

**Committee on the Economic and Social Well- Being of the Faculty (CESWF)**

**2021 Survey on Departmental Support in Response to COVID-19**

**Final Report**

**August 2022**

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## **1. Introduction**

### **a. Executive Summary**

Since March 2020, the COVID-19 pandemic has caused significant disruptions and strains in the teaching, research, and service pillars of the faculty at the University of Michigan and has affected the faculty of the University of Michigan significantly and in unique ways. In response to the broad concerns and professional dissatisfaction of faculty members, the Faculty Senate Office tasked the CESWF with the mission of surveying the faculty on how well supported they felt by their departments from the initial shut down in March of 2020 through the time of the survey when the survey closed in January 2021. Qualitative and quantitative survey data analysis revealed both positive and negative experiences among the faculty concerning their feelings of departmental support and that Administrators of departments need to be sensitive to how each of their faculty members, regardless of campus, tract, or rank were affected in both these positive and negative ways. Additionally, the analysis of survey results revealed a general sense of anxiety that resulted in lower productivity and higher stress and burnout and substantial worry about promotion and tenure processes. This report outlines the responses of the faculty.

### **b. Rationale and Purpose**

Special committees are established by the Senate Assembly as authorized in Section 4.06 of the Regents' Bylaws. In collaboration with the Faculty Senate Office and SACUA, special committees assist the Senate Assembly with its work. Senate Assembly special committees are charged with bringing faculty voice and perspective to a broad range of university activities including policy and procedure. The Committee on the Economic and Social Well-Being of the Faculty (CESWF) considers topics such as campus climate and social well-being and other faculty-life issues.

The committee's charge during academic year 20-21 was to better understand both the economic and social well-being of the faculty in the context of changes required in response to the COVID-19 pandemic. Several university surveys and subsequent reports had already been distributed to departmental administrators with recommendations to support faculty during this time and in the aftermath of navigating the return to in-person instruction and service. The survey distributed to faculty and staff was constructed to use closed and open-ended items to identify overall sense of departmental support for service, instruction, and research, and to allow the committee to use this data to highlight successes and challenges.

### **c. Survey Design and Distribution Process**

The survey was designed by the members of the CESWF during November 2020 through January 2021 and was distributed to faculty via email in January 2021. The survey was accompanied by the following introductory information:

The Senate Assembly Committee on the Economic and Social Well-Being of the Faculty (CESWF) are inviting you to participate in a short survey that will help us with our final 2020-2021 report that will be shared with the Regents and Provost office. All responses will be kept strictly confidential and anonymous, so please complete this survey in a frank and thorough manner. Respondents will not be identified when results are reported, and all information collected will be anonymized and aggregated.

## **2. Methodology:**

### **a. Description of Survey**

The survey included a total of 24 questions designed to determine faculty members' perceptions about the support being provided by their primary units during the pandemic, the impact of that support, and the

most significant unresolved challenges. Respondent information was collected about primary work location, units with which affiliated, unit of primary appointment, faculty track, and faculty rank. Two quantitative question sets using a 5-point Likert scale focused on (1) perceived support provided by the respondent's primary unit on the five areas of faculty responsibility, as applicable (i.e., teaching, research and scholarship, service, academic administrative work, and health care/clinical practice); and (2) perceived impact of primary unit support on the same five areas of faculty responsibility. 11 open-ended questions requested responses about what the primary unit has done to provide support during the pandemic in the five areas of faculty responsibility, the most significant unresolved challenges related to this support, and faculty opinions on what units should consider for promotion and tenure processes.

## **b. Data Analysis**

### **Quantitative items and data analysis**

Surveys included two item sets asking about extent to which the respondent felt supported by their primary department over 'the last 9 months' regarding (a) teaching, (b) research and scholarship, (c) service work, and (d) academic administrative responsibilities. Response options included strongly agree (1), disagree (2), neutral (3), agree (4), strongly agree (5) or not applicable (6). For any item with a response between 1 and 5, the survey respondent was asked to rate the impact of the departmental support in that area (a-d) with the following options: very negative impact (1), negative impact (2), no impact/neutral (3), positive impact (4), very positive impact (5), or not applicable (6). All available response choices were descriptively characterized by campus and by school within each campus. Missing and 'not applicable' responses were excluded from these distributions. Distributions are presented by campus by unit. For respondents reporting multiple departmental affiliations, responses were placed in a 'multiple affiliations' category, and for schools with very few respondents (e.g., <5) we combined these into a single 'Combined Units' category to provide confidentiality to respondents. This approach resulted in an inability to characterize experiences in some schools/units (e.g., Rackham Graduate School and Life Sciences Institute). Results are graphically displayed for ease of interpretation.

### **Qualitative data analysis**

Pattern matching analysis was done for 9 out of the 11 open-ended survey items between February – June 2021. Prior to this analysis, CESWF members were tasked with identifying important words or sets of words ("keywords") in the corpus of text responses for each open-ended item. These keywords were then used for the pattern matching analysis of each open-ended survey item as outlined in the following 10 main steps:

1. The lists of keywords were cleaned, saved as text files, and then were imported into Microsoft SQL Server (MSSQL). In this way, each list of keywords was saved as a separate table in MSSQL.
2. The corpus of all the raw responses for each survey item was imported as a table into MSSQL, including variables for campus affiliation (Ann Arbor, Dearborn, Flint) and job track (Clinical track, Instructional Tenure Track, LEO Lecturer, Librarian, Research Professor/Scientist). We dropped the few individuals with dual campus affiliations from the analysis as there is a higher risk of identifying who they are even with results based on aggregated data.
3. CESWF members analyzed the raw responses to identify the counts of respondents by campus affiliation and job track. We used these counts to weight the frequencies of the keywords and to thus enable comparisons across campus affiliations and job tracks. For example, for item Q13 ("Over the past 9 months what has your department done to support you in teaching?") the counts by campus affiliation are Ann Arbor = 1,409, Dearborn = 95, and Flint = 80.

4. A subgroup of CESWF members performed pattern matching analysis to identify the overall frequency of occurrence of each keyword in the entire corpus of raw text responses. For example, the keyword “nothing or not much” for item Q13 occurred 215 times in the survey responses.
5. A pattern matching analysis was undertaken to identify the frequency of occurrence of each keyword by campus affiliation (three categories) and job track (five categories). For example, the breakdown by campus affiliation for the keyword “nothing or not much” for item Q13 is Ann Arbor = 195, Dearborn = 10, and Flint = 8.
6. The raw keyword frequencies were weighted by the respective counts of respondents for each category of campus affiliation and job track, expressed in percentage terms. For the keyword “nothing or not much” for item Q13, this translates to Ann Arbor = 14%  $((195 / 1,409) * 100)$ , Dearborn = 11%  $((10 / 95) * 100)$ , and Flint = 10%  $((8 / 80) * 100)$ .
7. The weighted keyword frequencies were then used to generate the graphs in this report that make it easier to do visual comparisons of the differences across campus affiliations and job tracks.

### 3. Respondents:

A total of 2861 faculty responded to the survey across all University of Michigan campuses. Ann Arbor had a total of 2546 respondents, Dearborn had a total of 159 respondents and Flint a total of 156 respondents. Most Schools and Colleges were represented with the most representation being from the Medical School (N=1144, 39.67%), followed by LSA (N=510, 17.68%), Michigan Medicine (N=364, 12.62%), and the College of Engineering (N=170, 5.89%). Full results are presented in Table 1. Instructional Tenure Track faculty represented the largest subgroup of participants (n=1218, 44.36%), followed by Clinical Track faculty (n=886, 32.27%), LEO lecturer (n=320, 11.65%), Research Professor/Scientist (n=222, 8.08%) and Librarian (n=100, 3.64%). Total results can be seen in Table 2. Faculty rank was further divided by faculty track. Faculty in the Assistant Professor rank represented the largest subgroup of Clinical and Professor/Scientist Faculty (49.77%, n=438/ 50.70% n=108), Lecturer IV was the largest subgroup of LEO Lecturer respondents (33.55%, n=105), faculty in the Professor rank represented the largest subgroup of Instructional Track Faculty (48.55%, n=585). Full results can be seen in Table 3.

## 4. Results

### a. Quantitative Items and Results

The initial set of questions asked faculty to rate their agreement or disagreement with **how much “support”** they felt from their department concerning their teaching, research, service, academic administrative responsibilities, and healthcare/ clinical responsibilities. Each question is also reported by subgroup analysis for campus and rank (Tenure/clinical and LEO’s) The responses to this series of questions can be seen in the **Figures #1-#15**.

**Teaching:** Faculty at the Flint campus reporting feeling more supported by their departments for their teaching activities: (54%/34%/37%). The proportion of Tenure/Clinical track faculty who reported feeling supported increased sequentially with ascending rank: 47% of professors, 38% of associate professors, and 29% of assistant professors. Concerning the LEO faculty, LEO III and IV’s felt more teaching support from their departments (56%/54%) than LEO’s II or I (36%/42%).

**Research and Scholarship:** Perceptions of faculty support for research and scholarship were lowest among faculty at the Dearborn campus (16%) and among assistant professors (24%).

LEO and LEO IV respondents most frequently endorsed feeling supported in their research and scholarship.

**Service:** Faculty from the Flint Campus most frequently endorsed feeling supported by their department for service work (34%), followed by Ann Arbor 27%), and Dearborn faculty (19%). Again, increasingly frequent perceptions of feeling supported were noticed with ascending rank: full Professors 34%, assistant professors felt the least supported; this pattern was generally mirrored among LEOs, with LEO IIs endorsing feeling supported with the least frequency.

**Academic Administrative Responsibilities:** These patterns were closely mimicked for reported perceptions of faculty support by departments for administrative support, with Flint faculty having the largest proportion of faculty endorsing feeling supported (35%), followed by Ann Arbor (27%) and Dearborn (21%), and increasing proportions of faculty and LEOs reporting feeling supported with ascending academic rank.

The next series of survey questions asked the faculty to indicate the **impact the “support”** they received from their department had on their teaching, research and scholarly activity, service, administrative and clinical responsibilities. Again, responses were broken down by campus and rank (tenure/clinical) and LEO. The responses to this series of questions can be seen in the **Figures #16-#30**.

**Teaching:** Concerning the impacts of departmental support on teaching, faculty at the Flint Campus reported they felt their departmental support had a positive or very positive impact on their teaching (67%), followed by Dearborn (60%) and Ann Arbor (56%). Full professors indicated that they felt the impact of the support from their departments as positive or very positive (60%) where assistant professors indicated they felt the least positive about the impact of departmental support on their teaching (49%). Concerning LEO's, the majority of LEO's I-IV felt the support from their departments had positive impacts on their teaching (91%/75%/43%/44%).

**Research and Scholarly Activities:** Concerning the impacts of department support of research and scholarship, faculty from the Ann Arbor campus endorsed a positive or very positive (44%) feeling about the impact of departmental support. Full professors indicated they felt more positive about the departmental support concerning their research and scholarship as did assistant or associate professors (47%/45%/37%). LEO I's reported the most support in this area (57%) as compared to LEO's II-IV (50%/43%/44%).

**Service:** Concerning the impacts of department support on faculty service, Flint faculty endorsed more positive feelings about the impact of departmental support on service compared to Ann Arbor faculty. (41%/37%) Full professors were more positive about the impact of the support as compared to assistant and associate professors, where LEO I and II (64%/50%) felt much more positive than LEO III and IV (36%/39%).

**Academic Administrative Responsibilities:** Concerning the impacts of department support of academic administrative support, the Dearborn campus faculty indicated they had positive impacts from their departmental support (44%) whereas Ann Arbor faculty felt less positive

(39%) concerning departmental support of their academic administrative responsibilities. Full professors were the most positive about the impact of academic administration support from their departments, and LEO I and II faculty indicated a feeling of more positive impacts of their departments' support of their academic administration (58%/59%) than LEO III and IV faculty (38%/42%).

Additionally, we asked clinical faculty about their feelings of departmental support and the impact of that support concerning their **healthcare and/or clinical duties**. The responses to these questions can be found in the **Figures #5,10,15,20,25**.

**Support:** Concerning the support faculty felt from their departments regarding their healthcare/clinical duties. Faculty on the Flint campus indicated they felt the most support (40%), as did full professors (40%). In the LEO community, the LEO III felt the most support (50%) and the LEO I felt the least support in their clinical duties (22%).

**Impact:** Concerning the impacts of department support of clinical duties, Ann Arbor faculty endorsed a more positive feeling (27%) than Dearborn or Flint campus faculty. The impact of the departmental support was indicated as more positive among associate professors than among assistant or full professors (36%/24%/21%). Very few LEO's responded to this question as most are not in a clinical setting.

#### **b. Qualitative Items and Results**

Eleven open-ended items were included in the survey, asking faculty to share examples of departmental support, unresolved challenges, and recommendations for promotion processes. The first three asked faculty to describe how their department has supported them in their teaching, service and research work (questions 13,14,15). The next two asked about how supported the faculty felt with academic administrative responsibilities, healthcare, or clinical responsibilities (questions 16 &17). The next three questions asked faculty to indicate their most significant unresolved challenges related to COVID-19 in their teaching, research and service (questions 19,20,21) and their most significant unresolved challenges related to their academic administrative responsibilities and or healthcare, clinical responsibilities related to the COVID-19 pandemic (questions 22 &23). Finally, faculty were invited to recommend to the University and departments to consider concerning the promotion and tenure processes as it relates to COVID-19 (question 24).

The results of the data analysis per each open-ended question (except Q21 & Q24) can be found on pages. 23-32.

Due to the timing and expansiveness of the results, the data was collected and analyzed via 2 different CESWFs groups. Analysis of responses to questions 21 and 24 was not completed during the 20-21 academic term. Questions 21 and 24 were analyzed during the 21-22 academic term, and the frequencies of key words were not analyzed or reported.

**Concerning question 21:** *"Please indicate your most significant unresolved challenges related to service work in the context of the COVID-19 pandemic."* (N=509 responses)

The significant themes found within the responses to Q24 were:

- Increase in faculty service activities, whether an increase in time spent on service activities, or how many service activities they were asked to participate in.

- Faculty spent more time on zoom meetings versus spending time on research or teaching
- Imbalance between service, teaching and research, and faculty feel with lack of support they need to improve their online teaching in favor of unnecessary service and meetings.

**Concerning question 24:** *“What COVID-19 accommodations do you recommend the University and departments consider as they evaluate promotion and tenure packets and request external review letters?”*

Nearly half of respondents (44%, N=1267) shared distress concerning the promotion and tenure processes post-COVID. Due to the large number of responses, the committee took a more global approach to develop meaningful conclusions and recommendations.

The general attitude of the faculty concerning the promotion and tenure processes and the effects of COVID-19 were the following:

- Every faculty member should be given the opportunity to describe in detail how they were affected by COVID as it relates to their teaching, research and service as well as how they were personally affected concerning their work-life balance, child/elder care responsibilities, and lack of financial or space resources.
- Many faculty indicated the need for administrators to consider the additional time that clinical faculty were given to caring for young children and home yet meeting the demands of increased clinical activity.
- Many respondents feel it would be appropriate to give extensions on reviews with the understanding of how difficult it has been on research collaborations, travel, and the establishment of international reputation in one’s field.
- Concerns emerged about the weight placed on teaching evaluations during this time as evaluations may not be reflective of true teaching/learning experiences but more on frustrations over technology and lack of personal interactions.
- “Key words” related to the hopes of faculty regarding teaching evaluations were: “consideration”, “flexibility”, “grace”, and “understanding.”

## 5. Discussion

In this broad survey of University of Michigan faculty and staff across three campuses, the negative professional impact of the Covid -19 pandemic sequentially decreased with ascending rank, among both faculty and LEOs. Overall, faculty and staff on the Flint campus more commonly reported feeling supported by their departments and more frequently endorsed positive impacts of departmental support efforts than at the Ann Arbor or Dearborn Campuses. This survey was not designed to elucidate reasons for the differences identified between campuses, but additional investigation by way of other methods such as focus groups might elucidate the reason for these differences, and identify actions taken on the Flint campus that positively impacted faculty as compared to the other two campuses.

For nearly every survey item, proportionally fewer participants reported feeling supported or endorsed positive impacts of departmental effort than their senior colleagues. Assistant professors uniformly reported the most professional unease and dissatisfaction with efforts to address pandemic challenges. The reverse was observed among LEOs, among whom junior rank seemed to confer a more positive outlook about departmental efforts. This may in part reflect the fact that junior faculty often have more

performance demands, including development and implementation of new classes and the demand of building their research portfolio, but this phenomenon is likely multifactorial and warrants subsequent investigation to better understand what factors lead senior faculty to seem more secure in the face of pandemic-related professional disruptions.

Resources were not available for the CESWF to complete a full qualitative analysis. Such analysis has the potential to enrich the findings of this report.

## **6. Conclusions**

In our broad survey of the three University of Michigan campuses, roughly half of the faculty respondents endorsed feeling supported by their departments across the pillars of the institutional mission (teaching, research, and service). Departmental efforts to mediate the negative impacts of the pandemic were often reported to have a positive effect. Differences between the campuses warrant additional investigation to disseminate successful practices in pursuit of greater faculty professional satisfaction throughout the University as a whole. Even when the overall agreement is similar across campuses, Flint faculty were more likely to select “strongly agree.” Differences in the shared experience of junior vs. senior faculty and LEOs also warrant further inquiry, with attention on whether differences between ranks are driven by intrinsic characteristics that might change with accrued professional experiences, or by pragmatic realities in the personal and professional lives of faculty and staff that result in variable experience in a public health crisis. The latter might warrant a tailored approach to mitigating the impacts of this and future large-scale disruptions, to better suit the needs of a large and diverse group of professionals. The committee recommends that as we return to a post pandemic new normal, departments should transparently work with their faculty to find ways to reduce mental burden and stress, increase departmental support, and help revitalize each faculty member's passion for their teaching, research, and service.

## **7. Appendices**

- a. Respondent Demographic Tables
- b. Figures related to the Questions Concerning Feelings of Support:
  - i. Breakdown by Campus: Figures 1-5
  - ii. Breakdown by Faculty Rank: Figures 6- 10
  - iii. Breakdown by LEO 1-IV: Figures 11- 15
- c. Figures related to the Questions Concerning Feelings of Impact:
  - i. Breakdown by Campus: Figures 16-20
  - ii. Breakdown by Faculty Rank: Figures 21- 25
  - iii. Breakdown by LEO 1-IV: figures 26-30
- d. Figures related to the Open-Ended Questions:
  - i. Question 13: Figures 31-32
  - ii. Question 14: Figures 33-34
  - iii. Question 15: Figures 35-36
  - iv. Question 16: Figures 37-38
  - v. Question 17: Figures 39-40
  - vi. Question 18: Figures 41-42
  - vii. Question 20: Figures 43-44
  - viii. Question 22: Figures 45-46
  - ix. Question 23: Figures 47-48
- e. Copy of the Survey



## APPENDIX

**Table 1.** Respondents by College/School

<b>College/School</b>	<b>Percent</b>	<b>n</b>
Medical School	39.67%	1144
College of Literature, Science & Arts	17.68%	510
University Hospitals & Health Center	12.62%	364
College of Engineering	5.89%	170
University Library	2.84%	82
School of Public Health	2.64%	76
School of Music, Theatre & Dance	2.39%	69
Ross School of Business	2.15%	62
School of Dentistry	1.46%	42
Institute for Social Research	1.28%	37
Law School	1.25%	36
School of Education	1.18%	34
School of Nursing	1.04%	30
School of Social Work	1.04%	30
Stamps School of Art & Design	1.01%	29
School of Information	0.97%	28
College of Pharmacy	0.94%	27
Ford School of Public Policy	0.83%	24
Rackham Graduate School	0.73%	21
Taubman College of Architecture & Urban Planning	0.69%	20
School of Kinesiology	0.66%	19
School of Environment & Sustainability	0.52%	15
Life Sciences Institute	0.38%	11
UM Transportation Research Institute	0.14%	4
<b>Total</b>		<b>N= 2884</b>

**Table 2.** Respondents by Faculty Track

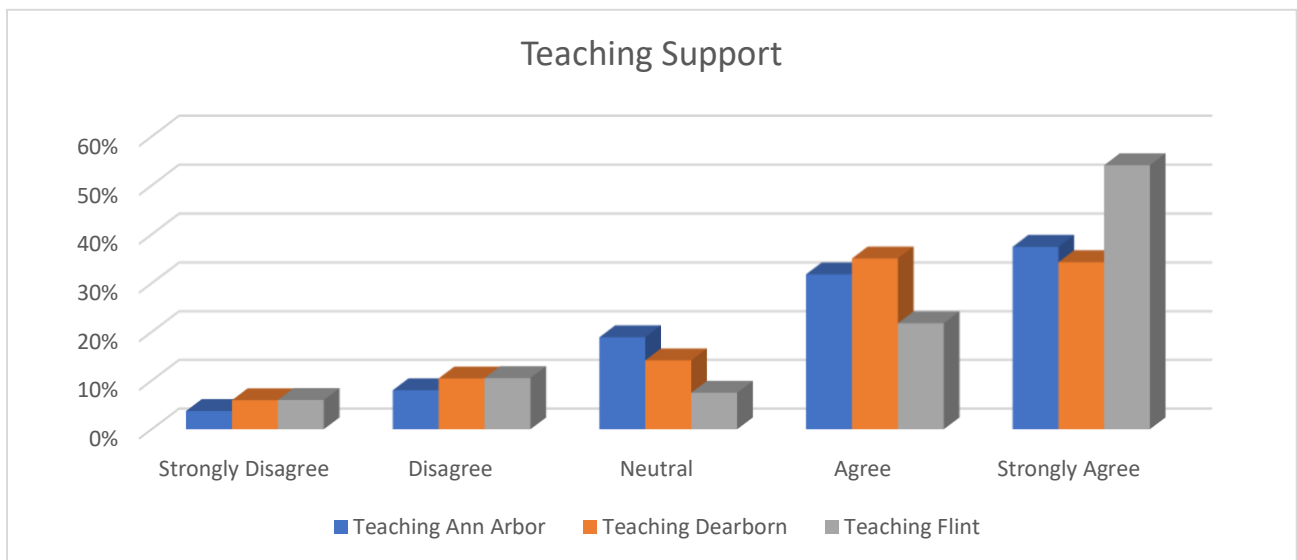
<b>Faculty Track</b>	<b>Percent</b>	<b>n</b>
Instructional Tenure track	44.36%	1218
Clinical track	32.27%	886
LEO Lecturer	11.65%	320
Research Professor/Scientist	8.08%	222
Librarian	3.64%	100
<b>Total</b>		<b>N= 2746</b>

