCSU autonomy but at the same time increase cross-institutional collaboration between the various 4-year and 2-year colleges. Perhaps we could decide on themes that support the community and work together to supporting communities across Connecticut. For example, the issue of homelessness could be discussed and action plans could be developed regarding legislation, economics, education, arts, etc. Together, CSCU could make a more powerful contribution to our state.
As I indicated in my answer above, I strongly believe that you need to keep separate your plans for the community colleges and the universities. To view them as a package will endanger not only the education of our brightest students, but our nations ability to compete in the Global Community.
Each campus should retain its Admissions, Human Resources, and Payroll departments. Keep classes small to ensure that all students can interact with faculty and receive the enriched education that they deserve.
becoming one connecticut community college system with shared data is a must to grow in connecticut and to become world class educational system
Having a reasonably heterogeneous student body in terms of socioeconomic and academic attainment continua.
A certain amount of local autonomy is important. Each campus has a distinct culture that serves the needs of the people in the service area and makes the education at that campus effective.
We want the local hardware store where the owner can innovate to serve his customers needs and not a series of Lowe's where people often don't even know the product they sell.
The unique missions of the 4 CSUs have already been clearly established through a previous planning system, so leave that alone. There's no need to give everyone a new identity, as we already spent a lot of years of hard work establishing them. Furthermore, please respect the mission differences between the CSUs and the community colleges. They don't want to be us, and we don't want to be them.
Will Centers for Excellence make community college less accessible for students? Transportation is a barrier for many of our students. There is significant governance at the community college level which serves to help scrutinize and improve initiatives and academic programs; it would be important to maintain this as well as evaluate its efficacy.

There is significant attention to students who need additional preparation for college curriculum; student learning centers, peer tutors and other activities (at some colleges test prep programs and online tutoring) are critical to the success of a significant portion of the student population - and of our communities. These activities should be kept and expanded to include the best models and techniques at every college.

I believe we should preserve the elements that make each campus unique. Elements of institutional practices and processes important to preserve are: monthly communication updates on developments which impact the operation of the institution/system; promotion and salary increases for college management level employees.

The retention of faculty control of the curriculum-- and autonomy in delivering instruction-- is vitally important. Maintaining the individual identities of the institutions (e.g., Eastern as the Public Liberal Arts College) while meeting the needs of those institutions also matters a lot.

Community colleges that are responsive to the needs of all students.

State employees must realize that the student is the customer. High quality customer service must continue to be fostered where it already exists and implemented where it is lacking, which unfortunately is the case in too many state schools. I say this as an employee and a "customer". The autonomy of the 12 campuses

While centralizing certain areas to increase efficiency, each entity should retain it's own identity so the system doesn't become a mass production factory for students. This also creates a somewhat competitive atmosphere between the schools to excel and provide the best services possible.

Each school should have a unique identity and not be viewed as a regional branch of one system. Each college/university maintain their own identity.

NONE!

Maintain or increase full time faculty to manage programs and mentor part time instructors. We must maintain the ability to be creative thinkers as it relates to program design and development without "red-tape". Stifling creativity is the quickest way to lose employees and dampen enthusiasm.

The academic level of four year program expectations to provide a quality education to provide a qualified work force.

good

Access and affordability of education.
Separate missions for our colleges and universities. Change everything but the precious few items that are core and critical to each institution. 
Please keep in mind that there are different needs and goals between universities and community colleges. Not everything can be drilled down to employment numbers. There is nothing in your plan that discusses creativity and innovation, critical thinking, etc. We need all kinds of people in our society - those who DO things - (your Tech model), as well as those who think, plan and create. Don't make us all try to fit the same mold! 
We have to preserve programs that develop cultural literacy, including Art, Languages, Philosophy, History, Sociology and Business courses. With a basic understanding of humanity, our students will be able to communicate intelligently in the workforce and in life. Faculty freedom to develop curriculum and perform research.

