



FRONT RANGE
COMMUNITY COLLEGE





ONE COLLEGE

FALL 2022 ORGANIZATIONAL
OPTIMIZATION SURVEY
SUMMARY REPORT

FRCC



PURPOSE OF THE SURVEY

- To gain a clear picture of faculty and instructors' perceptions of the One College reorganization
- *The Senates regularly gather feedback on important initiatives/topics to share with college leadership*
- Developed college-wide through the three Faculty Senates, with input from a collaborative and multi-disciplinary design team



QUICK FACTS

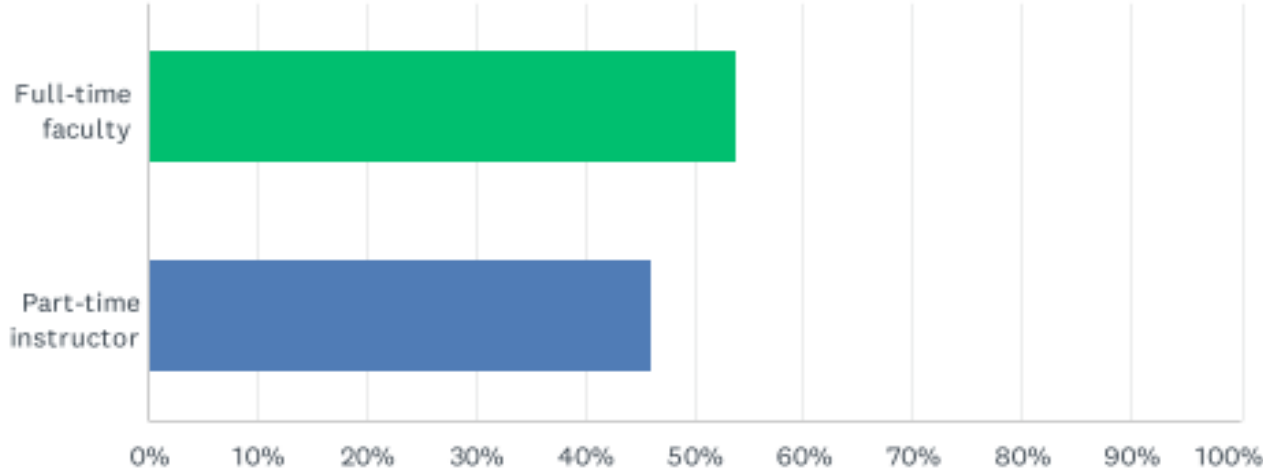
CONTEXT, TIMELINE, AND DATA

- **Total** = 324 respondents, college-wide
- **Length** = Open for 8 days
- **Full-Time Faculty** = 173/234 faculty completed, 73.93% response rate
- **Part-Time Instructors** = 148/825 instructors completed, 17.94% response rate
- **Length of Time at FRCC** = 63.46% (205) have been here 7+ years; 36.54% (118) have been at FRCC 6 years or less

324 RESPONSES

Q1 Are you a:

Answered: 321 Skipped: 3



ANSWER CHOICES	RESPONSES	
Full-time faculty	53.89%	173
Part-time instructor	46.11%	148
TOTAL		321

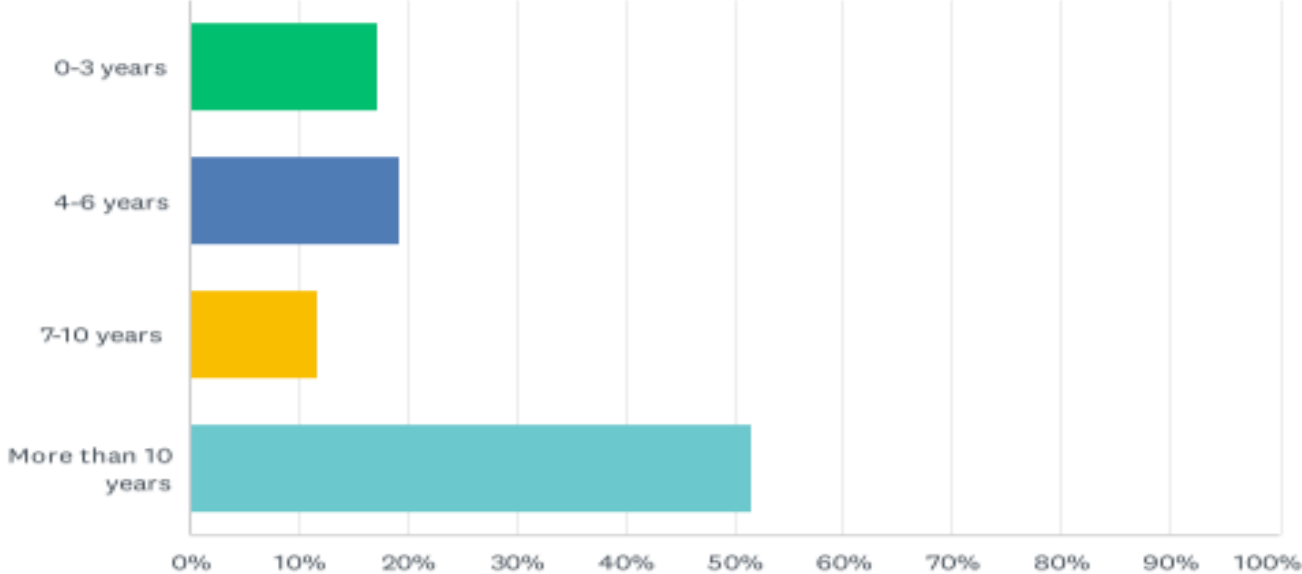


OVER 50%

10 YEARS OF SERVICE OR LONGER

Q2 How many years have you taught at FRCC?

Answered: 323 Skipped: 1



ANSWER CHOICES	RESPONSES	
0-3 years	17.34%	56
4-6 years	19.20%	62
7-10 years	11.76%	38
More than 10 years	51.70%	167
TOTAL		323

GRAPHS

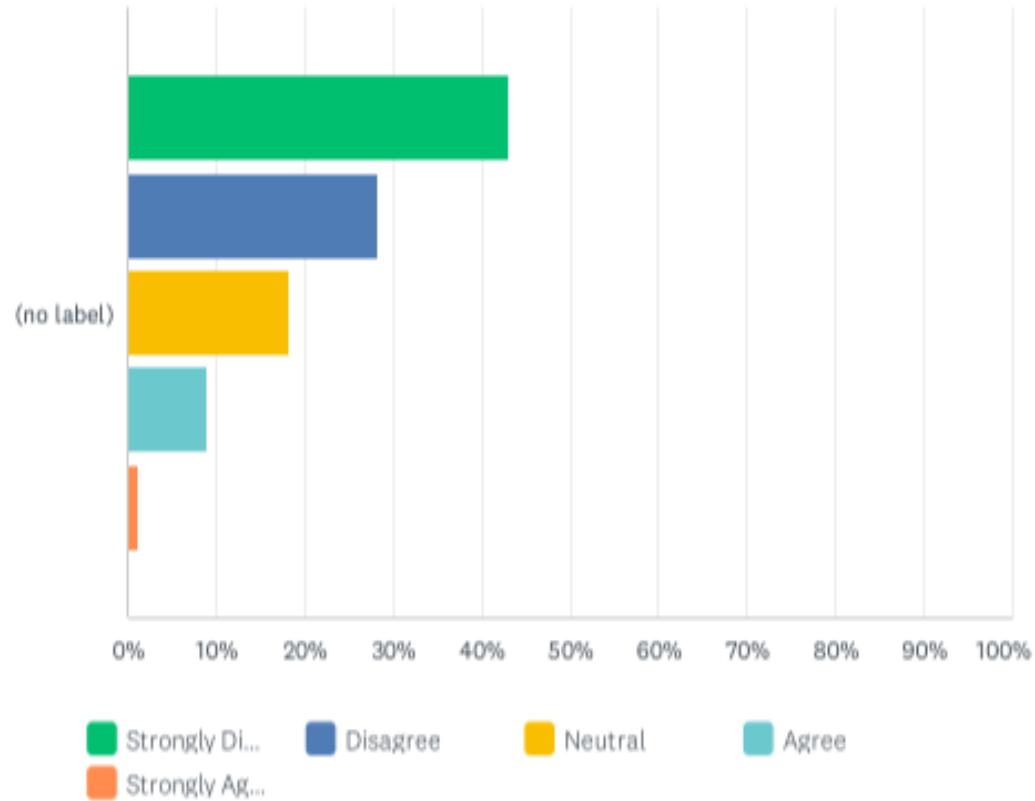
RESPONSES TO 11 LIKERT QUESTIONS



Questions addressing the move to college-wide Deans/VPs, college-wide Chairs, the process of creating the One College plan, and what will bring student success

Q3 Rate each of the following statements on a scale from "Strongly Disagree" to "Strongly Agree." Faculty and instructors have had a voice in the One College redesign.