**Table 3.** Respondents by Faculty Rank

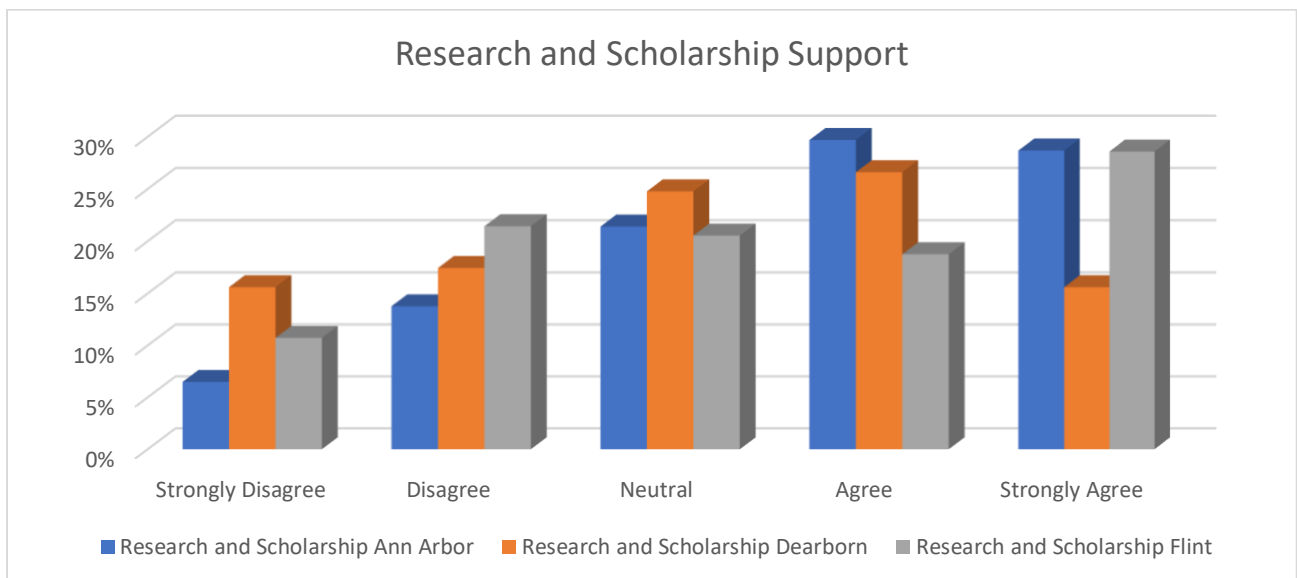
<b>Faculty Rank: Clinical Faculty</b>	<b>Percent</b>	<b>n</b>
Assistant Professor	49.77%	438
Associate Professor	21.36%	188
Clinical Instructor	14.32%	126
Professor	13.98%	123
Adjunct	0.57%	5
<b>Total</b>		<b>880</b>
<b>Faculty Rank: Professor/Scientist</b>	<b>Percent</b>	<b>n</b>
Assistant Professor/Scientist	50.70%	108
Professor/Scientist	30.99%	66
Associate Professor/Scientist	18.31%	39
<b>Total</b>		<b>213</b>
<b>Faculty Rank: LEO Lecturer</b>	<b>Percent</b>	<b>n</b>
Lecturer IV	33.55%	105
Lecturer II	29.39%	92
Lecturer I	20.45%	64
Lecturer III	14.06%	44
Intermittent	2.24%	7
Adjunct	0.32%	1
<b>Total</b>		<b>313</b>
<b>Faculty Rank: Instructional Track</b>	<b>Percent</b>	<b>n</b>
Professor	48.55%	585
Associate Professor	26.72%	322
Assistant Professor	24.73%	298
<b>Total</b>		<b>1205</b>

**Figures related to the Questions Concerning Feelings of Support:** Thinking about the last 9 months, for each of the areas listed below, how much would you agree or disagree with the following statement: *"I have felt strong support from my department concerning their teaching, research, service, academic administrative responsibilities, and healthcare/ clinical responsibilities."*

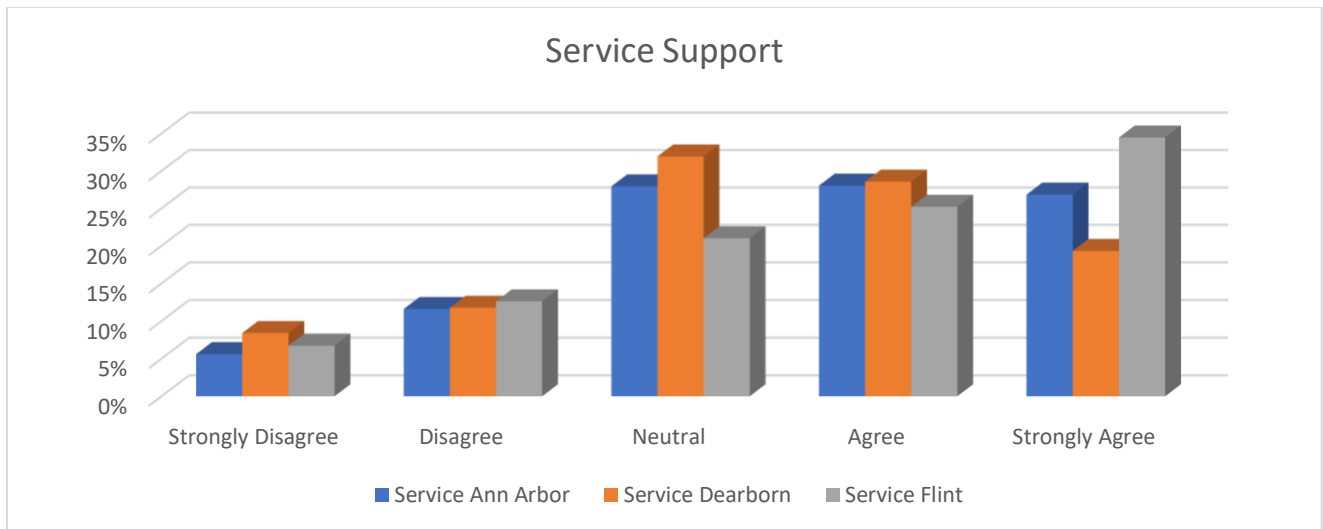
### BREAK DOWN OF RESPONSES BY CAMPUS



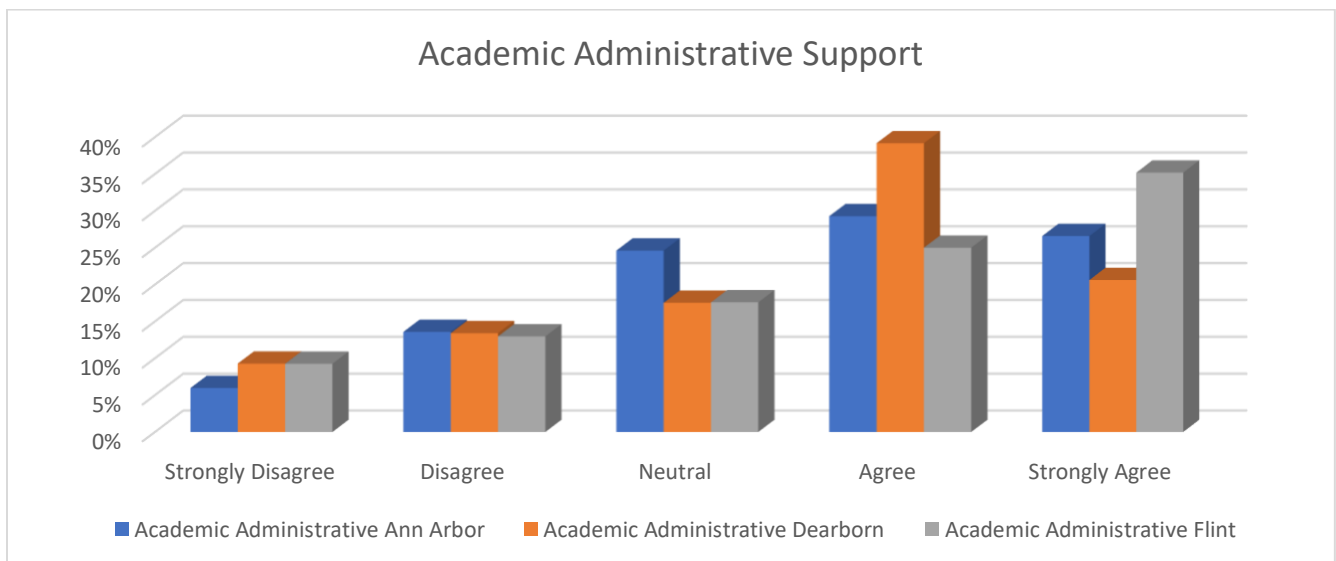
**Figure 1:** Departmental support concerning teaching responsibilities, broken down by campus.



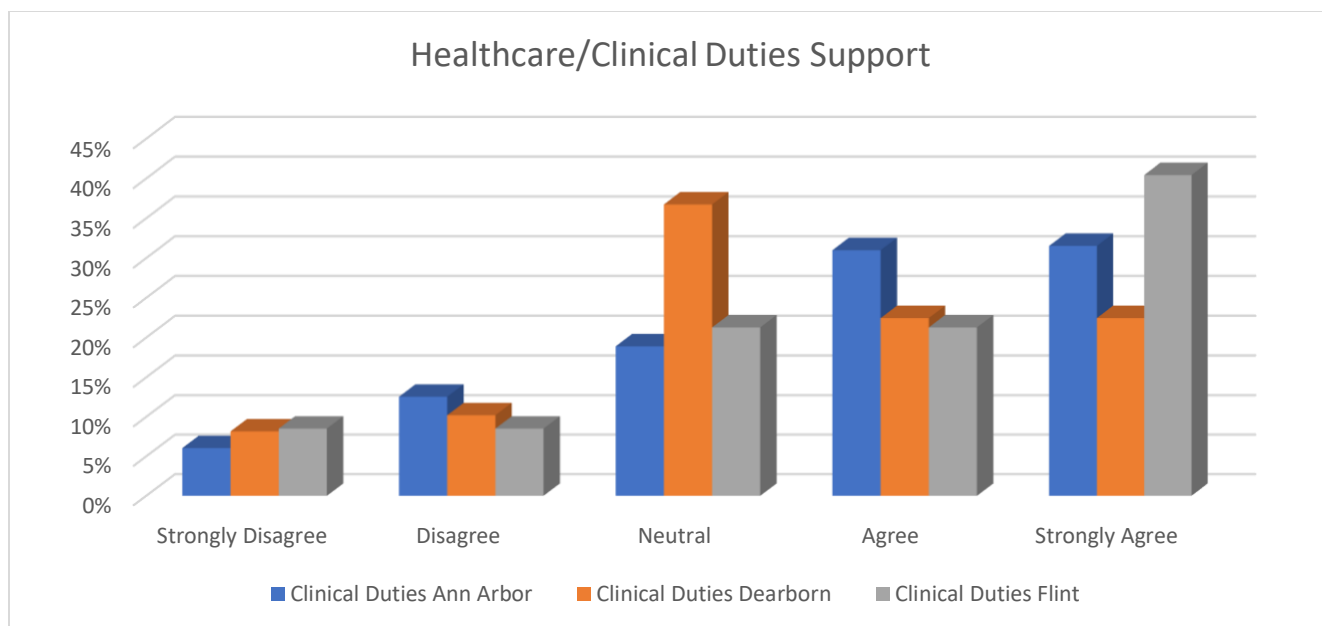
**Figure 2:** Departmental support concerning research and scholarship responsibilities, broken down by campus.



**Figure 3:** Departmental support concerning service responsibilities, broken down by campus.

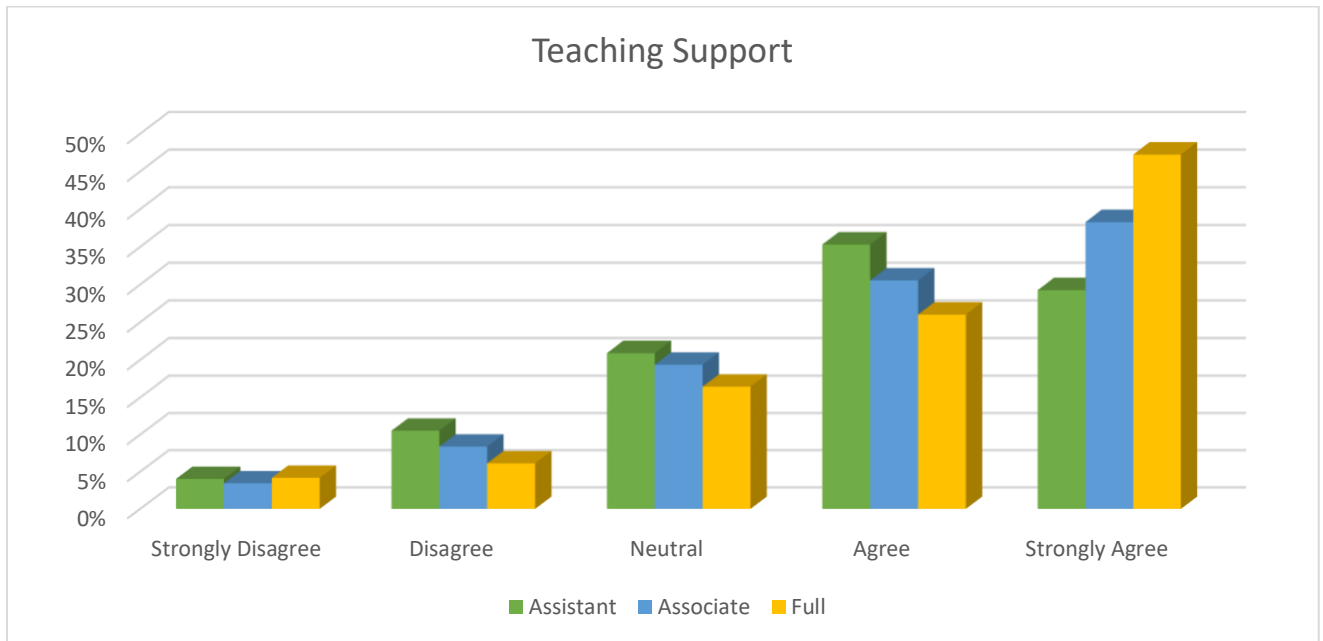


**Figure 4:** Departmental support concerning academic administrative responsibilities, broken down by campus.

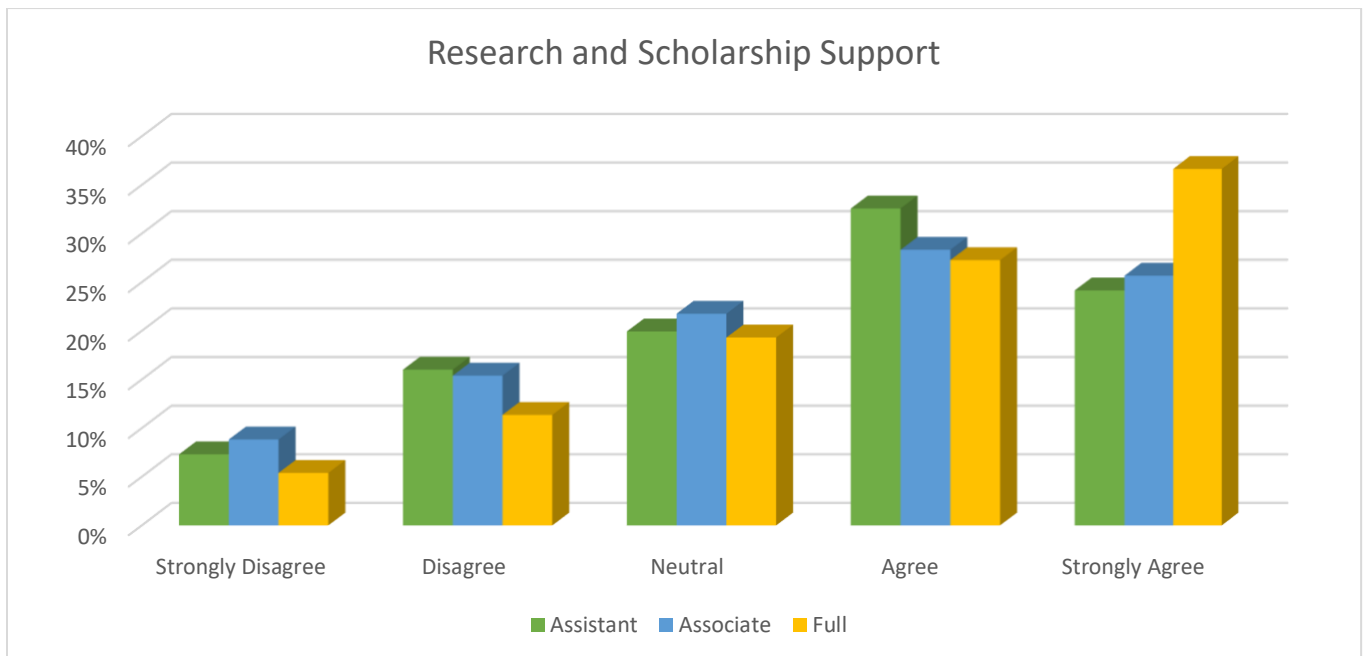


**Figure 5:** Departmental support concerning healthcare/clinical responsibilities, broken down by campus.

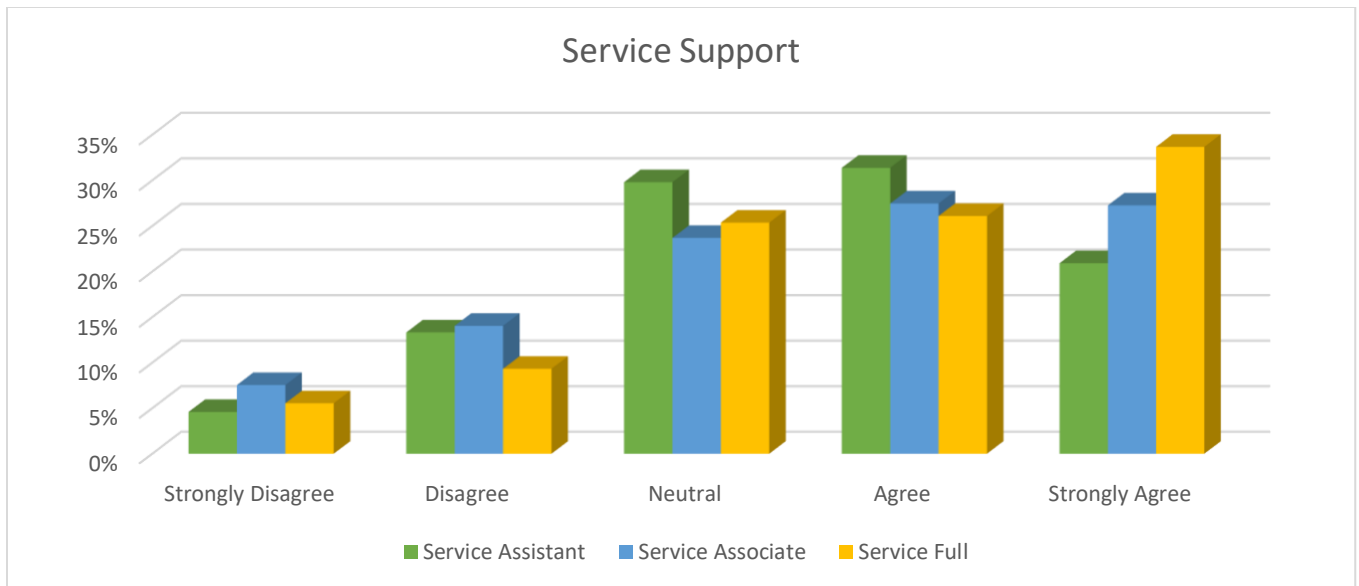
## BREAKDOWN OF RESPONSES BY RANK



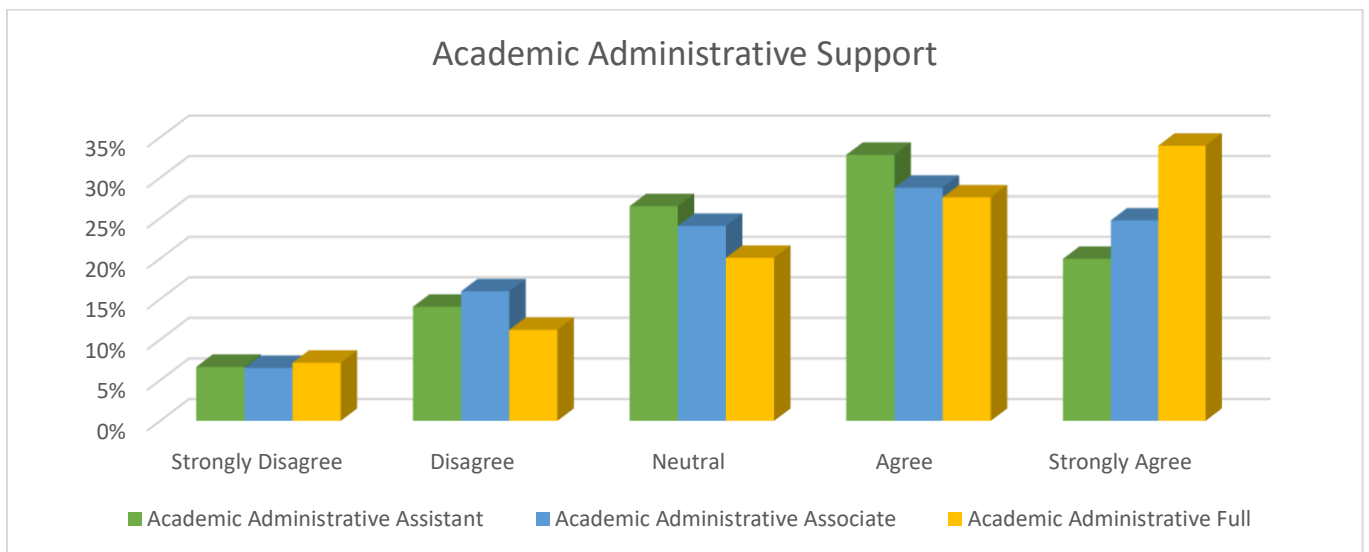
**Figure 6:** Departmental support concerning teaching responsibilities, broken down by faculty rank.