Communication between administration, students, faculty

Willingness to allow students to lead meaningful projects
While finding system-wide efficiencies is very important, it's also important to allow each campus to maintain autonomy and its own identity while operating within the larger system. The individual nature of each institution is important to maintain.
I believe that students want to attend an institution that becomes an important part of their lives. This makes each institutions unique mission and character very important because this is what ultimately creates the alumnus to alma mater bond that is so important in cultivating a philanthropic relationship over time. Students need to indentify and have pride attached to "their" college, and this is not supported by belonging to a "system" and also lacks the status and pride that the majority of young people value.
Input from across all segments of the system.
Everything needs to be reviewed.
Each campus has a unique identity. This gives individual Universities & Colleges a competitive advantage. We must preserve this uniqueness as it is a strength, not a weakness.
Connections with the local communities we serve.
see above
High-quality education. We should be challenging our students so they can be effective and do well in their future careers.
Faculty shared governance. Faculty input into decision making and program planning.
This "survey" is insulting. It does not ask for our opinions, but instead it seeks to "rubber stamp" a process that has not been designed by the education professionals in our various universities. At the most basic level, you should have asked some of our professionals who specialize in survey design to help create a constructive survey! Most of the questions asked in this "survey" do not reflect the experiences of the students, staff, and faculty on our campuses, and I even doubt that those who created it are involved in education. The fact that this "survey" comes from our system office is embarrassing. Proper leadership in any situation recognizes that the best outcomes emerge when that leadership uses the expertise and her/his disposal. The faculty on our campuses are professionals who understand our students' needs and recent developments in education, and we would all like to strengthen our institutions and give those students the best education they deserve, even if that means changing some of the current practices. But such changes must come from a shared understanding of the fuction of our colleges, not from an external office or from a consulting group that has NO experience in education! The process as laid out in this "survey" is akin to an insurance company (the system office) telling doctors (the professional faculty) what to do for their patients (the students). I and others have given up opportunities at other universities because we believe that our students deserve opportunities that were heretofore limited to students of means in prestigious universities. By reducing our institutions' unique qualities, by trying to centralize all decisions, and by focusing on job training, this 2020 plan moves our institutions in the wrong direction. The CSU system is not McDonald's, where the workers do not have an understanding of the organization; instead, you have the smartest workforce--the faculty--that any organization could ask for, so why not use them to create a legitimate program for transformation? The students of Connecticut deserve better than the disconnected business model presented in this "survey."

One of my concerns is that there will be many unanticipated consequences of the many proposed changes and I am not confident that the System Offices is equipped to respond well to those. I am from what remains of the Community College System, and have some appreciation of the "power of no" held by the unions that represent our teaching faculty and professional staff. I see that the SO staff currently has no one who has real relationships with the leaders of those unions or any institutional memory or knowledge of why things are as they are, and I am concerned that some of the unanticipated consequences are going to be played out in the labor relations arena -- and that there is nobody who is equipped to be helpful to the Colleges or to the System as issues arise.

Our student centered orientation
the courses that I teach (english composition) comprise a socially diverse group of students and I would like to see CSCU maintain and foster diversity

1) affordable tuition

2) open access to community colleges, including under-prepared students
3) services for students who are high school graduates but not yet college-ready

A centralized system should be maintained to provide the support and facilitate governance of this new and expansive consolidated organization comprised of 12 community colleges and 4 universities. If we are going to consolidate, then the database and systems should also be consolidated. This would save on maintaining separate systems and licenses, as SCU is currently doing. The community colleges have succeeded in creating a single database for all 12 colleges and the system office (with access controls for each school), while CSU have separate databases and operations to support the fragmented systems.

Transparency
Individual University governance with faculty/staff. Individual missions of Universities. More resources are needed at Eastern in order to get staff levels back to where levels were before 2008. We are hurting at Eastern with non-faculty positions. Most offices have positions that were vacated and never filled due to funding issues. Many people are doing 2-3 jobs and are suffering because of it. Many good people are leaving the system and CT because of it. Faculty have been hired but staff in administrative offices have not. We need help!
The unique qualities and strengths of each of the CCs and the Universities.. it doesn't have to be a bland "one-ness" of all the institutions. The quality of education should be consistent across the board, but the uniqueness of each should be preserved and strengthened. Let's not forget to encourage creativity and entrepreneurship.
The individual and unique nature or characteristic of each institution should be maintained as we move forward with creating a seamless system.

