



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

*Committee Chair:* Yasmina Laouar, Medical School

Date: 12/04/2023

Agenda

- 1- Approval of the last meeting minutes.
- 2- Introduction of our guests:

Dr. Kelcey Stratton: Chief Behavioral Health Strategist in UHR, which is a mental health programming and strategy position. In this role, she is leading the creation of a collaborative plan to promote mental health and well-being for everyone who works at the three U-M campuses and Michigan Medicine. The goal from this initiative is to meet the mental and emotional health needs of our staff and faculty at the individual, team, and organizational levels.

Mr. Tom Waldecker: Director of Faculty and Staff Counseling and Consultation Office; FASCCO. Tom is a member of several professional organizations, including the International Association of Employee Assistance Professionals in Education in which he is a former president and Board member. He has extensive experience in solution-focused counseling, parenting issues, executive stress, substance abuse administration/treatment, and the provision of training on mental and emotional health topics.

- 3- Group discussion with our guests about our Goal #3:  
*Analyze prevailing conditions and underlying causes that might result in faculty's exhaustion and develop recommendations to mitigate such circumstances.*

These are questions to consider for brainstorming with our guests:

General:

1. Are there issues related to work-life balance, such as long working hours or difficulty disconnecting from work, that contribute to exhaustion?
2. How do institutional policies, including tenure and promotion criteria, impact your stress levels and job satisfaction?

Administrative Assistance for Regulatory Requirements:

1. How does the administrative workload, including committee assignments and paperwork, affect your overall job satisfaction?
2. What specific regulatory or bureaucratic processes do you find most challenging to navigate, and how do they contribute to your stress levels?
3. Are there ways in which the institution can streamline or improve administrative procedures to alleviate the burden on faculty?

Student Demands for Mental Health Support:



1. How do increasing demands from students for mental health support affect your role as their teacher and mentor and your overall job satisfaction?
2. What are the specific challenges you face in addressing student mental health needs within the classroom or academic context?
3. What are exactly the demands for faculty who are not trained to detect mental health issues to fulfil this role that has a little to do with their expertise.

Student Demands for High Grades:

1. How do student expectations for high grades impact your teaching approach and your perception of your role as an educator?
2. Are there instances where you feel pressured to inflate grades, and if so, how does this affect your job satisfaction and stress levels?
3. How can the institution better support faculty in addressing student concerns about grades while maintaining academic integrity?

By Field:

Biomedical Faculty:

1. How does the constant pressure to secure grants (especially in the face of declining external funding sources like NIH) affect your overall job satisfaction?
2. How does the fear of having to close a lab affect your long-term research planning and your ability to mentor students and junior faculty?
3. What resources and assistance does the university currently provide to faculty members who are struggling to secure research funding, especially in the face of declining external funding sources?
4. Are there mechanisms for fostering collaboration and interdisciplinary research that can help faculty access alternative funding sources or diversify their research portfolios?

**Please add here issues related to your field.....etc**

Yasmina Laouar, Ph.D.