

FACULTY SENATE MEETING
Peck Hall, Room 1402
October 6, 2022 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:33 pm on Thursday, October 6, 2022 in Peck Hall Room 1402 by President Jingyi Jia.

Present: Jingyi Jia, Barb McCracken, Duff Wrobbel, Maurina Aranda, Joaquin Florido Berrocal, Robert Bitter, Bob Blackwell, Alicia Cantebury, Wai Cheah, David Cluphf, Ivy Cooper, Igor Crk, Keith Edwards, Jennifer Erwin, Carole Frick, Valerie Griffin, Mitchell Haas, Michael Hair, Cedric Harville II, Keith Hecht, Heather Johnson, Tim Kalinowski, Theresa Kelly, Marie Klopfenstein, Soondo Kweon, Yuliang Liu, Shannon McCarragher, Kelley McGuire, Shadrack Msengi, Bhargav Patel, Jodi Patton-Jordan, Mary Anne Pettit, Ann Pokess (ex officio), Brad Reed, Nicola Schmidt, Johanna Schmidt, Debbie Sellnow-Richmond, Kamran Shavezipur, Michael Shaw, Chrissy Simmons, J.T. Snipes, Bernadette Sobczak, Jayme Swanke, Ralph Tayeh, Ezra Temko (for Isais Wellington Smith), Allison Thomason (for Christienne Hinz), Cinnamon VanPutte (herself and also for Katie Hanser), Meredith Verocchi, Carrie Vogler, Suranjan Weeraratne, Andrew Wesemann, Susan Wiediger (ex officio), Elizabeth Wiemers, Amy Winn, Xudong Yu, Julie Zimmerman (for Corey Ragsdale), Jennifer Zuercher

Absent: Chaya Gopalan, Lauren Heimbuecher, Jennifer Hernandez, Stephen Kerber (ex officio), Joshua Kryah, Gregory Littman, Cassandra Maynard,

Excused: Adriana Martinez, Jie Ying

Guests: Thomas Foster, Susan Morgan, Jerry Weinberg

Faculty Senate approved the request of Shannon McCarragher, Meredith Verrochi, and Carrie Vogler to attend the meeting via Zoom.

Check ins and Introductions of Guests; Announcements

Jia welcomed Associate Provost for Research and Dean of the Graduate School Jerry Weinberg and Associate Dean of the Graduate School Susan Morgan for a conversation about the Graduate School's FY22 review and FY23 goals. Jia also welcomed Thomas Foster to talk about new instruments for the SET.

Consideration of Minutes:

The September 1, 2022 minutes were approved as written.

Public Comment and Outside Business:

There was no public comment.

Weinberg gave a presentation, which detailed an FY22 review and FY23 goals. Major goals for FY23 include: improving processes, such as moving the Graduate Committee on Assessment's evaluations to Quali Build, developing a rubric for the Graduate Course Release Review Committee, and developing a post-award manual for the grant accountants; improving faculty and student support, such as launching updated post-award website for PIs, continuing targeted grant writing classes for faculty, developing and providing resource information on ORP to department chairs, developing and implementing a plan to communicate with PIs through a PI listserv, and implementing a GPD workshop and updating the current GPD Handbook to a searchable website; increasing external collaborations, such as co-hosting responsible conduct of research virtual events with SIUC and SOM and opening the events to non-SIU

faculty and students, meeting with SIU Community Engagement Office, SIUC and SOM sponsored projects offices to identify opportunities for collaboration, and implementing system-wide recognition of graduate tuition waivers; and contributing to the SIU Strategic Plan. The presentation also included clarifications about indirect costs, trends in submissions, awards and enrollment, and a report on schools/college ICR expenditures from FY22.

Thomas Foster presented updates to the 2022 Student Experiences Survey. The SET Review Committee, required by policy 1J7, was created by the Provost's Office in March 2021 to address issues of validity of the existing SET. The committee examined the validity (i.e., Are we measuring what we think we are measuring) of the SET Core Instrument and the extensive scholarship that answers the validity question. Faculty Senate provided feedback to the proposed revisions to the Student Experiences Survey, and no action to approve the revisions was taken at this time.

Internal Business:

Jia reminded Faculty Senate of the memo from the Chancellor, dated September 27, 2022, which asked for constructive comments and ideas regarding enrollment, retention and graduation rates. The six councils made presentations regarding the matter.

Faculty Development Council: see presentation.

Graduate Council: see presentation.

Rules and Procedures Council: see presentation.

Undergraduate Curriculum Council: see presentation.

University Budget, Finance and Operations Council: see presentation.

Welfare and Governance Council: see presentation.

Further discussion regarding the Modified Feminist Process has been tabled for another Faculty Senate meeting.

Reports from Standing Committees:

UPBC: see attached report.

IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:

See attached reports.

Adjournment:

The meeting adjourned at 4:00 pm.