Colleges shared Banner (or whatever system) the fact that it has been brought together by years of collaborative work and some sacrifice is the actual story!

Institutional uniqueness! Don't assume that all 17 institutions fit into the same model!
I think it will be important for colleges to maintain independence to support their individual identities. We all serve different regions of the state and have different areas of expertise. That should be respected and retained.

Our local image of a university with many majors to choose from due to the fact that many students attend the university due to its close location to their homes. Personal customer contact at every University.

Our recruitment of first-rate faculty members.

Distinction between goals of community colleges and state universities; allow each campus to keep its own identity

Self-governance at each college
We need to preserve and strengthen shared governance. As more faculty are part-time, the entire faculty loses its voice. In too many cases involving the system office and the BOR, faculty are not being treated as stakeholders. If we are given a voice, it is small (and often ex-officio, non-voting). If CSCU really values its faculty, it will take drastic steps to increase shared governance.

Focus on academics. Student centered instruction. Optimism.

Institutional autonomy! Maintain separate NEASC accreditation for all seventeen institutions. Preserve a high standard for academic/course outcomes

Please see above. You need to transform how ALL faculty are compensated and treated. You must give them more governance power, especially the largest segment of the faculty workforce -- the adjunct professors. This is the only way to transform CSCU. You have huge numbers of deeply dissatisfied students and part-time faculty. Again, learning conditions are teaching conditions. How do you treat your students and part-time faculty? What are their working and learning conditions?

Small class size

Shared governance, faculty control of the curriculum, distinct identities and missions of each institution within the system, distinct and separate block grants for the State Universities, Community Colleges, and Charter Oak.

The concept of shared/participatory governance.

Remediation in mathematics.

I am not attached to any particular institutional practices. I think much of what goes on the BoR system is dysfunction, starting with the BoR itself. I do think faculty need to control the curriculum and I think the faculty need to make our system work as a whole. These are somewhat contradictory statements, but most of the contradiction is grounded in the zero-sum game enacted by administration. For example, we have Charter Oak College that is suppose to grant life-experience credit and lead in providing online education for the system. Colleagues in my department at CCSU have created courses that parallel certain courses in our major curriculum. We did this, in part, because we only offered these required courses once per year and sometimes students need to follow a different sequence than we provide through CCSU. However, due to pressure from the provost office (as interpreted by our dean) to fill every classroom to maximum capacity, our department chair is refusing to recognize those Charter Oak Courses as equal and appropriate substitutes for our CCSU courses. The conflicting priorities of filling CCSU seats versus making a seamless system and getting students through their education in a reasonable amount of time create an absurd set of choices. I think a more responsive administration would involve faculty in working through such details (by administration I mean the BoR President, institution President, institution Provost and Deans). When we get top-down decisions our responses to environmental perturbations and disruptions are brittle and not effective in the long-term.
I want to add, again, that I interpret this survey process as a political and manipulative exercise. I would be delighted to be proven wrong.

Our university system has a very solid curriculum with excellent coverage that students appreciate. I think we should maintain that standard, which includes sensible distribution requirements. However, students need a faculty that is not stretched to the breaking point for any of the aforementioned goals to be achieved. The 4-course load -- an anomaly in an institution that values research -- must be confronted, analyzed, and changed. It would be a mistake to weaken or reconstruct the traditional faculty and discipline centered structure of the universities, which is effective for its purpose, but it would also be a mistake not to radically reconstruct the community colleges along the line of what is being suggested in the survey, as our current system of community colleges and technical high schools has not been funded or organized to maximize the needs of their intended constituencies.

NA
Maintain the distinctive cultures at each campus as we become a functional system.
Like many other faculty members at my university, WCSU, I am averse to this initiative. I do not believe that downgrading the CSU schools to a par with the junior colleges by consolidating their governance was a positive development. NO ONE ELSE IN MY DEPARTMENT DOES EITHER.

