



## MEETING MINUTES

Friday, October 6, 2023

In-Person at System Offices w/Remote option (WebEx)

9:00am-3:00pm

### I. SFAC Call to Order/Welcome

- A. Members Present: Travis Parkhurst (PCC) Chair, Ewan Magie (MCC) Vice Chair, Ellie Camann (RRCC) Recorder, Erica Henningsen (ACC), Paul Boone (TSJC), Todd Ward (CNCC), Catlyn Keenan (FRCC), Kelly Zepp (CCD), Kelly O'Dell (CCA), Becky Sporrer (OC), Brian Gauck (LCC), Joe Miller (PPSC), Nathan Robinson (NJC),
- B. Members Absent: none
- C. Note: September minutes were approved online and posted in mid-September

### II. CHANCELLOR JOE GARCIA, CCCS

- A. State Board: Yolanda Ortega is newest member, still missing replacement for 3<sup>rd</sup> district and also need to find replacement for Richard Garcia (retiring)
- B. Retiring presidents: The search for Michele Haney's RRCC replacement is progressing and hope is to have someone identified by end of November. PCC's President Patty Erjavec just announced she will be retiring in May 2024.
- C. Board Retreat: kicked off strategic planning by brainstorming questions to ask when colleges are visited to ask for their input; DEI efforts remain a top priority at CCCS
- D. Concurrent Enrollment (CE)
  - 1. Biggest growth in FTE (less so in direct funds) this year came through CE
  - 2. CE currently accounts for ~30% of overall CCCS enrollment
  - 3. When CE first initiated, it was thought that students would come to colleges for their classes, but nearly all are taught at the high schools
  - 4. General discussion about areas of concern related to CE including quality control, meeting HLC requirements, students ending up with random selection of courses rather than actual pathway, lack of data about whether CE students succeed when they get to the next-level classes, etc. CE is not as effective a recruiting tool for CCCS schools as hoped for since more CE students matriculate to universities than community colleges. Program is often more helpful for CTE students than those wanting a "college experience".

### III. RACHEL HARRISON (ACC BIO Faculty, did doctoral research focused on faculty burnout)

Burnout and Attrition of Employees in Academia presentation

- A. Definition and Causes



1. More properly termed educator stress, results from “chronic workplace stress that has not been successfully managed,” it’s an organizational problem that requires an organizational solution
2. Six main causes are unsustainable workload, perceived lack of control, insufficient rewards for effort, lack of a supportive community, lack of fairness, and mismatched values and skills
- B. Burnout Symptoms: physical and mental health issues with workplace impacts including alienation from work-related activities, emotional exhaustion, feeling numb about work and work tasks, reduced performance, reduced creativity, attrition
- C. Statistics
  1. Teaching currently ranked #1 most stressful job (even worse than first responders, medical professionals, etc.)
  2. Burnout is the largest cause of high attrition rates in education for all employee groups, not just faculty
  3. Over 50% of faculty leave within first 5 years
  4. Negative impact on students when teachers are burnt out
- D. Attrition and Costs
  1. Attrition rates over 5% are a cause for concern – this was exceeded at ACC every year from 2015-2021 in study that ended that year (no data yet for other schools)
  2. Faculty attrition slightly lower than other school employee groups because skills are less transferable to other businesses, so harder to leave
  3. More than half of college faculty have considered career change or early retirement (e.g., Forbes 2021 article)
  4. Financial and instructional costs of replacing employees is very high
- E. Ways to Address:
  1. Top contributor #1 is managers that contribute to poor working environment
    - a. Collect data on evaluations from all who are served by the position, look for common themes and address them
    - b. Surveys on workplace environment w/specific questions and data points, good faith effort to listen, thorough exit interviews, also look for things that are going well
  2. Top contributor #2 is workload
    - a. 12-15 credits per term course load plus other obligations is typical for 2YCs
    - b. Survey employees about what is fair/manageable/would make them feel valued/would allow them to serve students best
    - c. Consistency throughout system and colleges



- d. Respect and compensate extra work
3. Top contributor #3 is lack of support and sustainability
  - a. Empathetic leadership including training and promotions from w/in organization
  - b. Professional development opportunities that don't compound workload
  - c. Flexibility such as remote work/hours on campus
  - d. Recognition given for work done
  - e. Less meetings and screen time for everyone
  - f. Mental health support programs, promote programs to encourage wellbeing, promote situations/environments that encourage collegiality that aren't meetings
- F. Possible avenues for SFAC/CCCS to pursue to reduce burnout, Q&A, discussion

#### **IV. SFAC Discussion**

Brainstormed ways that SFAC could effectively advocate for CCCS strategies to alleviate burnout and reduce attrition; this will be a primary goal for us for the year

#### **V. DR. LANDON PIRIUS, CCCS Vice Chancellor of Student and Academic Affairs**

- A. Faculty Concerns about Colorado Online @ (CO@)
  1. Numerous issues continue to be brought forward such as communication problems, decisions made without teaching and learning at the forefront, lack of adequate compensation for preparing course materials, scramble necessitated by last-minute additions to allocations, etc.
  2. System knew there would be challenges and processes would need to be modified; Landon would like to dig in to figure out ways to improve, prioritizing changes that will make the most difference
    - a. Communication varies a lot from school to school both from and to CO@; how can this be improved? Possibility raised for a small group of faculty to meet regularly with Landon to brainstorm solutions
    - b. Survey goes out at end of each semester to ask CO@ instructors and students about how things went; only a few people responded to the survey for the summer term, need more participation to have this be useful feedback
  3. Landon can be invited by individual schools to discuss CO@
- B. HR Civility Training: not required



**VI. DANEN JOBE, CCCS Director of Academic Programs and Curriculum**

- A. Accrediting issues trump CO@ goals. For example, paralegal accreditation at most schools in the system doesn't allow online courses, so can't offer pooled sections
- B. AGS Degree: unlike AA and AS degrees, AGS does not transfer to most 4-year schools, so trying to steer most students away from this degree option; a few individual articulation agreements do allow AGS
- C. Shared Governance Board Policy (BP) and System Procedure (SP) drafts Feedback: not a lot of feedback received so far, but discussed some of what has been brought up at individual schools including concerns about accountability

**VII. TAMMY VERCAUTEREN, Director of the Online Strategic Plan Project, Colorado Online@**

- A. Updates: receiving feedback/forms asked for at 2:2 and compiling that information, working on better way to approve access to SharePoint site so individuals don't have to ask more than once if approved previously for specific document, concerns faculty have brought forward will be discussed at the upcoming steering committee meeting
- B. Status of Draft Academic Freedom Statement: will revisit at future SFAC meeting
- C. Discipline Chair Compensation:
  - 1. Broad support for this to happen, Danen and Tammy worked with a group of discipline chairs to develop a *proposal* including the following:
    - a. Updated job description to accurately reflect all current expectations
    - b. Compensation during the CO@ transition period (this year and next, not retroactive), pay can be split if chair duties are split by discipline
    - c. Three tiers of pay, taking into account factors such as number of courses going through CO@ & number of students and number of faculty in discipline
    - d. Funds for pay to come from CO@ but stipends to be disbursed by schools where discipline chairs work in manner determined by their colleges
  - 2. Next step is to receive approval from steering committee and HR; will then bring written plan to SFCC, SFAC, deans, VPs
- D. CO@ Governance after the transition project ends: all classes need to be transitioned by next fall, CCCOnline staff is being phased out so will only be a handful of people left after that, need to figure out how to structure ongoing efforts before this calendar year is over so any budget requests for next academic year can be considered

**VIII. ADJOURN (3:10pm)**