Submitted by Michael Tadlock, University Governance

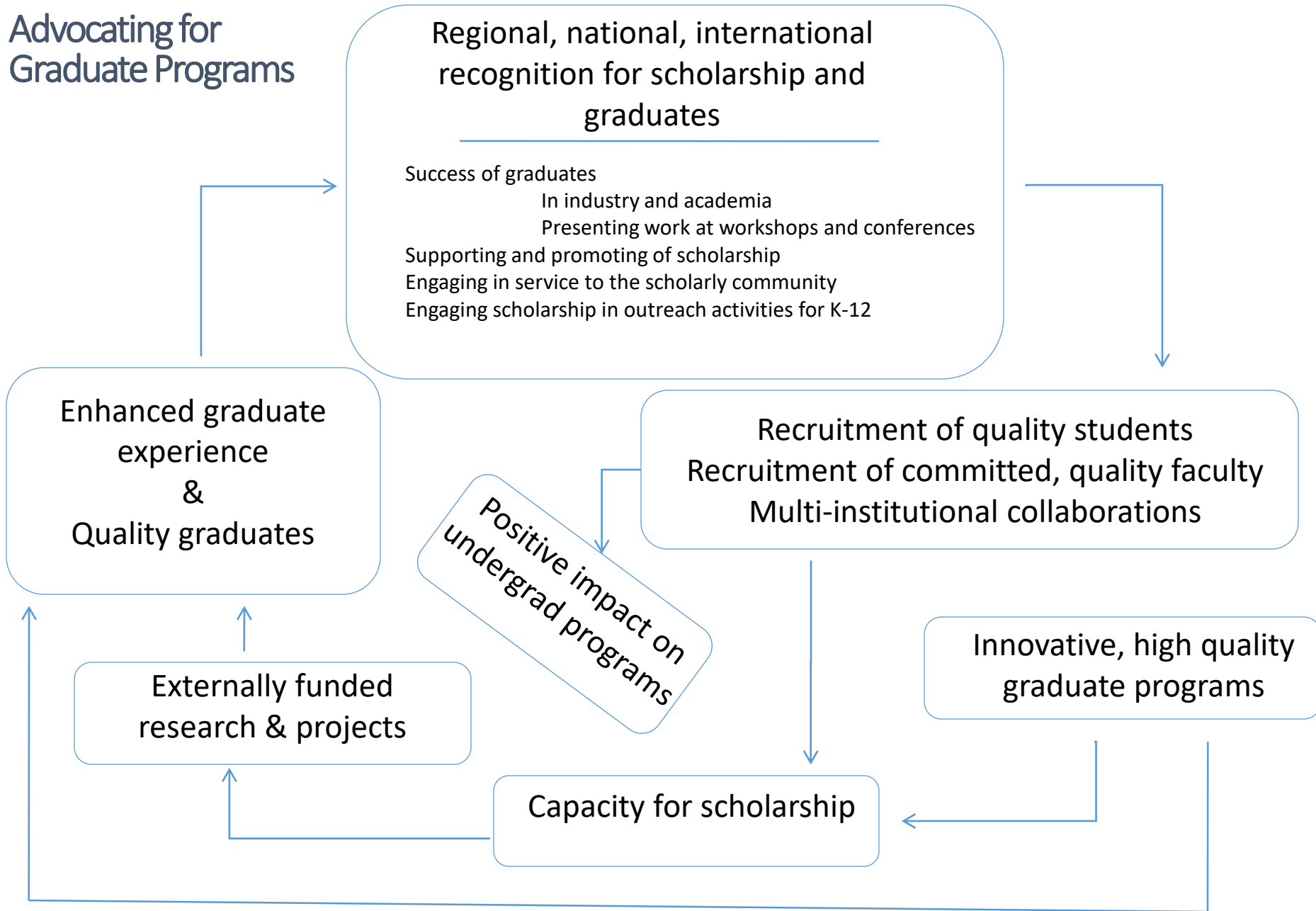


The Graduate School

FY 22 Review

FY 23 Goals

Advocating for Graduate Programs



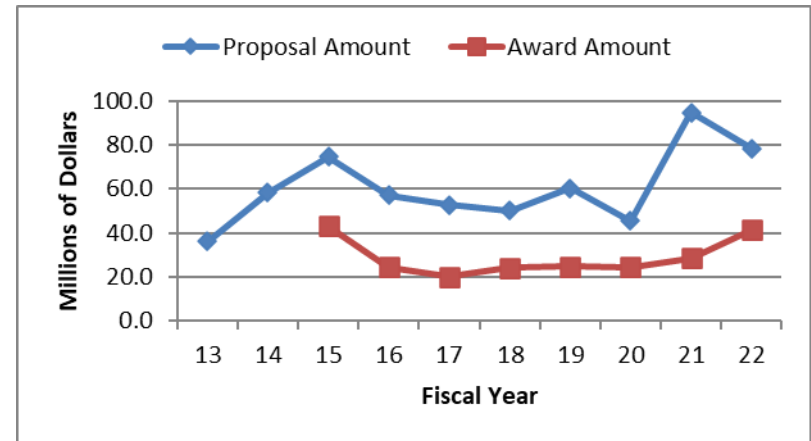
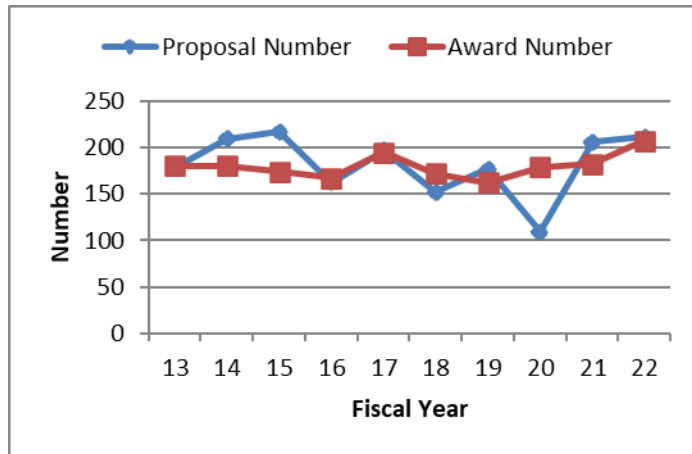


FY23 Major Goals

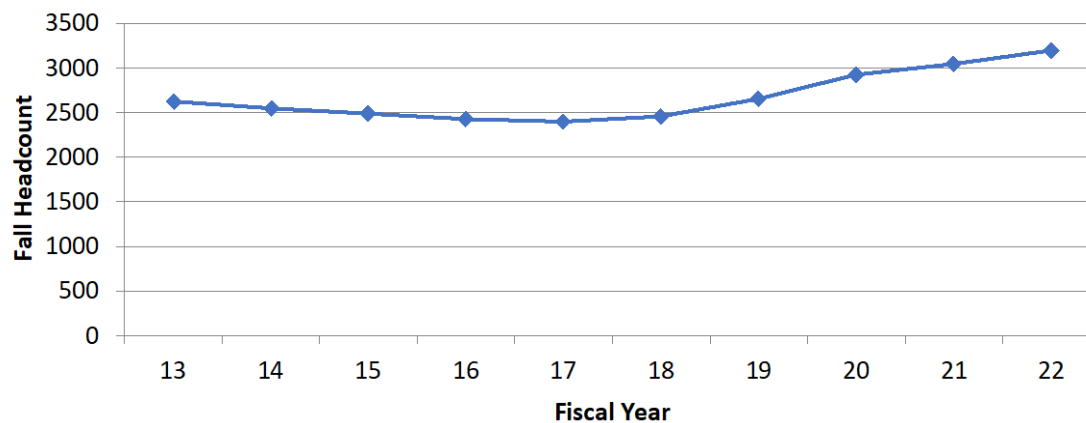
- Improving processes, such as
 - moving the Graduate Committee on Assessment's evaluations to Quali Build
 - developing a rubric for the Graduate Course Review Committee
 - developing a post-award manual for the grant accountants
- Improving faculty and student support, such as
 - launching updated post-award website for PIs
 - continuing targeted grant writing classes for faculty
 - developing and providing resource information on ORP to department chairs
 - developing and implementing a plan to communicate with PIs through a PI listserv
 - implementing a GPD workshop and updating the current GPD Handbook to a searchable website
- Increasing external collaborations, such as
 - co-hosting responsible conduct of research virtual events with SIUC and SOM and opening the events to non-SIU faculty and students
 - meeting with SIU Community Engagement Office, SIUC and SOM sponsored projects offices to identify opportunities for collaboration
 - implementing system-wide recognition of graduate tuition waivers
- Contribute to SIU Strategic Plan
 - Members serving on Teams 9 Research, 10 Co-op Ph.D., and 15 Sustainability



Trends in Submissions, Awards, and Enrollment



Graduate & Professional Enrollment



ICR

Federal Uniform Guidance, §200.56

- “*Indirect costs* means those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.” (Uniform Guidance, §200.56).
- ICR can be used at the discretion of the institution
- ICR is recovered as a portion of grant expenditures
- ICR rates are negotiated with the Federal Government
 - The negotiated Federal Rate is used as a basis for all grants. However, state, private foundation, and some federal agencies may have alternative rates set by their own policies.

ICR Continued

- University Policy 5D1

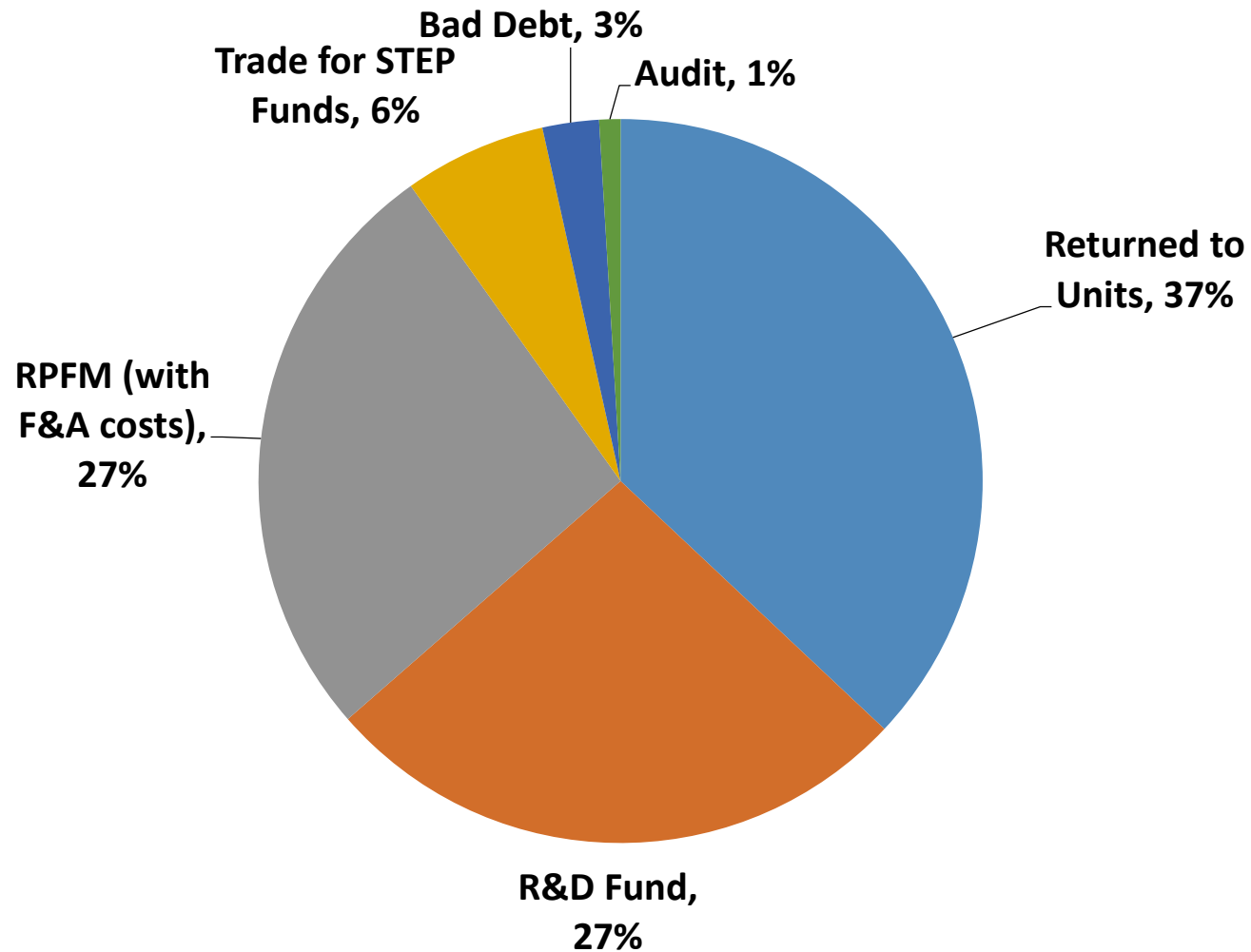
“Policy Statement Covering Distribution of Indirect Cost Funds from Externally Sponsored Grants and Contracts”