It was, however, of a piece with the decision a couple of years earlier to eliminate remedial math and English courses for students who enter WCSU unprepared in those areas. The new substitute--declaring that "all the children are above average" -- is a mockery of a university education.

It seems to me that the governor and his new system president have decided that UConn is going to be where the leaders of Connecticut are educated, while the CSU system is going to be where
the drones are produced. If this weren't true, UConn would have been consolidated with the junior colleges as well. EVERY FULL-TIME FACULTY MEMBER IN MY DEPARTMENT HAS THE SAME IMPRESSION. At least one other department at WCSU has the same impression, as well.

The idea that the purpose of post-secondary education is to help people get good jobs is completely unrelated to my own education, my experience as a professor, and my rationale for becoming a professor. Education is a goal in itself; an educated person is employable, but as a by-product of being educated. He/she is also more apt to be a good citizen, but that is a by-product too.

All decisions regarding academics should remain with the faculty. Let the online teachers develop their own curriculum and not follow the model of Southern New Hampshire University. Retention Local control and retaining the ability to make our own decisions about what is in our best interest. Adjunct faculty need to be treated (and paid) as professionals. ITI and support services to maintain everyone involved...from the top to the bottom of the University community we do not need 4 CSU campus offering the same thing.

we need LESS liberal arts education.

we need to graduate students with education & skills needed by employers, not what some out of touch liberal educator thinks etc. Continued support to cultural centers for students and faculty to promote equity on campus. financial aid should be clarified to students so that they do not enroll in class which they stop attending and fail in order to not give back financial aid. The impact of loans and accruing interest should be made very clear to students. To continue focusing on making excellent higher education and lifelong learning affordable and accessible - for ALL; not just some.
Our big problem is the loss student skills entering college and the reduced motivation and expectation of students entering community colleges. This problem comes from outside the higher education system. The culture is more powerful than any one institution. People want us teachers to fix a problem that is tantamount to emptying a pond with a spoon. Fix the society (corruption, economic deprivation, racism, classism, sexism) because there will not be much you can do at the college level to deal with the influx of students who have been deeply damaged by No Child Left Behind and etc. We are doing triage here in the trenches of "high education." I have no solutions, although First Year Experience programs are a MUST as we have to provide both a high school and a college education for many of our first year college students. Maintaining CSU separate from the community colleges. Cooperation yes, but total integration into one system, no.

Faculty governance and faculty control over the curriculum. Individual identities and local control on each campus.

While we should move toward standardization of large systems, we will want to insure that we continue to allow for the creation of centers at each campus to support creativity and experimentation particularly in the areas of instruction and information technology. We should not accept being second or third class educational institutions in comparison with Connecticut State University.

Connecticut will continue to benefit from a higher education presence throughout the state that is real world and Connecticut-focused, with strong ties to local businesses and communities—if anything, integration with local businesses and communities should be expanded. I believe a large proportion of our students live and work in state after their studies are complete--so dividends are realized locally.

The unique identity of each state university must be preserved

Faculty governance. Academic freedom.

It is important to centralize some redundant operations at each campus. Models such as the SUNY system in NY should be reviewed and benchmarked for best practices.

Resources allocated to the identification and recruitment of students in order to be a class of learners eager to attend one of the Systems 4 universities and making them their FIRST choice not their safety or "backup" school because we are the "affordable" option.

The unique campus identities are important, however, having a system focus will also increase each campus/college ability to have robust offerings to students.

Understand that each college/university has unique programs that need to be maintained.

Combine and or eliminate duplication in the system but do so with much thought, input and
Faculty and students need to have a significant voice in the planning and implementation process. Also, I would like to see each institution retain its own character and be able to build on its own strengths, as defined by the campus community itself.