Answered: 322 Skipped: 2



FACULTY & INSTRUCTOR

AGENCY

SD + D

71.43%
(n = 230)

N

18.32%
(n = 59)

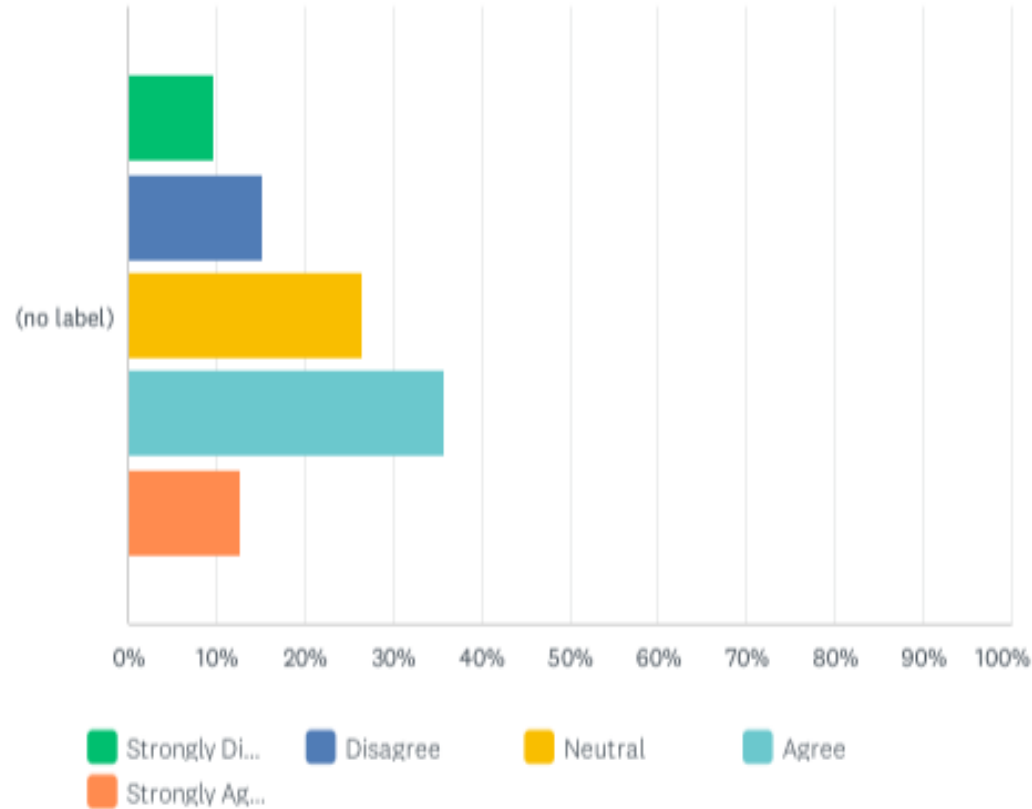
A + SA

10.25%
(n = 33)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.17% 139	28.26% 91	18.32% 59	9.01% 29	1.24% 4	322	1.97

Q4 Moving to college-wide Deans and VPs will streamline decision-making.

Answered: 321 Skipped: 3



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	9.66%	15.26%	26.48%	35.83%	12.77%	321	3.27
	31	49	85	115	41		

CW DEAN & VP

EFFICIENCY

SD + D

24.92%

(n = 80)

N

26.48%

(n = 85)

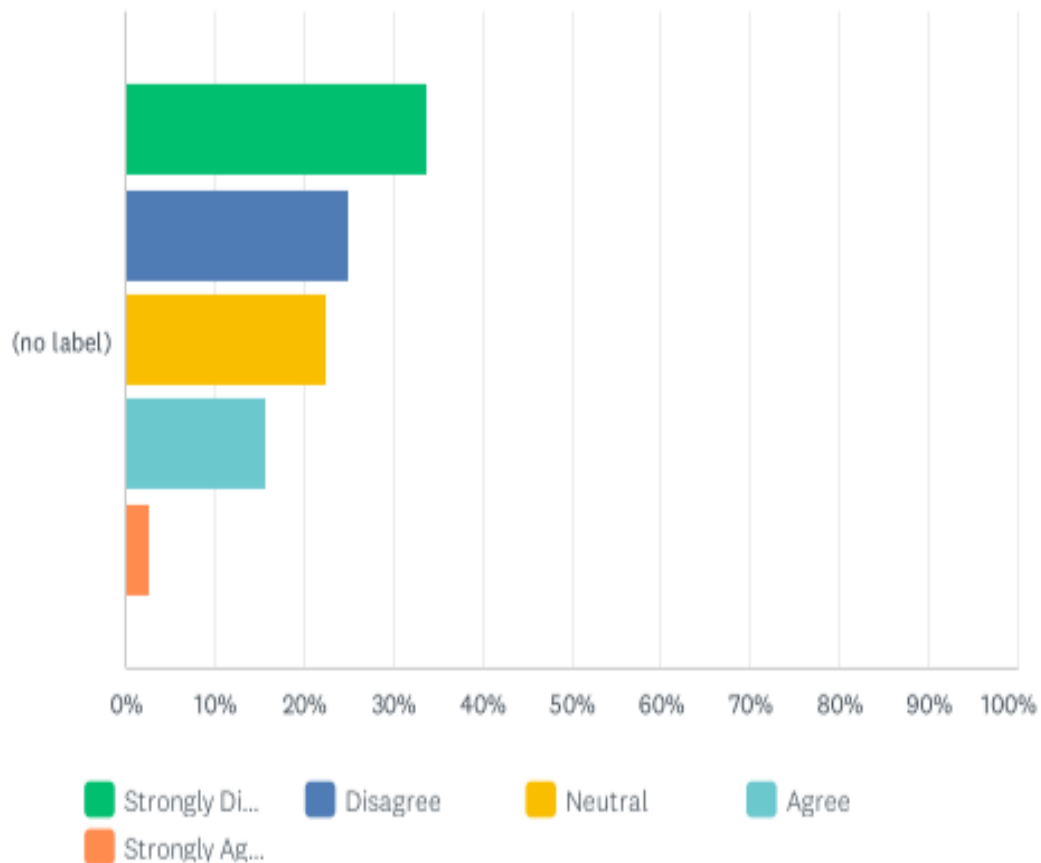
A + SA

48.60%

(n = 156)

Q5 Moving to college-wide Chairs will streamline decision-making.

Answered: 322 Skipped: 2



CW CHAIR

EFFICIENCY

SD + D

58.69%
(n = 189)

N

22.67%
(n = 73)

A + SA

18.64%
(n = 60)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	33.85% 109	24.84% 80	22.67% 73	15.84% 51	2.80% 9	322	2.29

ON THE GROUND EXPERIENCE

SD + D

7.14%
(n = 23)

N

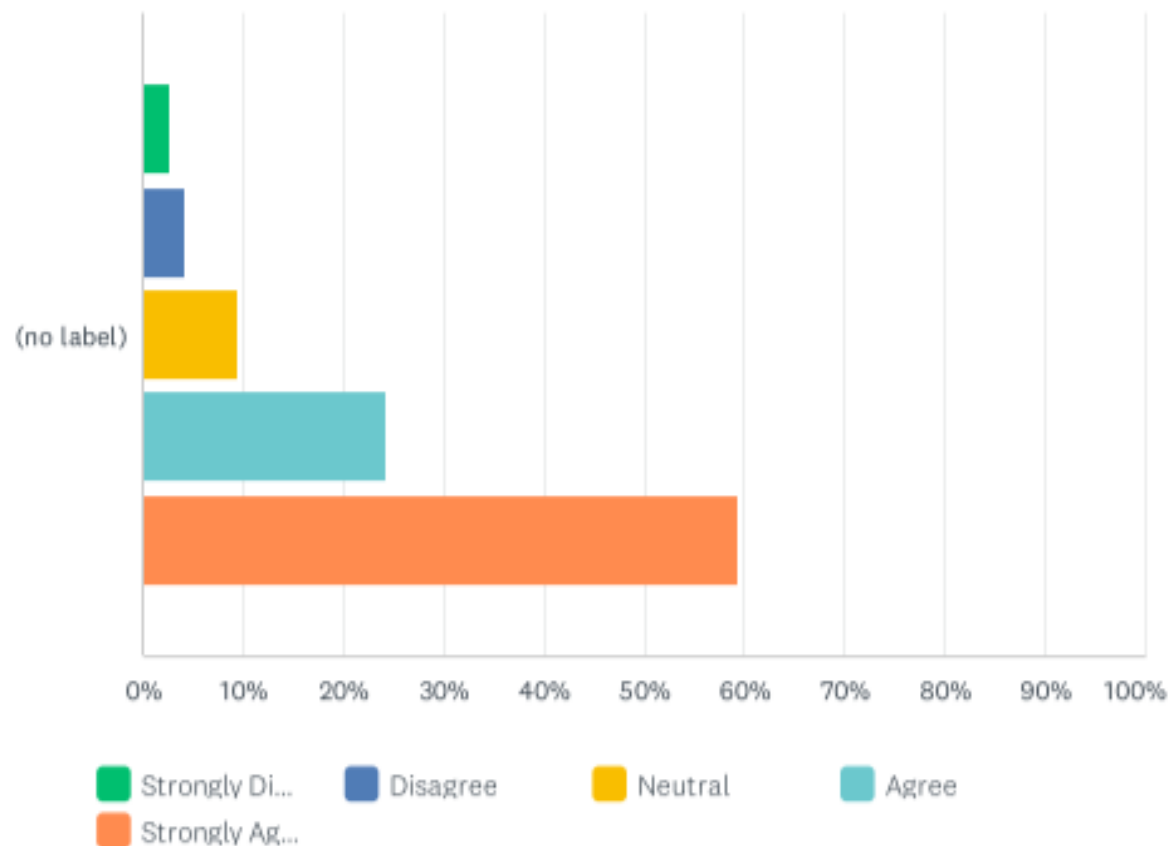
9.32%
(n = 30)

A + SA

83.54%
(n = 269)

Q6 Students and employees (faculty, instructors, staff) will be best served if there is an on-campus department Chair.