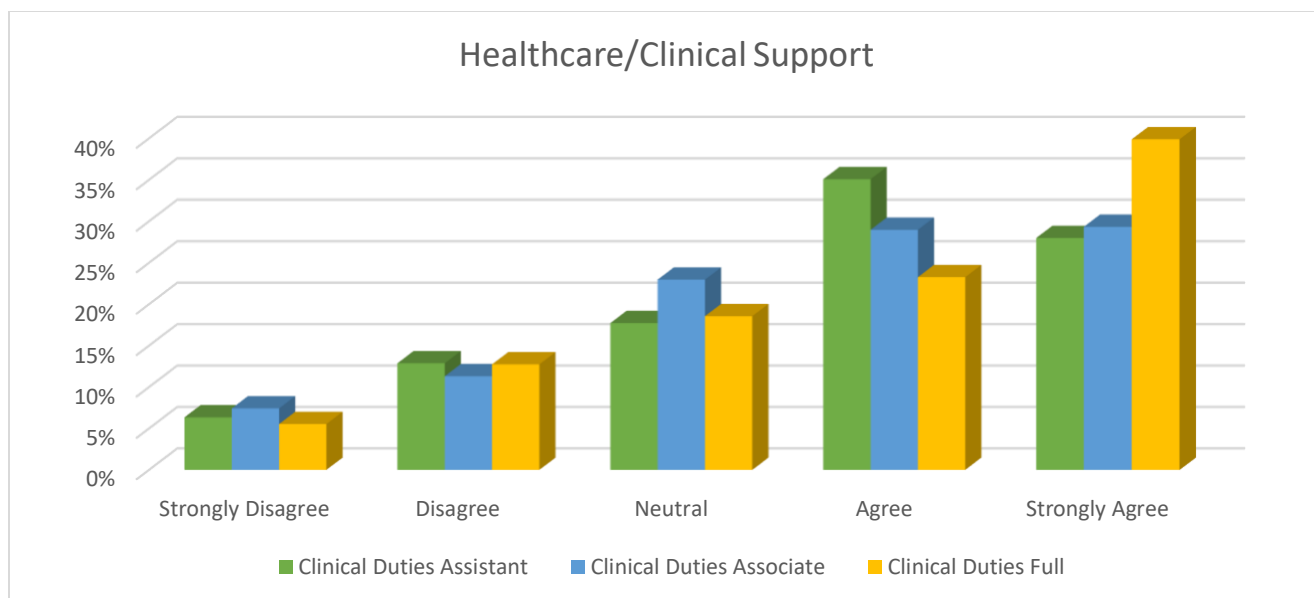
**Figure 7:** Departmental support concerning research and scholarship responsibilities, broken down by faculty rank.



**Figure 8:** Departmental support concerning service responsibilities, broken down by faculty rank.



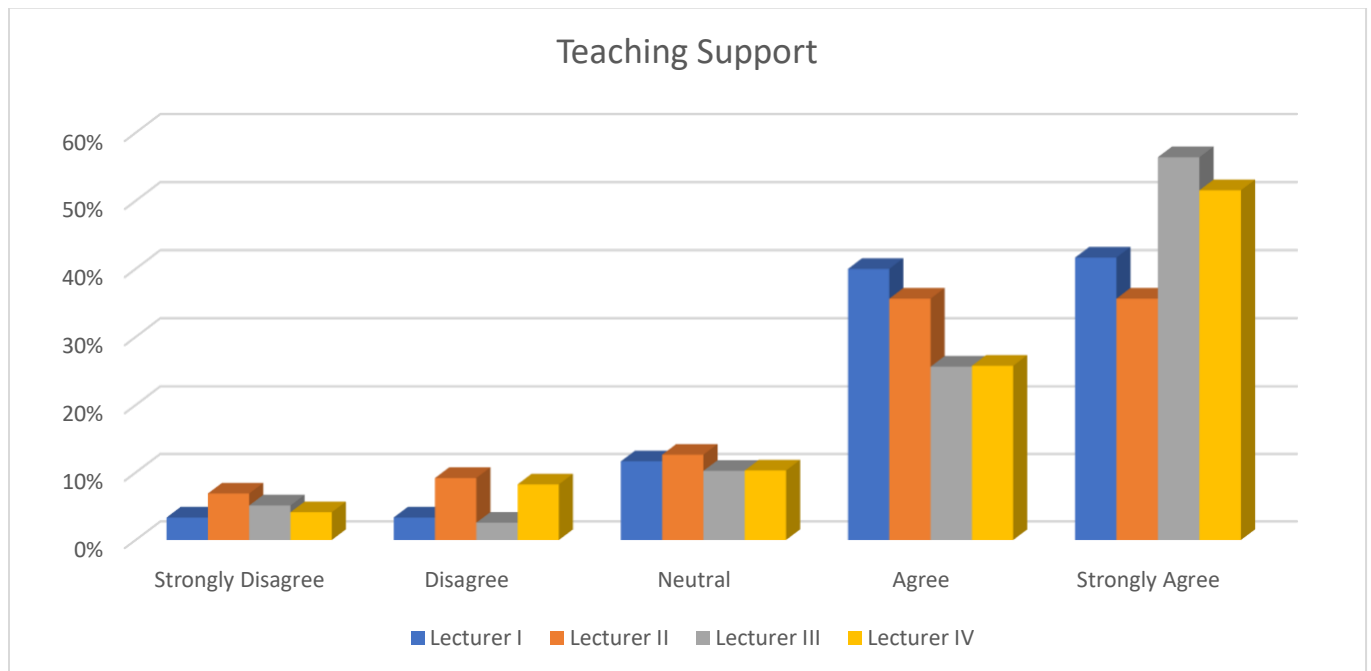
**Figure 9:** Departmental support concerning academic administrative s responsibilities, broken down by faculty rank.



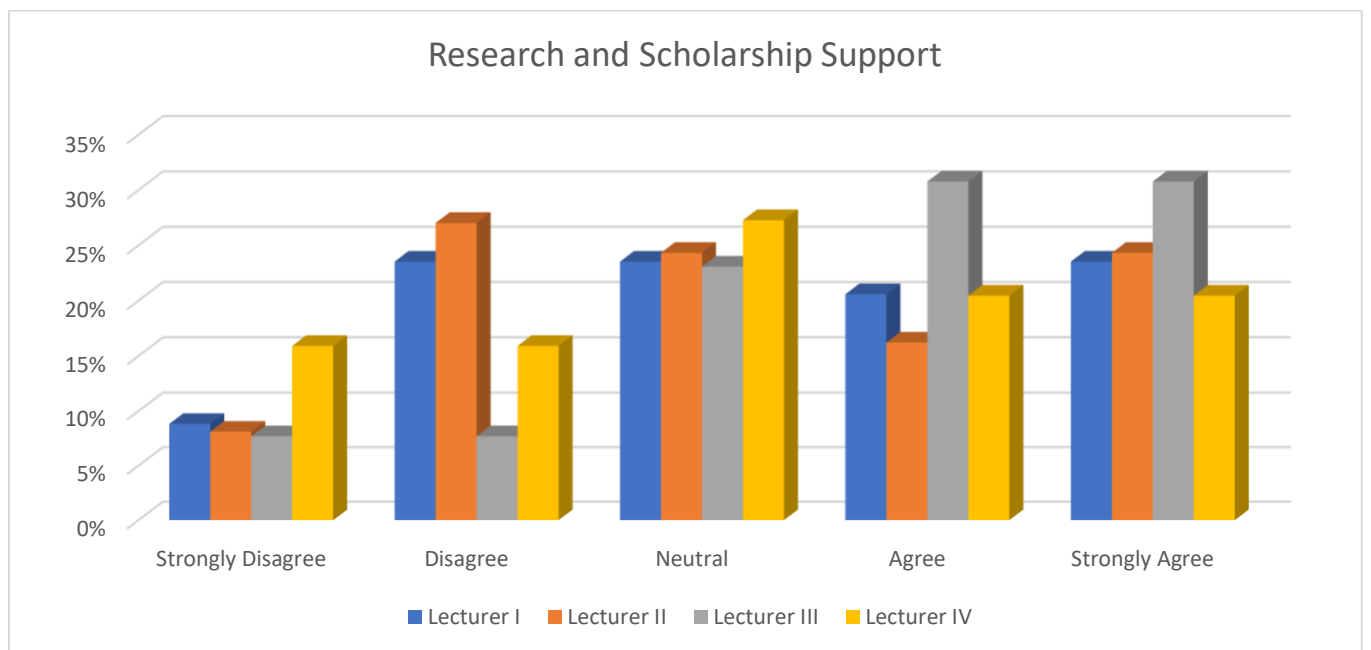
**Figure 10:** Departmental support concerning healthcare/clinical responsibilities, broken down by faculty rank.



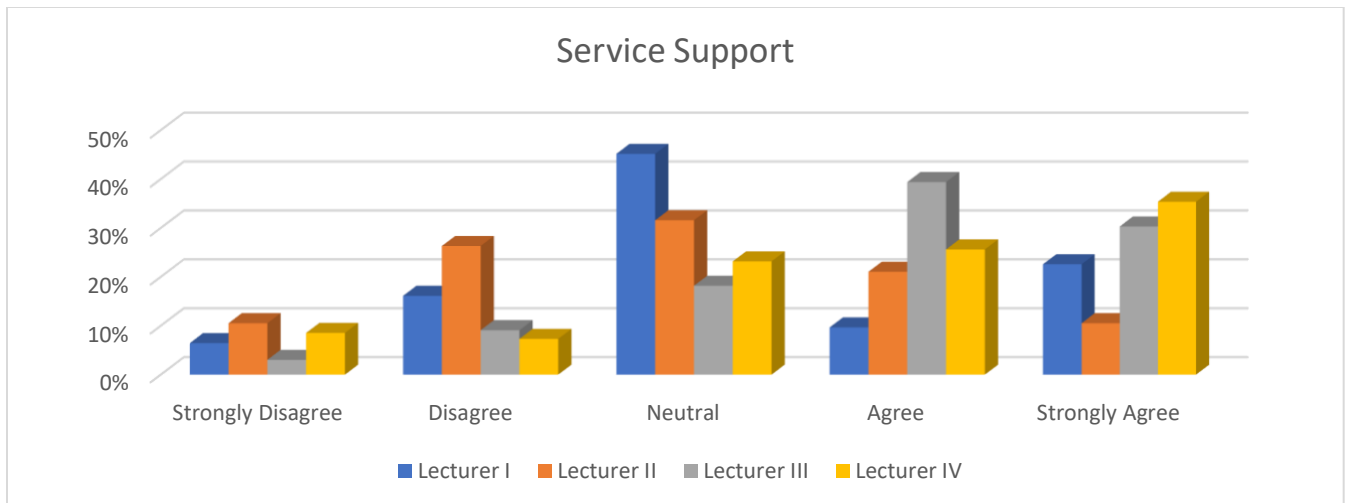
### BREAK DOWN OF RESPONSES BY LEO I-IV



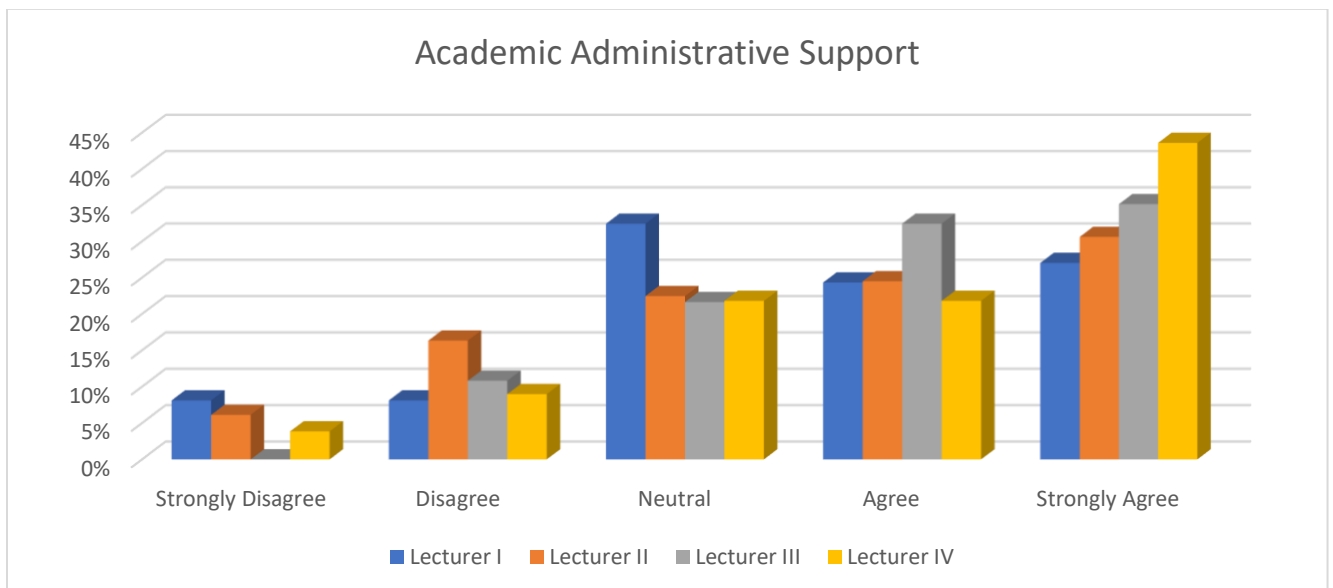
**Figure 11:** Departmental support concerning teaching responsibilities, broken down by LEO I-IV.



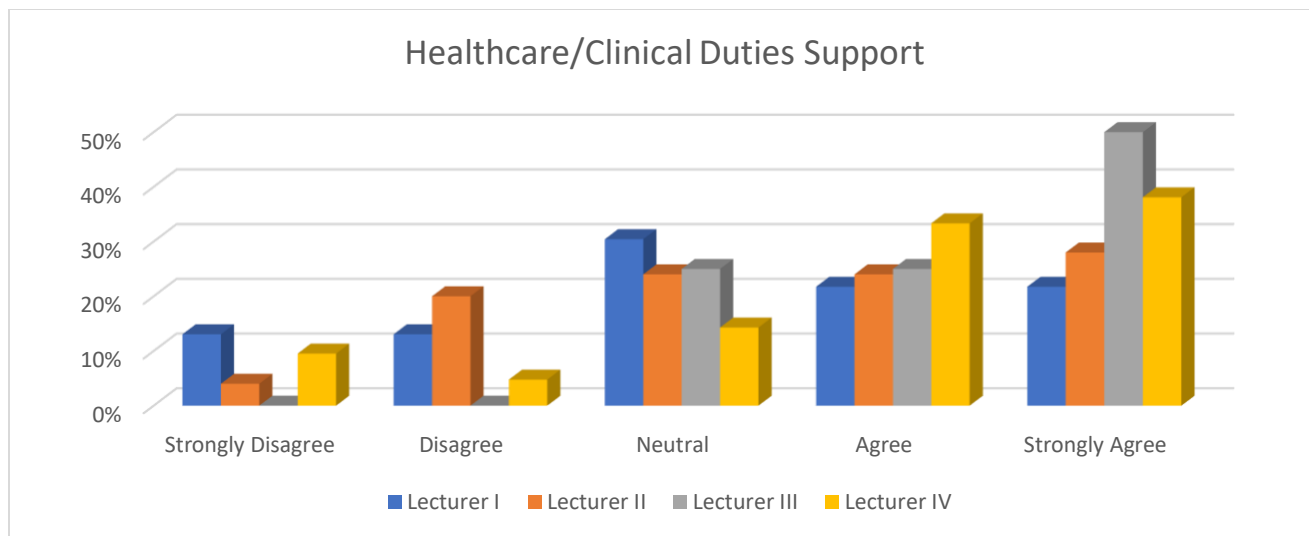
**Figure 12:** Departmental support concerning research and scholarship responsibilities, broken down by LEO I-IV.



**Figure 13:** Departmental support concerning service responsibilities, broken down by LEO I-IV.



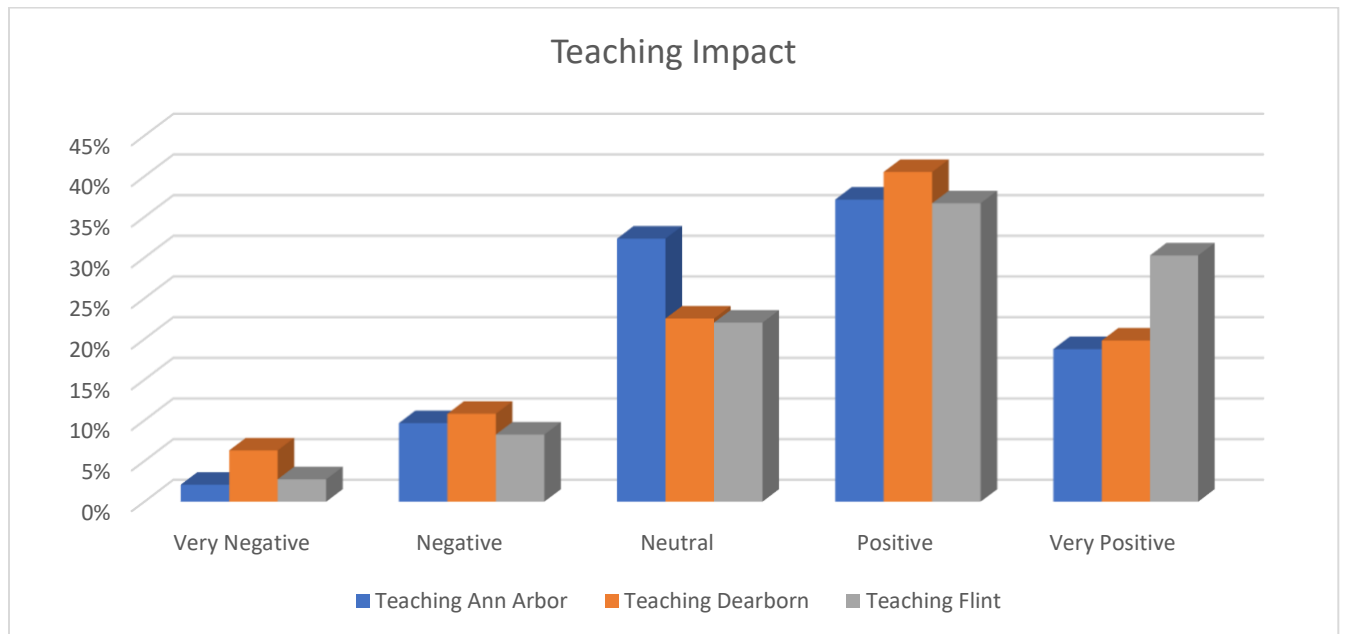
**Figure 14:** Departmental support concerning academic administrative responsibilities, broken down by LEO I-IV.