“Indirect cost reimbursement funds generated by externally sponsored grants, contracts, and special projects beyond real and necessary costs of Research and Projects Fiscal Management will be distributed as follows:

- Training Grants (Instructional), Public Service, and Other Special Projects:
 - 67% Generating Unit
 - 33% Graduate School - Office of Research and Projects
- Research Projects:
 - 40% Generating Unit
 - 60% Graduate School - Office of Research and Projects”

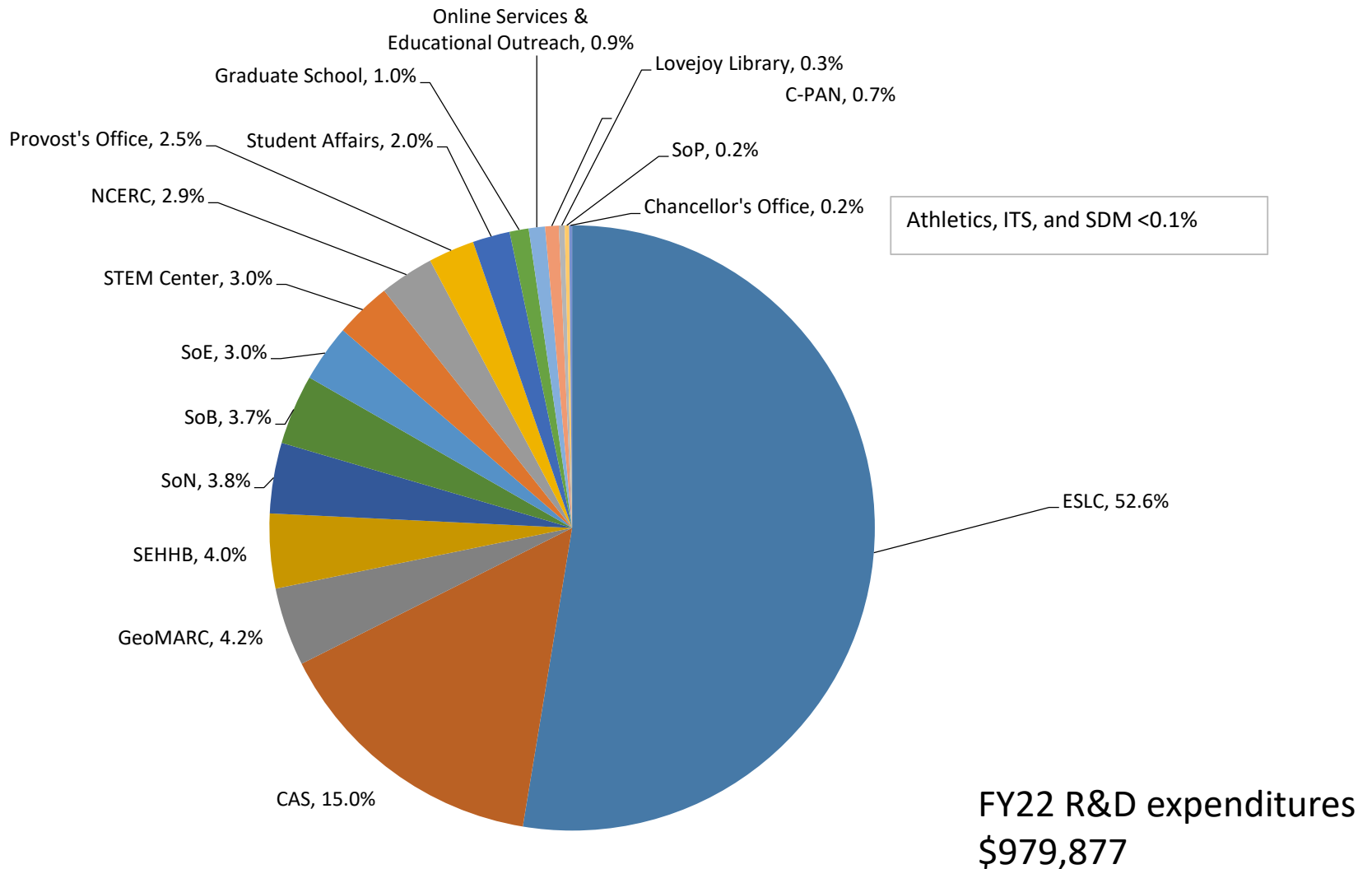


FY 22 Total ICR: \$2.56 million





ICR Returned Directly to Units: \$947,577





Report on Schools/College ICR Expenditures

1M4 Report

Prepared 09/09/22

Total Amount of ICR Funds Expended by Units to Support Scholarship for FY22

Excludes funds received from Graduate School and STEP funds

Category	Schools/College	
Commodities & supplies*	\$ 20,068	4%
Contractual services	\$ 103,507	20%
Equipment	\$ 19,674	4%
Travel	\$ 81,767	16%
Faculty or staff salary/course buy-out	\$ 164,380	32%
Student wages/salary	\$ 75,334	15%
Returned to Dept/PI	\$ 46,437	9%
Total Expended in FY22	\$ 511,167	100%

*SoP Commodities & Supplies, Contractual Services, and Equipment are returned to the Department and PI.

Schools/College ICR Distribution Practices

Summary Table of Current Practices

School/College	ICR Distribution (%)		
	PI/Co-PI	Department	School/College
CAS*	25	0	75
GS**	100	0	0
LIS***	25	25	50
SoB	25	25	50
SDM	10	0	90
SoEd	20	40	40
SoE	10	40	50
SoN	25	25	50
SoP	30	20	50

* Requires at least \$1,000 in ICR return to CAS; 50% returned to LASA and IRIS for center proposals or proposals that collaborate with centers

** If the PI/Co-PI is in a Research Center, 100% of the ICR is returned to the Research Center. If the PI/Co-PI is within the Graduate School/ORP, then 100% is returned to the PI/Co-PI.

*** Requires at least \$500 in ICR to return to LIS

2022 Student Experiences Survey

Faculty Senate Oct 6, 2022

SET Continuous Review Committee 2022

Tom Foster, Chair tfoster@siue.edu



Why are we reviewing the SET

- ▶ SET Review Committee is required by policy 1J7
- ▶ Provost Office Created the Review Committee March 2021
 - ▶ Specifically, to address issues of validity of existing SET
- ▶ In this regard, the committee examined the validity (i.e., Are we measuring what we think we are measuring) of the SET Core Instrument and the extensive scholarship that answers the validity question.
- ▶ Our purpose is to provide an update on our process and progress.

Process

- ▶ Improve our knowledge of the existing literature concerning SET use.
 - ▶ This includes recommendations from the Anti-Racism Task Force.
- ▶ Answer the question: Is the current 11 question SET broken?
 - ▶ Yes: there are expectation, usage, and bias issues built in.
- ▶ We've reached the conclusion that we need to revamp the SET into a Student Experience Survey (SES) and rewrite the SET Policy (1J7).
 - ▶ Students do not know pedagogy. Students know what they experienced.
- ▶ SES questions selected by choosing validated from SET Research groups.
 - ▶ Selected to meet an array of preselected categories.
- ▶ Validate existing SET and SES with a student survey.
 - ▶ Presented survey to SIUE-FA, NTTFA, and the provost.
 - ▶ Revisions made.