Answered: 322 Skipped: 2



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	2.80%	4.35%	9.32%	24.22%	59.32%	322	4.33
	9	14	30	78	191		

ONLINE EXPERIENCE

SD + D

8.07%
(n = 26)

N

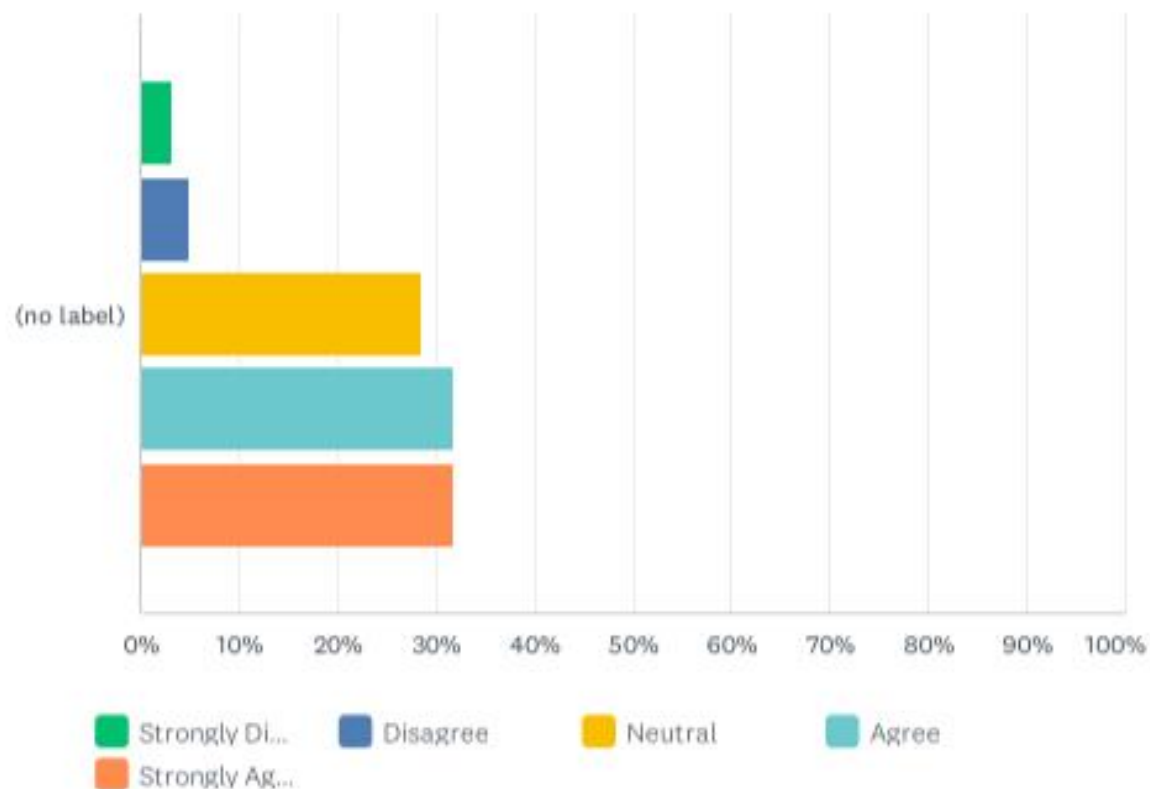
28.57%
(n = 92)

A + SA

63.36%
(n = 204)

Q7 Students and employees (faculty, instructors, staff) will be best served if there is a dedicated Online Chair, including but not limited to the transition away from CCC-Online to the Colorado Online Consortium.

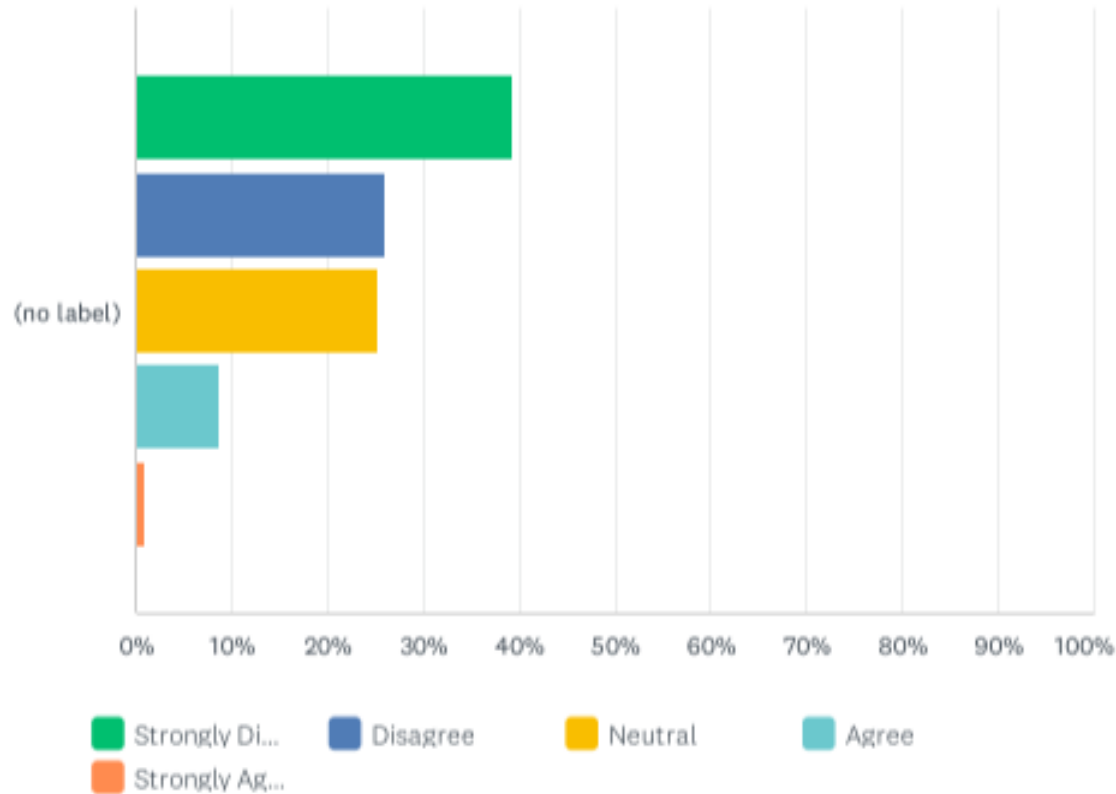
Answered: 322 Skipped: 2



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	3.11%	4.97%	28.57%	31.68%	31.68%	322	3.84
	10	16	92	102	102		

Q8 FRCC's senior administration has listened to faculty and instructors and incorporated our ideas into their vision of One College.

Answered: 322 Skipped: 2



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	39.13% 126	26.09% 84	25.16% 81	8.70% 28	0.93% 3	322	2.06

INTEGRATING IDEAS FROM
FACULTY AND INSTRUCTORS

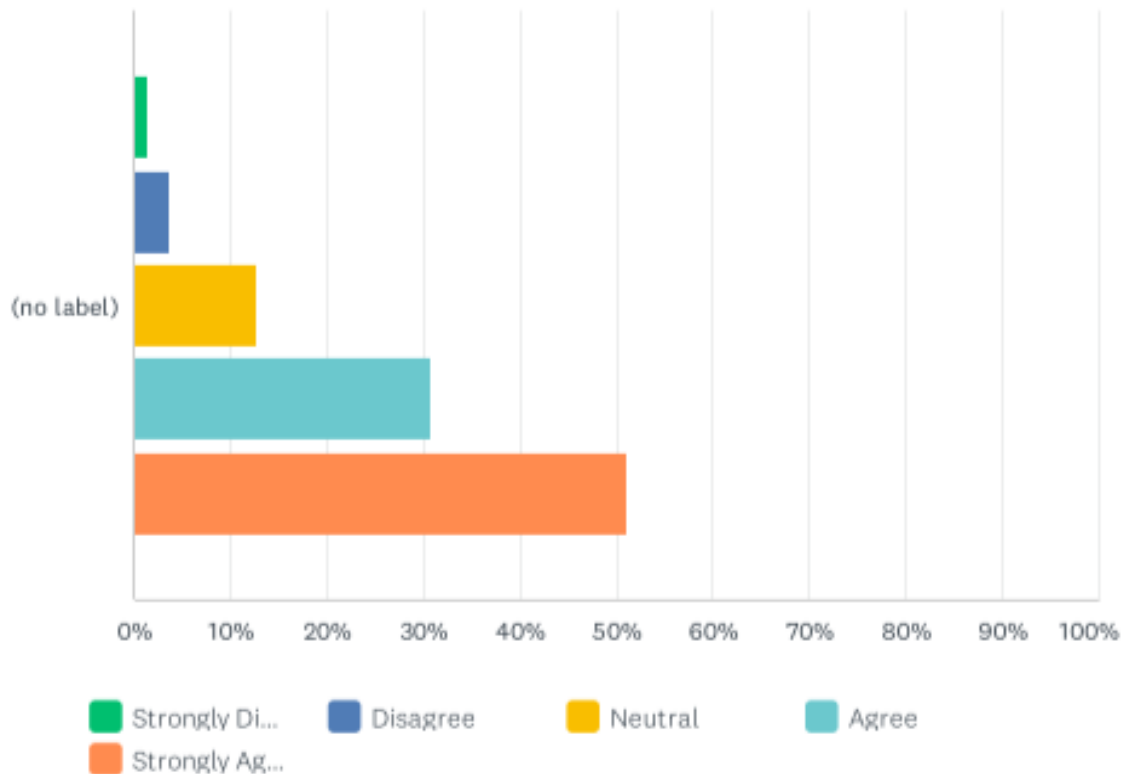
SD + D
 65.21%
 (n = 210)

N
 25.16%
 (n = 81)

A + SA
 9.63%
 (n = 31)

Q9 Some of the differences between campuses (BCC, LC, OL, WC) stem from the unique needs of the student populations and communities served by that campus.