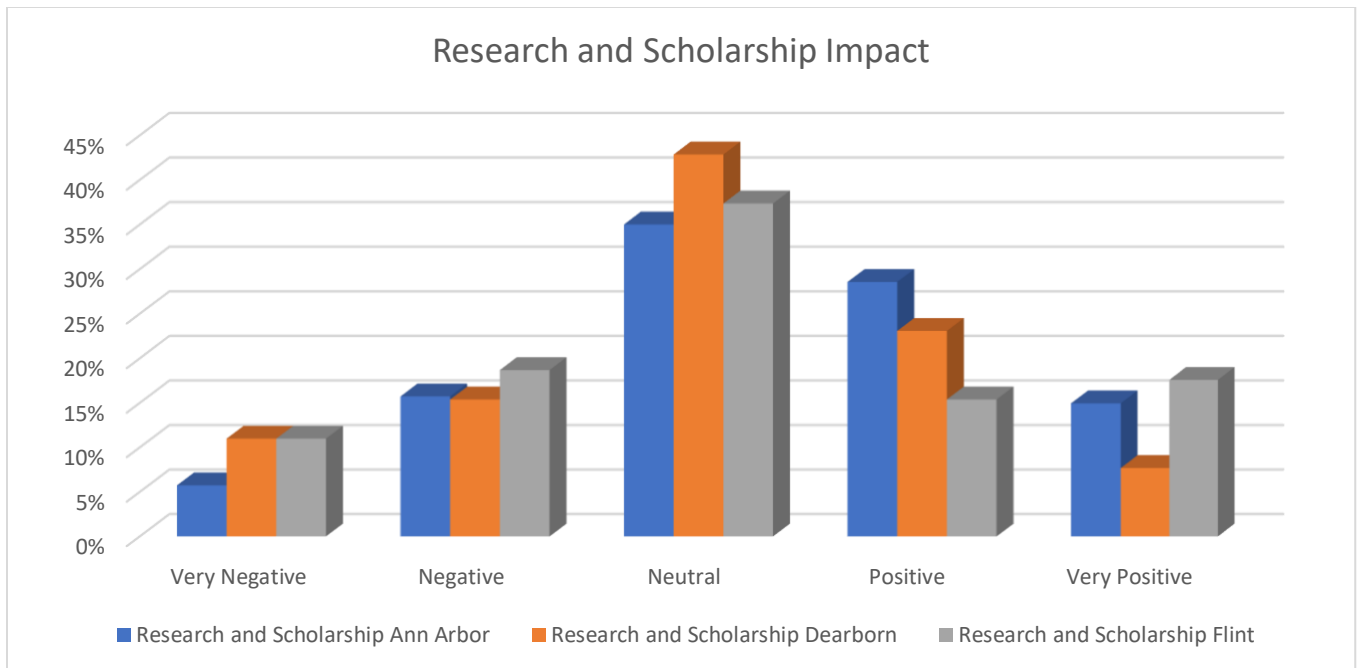
**Figure 15:** Departmental support concerning healthcare/clinical responsibilities, broken down by LEO I-IV.

**Figures related to the Questions:** *“We would now like to understand the extent to which you have felt supported by your primary department in teaching, research, service, academic administrative responsibilities and clinical responsibilities.”* The scale was a 5-point Likert scale from Very Negative to Very Positive.

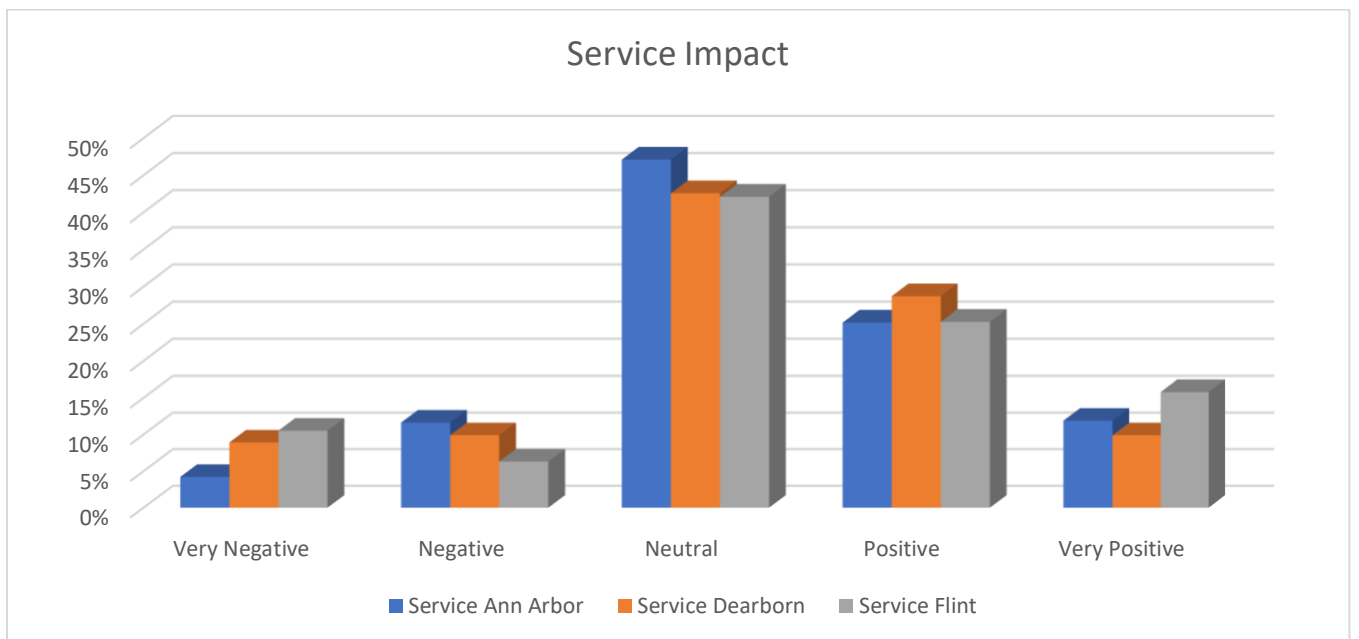
#### BREAKDOWN OF RESPONSES BY CAMPUS



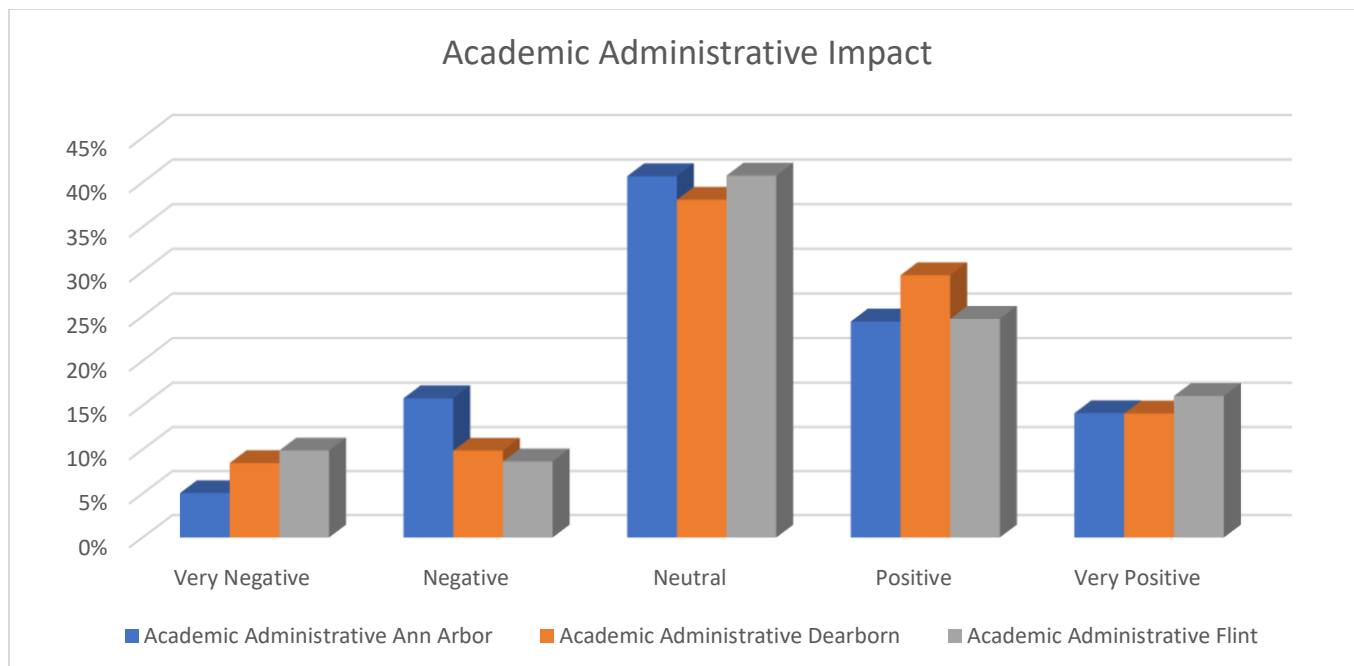
**Figure 16:** The impact of departmental support concerning teaching responsibilities, broken down by campus.



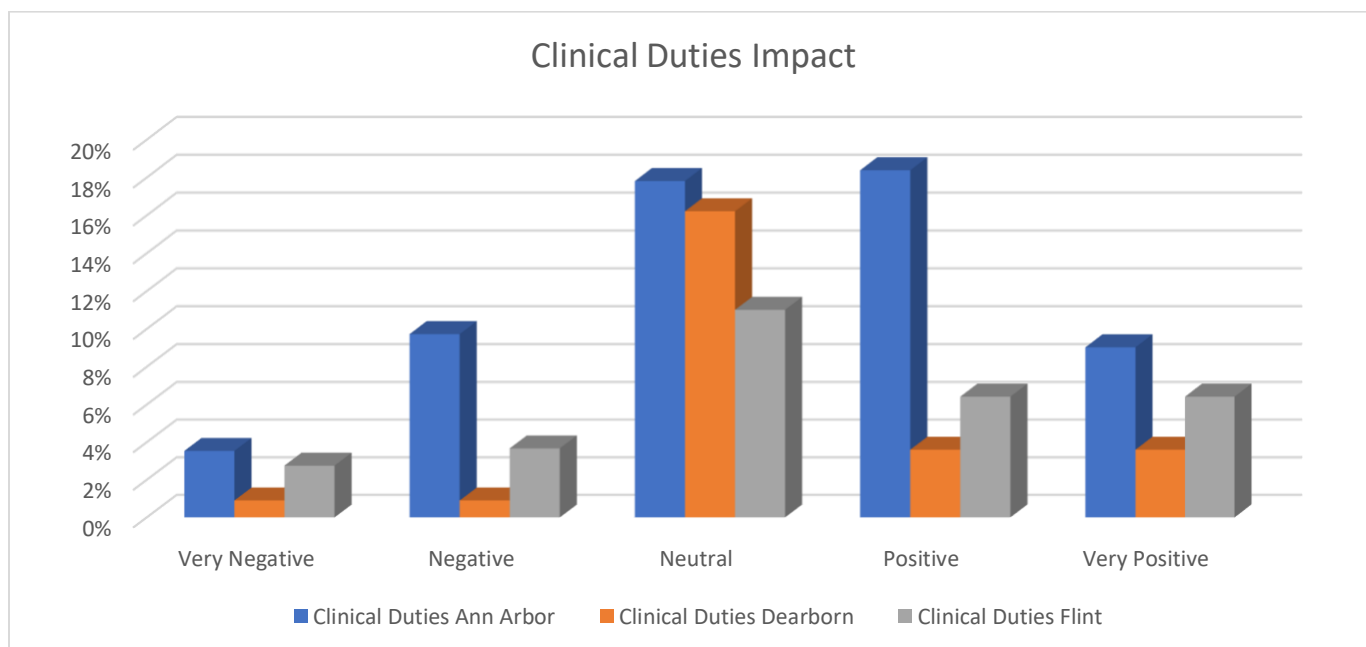
**Figure 17:** The impact of departmental support concerning research and scholarship responsibilities, broken down by campus.



**Figure 18:** The impact of departmental support concerning service responsibilities, broken down by campus.

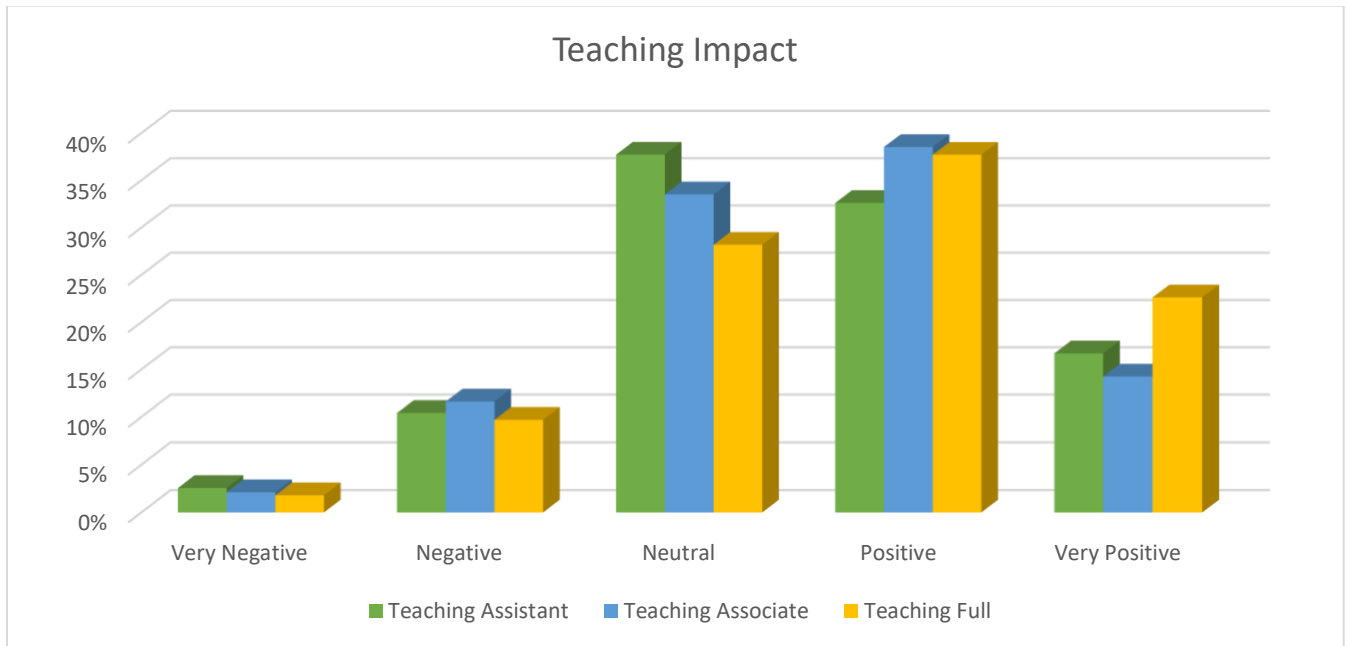


**Figure 19:** The impact of departmental support concerning academic administrative responsibilities, broken down by campus.

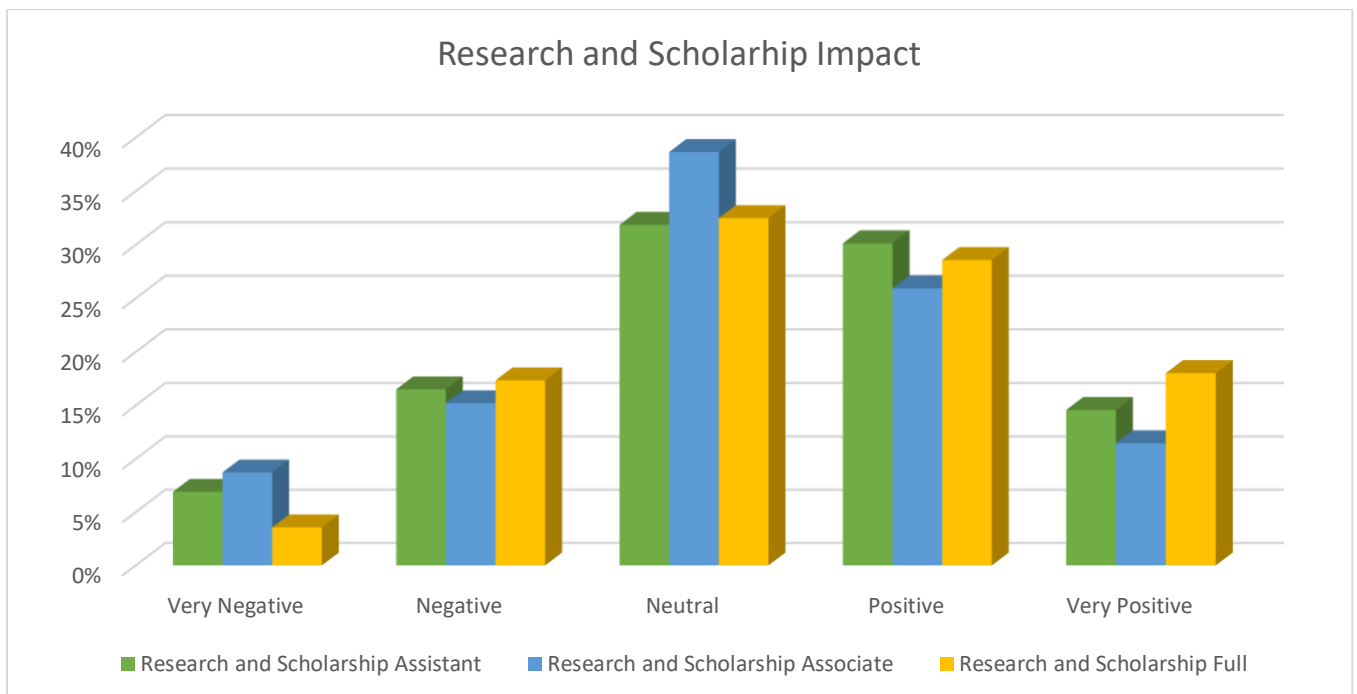


**Figure 20:** The impact of departmental support concerning healthcare/clinical responsibilities, broken down by campus.

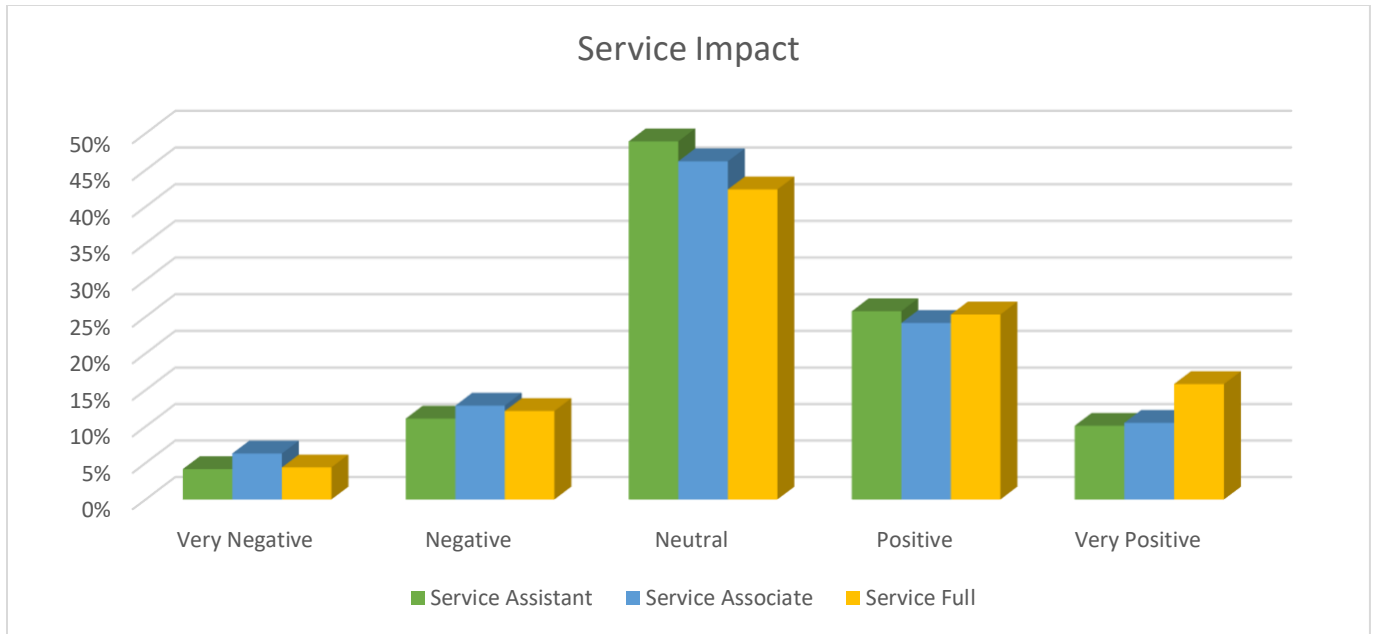
## RESPONSES: BREAKDOWN BY FACULTY RANK



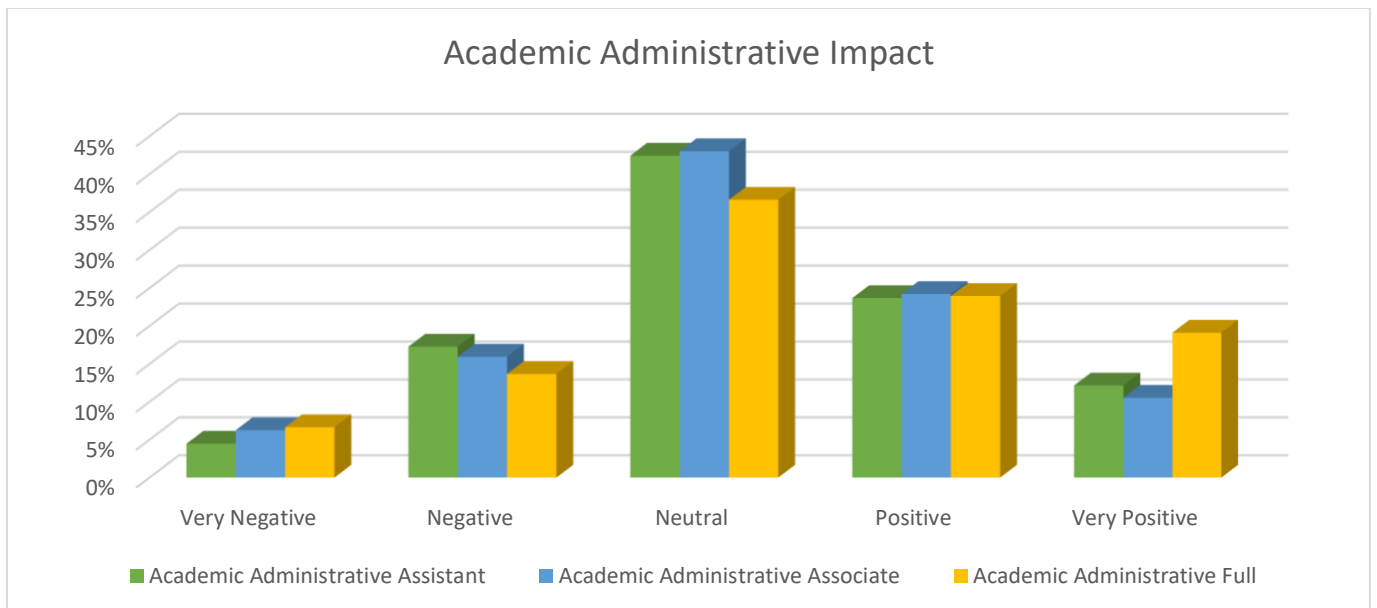
**Figure 21:** The impact of departmental support concerning teaching responsibilities, broken down by faculty rank.