Process – work to be done

- ▶ Present a progress report to the Faculty Senate.
- ▶ Administer the survey to SIUE students midsemester.
 - ▶ Stats and stats and most likely more stats.
- ▶ Complete our recommended changes to the SET policy.
 - ▶ Given to both the Faculty Senate and Provost for review.
- ▶ Present our analysis, results, and 1J7 to university community.
 - ▶ May need to go School by School.
- ▶ Prepare a final report for university community.
- ▶ Assist 1J7 (policy and SES) through the Faculty Senate to approval.



SES Questions 1 of 2

1. I consistently prepare for this course.
2. I consistently attend this course.
3. I interact with the instructor outside of class.
4. The classroom environment is welcoming and inclusive.
5. The atmosphere of the class welcomes the sharing of ideas.
6. Feedback on assignments for the course helps me learn from the experience.
7. The course material is explained clearly.
8. Expectations for graded work are explained clearly.



SES Questions 2 of 2

9. Assignments and content in this course help me learn the intended course objectives.
10. Help is available if I have questions or difficulties.
11. The format of course content is readily accessible to me, and if not, course content is made accessible upon request.
12. I am learning to evaluate diverse ideas and perspectives.
13. This course encourages me to consider new ideas.
14. The course includes content from people with diverse backgrounds.
15. There are opportunities for student-to-student interactions.



tfoster@siue.edu

Questions, comments, concerns.

Any grammar issues can be sent to Tom, but he will find you a more proficient discussant.



Default Question Block

Do you agree to participate in a research project entitled "Student Evaluation of Teaching Fall 2022 Student Survey"?

- ☐ Yes, I agree to participate in this research.
- ☐ No, I do not agree to participate in the survey.

Please identify one of your Fall 2022 courses. Do not use laboratory-only or one-on-one (e.g. independent study or internship) courses.

What subject is the course?

What is the course number for your Fall 2022 course? Put N/A if you don't remember.

What is the name of the course?

To the present date, the majority of instruction in this course was completed via...

- ☐ Fully face-to-face in-person learning.
- ☐ Asynchronous Online (non-scheduled lectures).
- ☐ Synchronous Online (scheduled lectures).
- ☐ Blended combination of some or all of the above.

Who is the instructor for this course? Put N/A if you don't remember.

Please rate your Fall 2022 course.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	S
The course requirements were clearly communicated in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The instructor is available to help students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The instructor provides timely feedback on student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

The instructor provides useful feedback on student work.

The course is well-organized.

Technical information, assignments, and resources have been available when I have needed them.

The instructor is responsive to student questions.

The instructor explains difficult material clearly.

The instructor uses teaching strategies that enhance my understanding of course content.

The activities/assignments are useful in helping me learn.

Overall, the instruction in this course has enhanced my learning of the course content.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements regarding the course for some courses, there may be statements below that are not applicable.

	Never	Rarely	Sometimes	Usually	Always
I consistently prepare for this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consistently attend this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interact with the instructor outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classroom environment is welcoming and inclusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The atmosphere of the class welcomes the sharing of ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on assignments for the course help me learn from the experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course material is explained clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectations for graded work are explained clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments and content in this course help me learn the intended course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help is available if I have questions or difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format of course content is readily accessible to me, and if not, course content is made accessible upon request.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am learning to evaluate diverse ideas and perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course encourages me to consider new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course includes content from people with diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for student-to-student interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This class is:

- ☐ Required for my major
- ☐ A course counting toward my minor
- ☐ A course for my general education requirement
- ☐ An elective
- ☐ Don't know

What knowledge or skills are you developing in this class?

What aspects of the course most help your learning?

My expected grade in this course is:

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ F
- ☐ Unsure or Other

The following questions will focus on the instructor of the course. We understand that your knowledge may be limited about your instructor, please answer to the best of your ability.

Your perception of your instructor's gender is:

- ☐ Male
- ☐ Female
- ☐ Non-binary / third gender
- ☐ Unsure

Your perception of your instructor's age:

- ☐ Below 30
- ☐ 30s
- ☐ 40s
- ☐ 50s
- ☐ Above 60
- ☐ Unsure

How do you perceive your instructor's race:

- ☐ White
- ☐ Non-White; please specify

- ☐ Unsure

Do you believe your instructor is from the United States?

- ☐ Yes
- ☐ No
- ☐ Unsure

Does the instructor have an accent that made it difficult for you to understand?

- ☐ No
- ☐ Yes; please describe

- ☐ Unsure

The following questions will focus on you.

Are you currently a:

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior

- ☐ Senior
- ☐ Graduate Student

Are you a transfer student?

- ☐ Yes
- ☐ No

Do you identify as:

- ☐ Male
- ☐ Female
- ☐ Non-binary / third gender
- ☐ Prefer not to say

Please describe your race.

- ☐ White
- ☐ Non-White; please specify
- ☐ Multi-racial; please specify
- ☐ Prefer not to say

What is your major? Select more than one if you have a double major.

- ☐ Accountancy
- ☐ Anthropology
- ☐ Applied Communication Studies
- ☐ Art
- ☐ Art and Design
- ☐ Art Therapy Counseling
- ☐ Biological Sciences
- ☐ Business Administration
- ☐ Chemistry
- ☐ Civil Engineering
- ☐ College Student Personnel Administration
- ☐ Computer Engineering

- ☐ Computer Management and Information Systems
- ☐ Computer Science
- ☐ Construction Management
- ☐ Creative Writing
- ☐ Criminal Justice Studies (Undergraduate)
- ☐ Criminal Justice Policy (Graduate)
- ☐ Curriculum and Instruction
- ☐ Dentistry
- ☐ Diversity & Equity in Education
- ☐ Early Childhood Education
- ☐ Economics
- ☐ Educational Administration
- ☐ Educational Leadership
- ☐ Electrical Engineering
- ☐ Electrical & Computer Engineering
- ☐ Elementary Education
- ☐ Engineering Science
- ☐ English
- ☐ Environmental Resources & Policy
- ☐ Environmental Science Management
- ☐ Environmental Science
- ☐ Exercise Science
- ☐ Foreign Language and Literature
- ☐ Geography
- ☐ Healthcare & Nursing Administration
- ☐ Healthcare Informatics
- ☐ History
- ☐ Industrial Engineering
- ☐ Instructional Technology
- ☐ Integrative Studies
- ☐

International Studies

- ☐ Kinesiology
- ☐ Liberal Studies
- ☐ Marketing Research
- ☐ Mass Communications
- ☐ Master of Arts & Teaching - Special Education
- ☐ Math
- ☐ Mechanical Engineering
- ☐ Mechatronics & Robotics Engineering
- ☐ Media Studies
- ☐ Music
- ☐ Nurse Educator
- ☐ Nursing
- ☐ Nutrition
- ☐ Pharmacy
- ☐ Philosophy
- ☐ Physics
- ☐ Political Science
- ☐ Psychology
- ☐ Public Administration
- ☐ Public Health
- ☐ Secondary Education
- ☐ Social Work
- ☐ Sociology
- ☐ Special Education
- ☐ Speech Language Pathology
- ☐ Theatre and Dance
- ☐ Other
- ☐ Undecided or Undeclared

How old are you?

- ☐ Under 20
- ☐ 20-22
- ☐ 23-25
- ☐ 26-30
- ☐ Above 30
- ☐ Prefer not to say

Please click on the following link to participate in the raffle.

Your personal data will not be attached to your survey responses when we report the data.

Thank you very much for your time and effort. We will use this information to improve our course evaluation system at SIUE.

Survey Powered By **Qualtrics**

FDC: Issues to address

- Excellence in Undergrad Ed, Teaching Excellence Award funding cut?
- Course scheduling
 - Time to graduation
 - Revenue sharing for winter
 - Faculty/Department autonomy
- Faculty morale
 - Raises don't match inflation
 - Low faculty morale leads to less innovation in teaching, etc.
 - Junior faculty morale is particularly important for faculty recruitment (heavy teaching and research burden, in addition to other outside responsibilities [e.g., childcare, elder parent support, etc.])