Answered: 322 Skipped: 2



STUDENT & COMMUNITY

NEEDS AND CULTURE

$$\frac{SD + D}{5.28\%}$$

(n = 17)

$$\frac{N}{12.73\%}$$

(n = 41)

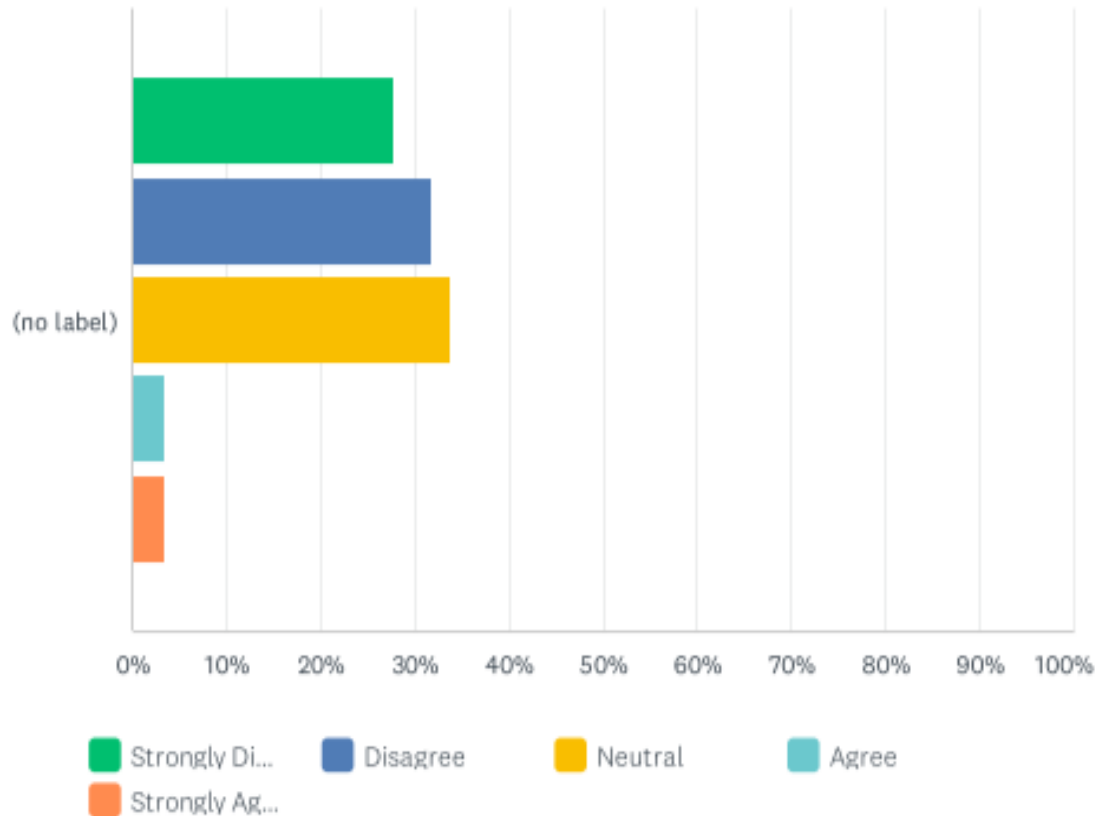
$$\frac{A + SA}{81.99\%}$$

(n = 264)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	1.55% 5	3.73% 12	12.73% 41	30.75% 99	51.24% 165	322	4.26

Q10 Reorganizing into college-wide departments with college-wide Chairs will make my workload more manageable.

Answered: 321 Skipped: 3



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	27.73% 89	31.78% 102	33.64% 108	3.43% 11	3.43% 11	321	2.23

PREVENTING BURNOUT REASONABLE WORKLOAD

$$\frac{SD + D}{59.50\%}$$

(n = 191)

$$\frac{N}{33.64\%}$$

(n = 108)

$$\frac{A + SA}{6.86\%}$$

(n = 22)

STUDENT SUCCESS

SD + D

46.275%
(n = 149)

N

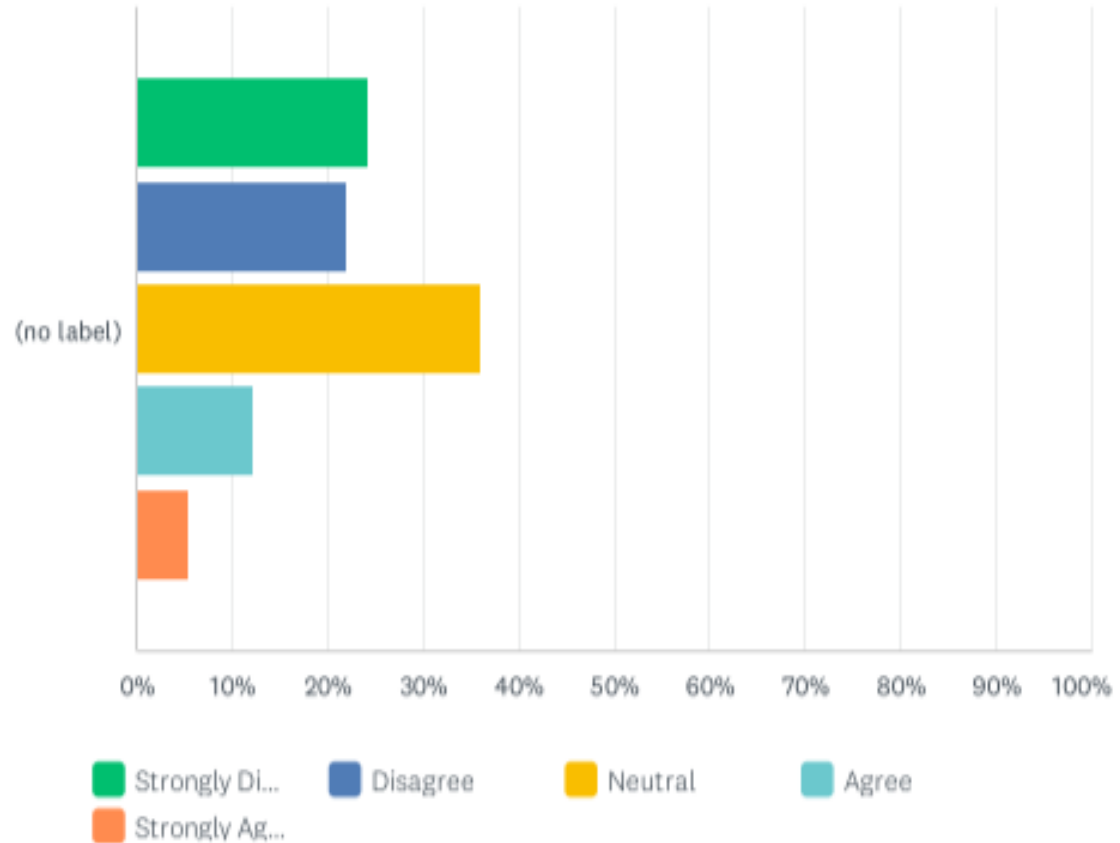
36.025%
(n = 116)

A + SA

17.70%
(n = 57)

Q11 Moving to college-wide departments promotes student success.

Answered: 322 Skipped: 2



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	24.22% 78	22.05% 71	36.02% 116	12.11% 39	5.59% 18	322	2.53

MISSION CRITICAL

STUDENT SUCCESS

SD + D

62.23%
(n = 201)