**Figure 22:** The impact of departmental support concerning research and scholarship responsibilities, broken down by faculty rank.

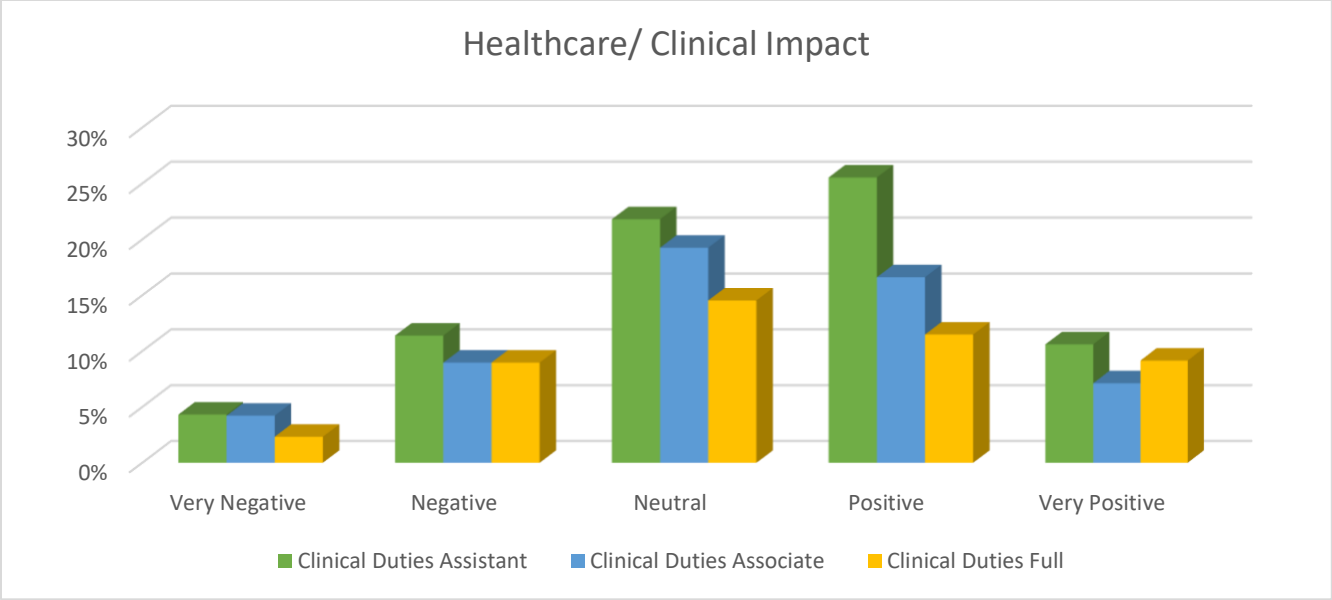


**Figure 23:** The impact of departmental support concerning teaching responsibilities, broken down by faculty rank.



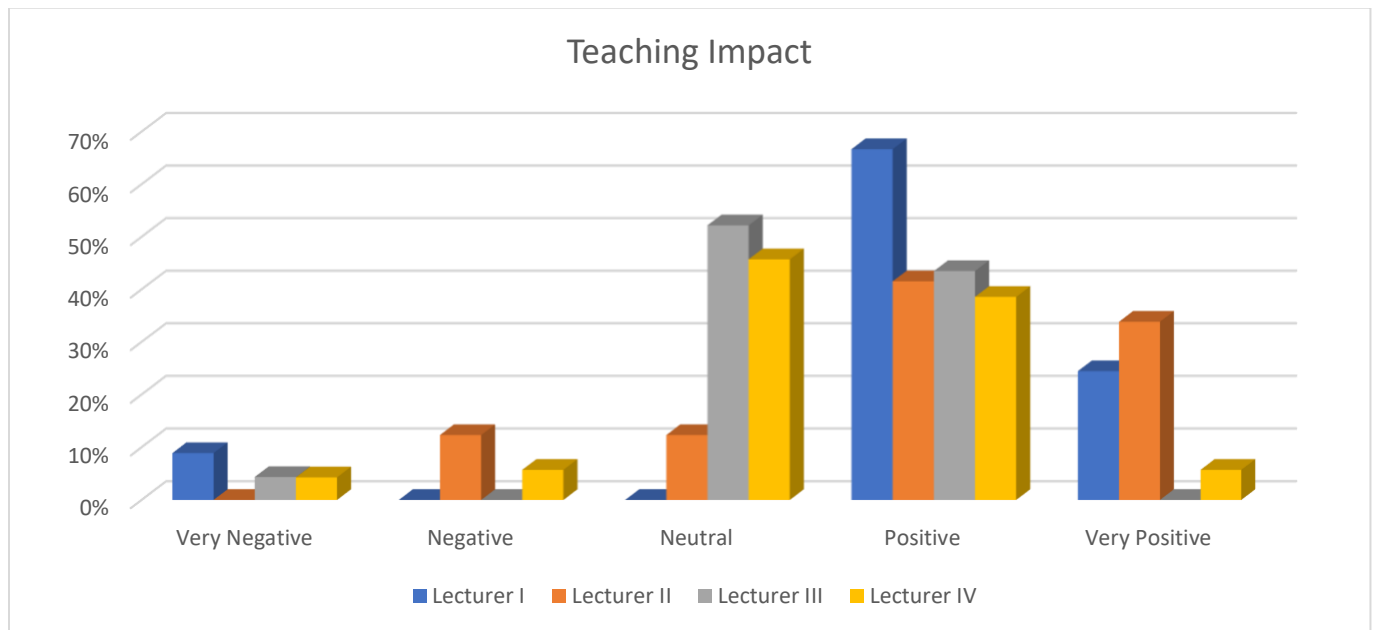
**Figure 24:** The impact of departmental support concerning academic administration responsibilities, broken down by faculty rank.



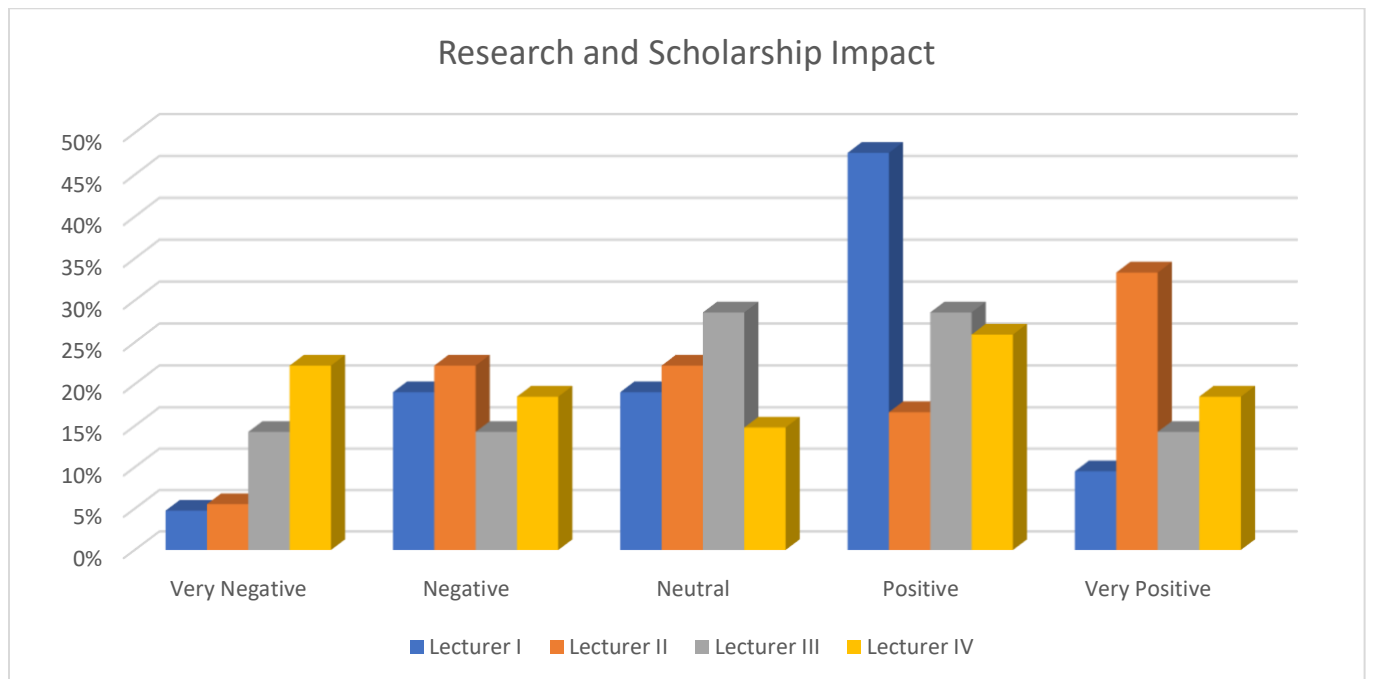


**Figure 25:** The impact of departmental support concerning healthcare/clinical responsibilities, broken down by faculty rank.

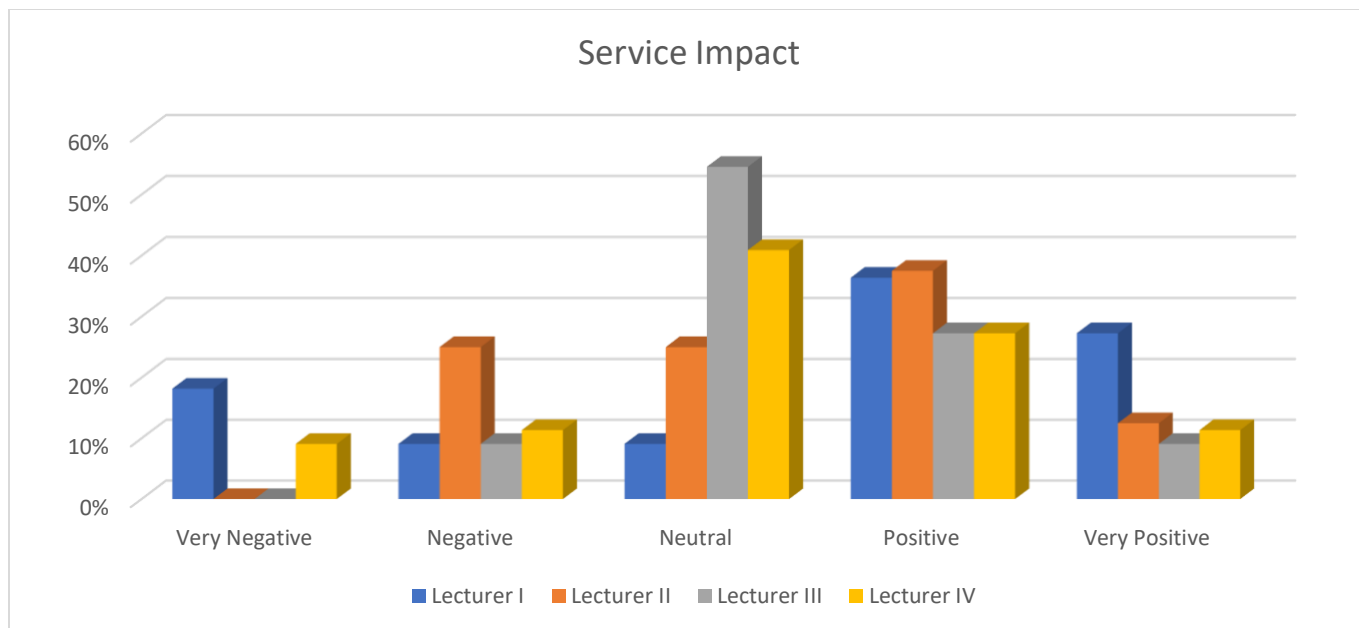
## BREAKDOWN OF RESPONSES BY LEO I-IV



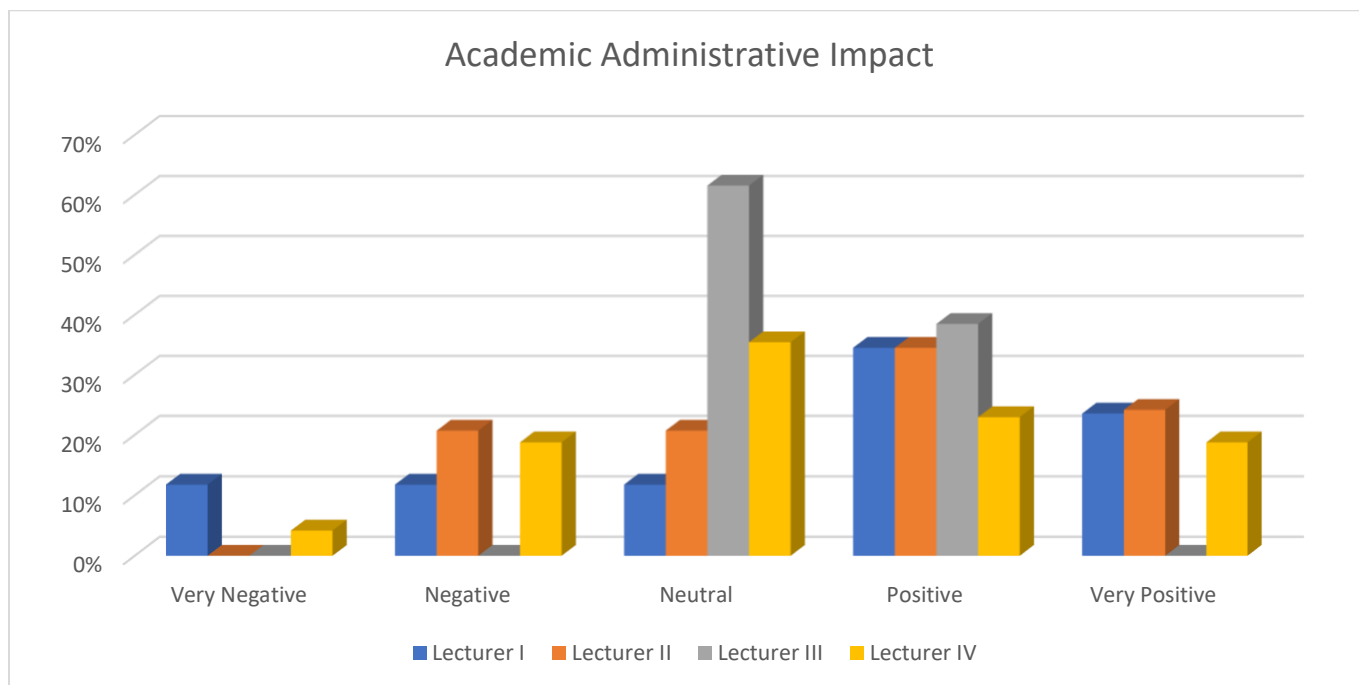
**Figure 26:** The impact of departmental support concerning teaching responsibilities, broken down by LEO I-IV.



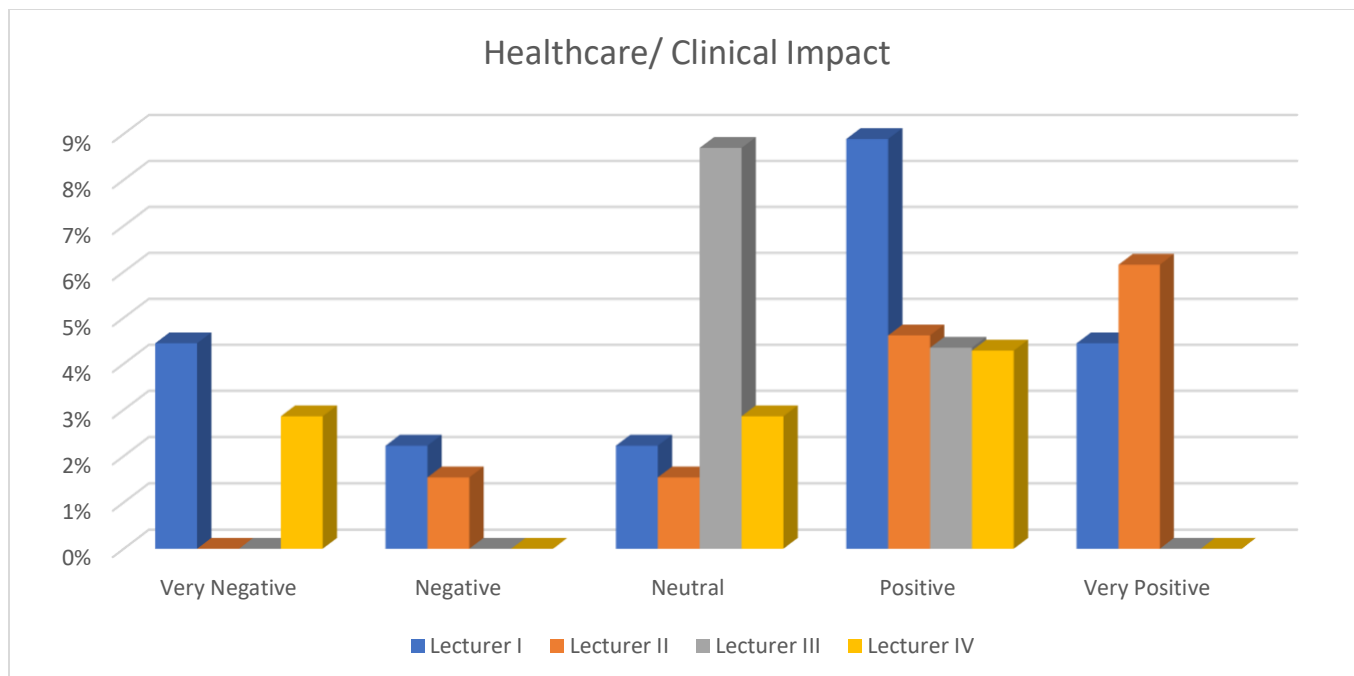
**Figure 27:** The impact of departmental support concerning research and scholarship responsibilities, broken down by LEO I-IV.



**Figure 28:** The impact of departmental support concerning service responsibilities, broken down by LEO I-IV.



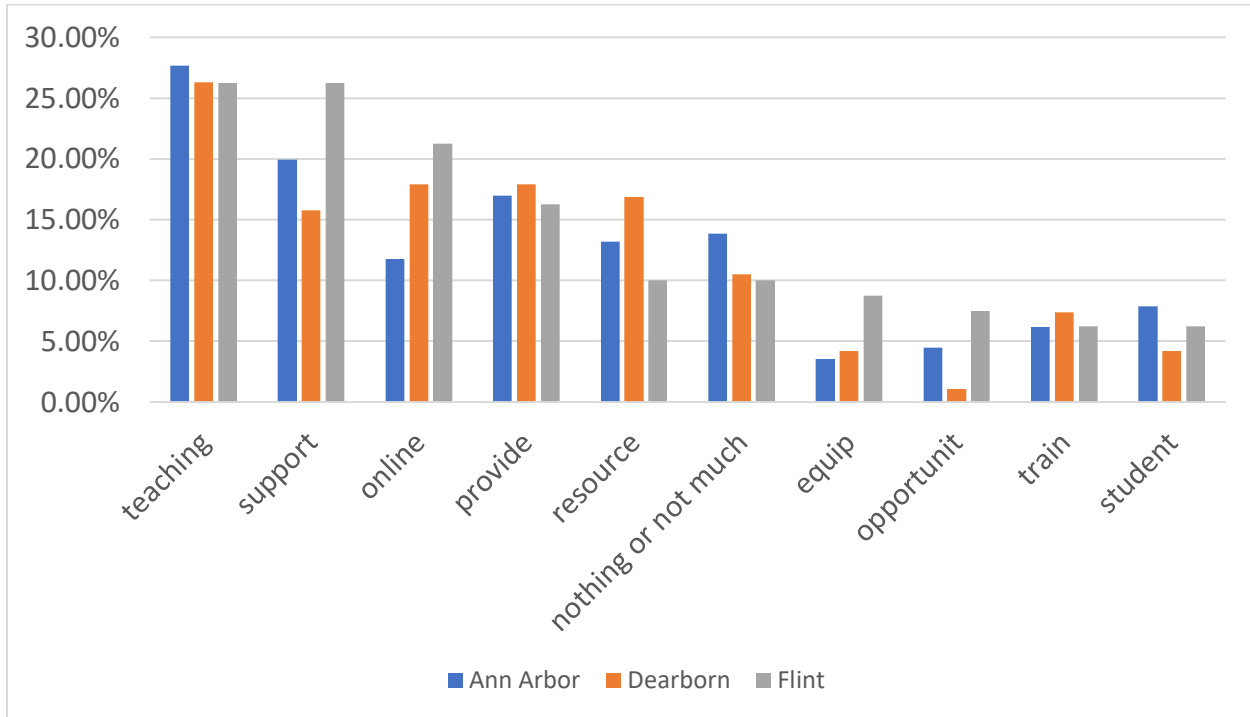
**Figure 29:** The impact of departmental support concerning academic administrative responsibilities, broken down by LEO I-IV.