FDC: Suggestions for action

- Match inflation for salaries
- Positive work culture IS faculty development and important for recruitment
- Scheduling must be collaborative; departments must be allowed to provide context to scheduling
- Smaller course sizes to help struggling students and increased teaching support for large classes
- Mental health support for faculty
- Alternative grading techniques (rather than point-based systems)

Wellness Report Suggestions

- More flexibility to offer online content (allowing the option for some courses to remain online) and compensation (e.g., course release, overload, fellowship, etc.) to develop these courses
- Record all faculty development workshops, so faculty can attend asynchronously or provide more attendance options
- Decreased and equitable workloads to allow time for such things as increased innovation, research time, and developing experiential learning opportunities
- If administration is going to ask us to extend grace to students, they should extend grace to faculty
- Salary adjustments to offset pay compression, compensation for increased work and unpaid responsibilities

FACSS Wellness Survey

Qualitative Analysis Summary

Students in the course, EPFR 563: Assessment and Evaluation, were tasked with analyzing the open-ended data from the FACSS Wellness Survey. The following open-ended questions were analyzed:

- Question 6 - What type of support would be most helpful?
- Question 7 - Describe how the pandemic has impacted you
- Question 13 - Anything else you would like to share with us as we plan faculty wellness programs for Fall 2021?

The analysis combined the data from Carbondale, Edwardsville, and School of Medicine campuses. Due to the smaller number of responses from Carbondale and the School of Medicine, it was decided not to separate the data by campus to protect anonymity.

The analysis process consisted of reading each quote, highlighting word and phrases that stood out, followed by open coding of the data. Results are separated by each question, which includes a summary, the larger themes, and the codes.

Question 6

What type of support would be most helpful?

Faculty feel overworked, which is impacting their overall health and wellness. While having a flexible schedule and working from home has helped some, the workload produces additional stress. The increase of meetings, emails, and service, while supporting students, with a lack of resources to support the shift has impacting their teaching and research. Faculty would like administration to be more supportive rather than an obstacle. Faculty want to be properly compensated, which can include monetary pay, reduced course loads, and/or specific breaks, that will allow more time for research and preparation for asynchronous, synchronous, and HyFlex course formats.

Themes

- Compensation for increased work
- Course releases
- Infrastructure
- Reduce student loads
- Reduce workload
- Research support and time
- Resources
- Support physical, mental, and emotional health/wellness
- Teaching support

Codes

Administration is an obstacle
Anonymously submit concerns
Areas of improvement
Be proactive and not reactive
Course release
Course release or research support
Course release to develop courses
Course releases for faculty service positions
CRT is causing stress
Decrease student load
Don't know
Ease the teaching burden
Exhaustion
Food struggle
Has departmental support
Has family help
Honor course caps

Infrastructure and resources (x3)
Lack of compensation for more work
Lack of resources and low pay
Lack of support (x2)
Lack of support from administration
Lack of understanding
Lack of understanding and support; =
Less emails
Less meetings in order to get work done
Meeting administration demands
Mental and emotional support
More courses online; research support
Online support
Overloaded and not compensated (pay or reduced workload)
Overworked (x3)
Record all faculty development workshops

Reduce responsibilities

Reduced class sizes

Reduce course load

Research support time (x2)

Revisit service requirements

Seeking counseling

Stress management workshops

Student guide for SETs

Student resources

Support

Support physical and mental health

Support physical and mental wellness (x2)

Support to deal with hostile behaviors

Support, transparency, timely responses

Tech support

Therapy

Time off from email to focus on work

Time to students is mentally overwhelming

Underpaid (x2)

Work flexibility

Question 7

Describe how the pandemic has impacted you

The pandemic had a major impact on work/life balance for faculty. The transition to working virtually has been difficult for many, as they tried to navigate working from home, while also navigating family, and personal issues.

While for some, teaching online has its advantages, it also resulted in an increased workload, technical issues, disengaged students, and other teaching challenges. Furthermore, faculty have felt disconnected from their colleagues, making it difficult to collaborate. There was a lack of support for the transition online, which further exacerbates the difficulty of being virtual.

The largest takeaway from this question is the physical, mental, and emotional impact of the pandemic on faculty. Feelings of stress, anxiety, burnout, exhaustion, being overwhelmed, and grief, while also trying to support the needs of their students and loved ones. These factors contribute to lack of motivation, focus, and excitement for their work. Moreover, due to the lack of interaction of being online, faculty felt isolated and disconnected.

Themes

- Adapting
- Burnout
- External personal concerns
- Higher demands / Increased workloads
- Poor health
- Lack of Support
- Lack of Recognition
- Overworked
- Work/Life balance

Codes

A concern	Anxiousness surrounding illness
A lot of extra work	Asked to do more with less
Adapting was stressful	Attendance
All my time alone	Awareness
Alter our approach to teaching	Budget cuts
Alternate teaching methods	Burnout (x7)
Anxiety about social distance	Can't stay focus
Anxiety and stress	Cannot teach using all my skills
Anxious	Challenges (x2)
Anxiousness	Challenges engaging students

Challenges with students
Change in attitude toward online learning
Children
Chronically stressful and has negatively impacted my mental
Concern about civil unrest
Constant burnout
Constantly overwhelmed
Converting living space
COVID death and grief
Death of family member
Death of loved one
Detriment to the student experience.
Developed bad sleep habits
Difficult to adjust to new job in virtual format
Difficult to stay engaged
Difficulty engaging students
difficulty transitioning
Disconnected (x3)
Dissociated
Distanced
Do not get to spend time with my young family
Doesn't care about how the pandemic is affecting them
Doing more for less
Double work
Dread coming to work
Early retirement
Easy transition
Emotional burnout
Emotionally drained
Emotionally exhausting (x2)
Enjoying time at home
Enjoys being remote
Even more stressed
Exhausted (x2)
Exhaustion (x8)
Expected to do more with less
Experienced paycut for school to stay in the black
Failing retention efforts
Family crisis

Family member in healthcare field
Family obstacles
Family stress (x3)
Family time
Fatigued (x2)
Fear (x2)
Feeling anxious
Feeling of isolation
Feeling the same stress
Financial burden (x2)
Finding balance with extra workload
Flexibility makes it easier
Flexible
Forced me to learn how to use technology
Frustrated
Gained weight
Give them grace and be flexible
Hard to concentrate/ focus
Hard to maintain communication
Hard to maintain meetings (focus)
Hard to teach online.
Hard work-life balance
Harder to do work
Having family members have illness and having to travel long distance
Healthier work life balance
High stress levels
Hostile work environment
Humbled
I feel chronically stressed
Impacting physical and mental health
Increase workload (x9)
Increased demands for time related to social distancing and protocols
Increased emotional support of students
Increased prep time
Increased time commitment
Increased workload (x2)
Individual needs
Interactions difficult
Internet connection issues
Involvement and engagement is way down
Isolation (x4)
Issues with being virtual

Job security (x2)
Juggling childcare with work from home
Keeping others safe
Kids at home
Lack of boundaries (x4)
Lack of care from administration
Lack of compensation for extra work during pandemic
Lack of family interaction (x2)
Lack of Interaction (x4)
Lack of interaction impacting collaboration
Lack of motivation
Lack of resources (x2)
Lack of resources for non-lecture students
Lack of stress relief
Lack of support (x4)
Lack of support from administrators
Lack of tenure support
Lack of work ethic
Learning new software
Learning new tech
Less active
Less in-person interactions
Less stress from fewer demands
Less work meetings
Limited personal space
Limited time
Loneliness (x6)
Loss of connection (x2)
Loss of control
Loss of interaction
Loss of love and fun of teaching
Low full-time staff
Managing learning
Many technical difficulties
Marginalized and disconnected
Meetings 1/2 the day
Mental health treatment
Mental impact from being online
Mental/emotional well-being has suffered
Misses in-person contact
Missing face to face environment
Morale (x3)
More anxiety from students

More flexibility with students
More responsibility
More work and family responsibilities
More work for less satisfaction.
Most stress in 20 years
Much more anxiety
Multiple people working from home causing stress
My family is suffering
My scholarship has suffered
My service has suffered
Need break
Needing extra support
Never off
New content
No effect
No enthusiasm
No financial loss
No grace from students.
No one has answers or support
No passion
No reward for any of this
No structure (x2)
No sympathy (x2)
No work/life harmony
Not able to recognize my students in person
Not being able to see and help take care of elderly family
Not being in-person is stressful
Not bright future
Not impacted by pandemic
Not motivated
Not satisfied
On-going cycle
Online teaching draining
Online teaching less effective
Online teaching not fun
Online transition okay, loss of interactive fun
Openminded
Overloaded
Overwhelmed (x5)
Overworked (x15)
Overworked helping students