N

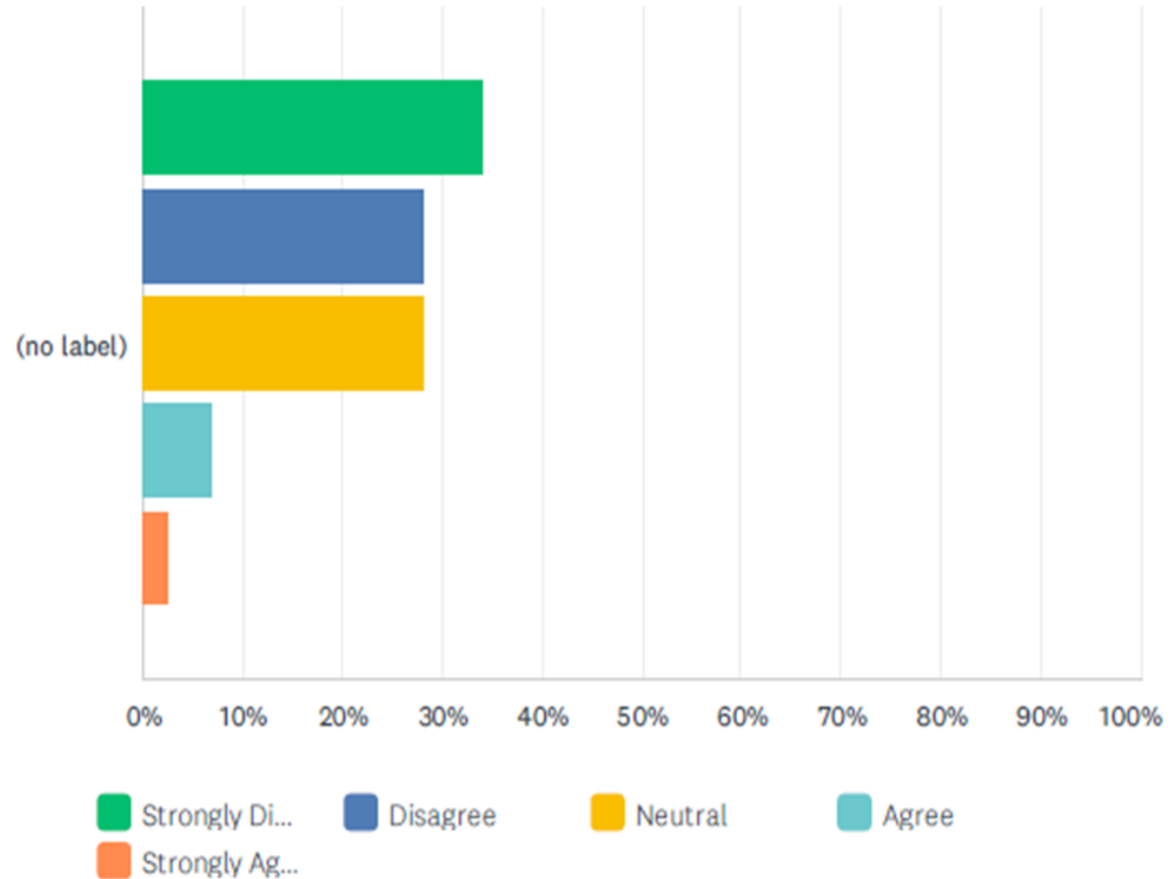
28.17%
(n = 91)

A + SA

9.60%
(n = 31)

Q12 Moving to college-wide Chairs promotes student success.

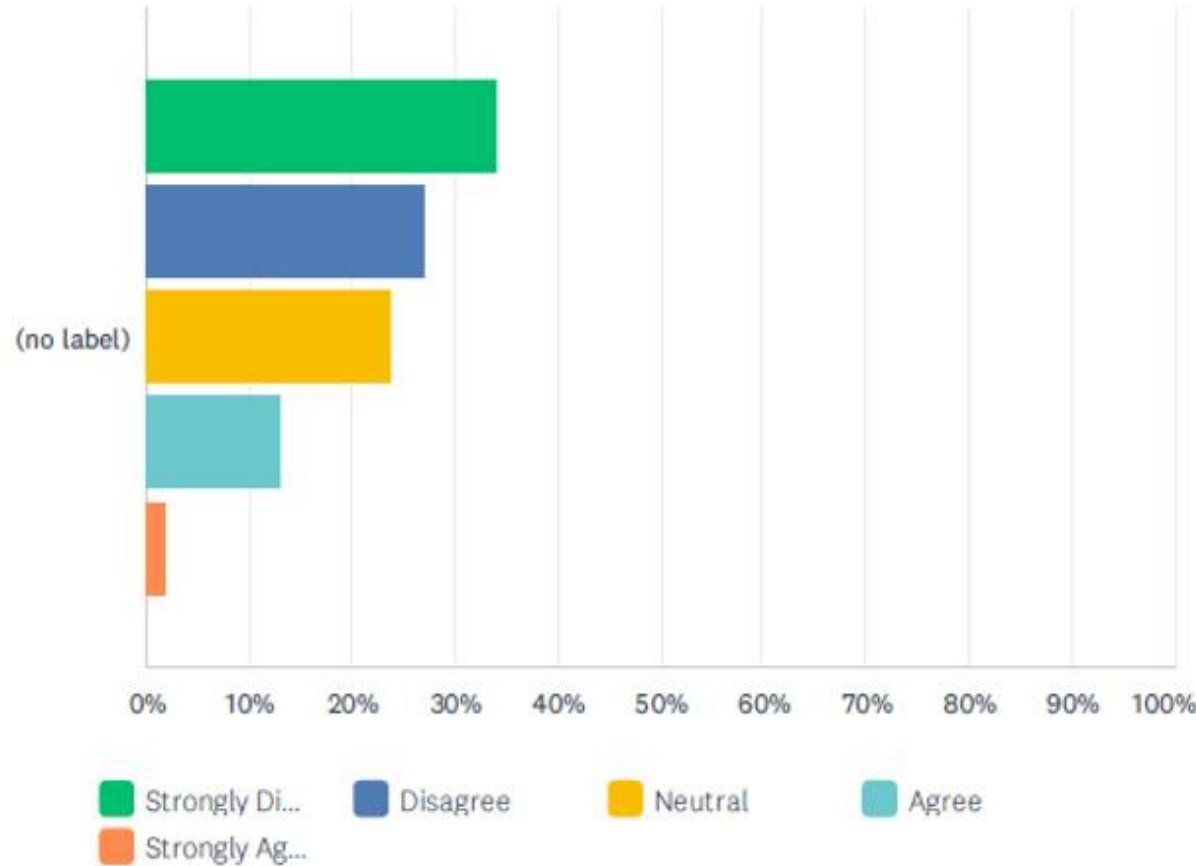
Answered: 323 Skipped: 1



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	34.06% 110	28.17% 91	28.17% 91	7.12% 23	2.48% 8	323	2.16

Q13 I feel hopeful about the details I've learned regarding the shift to One College.

Answered: 322 Skipped: 2



HOW ARE YOU
FEELING

SD + D
61.18%
(n = 197)

N
23.913%
(n = 77)

A + SA
14.906%
(n = 48)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	34.16% 110	27.02% 87	23.91% 77	13.04% 42	1.86% 6	322	2.21

GRAPHS

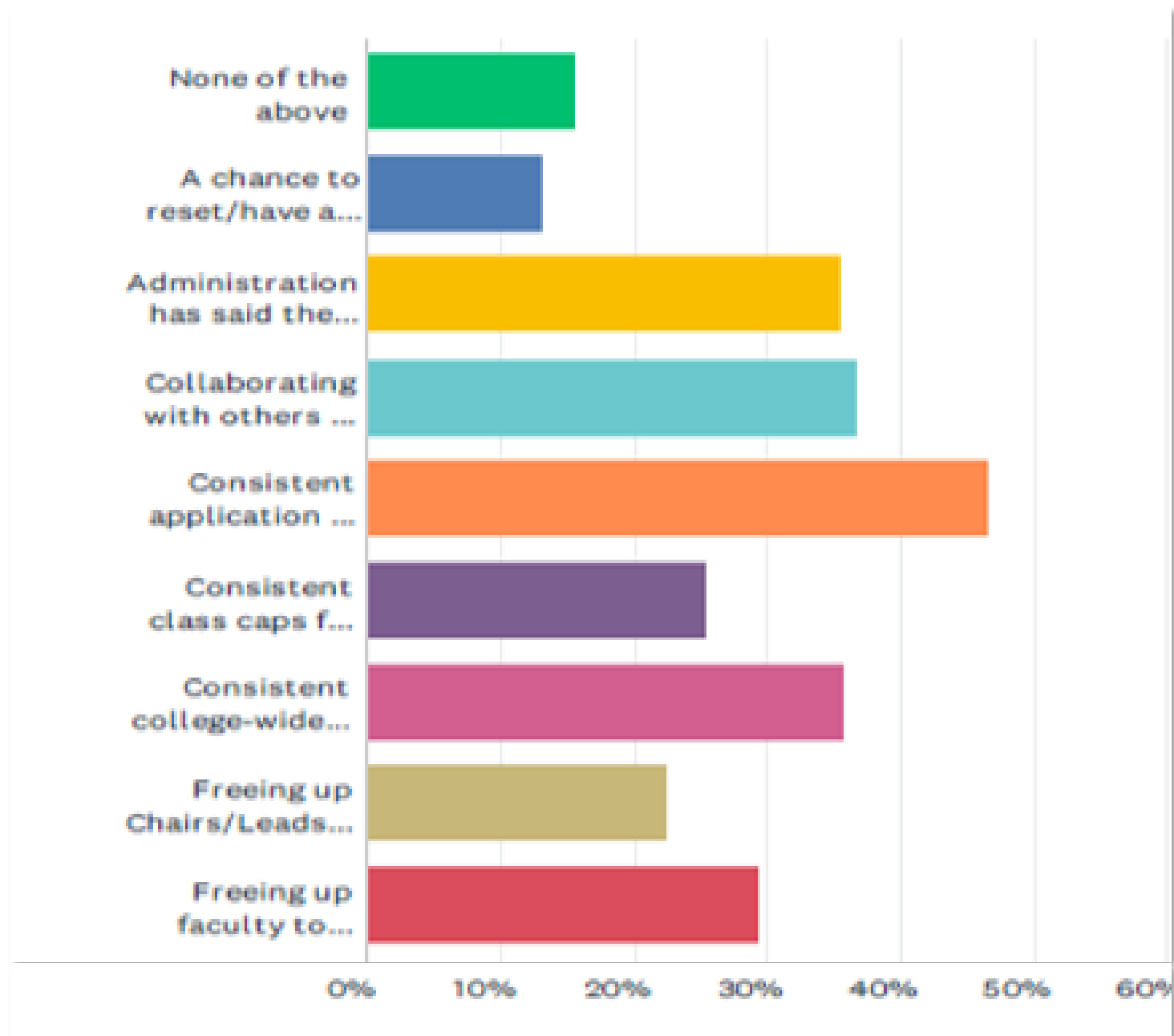
RESPONSES TO 2 “CHECK ALL THAT APPLY” QUESTIONS



What excites you? What concerns you?