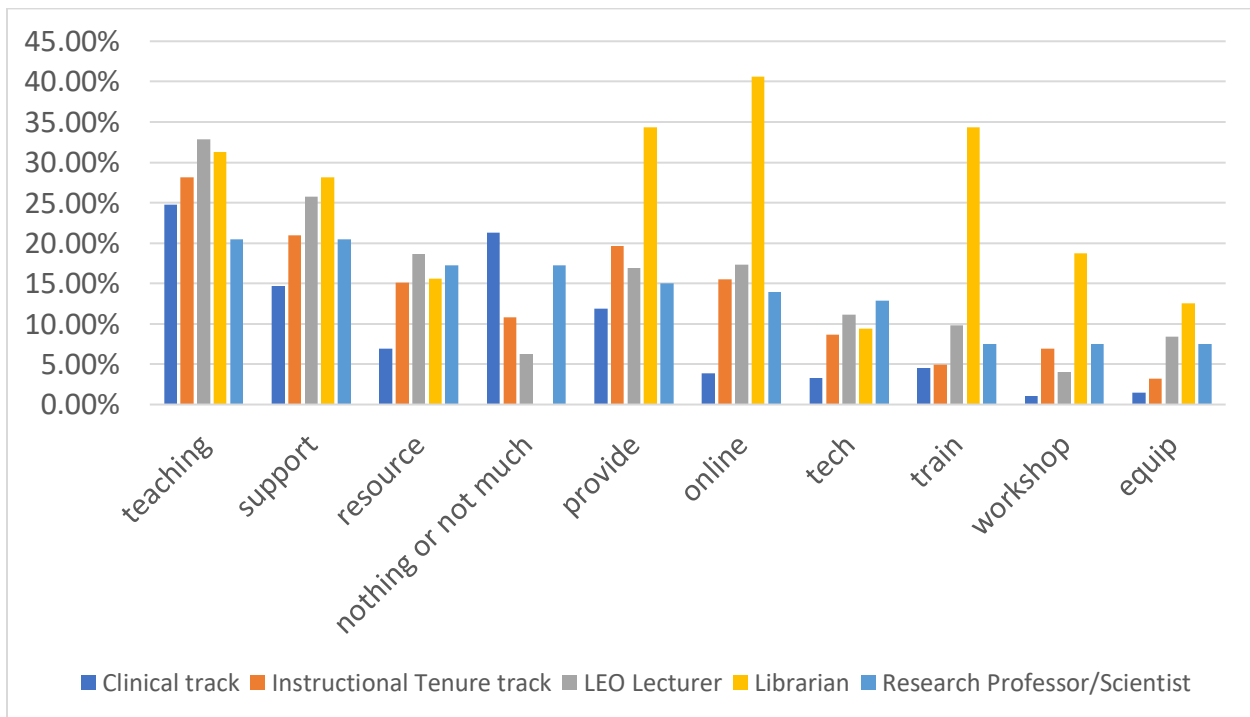
**Figure 30:** The impact of departmental support concerning healthcare/clinical responsibilities, broken down by LEO I-IV.

## QUALITATIVE DATA FIGURES BY QUESTION

**Question 13:** “Over the past 9 months what has your department done to support you in teaching?”

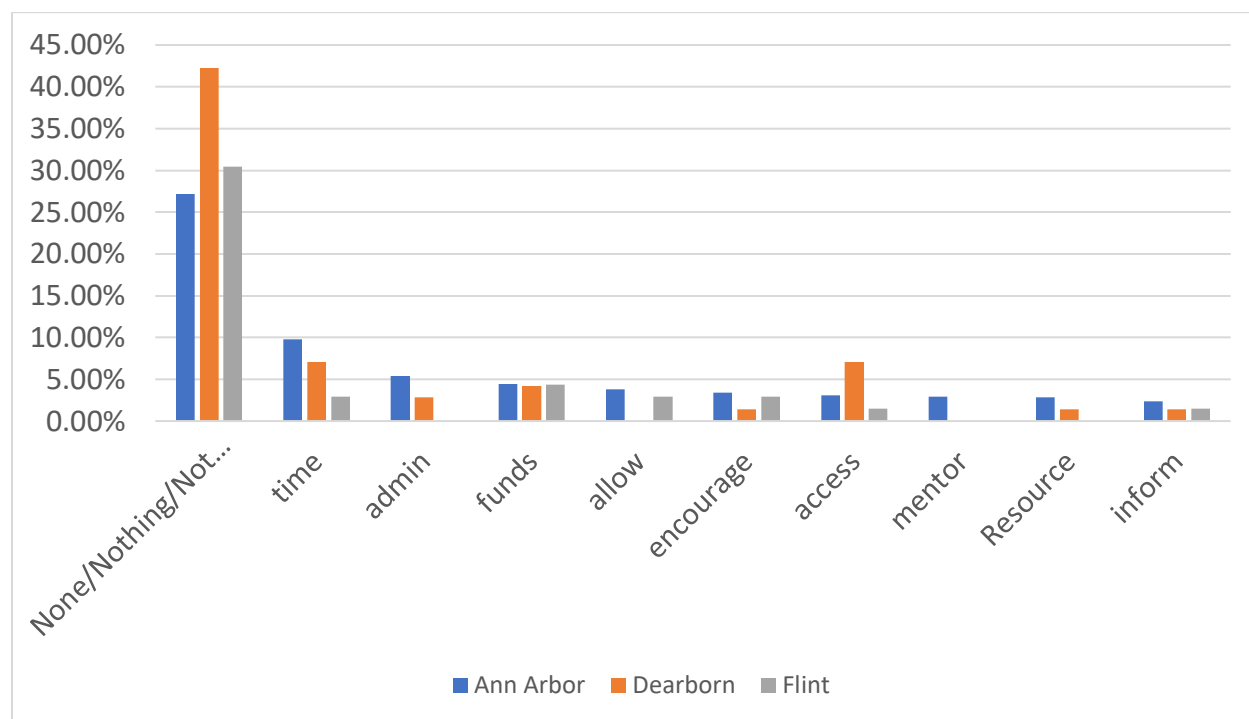


**Figure 31:** Top 10 most frequent significant words sorted by campus

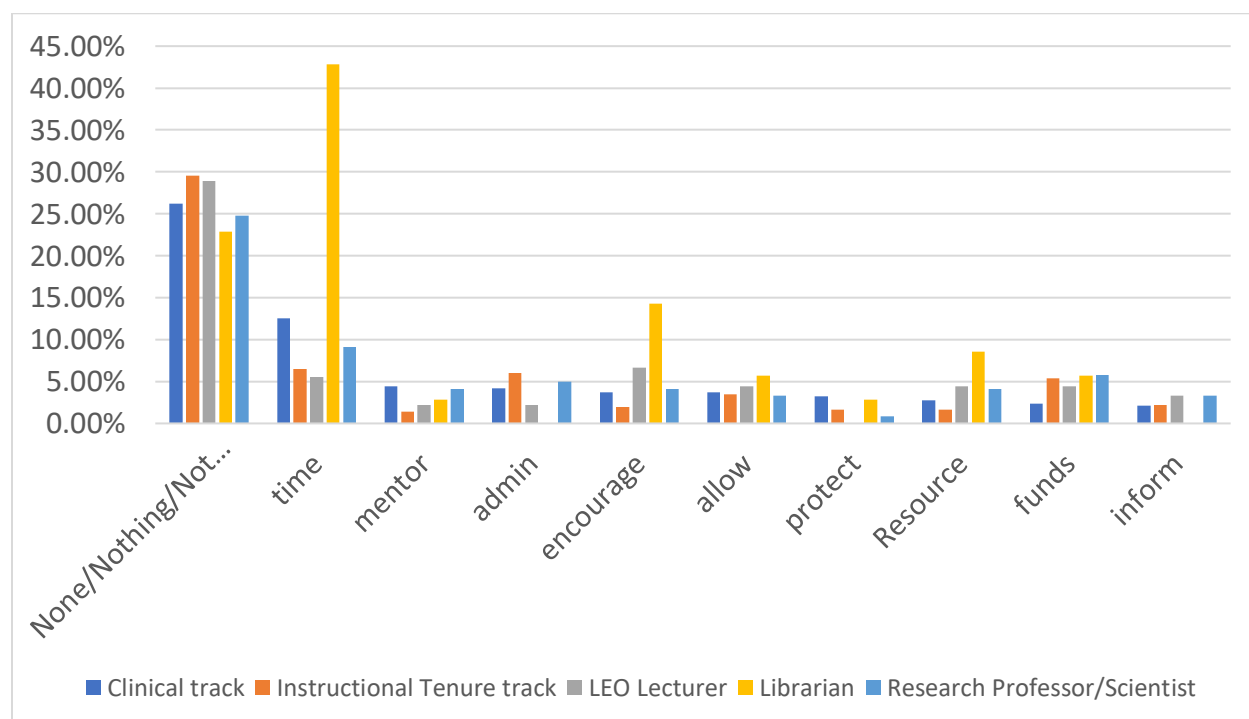


**Figure 32:** Top 10 most frequent significant words sorted by faculty track

**Question 14:** “Over the past 9 months what has your department done to support you in research and scholarship?”

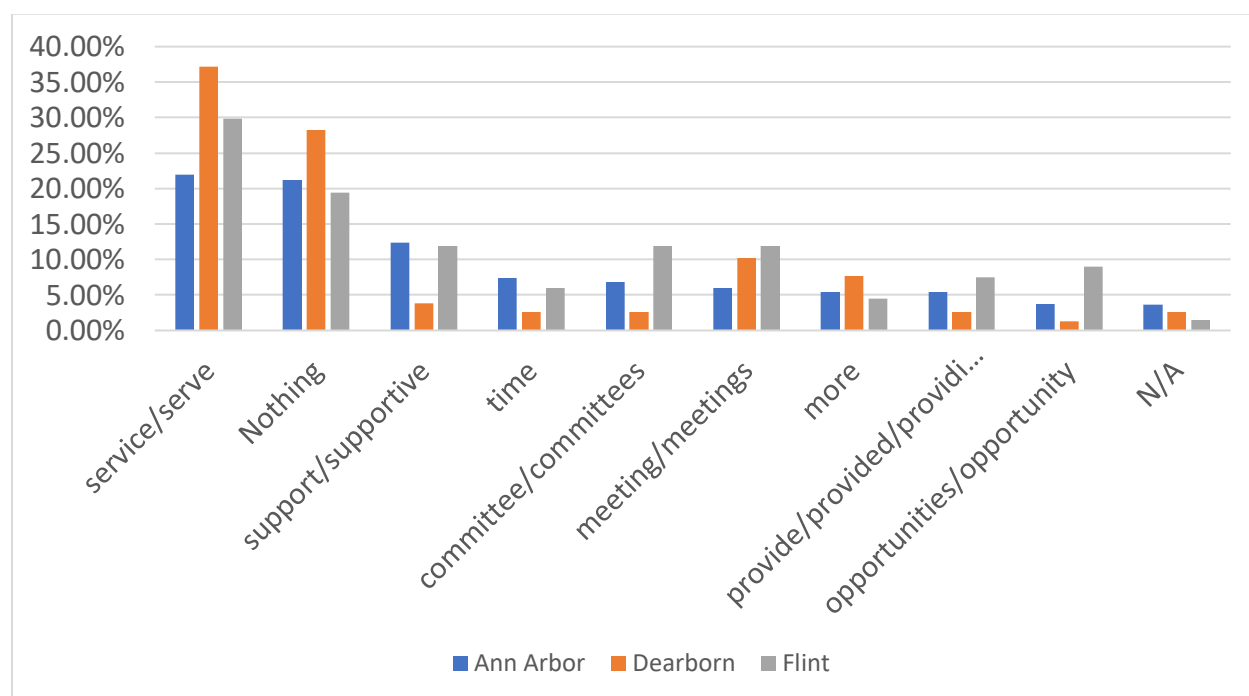


**Figure 33:** Top 10 most frequent significant words sorted by campus

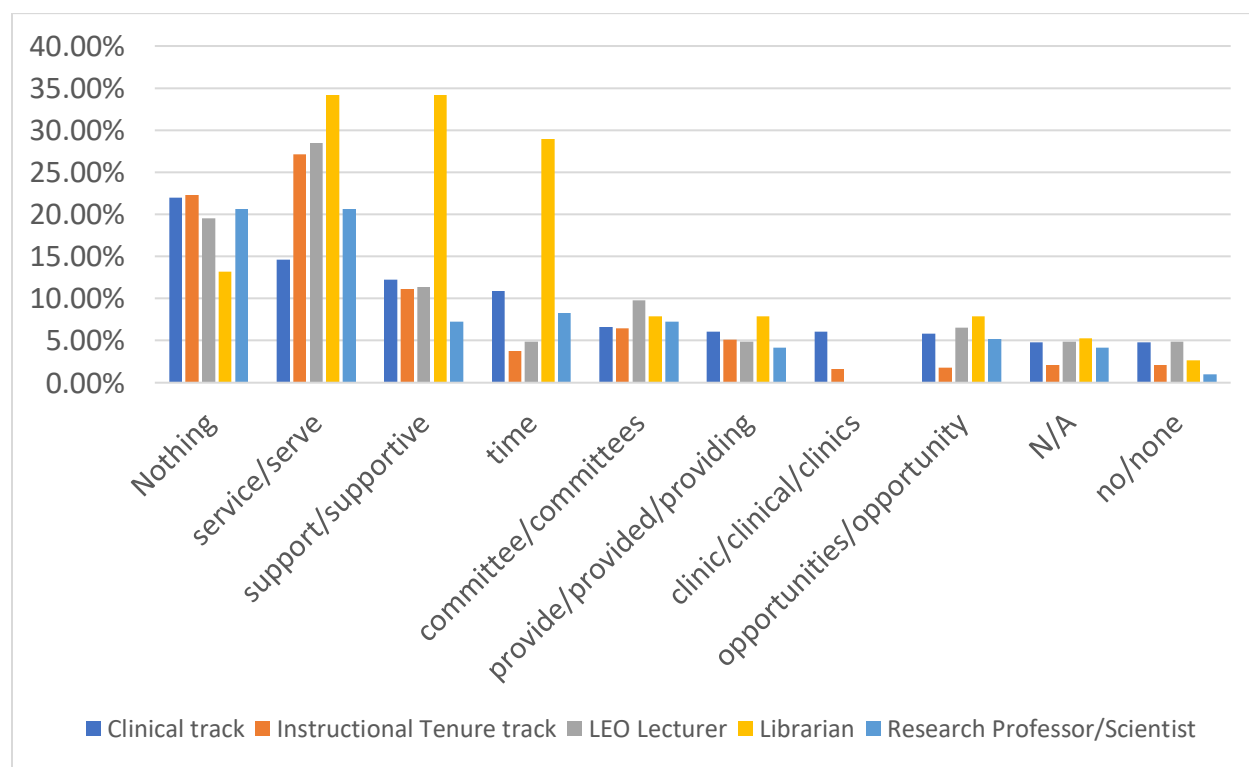


**Figure 34:** Top 10 most frequent significant words sorted by faculty track

**Question 15:** “Over the past 9 months what has your department done to support you in service work?”

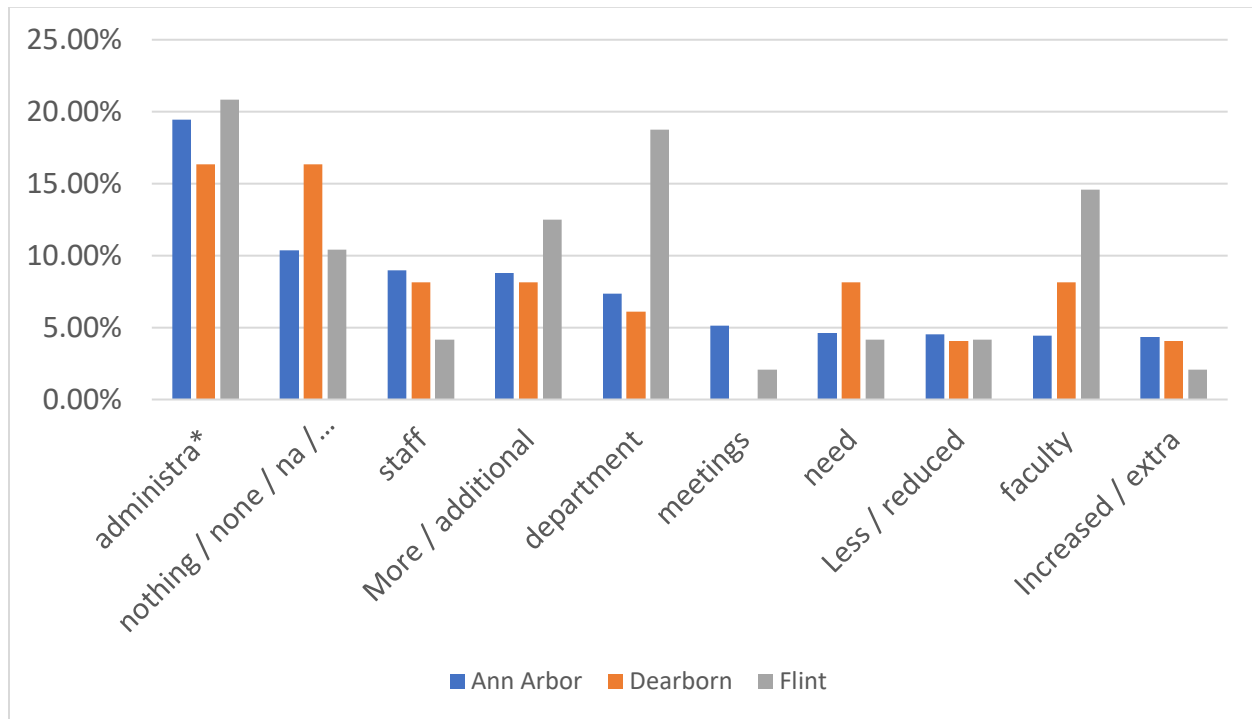


**Figure 35:** Top 10 most frequent significant words sorted by campus

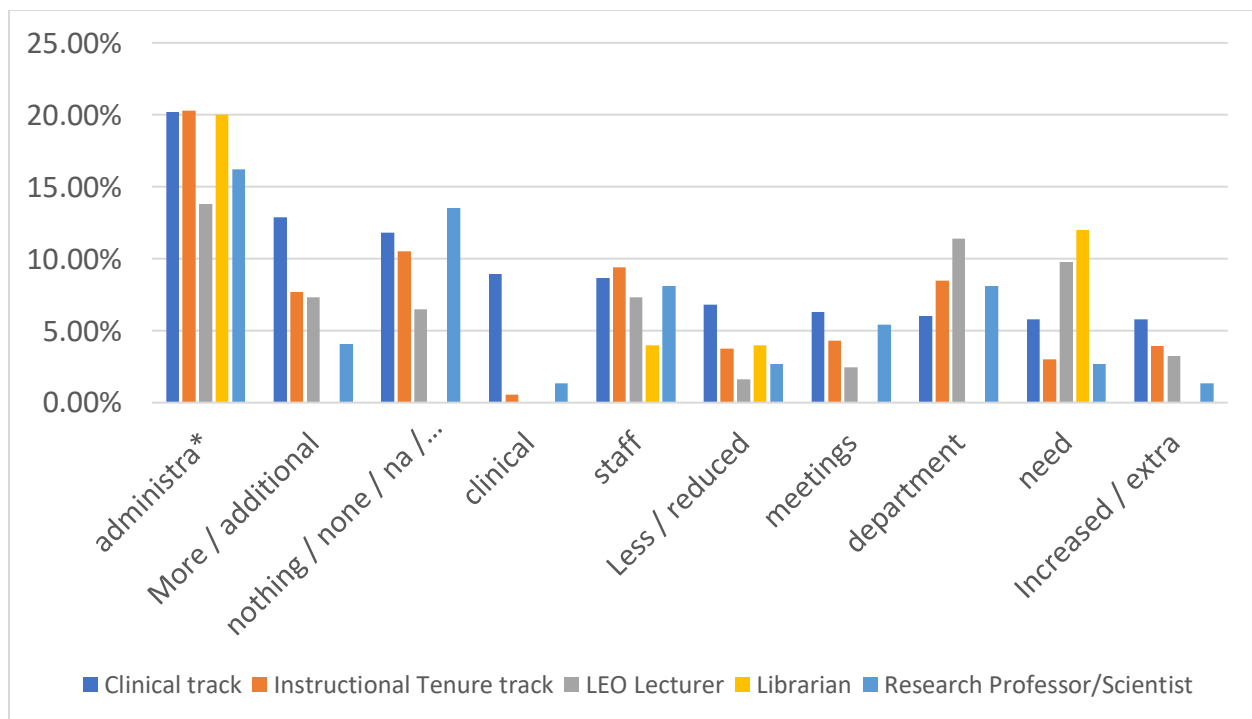


**Figure 36:** Top 10 most frequent significant words sorted by faculty track

**Question 16:** “Over the past 9 months what has your department done to support you in academic administrative responsibilities?”