Parenting challenges
Physical impact from being online
Physically, mentally, and emotionally exhausted
Poor mental health
Poor response to pandemic
Positive health benefits (x2)
Positive outcomes of COVID
Positive student interactions
Positive work benefit
Postponed promotion
Precautions
Prioritize health
Privilege protects
Protecting others
Provide extra support to students
Putting in more work
Remote learning positive
Requests for meetings all the times of days and evenings
Resilient Students
Revision of courses
Rewriting and running virtual curriculum
Sad
Scattered
Significantly less leisure time and downtime
SIU alleviated stress
So many meetings
Socializing less
Socially separated
Some students not involved.
Spend more time trying to solve those issue
Spending more time...after hours
Spills over into the home
Spouse's job and our financial security
Strained relationship with coworkers
Stress (x12)
Stress level rising
Stressed because of pandemic
Stretched thin
Struggled with work-life balance
Struggles to be positive
Students are disengaged
Students as encouragers

Students have suffered throughout
Supportive colleagues
Symptoms of burnout
Teaching and service responsibilities very challenging
Teaching less rewarding
Teaching online courses since summer 2014
Tech Breakdowns
Thoroughly burnt out
Threat to job security
Time to rest
Tired (x8)
Told to lighten student assignment
Totally useless online
Transition difficulties
Transitioning online (x2)
Trauma
Virtual teaching fatigue
Troubleshooting Issues
Unable to travel to see family
Uncertainty
Uncertainty about future
Underpaid compared to new hires
Understanding
Understanding of individual needs
University's response was and continues to be far too slow
Unorganized (x2)
Unorganized
Unsupported by university
Vaccination Status
Vaccine Decisions
Valued work from home
Very little to show for it
Weaker education from being online
Where are any concerns for faculty?
Work and life have blended
Work and students' expectations to be fully present
Work early in the am and late at night near 50+ hrs/wk
Work less enjoyable
Work without compensation
Work-life balance is nonexistent

Work/life balance struggle (x3)
Working from home is beneficial
Working late into the night and on the weekends
Workload is detrimental to health
Workload was significantly higher
Worrying for others

Zero respect for working hours with zoom
Zoom appreciation (x2)
Zoom challenges (x4)
Zoom disadvantages (x4)
Zoom fatigue
Zoom fatigue (x4)

Question 13

Anything else you would like to share with us as we plan faculty wellness programs for Fall 2021?

Faculty are overloaded and feel they do not have time to do all of their work. Factors that contribute to this include lack of resources and support, COVID-19, social issues, and unrealistic expectations from the administration. These factors contribute to burnout, exhaustion, and frustration. Furthermore, faculty feel there is a lack of recognition of their hard work and would like to be properly acknowledged and appreciated.

Less work, more time is the overarching theme to address the feelings of being overworked. While there is some interest in wellness programming, faculty feel they do not have the time to due to their workloads.

Themes

- Burnout and exhaustion
- Focus on health and wellness
- Frustration
- Inefficiency of administration
- Institutionalized racism
- Lack of recognition, appreciation, and celebration
- Lack of resources and support
- Overworked
- Stressors and struggles
- Unfair treatment
- Time

Codes

Accessibility
Animosity
Appreciation for specific departments
Bitterness and anger
Breaks should be more intentional
Burnout
Celebrate and incentive
Celebration
Change
Change needs to be enacted
Communication strategies
Community

Comparison between vacation and mental health days
Confusion on how to assist students
Damaging to personal life
Different areas struggling (x2)
Disappointed
Diversity
Effect of lack of wellness programs
Family issues
Feeling of not getting what is deserved
Feeling racism
Financial stress
Frustrated

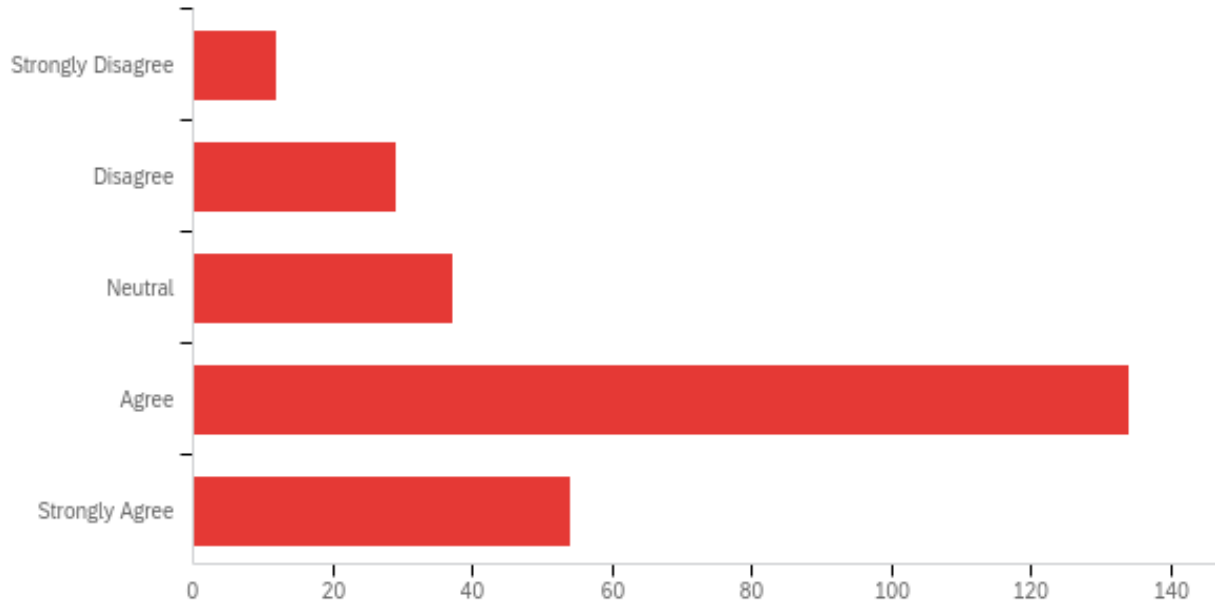
Give grace to faculty like students
Giving back a portion of money to
faculty/staff
Hardly alone
Helpful strategies
Hesitation to vaccinate
Hostility within the system
Ideas for improvement
Incentives
Inefficient
Insincere and insufficient help
Insincere appreciation
Just go away
Keeping quality learning
Lack of care
Lack of engagement
Lack of motivation
Lack of planning
Lack of resources
Lack of support (x2)
Leadership development of senior leaders is
essential
Making demands
Making the time to participate
Mental and emotional health is just as
important as physical health
Mental health
Morale is low
More time
More structured communication
Need flexibility
Need for improvement (x2)
No community
Non-acceptable learning spaces
Not applicable to everyone
Not doing their job
Not getting what is deserved
Overall wellness
Overall wellness of faculty members
Overworked (x6)

Overworked and under-recognized
Positive feedback
Proposed solution
Racial fatigue
Recognition (x2)
Resource
Say one thing, do another
Showing efforts
Socialization
Stressors
Students needs
Suggestions for change
Survey completion incentives
Testing report
Thank you for reaching out
Thank you for your efforts
Threatening to quit tired of the situation
Unacceptable
Uncertain
Underpaid
Underpaid and overworked
Unpreparedness for COVID protocols
Understanding the faculty workload
Unfair distribution of work
Unfair treatment (x2)
University stipulations
Unprepared
Unrealistic expectations (x2)
Unreasonable expectations
View on lack of work
Views on SIU response
Want to be recognized
Wants more follow-through
Wants more resources allocated
Waste of time and resources
Ways to improve
Working through counseling
communication
Worries
Worry about health