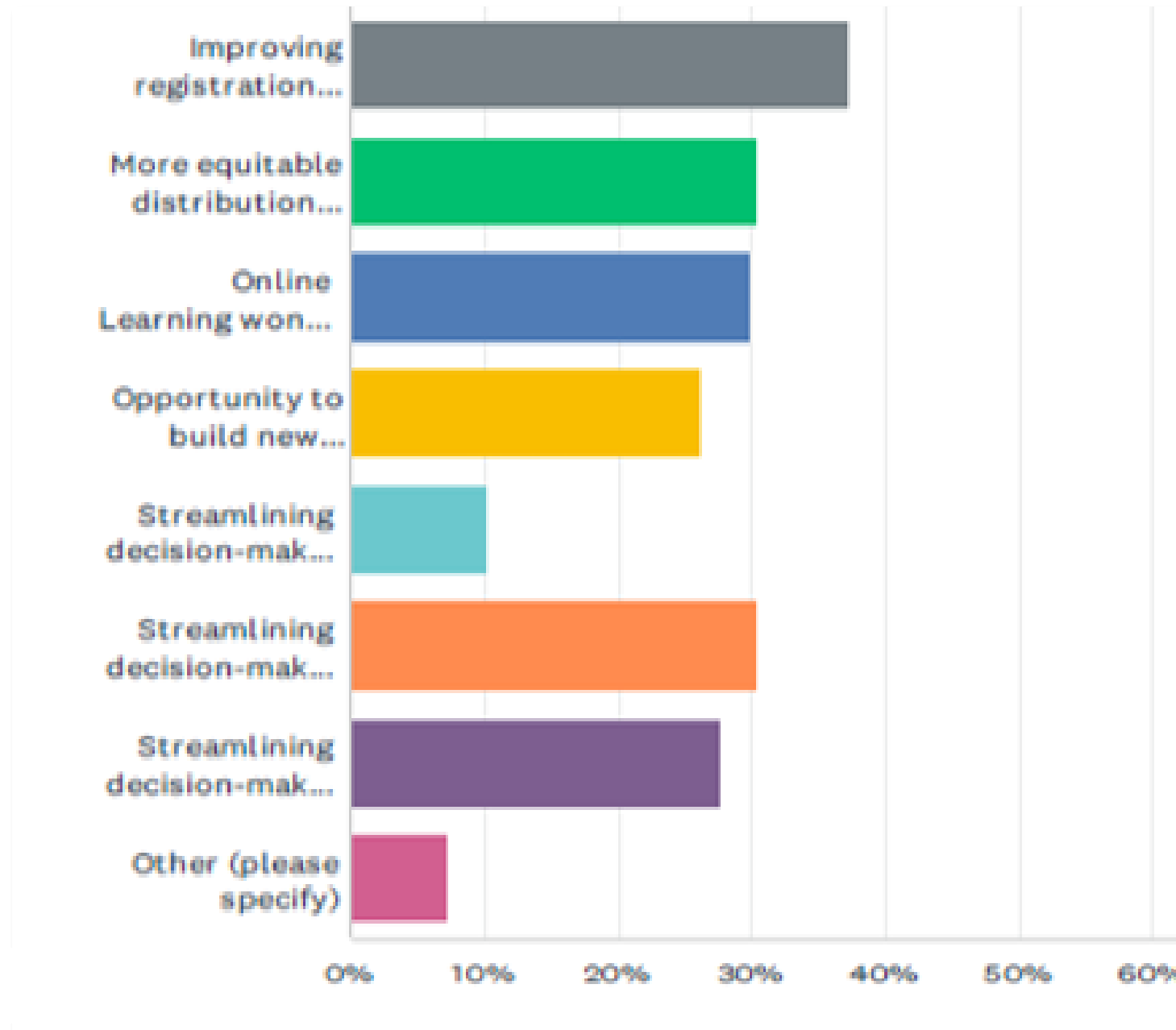
What are some of the things that EXCITE you about the proposed plan to centralize FRCC?

Please check all that apply; additional feedback may be added in the 'other' category, as needed. If none of these items excite you, select 'none of the above.'



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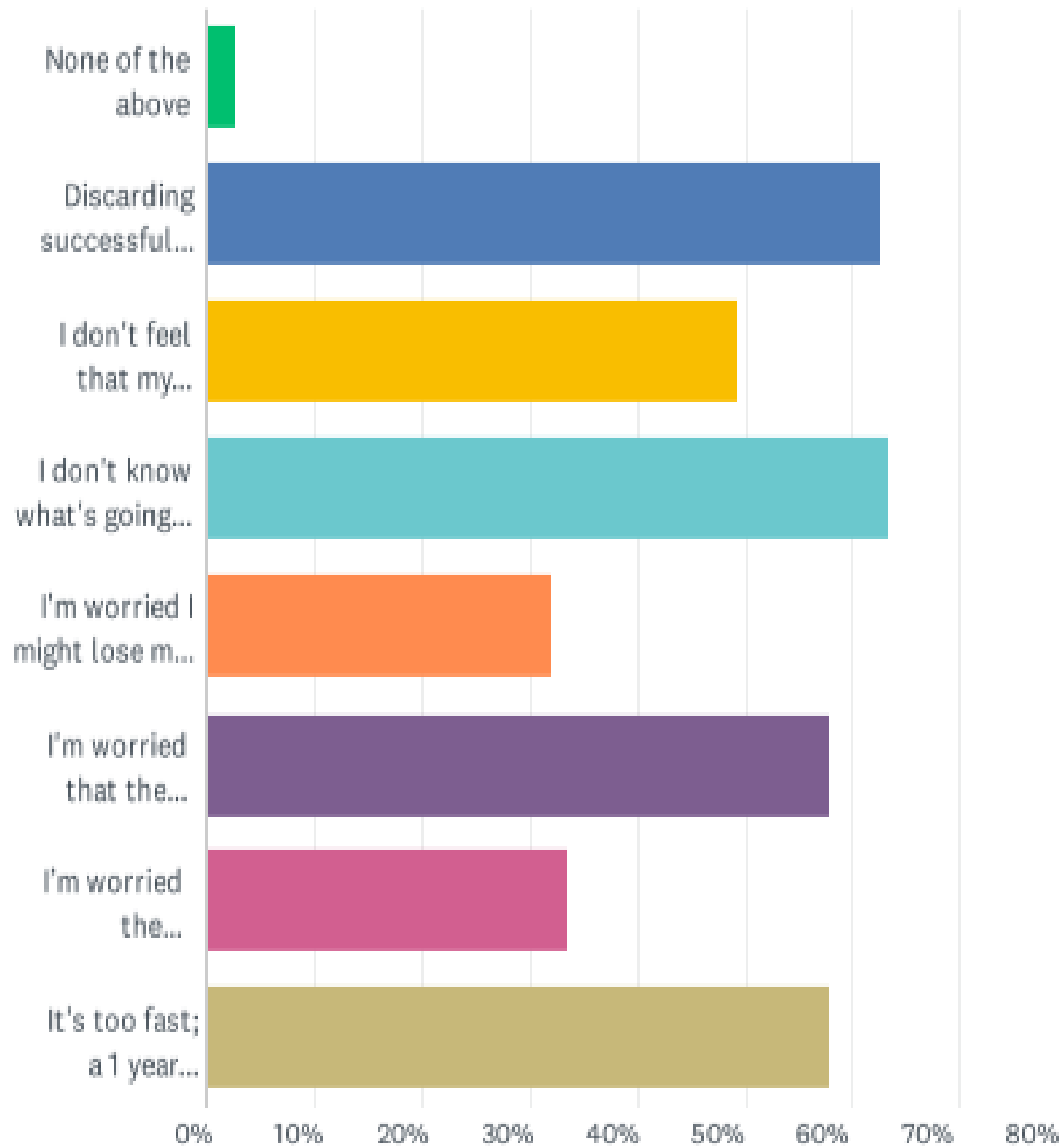
Please check all that apply; additional feedback may be added in the 'other' category, as needed. If none of these items excite you, select 'none of the above.'