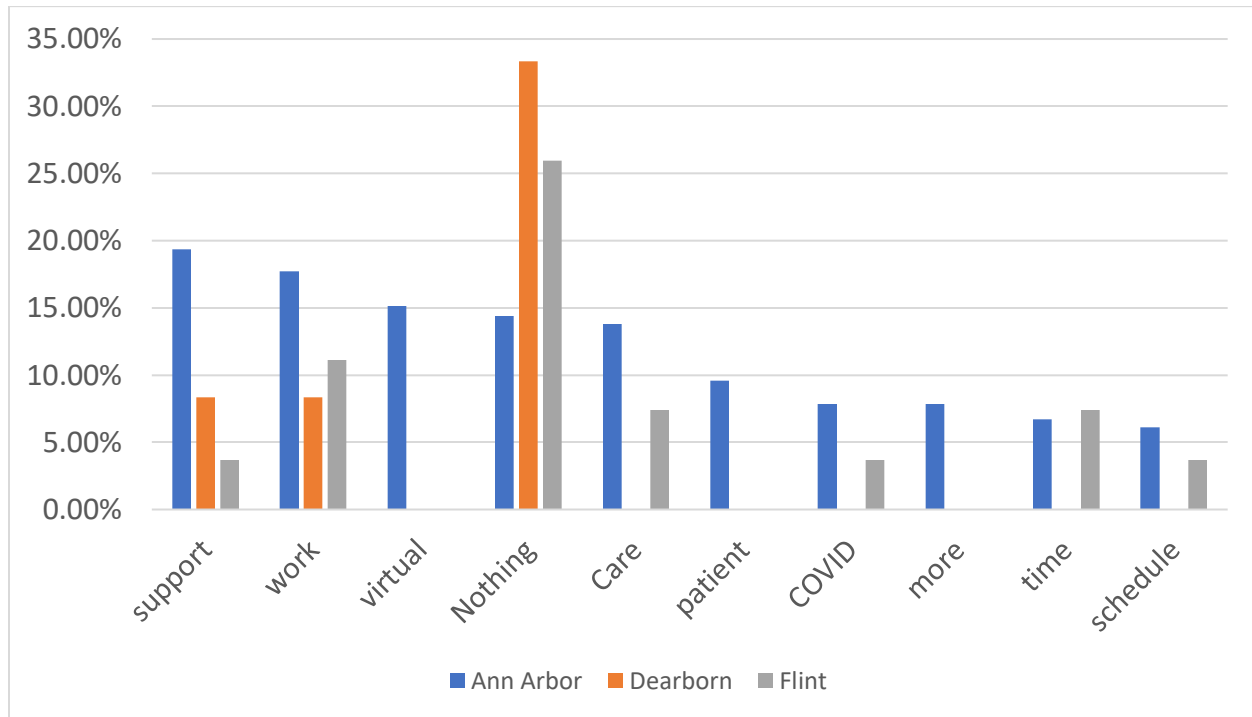
**Figure 37:** Top 10 most frequent significant words sorted by campus



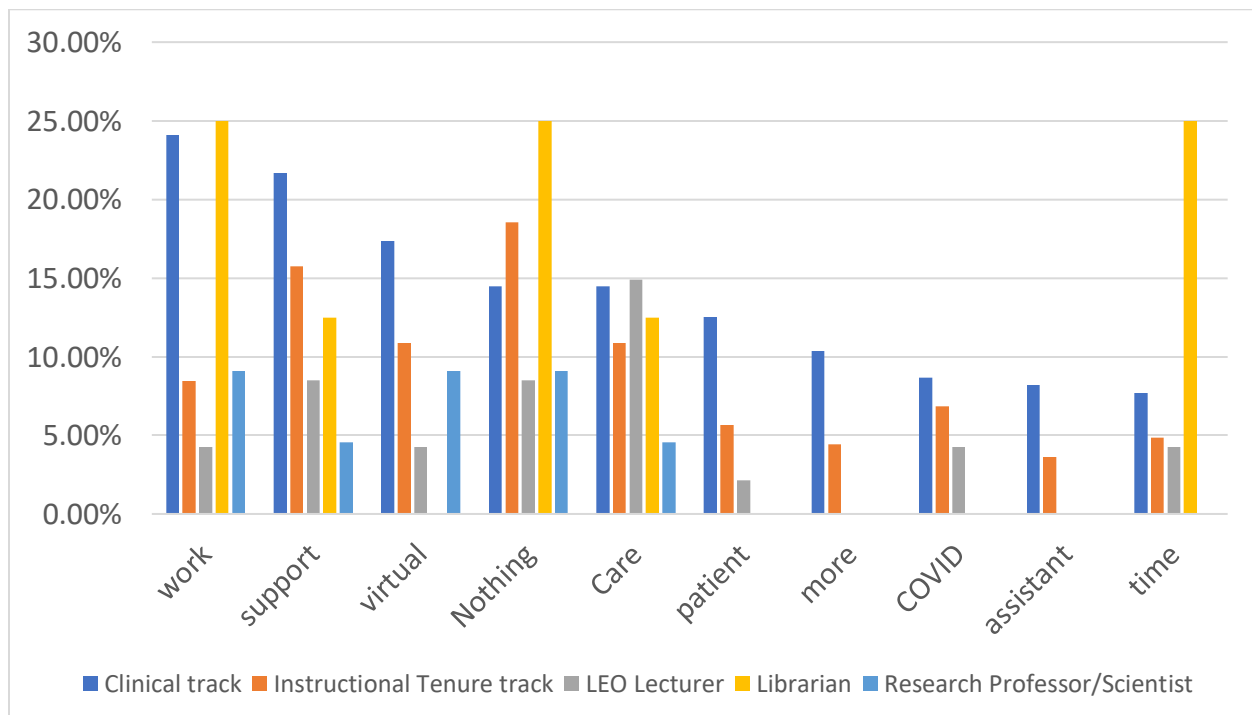
**Figure 38:** Top 10 most frequent significant words sorted by faculty track



**Question 17:** “Over the past 9 months what has your department done to support you in healthcare/clinical responsibilities?”

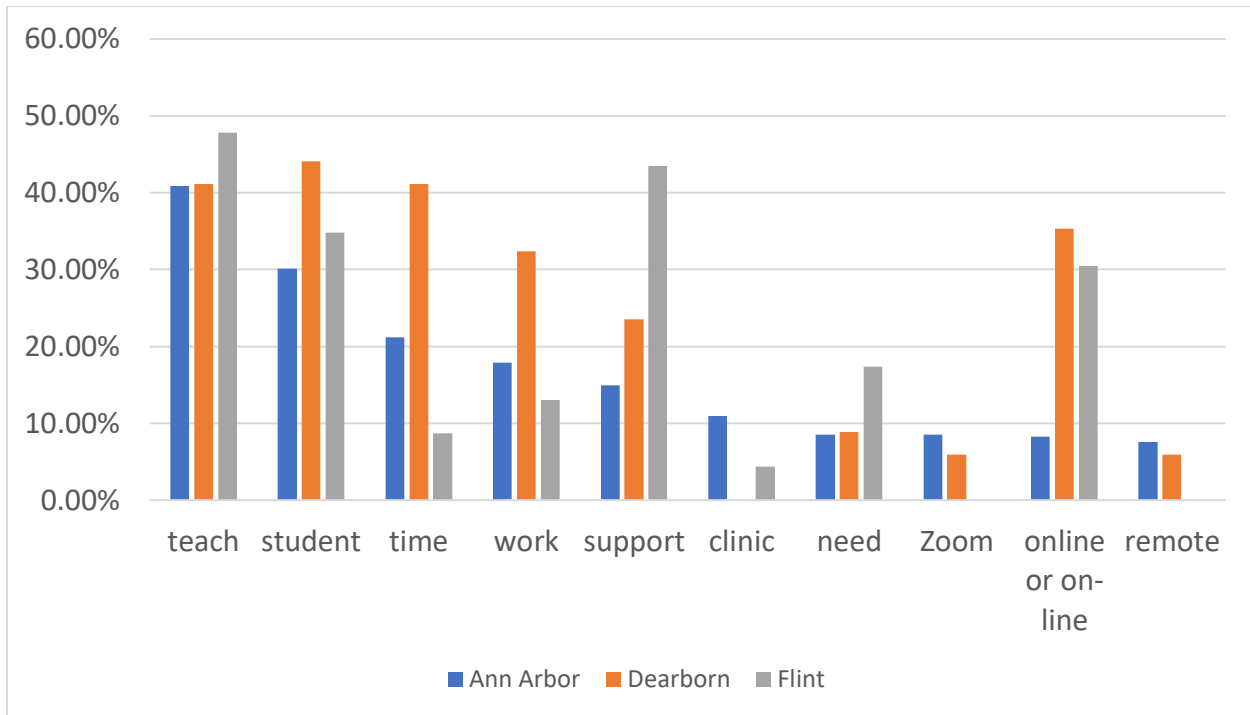


**Figure 39:** Top 10 most frequent significant words sorted by campus

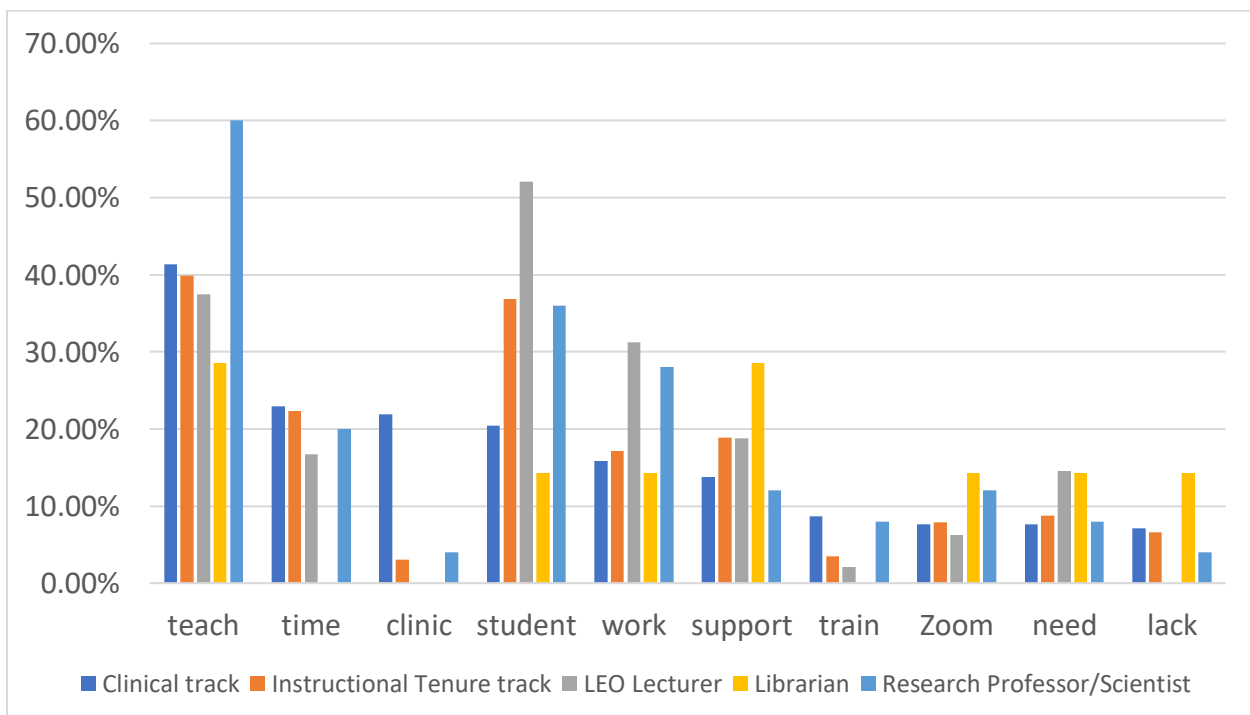


**Figure 40:** Top 10 most frequent significant words sorted by faculty track

**Question 19:** “Please indicate your most significant unresolved challenges related to teaching in the context of the COVID-19 pandemic.”

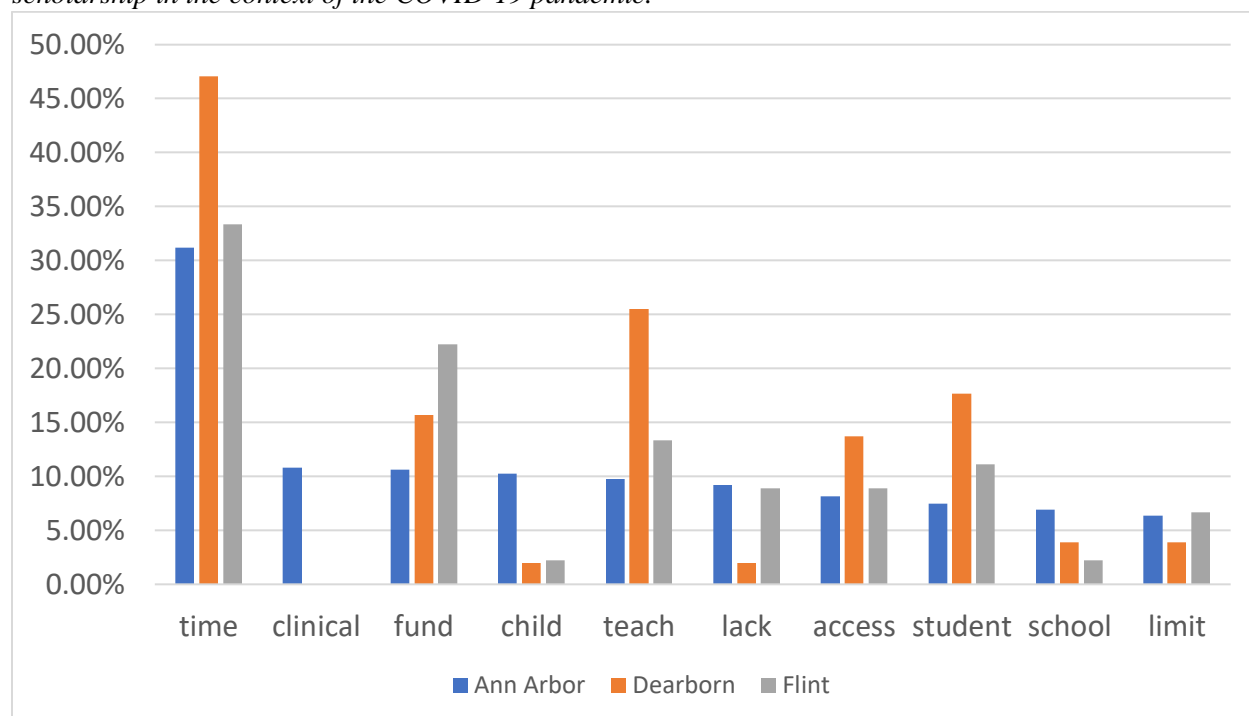


**Figure 41:** Top 10 most frequent significant words sorted by campus

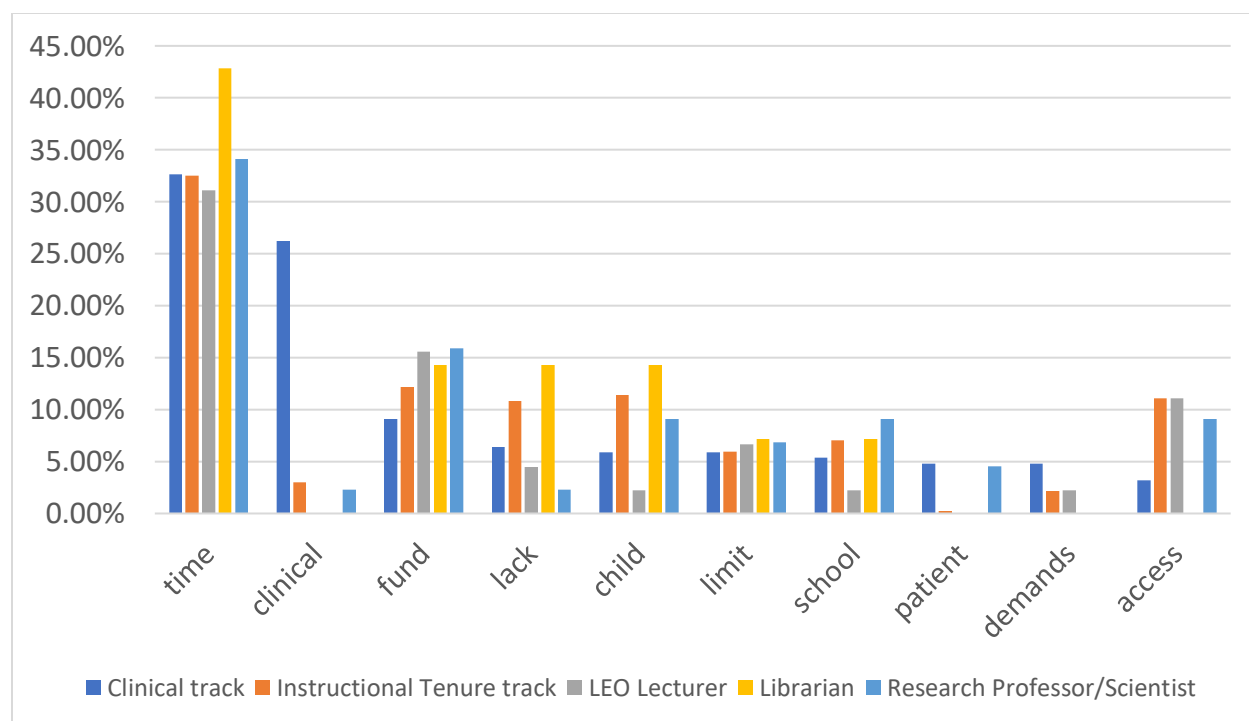


**Figure 42:** Top 10 most frequent significant words sorted by faculty track

**Question 20:** “Please indicate your most significant unresolved challenges related to research and scholarship in the context of the COVID-19 pandemic.”