FACSS Wellness Survey

Administered Spring 2021

1. Overall, I am satisfied with my job.



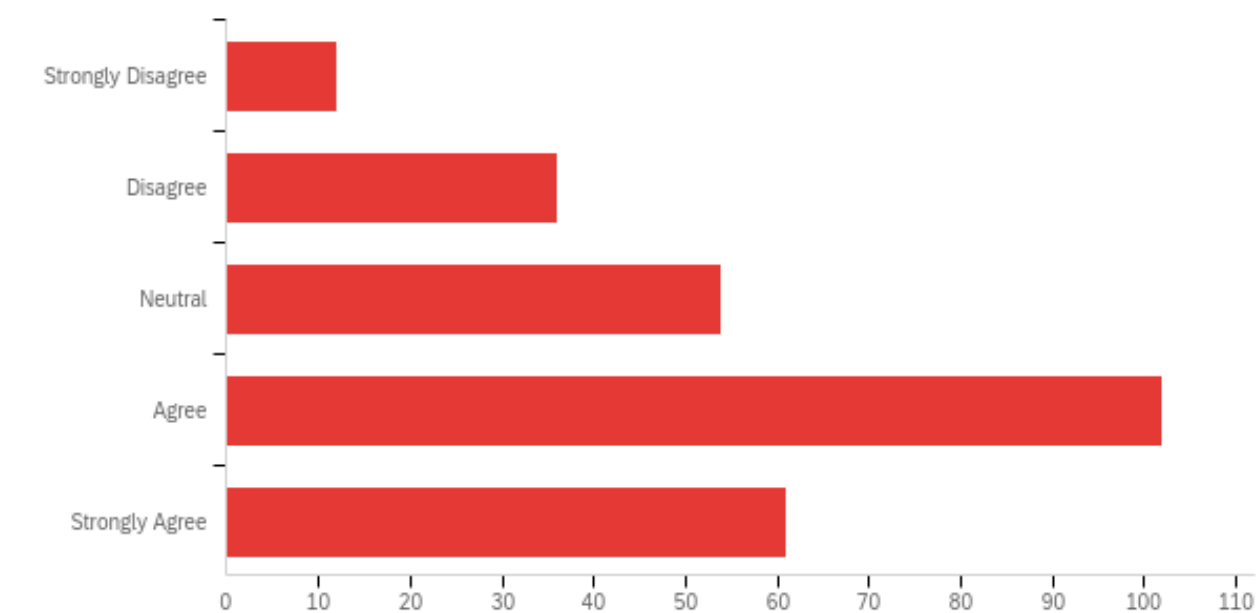
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Overall, I am satisfied with my job.	1.00	5.00	3.71	1.05	1.10	266

#	Answer	%	Count
1	Strongly Disagree	4.51%	12
2	Disagree	10.90%	29
3	Neutral	13.91%	37
4	Agree	50.38%	134
5	Strongly Agree	20.30%	54
	Total	100%	266

Responses by Campus

	Carbondale	Edwardsville	School of Medicine
Strongly Agree (%)	19.7%	22%	12.5%
Agree	44%	50.2%	87.5%
Neutral	14.3%	14.2%	
Disagree	17.6%	8.4%	
Strongly Disagree	4.5%	5.2%	
Total Responses for campus	91	155	16

2. I feel a great deal of stress because of my job.



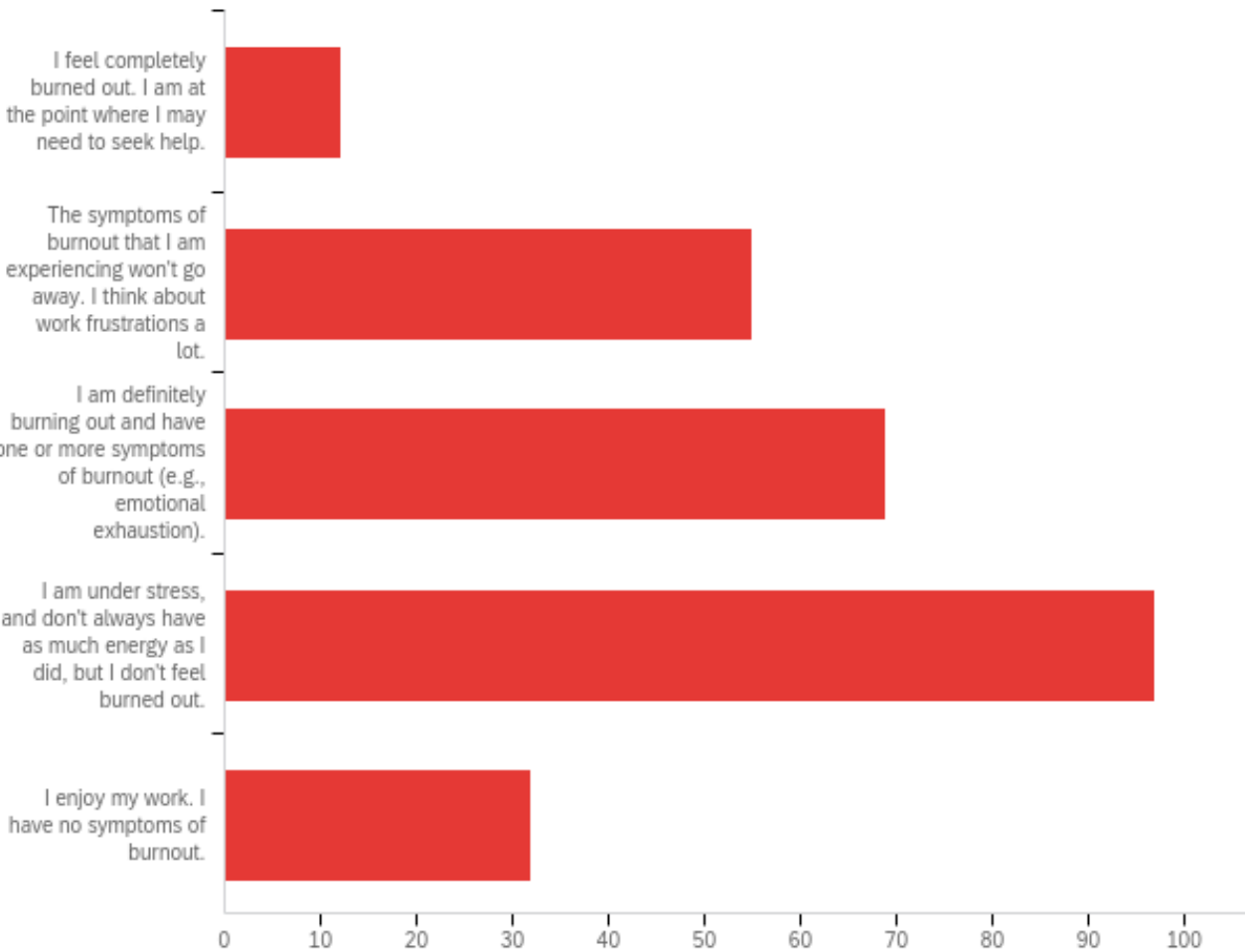
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2. I feel a great deal of stress because of my job.	1.00	5.00	3.62	1.11	1.24	265

#	Answer	%	Count
1	Strongly Disagree	4.53%	12
2	Disagree	13.58%	36
3	Neutral	20.38%	54
4	Agree	38.49%	102
5	Strongly Agree	23.02%	61
	Total	100%	265

Responses by Campus

	Carbondale	Edwardsville	School of Medicine
Strongly Agree (%)	18%	25.8%	14%
Agree	34%	38%	26%
Neutral	21%	18%	20%
Disagree	12%	12.2%	26%
Strongly Disagree	3%	5%	14%
Total Responses for campus	88	155	16

3. Using your own definition of "burnout," please select one of the answers below.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	3. Using your own definition of "burnout," please select one of the answers below.	1.00	5.00	3.31	1.07	1.14	265