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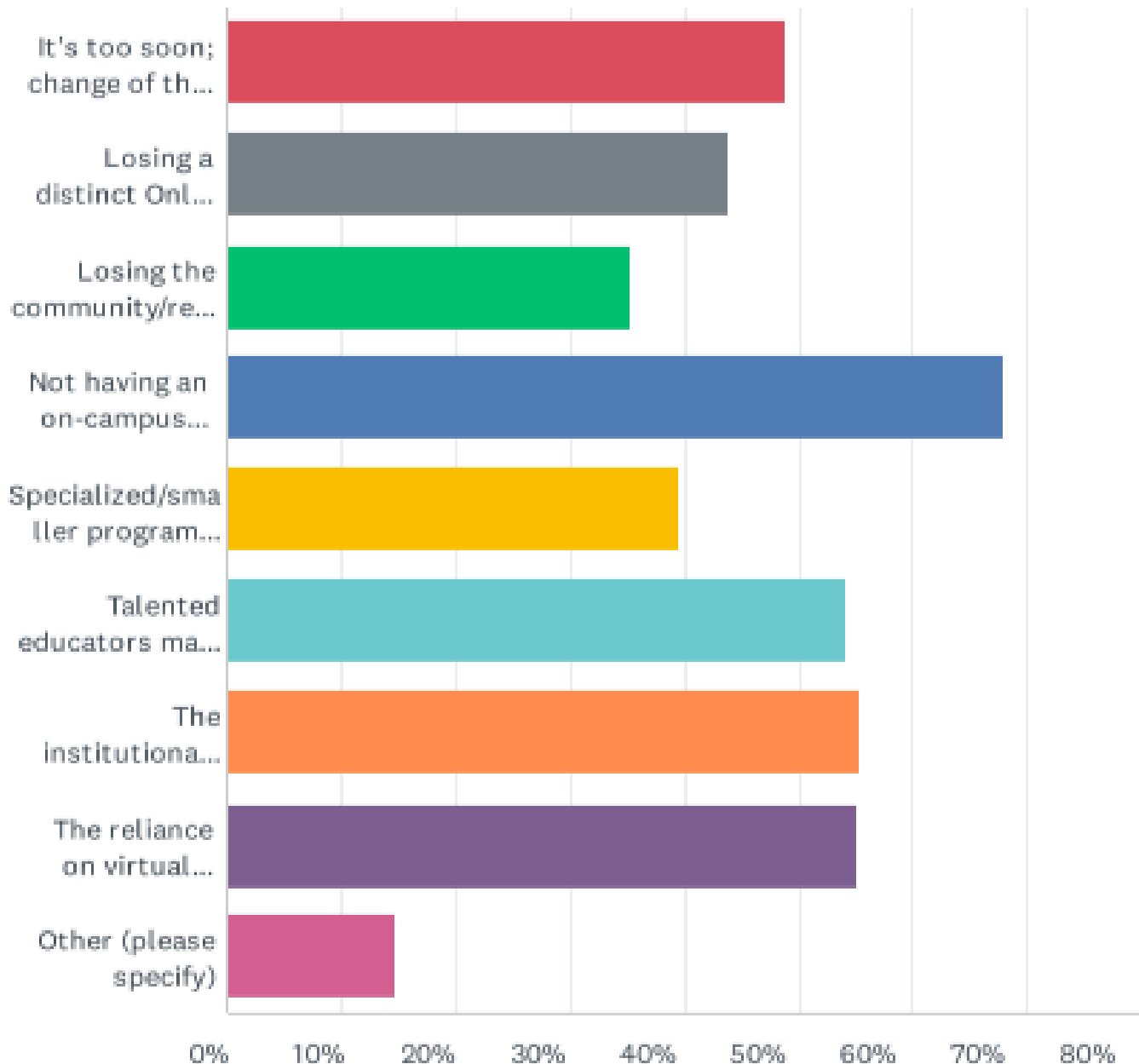
ANSWER CHOICES	RESPONSES	
None of the above	15.51%	49
A chance to reset/have a fresh start	12.97%	41
★ Administration has said they plan to make changes that will better support and retain employees	35.44%	112
★ Collaborating with others in my discipline/program college-wide	36.71%	116
★ Consistent application of policies, procedures, and guidelines	46.52%	147
Consistent class caps for courses across the college	25.32%	80
★ Consistent college-wide programs and services (e.g. learning communities, Honors Program, etc.)	35.76%	113
Freeing up Chairs/Leads to focus more on the classroom and less on administrative tasks	22.47%	71
Freeing up faculty to focus more on the classroom and less on administrative tasks	29.11%	92
★ Improving registration and enrollment processes for students	37.34%	118
★ More equitable distribution of resources (for students and employees)	30.38%	96
Online Learning won't be siloed off/separated from departments	29.75%	94
Opportunity to build new relationships with colleagues	26.27%	83
Streamlining decision-making: College-wide Chairs	10.13%	32
★ Streamlining decision-making: College-wide Deans	30.38%	96
Streamlining decision-making: College-wide Vice Presidents	27.53%	87
Other (please specify)	7.28%	23
Total Respondents: 316		

Items starred with a 30% response rate or higher



What are some of the things that CONCERN you about the proposed plan to centralize FRCC?

Please check all that apply; additional feedback may be added in the 'other' category, as needed. If none of these items excite you, select 'none of the above.'



What are some of the things that CONCERN you about the proposed plan to centralize FRCC?

Please check all that apply; additional feedback may be added in the 'other' category, as needed. If none of these items excite you, select 'none of the above.'

What are some of the things that CONCERN you about the proposed plan to centralize FRCC?

ANSWER CHOICES	RESPONSES	
None of the above	2.82%	9
★ Discarding successful strategies and procedures that are working well	62.70%	200
★ I don't feel that my concerns have been heard	49.53%	158
★ I don't know what's going to happen with discipline/program Leads	63.32%	202
I'm worried I might lose my job or have my course load reduced	31.97%	102
★ I'm worried that the community and culture of our institution (who we are) is being overlooked in this plan	57.68%	184
I'm worried the reorganization will increase my workload	33.54%	107
★ It's too fast; a 1 year timeline is not enough time to work out the details or consequences of the proposal and could create more problems than it solves (possibly introducing new, unintended inequities and inefficiencies)	57.68%	184
★ It's too soon; change of this magnitude ignores the upheaval and burnout we experienced during the pandemic (and that many are still feeling)	48.90%	156
★ Losing a distinct Online Learning department at a time when CCC-Online is making big shifts that require dedicated leadership	43.89%	140
Losing the community/relationships I have built with local colleagues	35.42%	113
★ Not having an on-campus chair/my chair may be on another campus	68.03%	217
Specialized/smaller programs may be harmed in this reorganization	39.50%	126
★ Talented educators may leave the college	54.23%	173
★ The institutional knowledge and expertise of faculty and instructors is being dismissed or ignored	55.49%	177
★ The reliance on virtual assistance (if a point person, like a Chair, is not on campus) might be more difficult for some students to navigate, creating an unintended barrier for those students	55.17%	176
Other (please specify)	14.73%	47
Total Respondents: 319		

Items starred with a 40% response rate or higher



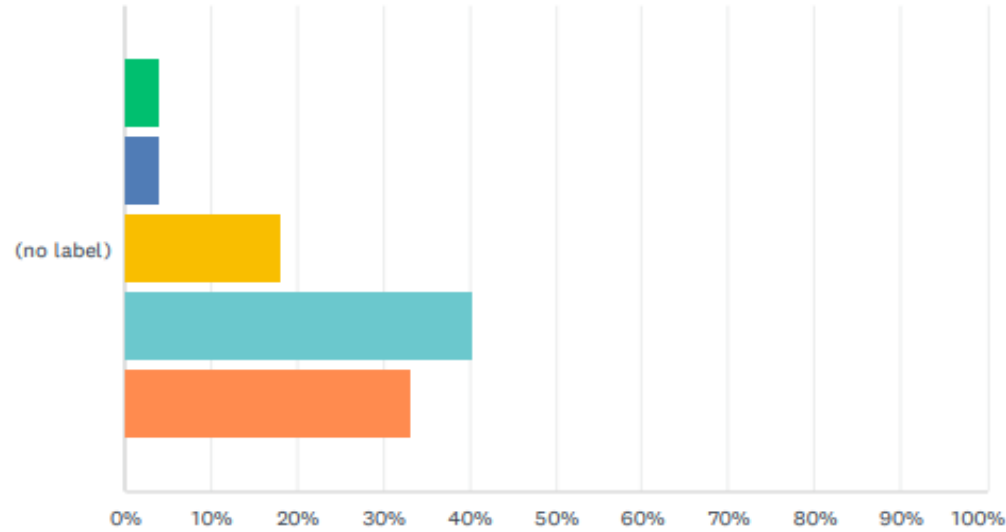
BURNOUT SURVEY 2021

Let's look back at a few of the results from the
November 2021 Senate survey on burnout

(Graphs taken from the Westminster Campus survey reflect college-wide trends)

Q2 On a scale from 1 to 5, with 1 being "fully recharged" and 5 being "severe mental, emotional, and/or physical fatigue," how would you rate your feelings of burnout at this time?

Answered: 99 Skipped: 3



- 1 - My battery is fully charged.
- 2 - My battery is mostly full, and I experience mild stress.
- 3 - I feel balanced. I have some work stress, but it is manageable.
- 4 - My battery is becoming depleted.
- 5 - My battery is almost completely empty.

