



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

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Date: 03/25/2024

Agenda

- 1- Approval of the last meetings minutes.
- 2- Overview of we have achieved so far and what is left to tackle.

Goal #1: Scrutinize the existing UM Standard Practice Guide concerning protection against retaliation and formulate policy recommendations aiming to:

- a. Safeguard faculty independence within classrooms, including curriculum, pedagogical techniques, and evaluation processes, with an aim to counteract potential student backlashes that might seek administrative sanctions.
- b. Protect faculty from retaliatory actions initiated by fellow faculty members or administrators.

YL: Recommendations sent to SACUA

Goal #2: Analyze prevailing conditions and underlying causes that might result in faculty exhaustion and develop recommendations to mitigate such circumstances.

YL: Remain to be addressed.

Goal #3: Contemplate organizing an event during the winter term, in collaboration and with the support of the Faculty Senate Office, which encourages transparent communication among faculty members, championing academic freedom.

YL: Done by SACUA (no contribution from CESWF)

Goal #4: Consider emergent issues or topics brought forward by the CESWF committee members for discussion over the course of the year. Additionally, consider any issues or topics raised in the committee's most recent annual committee report, while coordinating with the Faculty Senate Office to help avoid duplicating work that SACUA has now referred to itself or to another committee.

YL: Emerging issue: New U-M Medicare Advantage plan
Recommendations sent to SACUA

- 3- Group discussion with our guests about our Goal #2:
Analyze prevailing conditions and underlying causes that might result in faculty's exhaustion and develop recommendations to mitigate such circumstances.

Administrative Assistance for Regulatory Requirements:

1. What specific regulatory or bureaucratic processes do you find most challenging to navigate, and how do they contribute to your stress levels?
2. 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?