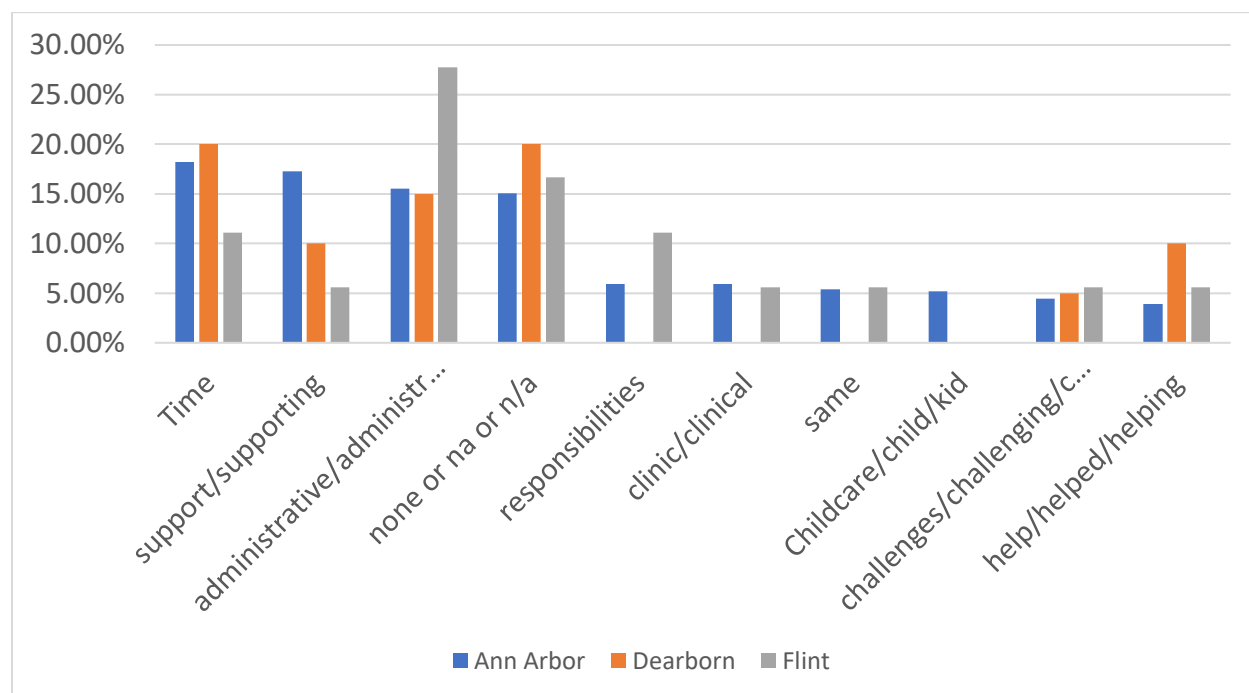


**Figure 43:** Top 10 most frequent significant words sorted by campus

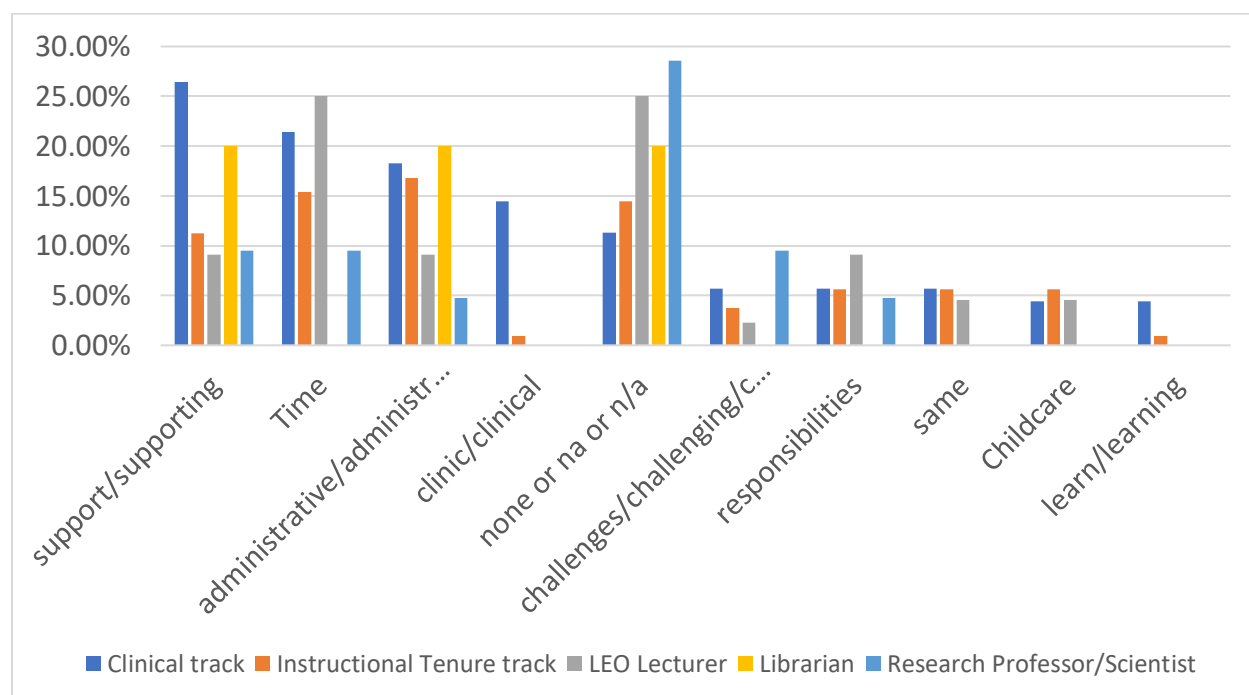


**Figure 44:** Top 10 most frequent significant words sorted by faculty track

**Question 22:** “Please indicate your most significant unresolved challenges related to academic administrative responsibilities in the context of the COVID-19 pandemic.”

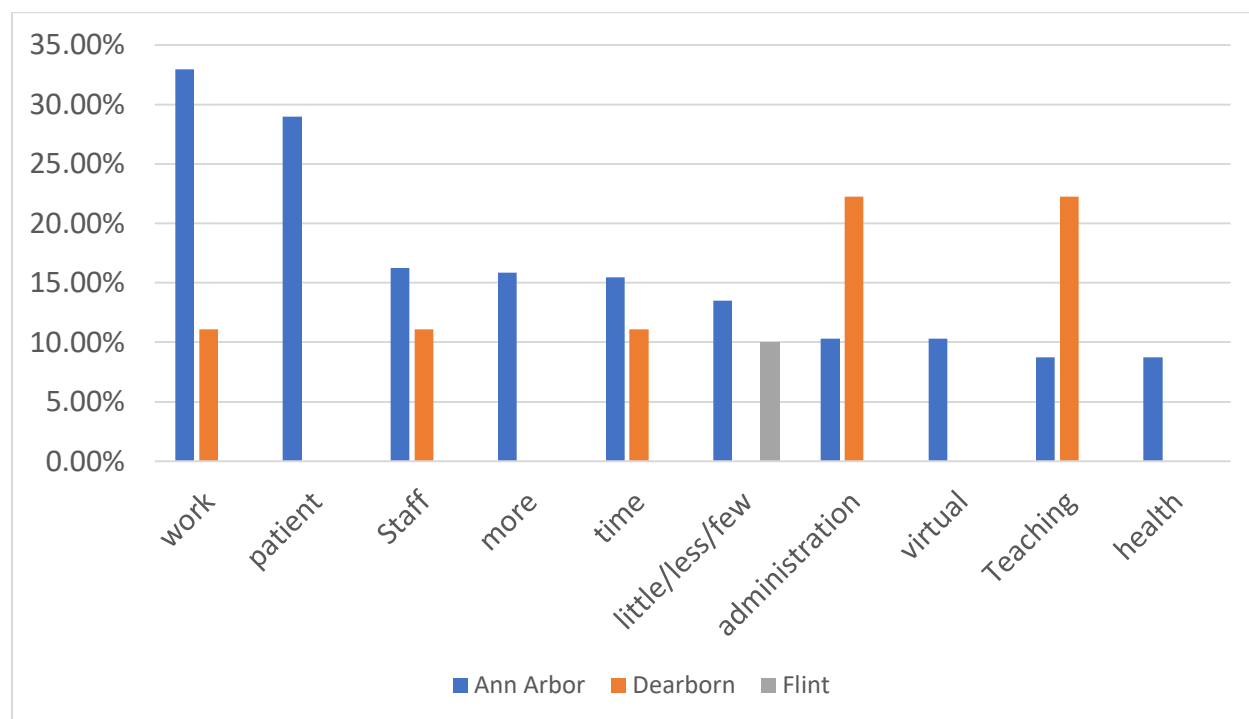


**Figure 45:** Top 10 most frequent significant words sorted by campus

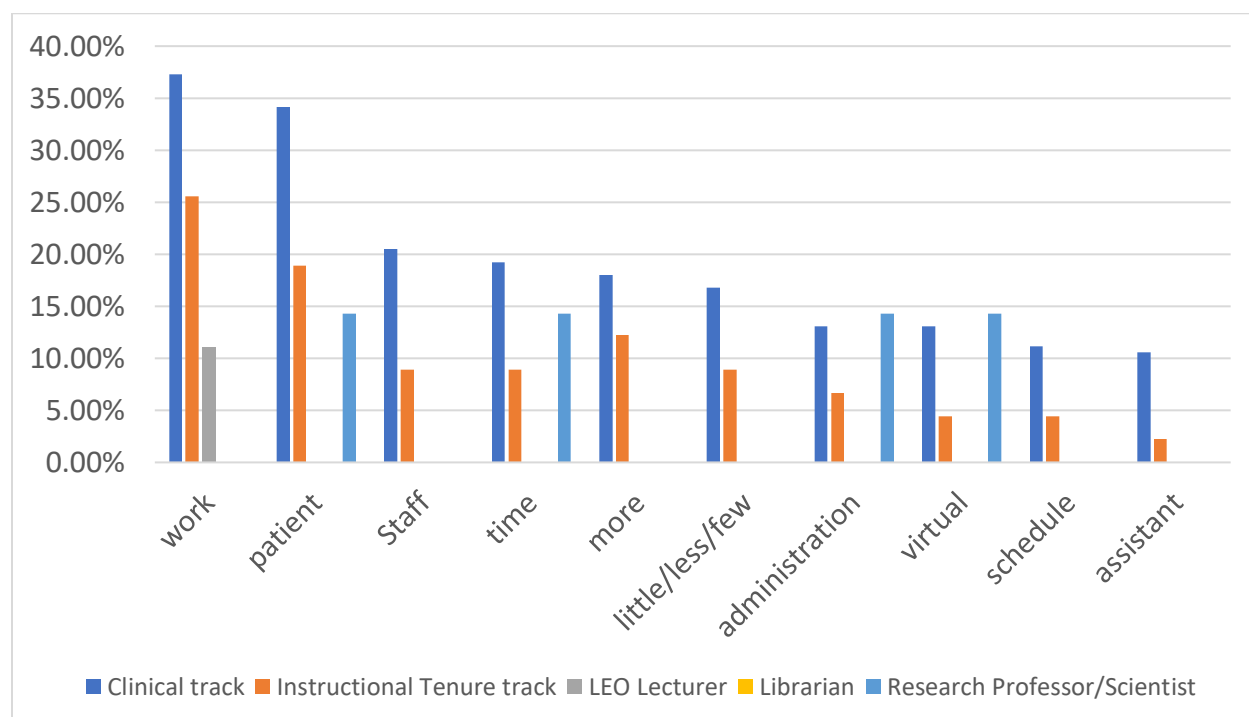


**Figure 46:** Top 10 most frequent significant words sorted by faculty track

**Question 23:** “Please indicate your most significant unresolved challenges related to healthcare/clinical responsibilities in the context of the COVID-19 pandemic.”



**Figure 47:** Top 10 most frequent significant words sorted by campus



**Figure 48:** Top 10 most frequent significant words sorted by faculty track

# Committee on the Economic and Social Well-Being of the Faculty Survey - FINAL

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## Start of Block: Introduction

Q1 The Senate Assembly Committee on the Economic and Well-Being of the Faculty invites you to participate in a short survey to help us better understand how the faculty have experienced departmental support in response to the COVID-19 pandemic. We understand several surveys and subsequent reports have already been distributed to departmental administrators with many recommendations for how to support faculty during this time. We are following up to learn what is working well or not working well, so that our final report to the Regents and Provost can highlight how the earlier recommendations have been implemented.

All responses will be kept strictly confidential, so please complete this survey in a frank and thorough manner. Respondents will not be identified when results are reported, and all information collected will be anonymized and aggregated.

## End of Block: Introduction

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## Start of Block: Demographic block

Q2 Which U-M campus is your primary work location?

*(Select all that apply)*

- ☐ Ann Arbor (1)
- ☐ Dearborn (2)
- ☐ Flint (3)

---

Page Break

*Display This Question:*

*If Which U-M campus is your primary work location?(Select all that apply) = Ann Arbor*

Q3 Please indicate below the units (e.g., schools, colleges, institutes, etc.) that you are affiliated with.

*(Select all that apply)*

- ☐ College of Engineering (1)
- ☐ College of Literature, Science & Arts (19)
- ☐ College of Pharmacy (20)
- ☐ Ford School of Public Policy (21)
- ☐ Institute for Social Research (22)
- ☐ Law School (23)
- ☐ Life Sciences Institute (24)
- ☐ Medical School (25)
- ☐ Rackham Graduate School (26)
- ☐ Ross School of Business (27)
- ☐ School of Dentistry (28)
- ☐ School of Education (29)
- ☐ School of Environment & Sustainability (30)
- ☐ School of Information (31)
- ☐ School of Kinesiology (32)
- ☐ School of Music, Theatre & Dance (33)

- ☐ School of Nursing (34)
- ☐ School of Public Health (35)
- ☐ School of Social Work (36)
- ☐ Stamps School of Art & Design (37)
- ☐ Taubman College of Architecture & Urban Planning (38)
- ☐ UM Transportation Research Institute (39)
- ☐ University Hospitals & Health Center (40)
- ☐ University Library (41)

---

Page Break

*Display This Question:*

*If Which U-M campus is your primary work location?(Select all that apply) = Dearborn*

Q4 Please indicate below the units (e.g., schools, colleges, institutes, etc.) that you are affiliated with.

*(Select all that apply)*

- ☐ College of Arts, Sciences, & Letters (1)
- ☐ College of Business (2)
- ☐ College of Education, Health, & Human Services (3)
- ☐ College of Engineering & Computer Science (4)

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Page Break

Display This Question:



Q5 Please indicate below the units (e.g., schools, colleges, institutes, etc.) that you are affiliated with.

*(Select all that apply)*

- ☐ College of Arts & Sciences (1)
- ☐ School of Management (2)
- ☐ College of Health Sciences (3)
- ☐ School of Education & Human Services (4)
- ☐ School of Nursing (5)
- ☐ College of Innovation & Technology (6)

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Page Break

Q6 In which department are you a faculty member? If you have appointments in more than one department, which department do you consider your primary (at least 50% of your FTE) faculty affiliation?

*(This is an optional question)*

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Page Break

Q7 What is your faculty track?

- ☐ Clinical track (1)
- ☐ Instructional Tenure track (2)
- ☐ LEO Lecturer (3)
- ☐ Research Professor/Scientist (4)
- ☐ Librarian (6)

---

Page Break

*Display This Question:*

*If What is your faculty track? = Clinical track*

Q8 What is your rank?

- ☐ Assistant Professor (1)
- ☐ Associate Professor (2)
- ☐ Professor (3)
- ☐ Clinical Instructor (4)
- ☐ Adjunct (5)

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Page Break

*Display This Question:*

*If What is your faculty track? = Instructional Tenure track*

Q9 What is your rank?

- ☐ Assistant Professor (2)
  - ☐ Associate Professor (3)
  - ☐ Professor (4)
- 

Page Break

*Display This Question:*

*If What is your faculty track? = LEO Lecturer*

Q10 What is your rank?

- ☐ Lecturer I (1)
  - ☐ Lecturer II (2)
  - ☐ Lecturer III (3)
  - ☐ Lecturer IV (4)
  - ☐ Adjunct (5)
  - ☐ Intermittent (6)
- 

Page Break

*Display This Question:*

*If What is your faculty track? = Research Professor/Scientist*

Q11 What is your rank?

- ☐ Assistant Professor/Scientist (1)
- ☐ Associate Professor/Scientist (2)
- ☐ Professor/Scientist (3)

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Page Break

End of Block: Demographic block

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Start of Block: Follow up question block

Q12 We would now like to understand the extent to which you have felt supported by your primary department over the last 9 months. Thinking about the last 9 months, for each of the areas listed below, how much would you agree or disagree with the following statement:

"I have felt strong support from my department."

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not Applicable (6)
Teaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarship (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic administrative responsibilities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare/clinical responsibilities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

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*Display This Question:*

*If We would now like to understand the extent to which you have felt supported by your primary depar... != Teaching [ Not Applicable ]*

Q13 Over the past 9 months what has your department done to support you in teaching?

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Page Break

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*Display This Question:*

*If We would now like to understand the extent to which you have felt supported by your primary depar... != Research and scholarship [ Not Applicable ]*

Q14 Over the past 9 months what has your department done to support you in research and scholarship?

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Page Break

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Display This Question:

*If We would now like to understand the extent to which you have felt supported by your primary depar... != Service work [ Not Applicable ]*

Q15 Over the past 9 months what has your department done to support you in service work?

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Page Break

Display This Question:

*If We would now like to understand the extent to which you have felt supported by your primary depar... != Academic administrative responsibilities [ Not Applicable ]*

Q16 Over the past 9 months what has your department done to support you in academic administrative responsibilities?

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Page Break

*Display This Question:*

*If We would now like to understand the extent to which you have felt supported by your primary depar... != Healthcare/clinical responsibilities [ Not Applicable ]*

Q17 Over the past 9 months what has your department done to support you in healthcare/clinical responsibilities?

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Page Break

Q18 Please help us understand the nature of the impacts that your departmental support has had on outcomes in the areas listed below.

*Display This Choice:*

*If We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Strongly Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Neutral ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Agree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Strongly Agree ]*

*Display This Choice:*

*If We would now like to understand the extent to which you have felt supported by your primary depar... = Research and scholarship [ Strongly Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Research and scholarship [ Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Research and scholarship [ Neutral ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Research and scholarship [ Agree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Research and scholarship [ Strongly Agree ]*

*Display This Choice:*

*If We would now like to understand the extent to which you have felt supported by your primary depar... = Service work [ Strongly Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Service work [ Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Service work [ Neutral ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Service work [ Agree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Service work [ Strongly Agree ]*

*Display This Choice:*

*If We would now like to understand the extent to which you have felt supported by your primary depar... = Academic administrative responsibilities [ Strongly Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Academic administrative responsibilities [ Disagree ]*

*Or We would now like to understand the extent to which you have felt supported by your primary depar... = Academic administrative responsibilities [ Neutral ]*



Or We would now like to understand the extent to which you have felt supported by your primary depar... = Academic administrative responsibilities [ Agree ]

Or We would now like to understand the extent to which you have felt supported by your primary depar... = Academic administrative responsibilities [ Strongly Agree ]

Display This Choice:

If We would now like to understand the extent to which you have felt supported by your primary depar... = Healthcare/clinical responsibilities [ Strongly Disagree ]

Or We would now like to understand the extent to which you have felt supported by your primary depar... = Healthcare/clinical responsibilities [ Disagree ]

Or We would now like to understand the extent to which you have felt supported by your primary depar... = Healthcare/clinical responsibilities [ Neutral ]

Or We would now like to understand the extent to which you have felt supported by your primary depar... = Healthcare/clinical responsibilities [ Agree ]

Or We would now like to understand the extent to which you have felt supported by your primary depar... = Healthcare/clinical responsibilities [ Strongly Agree ]

	Very negative impact (1)	Negative impact (7)	No impact/ neutral (2)	Positive impact (3)	Very positive impact (4)	Not applicable (5)
<p>Display This Choice:</p> <p>If We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Strongly Disagree ]</p> <p>Or We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Disagree ]</p> <p>Or We would now like to understand the extent to which you have felt supported by your primary depar... = Teaching [ Neutral ]</p> <p>Or We would</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Teaching  
[ Agree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Teaching  
[ Strongly Agree ]

### Teaching (1)

Display This  
Choice:

If We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Research  
and scholarship [  
Strongly Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Research  
and scholarship [  
Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Research  
and scholarship [  
Neutral ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary



depar... = Research  
and scholarship [ Agree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Research  
and scholarship [ Strongly Agree ]

## Research and scholarship (2)

Display This  
Choice:

If We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Service  
work [ Strongly  
Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Service  
work [ Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Service  
work [ Neutral ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Service  
work [ Agree ]

Or We would



now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Service  
work [ Strongly  
Agree ]

### Service work (3)

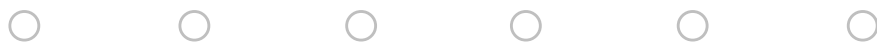
Display This  
Choice:

If We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Academic  
administrative  
responsibilities [  
Strongly Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Academic  
administrative  
responsibilities [  
Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Academic  
administrative  
responsibilities [  
Neutral ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Academic  
administrative  
responsibilities [  
Agree ]



Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... = Academic  
administrative  
responsibilities [  
Strongly Agree ]

Academic  
administrative  
responsibilities (4)

Display This  
Choice:

If We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... =  
Healthcare/clinical  
responsibilities [  
Strongly Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... =  
Healthcare/clinical  
responsibilities [  
Disagree ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... =  
Healthcare/clinical  
responsibilities [  
Neutral ]

Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary



depar... =  
Healthcare/clinical  
responsibilities [  
Agree ]  
  
Or We would  
now like to  
understand the  
extent to which you  
have felt supported  
by your primary  
depar... =  
Healthcare/clinical  
responsibilities [  
Strongly Agree ]

Healthcare/clinical  
responsibilities (5)

Page Break

*Display This Question:*

*If Please help us understand the nature of the impacts that your departmental support has had on out... = Teaching [ Very negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Teaching [ Negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Teaching [ No impact/ neutral ]*

**Q19 Please indicate your most significant unresolved challenges related to teaching in the context of the COVID-19 pandemic.**

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Page Break

*Display This Question:*

*If Please help us understand the nature of the impacts that your departmental support has had on out... = Research and scholarship [ Very negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Research and scholarship [ Negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Research and scholarship [ No impact/ neutral ]*

**Q20 Please indicate your most significant unresolved challenges related to research and scholarship in the context of the COVID-19 pandemic.**

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Page Break



*Display This Question:*

*If Please help us understand the nature of the impacts that your departmental support has had on out... = Service work [ Very negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Service work [ Negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Service work [ No impact/ neutral ]*

**Q21 Please indicate your most significant unresolved challenges related to service work in the context of the COVID-19 pandemic.**

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Page Break

*Display This Question:*

*If Please help us understand the nature of the impacts that your departmental support has had on out... = Academic administrative responsibilities [ Very negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Academic administrative responsibilities [ Negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Academic administrative responsibilities [ No impact/ neutral ]*

**Q22 Please indicate your most significant unresolved challenges related to academic administrative responsibilities in the context of the COVID-19 pandemic.**

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Page Break

*Display This Question:*

*If Please help us understand the nature of the impacts that your departmental support has had on out... = Healthcare/clinical responsibilities [ Very negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Healthcare/clinical responsibilities [ Negative impact ]*

*Or Please help us understand the nature of the impacts that your departmental support has had on out... = Healthcare/clinical responsibilities [ No impact/ neutral ]*

**Q23 Please indicate your most significant unresolved challenges related to healthcare/clinical responsibilities in the context of the COVID-19 pandemic.**

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Page Break

Q24 What COVID-19 accommodations do you recommend the University and departments consider as they evaluate promotion and tenure packets and request external review letters?

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End of Block: Follow up question block

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