Burnout Graph

73.73% of respondents reported feeling significantly depleted or almost completely empty

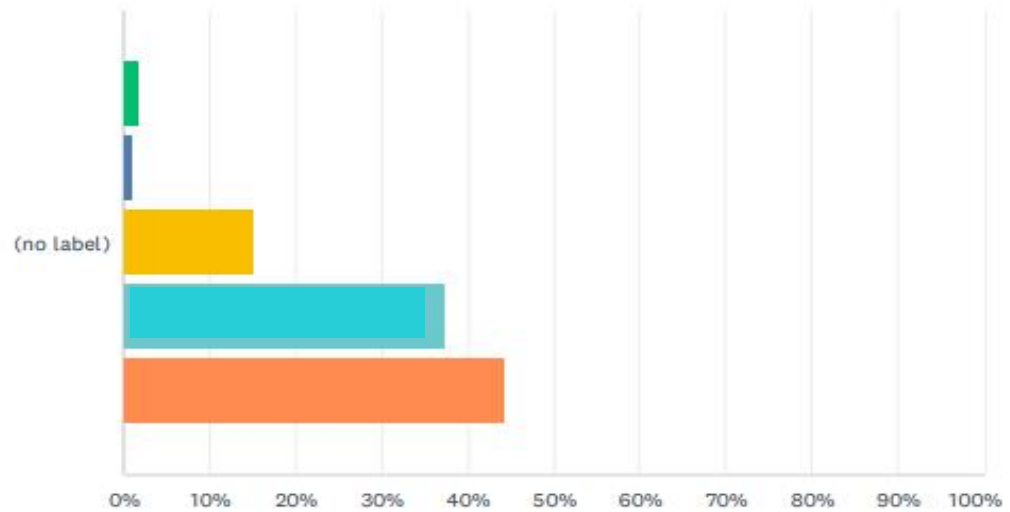
	1 - MY BATTERY IS FULLY CHARGED.	2 - MY BATTERY IS MOSTLY FULL, AND I EXPERIENCE MILD STRESS.	3 - I FEEL BALANCED. I HAVE SOME WORK STRESS, BUT IT IS MANAGEABLE.	4 - MY BATTERY IS BECOMING DEPLETED.	5 - MY BATTERY IS ALMOST COMPLETELY EMPTY.	TOTAL	WEIGHTED AVERAGE
(no label)	4.04% 4	4.04% 4	18.18% 18	40.40% 40	33.33% 33	99	3.95

Now vs. Traditional Term

Compared to this time in a “normal” term, 81.81% of respondents reported being moderately to significantly more stressed and overwhelmed

Q3 Think about how you're feeling now, versus a "traditional" (pre-pandemic) semester. In comparing your current level of stress and burnout to how you usually feel in Week 12 (November or April):

Answered: 99 Skipped: 3



- I am significantly less stressed/burned out than usual. I feel energized.
- I am slightly less stressed/burned out than usual.
- I feel the same now as I typically do during November/April; my stress is neither more nor less.
- I am slightly more stressed/burned out than usual.
- I am significantly more stressed/burned out than usual. I feel overwhelmed.

	I AM SIGNIFICANTLY LESS STRESSED/BURNED OUT THAN USUAL. I FEEL ENERGIZED.	I AM SLIGHTLY LESS STRESSED/BURNED OUT THAN USUAL.	I FEEL THE SAME NOW AS I TYPICALLY DO DURING NOVEMBER/APRIL; MY STRESS IS NEITHER MORE NOR LESS.	I AM SLIGHTLY MORE STRESSED/BURNED OUT THAN USUAL.	I AM SIGNIFICANTLY MORE STRESSED/BURNED OUT THAN USUAL. I FEEL OVERWHELMED.	TOTAL
(no label)	2.02%	1.01%	15.15%	37.37%	44.44%	99
	2	1	15	37	44	



What additional comments would you like to share about the plan to move to college-wide departments and college-wide Chairs (or other aspects of the shift to One College)?

Please share detailed thoughts here; we will analyze this question for prominent themes.

SUMMARY OF MAIN POSITIVE THEMES

College-wide Deans/VPs

will **streamline decision-making** and improve consistency and efficiency

Optimistic about the **consistent application** of practices, processes, fees, etc. college-wide

Excited to provide **more resources**

to students college-wide (e.g. Learning Communities, Honors Program, etc.)

Appreciative of **timely, clear communication** from the Senates and department Chairs

Discussing the plans for reorganization has **united faculty and instructors** college-wide;

we are stronger together

SUMMARY OF CONCERNS

WE NEED CONCRETE DATA

- Top Request: Published Information (not anecdotal)
- Due to our training and background, many faculty and instructors tackle complex issues by first examining evidence and data.
 - Where has this been tried before, and by whom? In what ways is that population similar to and different from ours? What were the results? Such analysis provides a clearer sense of a problem(s) and potential solutions.
 - FRCC's new President, Dr. Simpson, shared that she has led another college(s) through this type of reorganization: At which institution(s) was this reorganization conducted, and what were the results/impacts? Did the reorganization include instruction, or focus primarily on Student Affairs? What lessons did Dr. Simpson learn from that process that are being implemented in our own reorganization?
- Without firm evidence, many feel: *This model will likely work for some services, but is not best for students or the learning environment*

SUMMARY OF CONCERNS

WE NEED A CLEAR 'WHY'

- Builds on the prior theme
- Many faculty/instructors are supportive of general centralization; e.g., one Dean over a department has strong support
- However, *the rationale for WHY we are moving to college-wide departments and Chairs* needs clarity.
 - What are the evidence-based benefits of this change for both students and employees? How will having college-wide Chairs promote greater student success? How will having college-wide Chairs better support faculty, Leads, and instructors?
 - We are deeply committed to and know our students, and are all-in for them. We need someone to be all-in for us, too.

SUMMARY OF CONCERNS

WE NEED TIME

- Organizational optimization is coming at a time when:
 - We're still feeling the effects of the COVID-19 pandemic
 - Burnout is high and morale is low (*see last year's survey results*)
 - CCC-OL is evolving into the Colorado Online Consortium and our own Online Learning dept. is being dissolved
- Moving quickly reduces the opportunities for us to isolate and celebrate what's working well (i.e. things that should be preserved in the new structure)
- Rushing the process has led to minimal buy-in and increased resistance from a significant number of employees
- It takes time to:
 - Plan and cast vision
 - Share data and examples/models
 - Gather feedback, answer Q's
 - Develop collaborative solutions
 - Celebrate what's working
 - Mourn the loss of what's going away/changing
 - Grapple with complex emotions
 - Build new relationships

SUMMARY OF CONCERNS

WE NEED LOCAL FLEXIBILITY

- Each campus serves a unique community and a unique population of learners with diverse needs; while some things may be consistent across the student body (and a more equitable distribution of resources and programs is appreciated), a “one-size fits all” approach ignores institutional knowledge and years of hard-earned experience re: the ways in which we differ.
- With a students-first approach squarely in view, programs have actively built relationships in and responsively adapted to the needs of our communities.
- Additionally, each campus feeds into different transfer partners (BCC – CU-Boulder; LC – CSU & UNC; WC – Metro & CU-Denver) and different internship, clinical, and/or workforce partners.
- *Understanding the ways in which each campus is different, as driven by the unique populations served by that campus, is important to student success.*



SUMMARY OF CONCERNS

WE CRAVE A PARTNERSHIP BUILT ON MUTUAL RESPECT

- Listening is a great first step. The second half of active listening is critical, and comes in the response: Have our concerns been taken seriously? Have we had opportunities to engage in meaningful dialogue? Do we see our thoughts and ideas integrated into the finished product? This builds trust.
- The shared values of mutual respect and camaraderie are an important part of our culture. Faculty and instructors have worked hard for years (some, decades) to continuously learn about our students, the communities we serve, and our institution; we feel a deep connection to and sense of pride in each.
 - *Faculty and instructors' combined years of institutional knowledge and experience could be a great asset to the college during this time of change; we work hands-on with students every day, and are committed to their success. We want to add to this conversation in a way that strengthens the plan, and our institution.*
 - Conversely, top-down decision-making does not reflect the collaborative partnership desired by faculty and instructors; it makes people feel like change is being done TO them, not WITH them. Asking for feedback and not using it has lowered morale and pushed many to ask, "what's the point in responding?"
- We feel disrespected when we are treated as less than professionals with something to offer; when we don't feel valued; and when sincere concerns are dismissed.
We will lose talented educators – to the detriment of students and teams.

SUMMARY OF CONCERNS

WE CRAVE COMMUNITY

- There are benefits to the immediacy of proximity; hallway conversations; everyday interactions; human warmth. We fear the loss of relationships and the community we've built over years of working side-by-side.
- It's harder to reach people when you email/call; what happens in a situation of immediate need?
- Naming Leads the on-campus "point person" (instead of Chairs) adds to their responsibilities; how will reassignment time follow these new duties?
- **The human element:** *There are very real people attached to the decisions being made.*
 - It's hard to see how these decisions are in the best interest of faculty, instructors, and programs.
 - Instructors have less job security and are more vulnerable. **How are we taking care of our team?**



Following the Guidance of Change Management Leaders



01 Create

Establish a feeling of urgency of hurriedness towards change.

03 Form

Develop a strategy to bring about change.

05 Enable

Empower employees for taking action to incorporate changes

07 Sustain

Capitalize of wins or gains in order to produce bigger results

02 Build

Formulate a guiding coalition

04 Enlist

Communicate or put forth the vision or strategy for change

06 Generate

Formulate and generate short-term goals

08 Institute

Incorporate new and better changes in workplace culture

SUMMARY



- Slow down (soft launch Fall 2023; review, revise; full launch Fall 2024)
- Provide concrete data, models from comparably sized multi-campus colleges with college-wide depts/Chairs
- Dialogue with faculty and instructors to answer questions and reach more collaborative, participative solutions

CONCLUDING DISCUSSION

WHAT ARE OUR NEXT STEPS?

Thank you!