Faculty governance; on ground classes
The colleges must remain flexible and identifiable. The state system has a responsibility to establish guidelines and even system-wide goals; nevertheless, control and decision-making must remain the province of the colleges. State control is stultifying and doomed to result in systems that are mechanistic. The colleges must be alive and immersed in both local and state-wide initiatives. Do not take away their creativity. The BOR have the jurisdiction to make changes as required; nevertheless, they and the system leadership must trust the people at the colleges that have been placed in positions of authority. Allow them the flexibility to make major decisions and forge the relationships and esprit de corps that insure a quality environment for students, faculty, and community. We have observed the results of external control. It is too often ineffective. Programs and colleges need support, counsel, and guidance.

None of the goals listed above deal with the 4 system universities. The plan seems to be only a system of community colleges. It is not. The CSUs are not community colleges and have a very different mission from them. It is clear from this survey that the system wishes to eliminate campus diversity and uniqueness. This is a recipe for failure. Moreover, the goals do not address what a real education is about. The jobs of tomorrow have not been invented yet. The best universities give students a tool box of capabilities that allow adaptation and change. They create a set of habits of the mind that allow one to learn and evolve with the times. We expose students to things like "Moby Dick" not because this great book will be used on the job - but because in thinking about this great book one gains a perspective, a way of thinking, etc that will be useful in all areas of life. What I see in the goals above is an approach to education that is about giving specific skills, which will one day be obsolete, not a focus on real education. This will only expand the gap between the haves and have nots, not decrease it. The haves go to Harvard not for skills but an education and that is what we should be offering all people not merely those who have the fortune of admittance into Harvard.

Maintain the character of each of the four year institutions; do not create interchangeable parts. Please note that although the university system and the community college system have been combined into CSCU, there are numerous areas in which the needs of these two communities differ. I hope that you will not ignore one set of needs in favor of the other, as it sometimes seems may be the case.

Access to a comprehensive liberal arts education for all.
All the ones that are currently working fine, which is the majority.
I hope you will continue to seek expert faculty input on policies and plans that will impact our ability to deliver education to our students. Such communication and shared governance is important for faculty "buy-in" and morale. Please take advantage of the experts you have on staff. Quite honestly, most of the folks I have talked with have concern about the way transformation has been handled to date, which seems very "top-down". Keeping the character and mission of each university is also key to our identity, while working to find administrative efficiencies.

unique character of each campus

Shared faculty governance--both long-term and short-term. Faculty must have a voice in any changes. We're in the classroom--we're on the ground, working one-on-one with students. We know our students' needs better than anyone else. Remember that not all colleges in the state are the same, and not all students in the state have the same advantages and the same needs.

best teaching and learning environment and self governance by faculty and not corporate set up

Shared governance remains important, access for the people of Connecticut is critical - but harmonizing or totally differentiating all institutions is problematic as commentary programs need to exist with reasonable commutes of the people in our states when online classes are not a good substitute for on the ground classes especially for at risk and first generation students who attend these institutions.

While I understand and agree to a degree that we need to respond to market conditions in terms of the demand for jobs in CT, we also need to understand that it is a dynamic process. What is popular now might not be in 10 years. Creating new majors, departments, or even schools as a response to the "jobs that CT needs today" is a dangerous strategy because you will find yourself in a cycle of creating new majors, departments and/or school every 10 years! We need to have programs that enable students to adapt to the changing dynamics of the labor market (writing, critical and quantitative thinking skills). The dark side of Technology and Innovation is that they make technical careers obsolete. You can do your taxes with with a software available at Costco, incorporate your business via LegalZoom.com, and the 3-D printer will revolutionize the way we produce goods (anybody as an engineer). Techniques come and go but we will always have problems. Therefore, we need to educate our students to be dynamic and adaptable problem solver and not one skill technocrats.
I think it is important to maintain the individual institutions' identities. Students want to go to specific schools based on the reputation and experiences of their friends/families. We cater to interests from different parts of the state and I also think it is important to keep our students at the front of our thought process when it comes to consolidating services. Not all students have vehicles and unfortunately not all of our students have computer access until they are a student. I believe that student input and buy in is critical to the success of any new program and that we need to be more diligent in listening to what our students/clients are telling us. The one on one interaction with students still proves itself to be important in their academic success. On graduation day, it is the faculty and staff members that students thank and say were the most valuable to pushing the student to success. It is important that we do not take that experience away.

