



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

Minutes of Meeting: 3/25/24

Circulated: 4/15/24

Approved: 4/22/24

Present: Yasmina Laouar (Chair), Suzanne Selig, Hakem Al-Ruston, Louise Stein, Yulia Sevryugina, Rebekah Modrak (SACUA liaison)

Absent: K. Rivet Amico, Christina Aplin-Snider, Elham Mahmoudi, Elif Oral, Chris Rider, John Thomas

Faculty Senate Office: Eric Vandenberghe

1:03pm-1:14pm: Call to Order, Approval of Agenda and Minutes, Announcements

The agenda was approved. The minutes for the January 29, February 5, and February 26 CESWF meeting were approved.

The charge was reviewed. Most of the items have been addressed, and the remaining charge item is the subject of today's meeting.

A question about the salary study was raised. The Chair will follow up with the Chair of SACUA regarding the progress of this.

1:14pm-2:42pm: Charge Item #2

Summary: The Chair reviewed this charge item, which reads: "Review the current conditions and drivers that may lead to faculty burnout and develop recommendations for how to address those conditions." The Chair posed a few questions related to this charge and included them on a Google Doc. The questions are as follows:

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?

The committee spent a portion of the meeting working on the Google Doc. Following this, the group discussed the points they had included in this working session. These points will be refined by the committee and reviewed for submission at the final committee meeting for this academic year.

A recommendation is made by a committee member for the committee to review the report by ADVANCE titled “Why do Associate Professors Leave the University of Michigan? It is suggested that this subject could be a charge item in the years to come.

The committee continued their discussion on these questions.

Action: Work and discussion

2:42pm: Adjournment

Respectfully submitted,

Eric Vandenberghe
Faculty Governance Coordinator
Faculty Senate Office