A virtual Your Voice Matters was held on Thursday, November 19th, 11 am- 12 pm. There were over 60 faculty and staff in attendance. The theme was "What impedes your ability to support learning right now?" The overarching theme found through this forum is that faculty and staff want to collaborate and contribute towards the college's enrollment and retention efforts, but feel there are some barriers preventing them from doing so. This summary will address those barriers.

Section Management Concerns:

- Chairs feel unable to make decisions to support the needs of students in their department and other departments by offering appropriate courses.
    - Wait lists have been collected as evidence of the need for additional sections and ability to fill sections.
- Advisors feel unable to support students who need specific courses (i.e BIO 131/132); Health Studies students cannot take another Biology so when these sections are full the student cannot proceed with their program of study.
    - Faculty advisors share similar concerns with supporting students' course needs and that students will go elsewhere for the necessary courses.
- Impact upon Adjunct: contractually FT instructional faculty are given a number of courses, so when we cut sections it impacts adjuncts and the morale of these colleagues is very low.
- Lack of section management in non-instructional areas
    - For example, what is the appropriate caseload for Counseling, Advisors, etc.
- ***Action Item***: Shared Governance would like to make a formal request to the Administration for a presentation to educate the campus community regarding section management. Outstanding questions include:
    - What is the mathematical formula for how many students need to enroll in a course for the course to be financially profitable?
    - We know that other metrics (enrollment and retention) are considered, how are these factored into the decision making process?

Instructional Faculty Concerns:

- Concerns were expressed that faculty do not feel empowered to do their jobs and that decision making is no longer collaborative but mandated without clear guidance. Examples include:
    - Substitutions and waivers previously the responsibility of Chairs
    - Curriculum matters
        - There have been barriers to curriculum changes going forward to the curriculum committee for review.

- - - Faculty have been made aware of curriculum changes that were not approved though the curriculum committee and it is confusing how these changes were made.
    - Professional Development funding callout was not made and faculty often depend on those funds to meet expectations of professional development plan.
      - **Action Item:** Investigate PDAP funds call out
        - *Resolved*
- Concern that instructional faculty are not appropriately represented on Shared Governance and therefore not included in the decision making process.
  - 7/1/7 model would have been discussed had there been more instructional faculty representation.
- Feeling that if faculty do not serve on committees they miss out on information.
  - Current SG model does not empower faculty.
- Concerns regarding course development funds
- Chairpersons feel micromanaged and this results in a sense that they are not trusted to perform their jobs effectively.
  - If there are concerns about a procedure, why isn't training being offered to provide Chairpersons with appropriate information regarding the concern and how to proceed (i.e substitutions).

Staffing Concerns:
- Loss of secretarial support impacts students' ability to schedule appointments and communicate with the department in a timely manner.
  - These responsibilities have fallen upon Chairpersons and Staff Associates and result in less time spent serving students in the capacities in which they are expected to serve students and college.
- Professional staff feel overwhelmed taking on work responsibilities of those who have retired.
- Faculty and staff burnout is a real problem right now; many feel they have never worked harder, or more hours, in their career than they are right now to support students and the college.
  - Sense that mental health and wellness of faculty and staff is not a concern right now.
  - Online instruction requires additional time
    - Learning new pedagogical approach to instruction
    - Responding to higher volume student emails
    - Building course content in Blackboard
  - Concerns expressed that some of the procedural changes are being made unilaterally and not communicated.These changes can create barriers towards helping students and cause additional time and energy needed to serve students.
  - Concerns that there has not been a management plan communicated with the campus that demonstrated how the college will continue to support students with restructuring in response to significant loss in workforce.

- ○ Challenging to support new initiatives because of the additional demands to meet previous expectations.
- ○ Concern that individuals have taken on additional responsibilities related to COVID (i.e EOC) without compensation or reduction in responsibilities elsewhere.
- ○ ***Action Item:*** Shared Governance requests guidance from Administration on where the priorities are so that faculty and staff can adjust accordingly. Identify which initiatives can be postponed until a "new normal" is found in faculty/staff workload.
- ○ ***Action Item:*** Develop a mechanism for communicating new hires.

Technology Concerns:
- ● Faculty have had to personally invest in updated technology to complete their work from home.
  - ○ This is especially concerning for essential staff such as secretaries who need access to student records to perform their jobs, but have lower salaries to make such personal investments.
  - ○ Why wasn't this taken into consideration when applying for CARES act funding?
- ● Faculty expressed concerns with their ability (and/or their colleagues' ability) to adapt to online learning due to a lack of technical skills.

Student Engagement:
- ● How many students are engaging in the online/zoom extracurricular activities the college offers?
  - ○ Concern that students are "zoomed" out and we should be offering more creative hands on opportunities (i.e writing cards for nursing home residents).
- ● Lack of community resources and on-campus persons to serve the mental health needs of our students.
  - ○ Many with severe mental health concerns that need to be referred to long term psychiatric care, long wait lists to get in these services in our community.
- ● Are students checking their emails?
  - ○ If not, how can we make that cultural shift to ensure we can effectively communicate with students.

Budget Concerns:
- ● Concern expressed regarding budget cut and that it feels like Departments are now begging for the funds needed to support their students.