1. An open door policy for all students in the community college system.

2. A sense of individual autonomy and individuality at the institutional level. Having many common standards is fine...but total uniformity in all regards is incredibly worrisome. Extend common course numbering from community colleges through the universities

One instance of Banner for entire system; unified student transcript and registration

One instance of Blackboard for systemwide use and cross-college courses

System-level resources for IT, learning technologies
Maintaining the existing academic programs at the universities;

Maintaining shared governance;

Maintaining tenure and promotion
Character of each local campus and recognition of special programs and uniqueness of each campus and regional needs served. The focus on regionalization is troubling since students from southern parts of the state will not travel to northern regions and vice versa. There is a reason that community colleges have community in the name. Early childhood education is an example. Each community must educate and train the people to take care of the children of the community. If ECE programs are closed many areas of the state will not have access to affordable education and training. There has to be recognition that highways are congested and there is no mass transit system in most of the state. In some parts of the state students already drive 45 minutes to get to their classes even when attending the closest community college.

There is also no recognition by the system that many of our students are non traditional
students, with jobs, families including children and community responsibilities. The idea of decreasing the number of programs at each local campus and putting them in fewer locations will mean decreased access to education. I am alarmed at the plans coming out of the system office. I believe this model will decrease access to education for many.

Each schools voice needs to be heard and used to make thoughtful decisions during this transformation. The positive traits from each school needs to be preserved and enhanced. This transformation needs to be done in a way that adds to the positive attributes from each school and the communities served.

Thanks,

Omar Livingston

Unique identities (branding) of each institution must be preserved. Individual integrity of the institutions and that the higher educational status and structure it is not dragged down to the community level. Institutions should be allowed to follow their own paths whenever possible. Assessment should be fitted to the goals of the faculty and departments conducting assessment, rather than be made a uniform, meaningless, time-consuming exercise. Grades should be the primary form of assessment, and the preparation and demonstrated abilities of students as they enter college should be taken into consideration when evaluating the success or failure of faculty to further educate those students. Faculty and students and administrators should be consulted about planned changes to academic schedules. It is critical to preserve our model of "individualized attention". Affordable tuition and accessibility to the college system. Each institution has a history and particular culture -- these need to be honored and respected as we create our system.
First create equity amongst the system itself. Run the organization as a complete system. Not community college system, four universities and one outside college. Understand each college and embrace their differences, yet take the systemic and seamless approach to common course numbering, one student id record, etc. I cannot help but to feel as if the community colleges had a systemic approach three years ago that has been minimized and now we are going back to regroup to the same thing we had years ago. Common course numbering was achieved, a unified approach to financial aid, finance reporting, and the like were up and running rather smoothly before consolidation.

Better align career pathways with the Connecticut Technical High School System to enable more students to secure living wage jobs in growing industries. Transparency, because it builds trust.

Important to preserve each institutions "personality" as students often make choices based on what personality or culture a school offers while combining back of the house infrastructure items -IT, calendars, buildings - for savings.

The integrity of each department in all the colleges. There are so many talented people in the college system. 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.

I'm new enough to CCSU that I couldn't answer this from personal insight, but I do know that the greatest successes come from preservation of the unique local values that work for each campus. Campus community spaces and initiatives that are locally-driven and further opportunities for grass roots-driven institutional practices/policies wherever possible are a good idea. Getting stuck in a bureaucracy that disempowers staff/students will only create decay. You want to incite flow, a state characterized by a sense of AUTONOMY, mastery:challenge, and purpose. The autonomy is where a lot of innovation can happen. You have to find ways to engineer into the system both opportunities and policies that encourage innovation. Experimentation and allowing innovative approaches to be piloted/to fail and learn from so-called failure will be crucial given the rate of change in the economy and in technology today. Spaces and services, such as libraries, that support interdisciplinary connections and foster campus community will ensure vitality in on-the-ground organizations despite the convenience of MOOCs (that we cannot compete with). Provide students with multiple opportunities to succeed. Do not assume every student can be successful in their first, second, or third attempt at a course. Provide support and guidance to students who are not initially successful when they take a course.
We need to maintain as much campus autonomy as possible. I'm really not sure that this "marriage" of two systems really works I also think it's absurd to maintain the fiction that UConn is in a separate category--all by itself--while the rest of us muck around in the mud. Best practices--identifying and examining successful strategies to continue to improve student success I don't buy the rumor that community college students have a hard time transferring to the universities. Like all other college students, changes in major are the major reason for delay in earning degrees. 75% of college students change their major at some point. Some programs require a focused four-year commitment to a discipline (engineering and nursing come immediately to mind); a community college student may not have taken the right courses at the community college to be a junior at a four-year school.

The other myth is that community college students are pining to go to the universities after earning an associate's degree. This is far less true than many people suppose. Accountability. Integrity of Executive staff and their dedication to our system. An active and engaged Faculty Advisory Committee is crucial to the processes of Transform CSCU 2020. Whatever initiatives the Board considers and ultimately enacts need to be based on input from faculty and staff who work directly with students. Townhall meetings, surveys and focus groups are also important to maximizing participation and input. There are no priorities mentioned in this plan that address the quality of teaching or the development of student knowledge, values (ethics and attitudes), or civic responsibility. This is truly disappointing. We are a system of higher education and although workforce needs must be understood, our students' education is for life. How do we assure that they are prepared for the rapid changes that the plan alludes to, without recognizing that we should not prepare for the immediate future but for the long term?

Questions here are double-barreled and are easily misinterpreted. For example, I believe that we should support student scholarships to study abroad but do not think that we should be actively recruiting foreign students.

Yes efficiency and minimizing tuition increases are important, but these should not sacrifice quality or permit the state to abdicate its responsibility to educate. Tuition cannot drive our
institutions. The goals stated will focus our development efforts on infrastructure, IT, higher level centralization, training for the purpose of business development with no attention to academic rigor, support services, teaching, research or knowledge development. This is a bleak scenario for the state system of higher education.

What should we preserve? The expectation that the State of CT has an obligation to support the education of its residents and that education means the development of multidisciplinary knowledge, critical thinking, ethical reasoning, oral, written and visual communication, and a commitment to civil society. Community colleges and four-year institutions have separate missions, yet ease of transfer is effectively enacted at Eastern and should be maintained. Our campuses have enjoyed unique cultures and much local decision making and decentralized systems that have worked exceedingly well - at least from the perspective of Eastern's community. Regretfully new efforts to centralize and rationalize "the system" have produced blunders and communicated a new sense of values that, while providing lip service to access, minimize quality education and emphasize centralized power and control for the short-term purpose of supporting business and elites in the state.

Communication between and among institutions. The shared governance and academic freedom of teaching faculty. The core mission of educating Connecticut's young adults.

It is important to retain faculty input and control over issues of curriculum. Faculty are the experts in their fields with the most knowledge of what students need to learn. The greatest danger of increased centralization is the loss of this flexibility to the harm of our students. I think the plan is backward and is destined to fail. I don't mind the consolidation, but I do mind the branding of each institution. For the comprehensive four-year universities, the plan makes no sense at all.

While we move to a more fully integrated system, we must work to maintain the local culture of each institution. Individual institutional identity.

I hear alot of comments from prospective students of all ages. Non-computer literate, which makes it difficult to apply online, We all really enjoy the human contact, a real voice on the phone, how best to proceed.
First and foremost, it's essential to retain open access at the community college level. For years, the community college offered the lowest performing students a chance to build (or rebuild) basic skills. Now that PA-12- 40 has become law, many of the neediest students are going to be lost without solid one-to-one support. As an educator, I am appalled that those who most need assistance to succeed in college and beyond are being overlooked.

In addition, it's important to preserve each college's identity, taking into consideration each school's demographics as well as its physical setting. integrity of research and high standards for our students. Maintain faculty student ratios and full time faculty positions at University centers. Nothing replaces mentoring and role modeling in college class rooms.