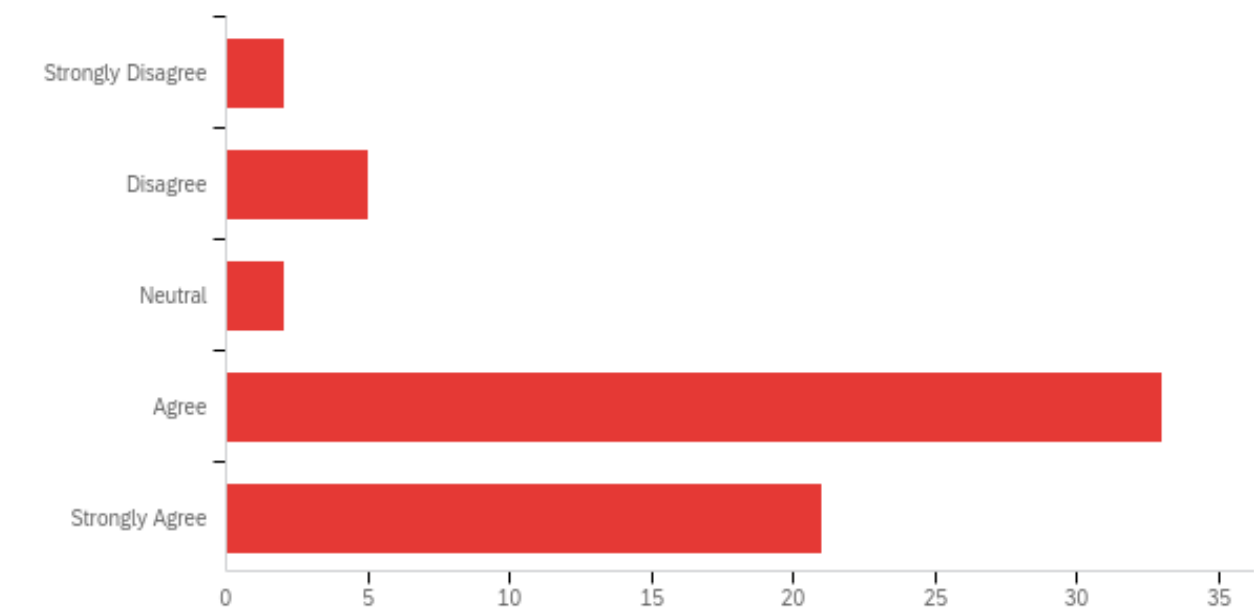
#	Answer	%	Count
1	I feel completely burned out. I am at the point where I may need to seek help.	4.53%	12
2	The symptoms of burnout that I am experiencing won't go away. I think about work frustrations a lot.	20.75%	55

3	I am definitely burning out and have one or more symptoms of burnout (e.g., emotional exhaustion).	26.04%	69
4	I am under stress, and don't always have as much energy as I did, but I don't feel burned out.	36.60%	97
5	I enjoy my work. I have no symptoms of burnout.	12.08%	32
	Total	100%	265

Responses by Campus

	Carbondale	Edwardsville	School of Medicine
I feel completely burned out. I am at a point where I may need to seek help.	4.4%	5.2%	
The symptoms of burnout that I am experiencing won't go away. I think about work frustrations a lot.	15.4%	24.2%	20%
I am definitely burning out and have one or more symptoms of burnout (e.g., emotional exhaustion).	23.1%	28.1%	26.7%
I am under stress, and don't always have as much energy as I did, but I don't feel burned out.	42.1%	31.4%	40%
I enjoy my work. I have no symptoms of burnout.	13%	11.1%	13.3%
Total Responses for campus	91	153	15

4. Overall, I feel capable of performing basic life activities necessary to work.



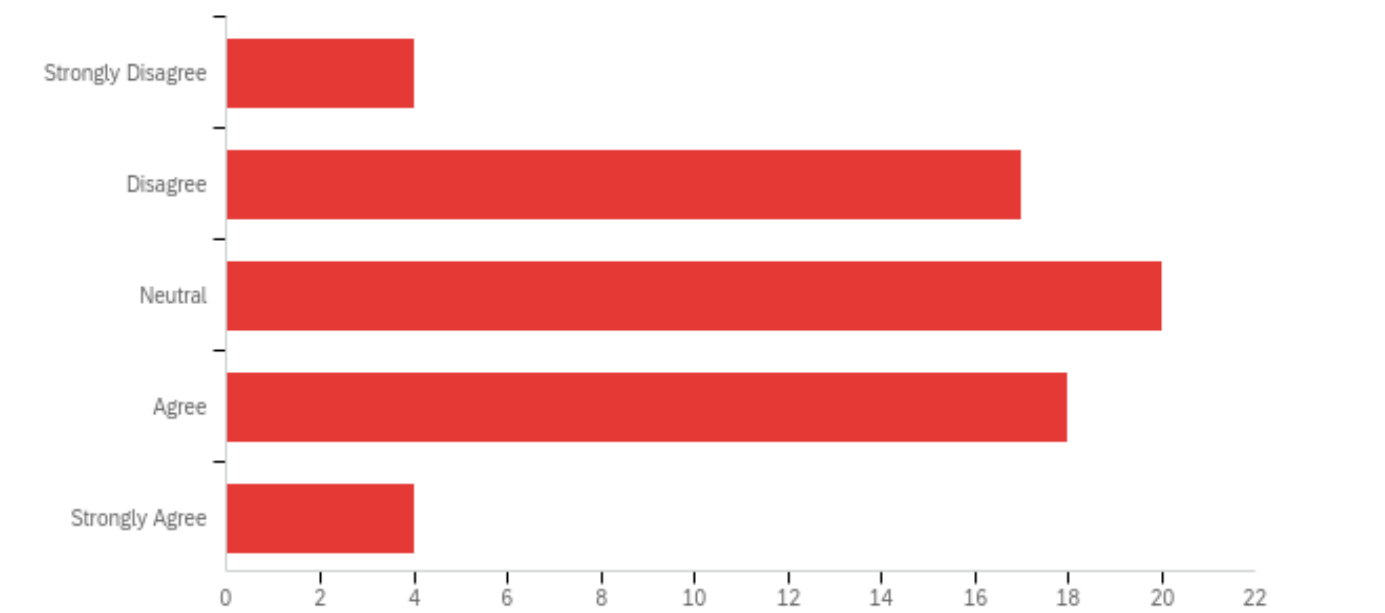
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	4. Overall, I feel capable of performing basic life activities necessary to work.	1.00	5.00	4.05	0.98	0.97	63

#	Answer	%	Count
1	Strongly Disagree	3.17%	2
2	Disagree	7.94%	5
3	Neutral	3.17%	2
4	Agree	52.38%	33
5	Strongly Agree	33.33%	21
	Total	100%	63

Responses by Campus

	Carbondale	Edwardsville	School of Medicine
Strongly Agree (%)	20%	34%	
Agree	80%	50%	
Neutral		3.6%	
Disagree		9%	
Strongly Disagree		3.4%	
Total Responses for campus	5	56	0

5. Overall, I feel like I need some support.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	5. Overall, I feel like I need some support.	1.00	5.00	3.02	1.03	1.06	63

#	Answer	%	Count
1	Strongly Disagree	6.35%	4
2	Disagree	26.98%	17
3	Neutral	31.75%	20
4	Agree	28.57%	18
5	Strongly Agree	6.35%	4
	Total	100%	63

Responses by Campus

	Carbondale	Edwardsville	School of Medicine
Strongly Agree (%)		7.25%	
Agree	80%	25%	
Neutral	20%	32%	
Disagree		28.5%	
Strongly Disagree		7.25%	
Total Responses for campus	5	56	0

6. What type of support would be most helpful?

Carbondale:

Financial and emotional - asked to do more and more and provided with less and less
Addressing salary comprehension. I think it's been over 10 years since I have had even an abysmal raise. Associate professors make more than me (I am a full professor).
Grant writing support. Research infrastructure such as core facilities and updated equipment.
Reducing administrative burdens. Provide adequate infrastructure to support my research activities.
Departmental support staff to assist professors on a fundamental level. Also, my salary as a NTT does not reflect my experience prior to teaching and supervising clinical students.

Edwardsville:

1. When things go back to normal, changing the rules about online content for courses such that we can reuse some of our online materials would be incredibly helpful. 2. Now that we understand it, making more classes mostly online, or giving professors the option would be helpful. 3. Any kind of research support would be helpful. In my department they will give graders without issue, but no student help for research is provided, and I'm not sure why.
Capacity: To unit administrators: Please stop piling work (more research, more student engagement, tougher standards) on faculty like we don't have anything other than work. Better leadership: not top down, more listening, a lot more respect.
Clerical type support as well as support from Deans. Deans don't seem to understand their job is to advocate for their faculty. Instead, they act as barriers and idea-squashers.
I would like to receive more information on where students can get help. I.e., places on campus where they can use computers, webcams, mics; where they can take exams in a private setting; etc. I also believe that instructors with online tests (mostly where students are proctored via Zoom or other webcam application) should have TAs or student worker proctors available to help watch students. As far as materials, it would be helpful for instructors/professors working from home to have access to a document camera or tablet for ease of lecture notes. Lastly, I have had numerous students reach out to me with mental health concerns over the last year. I would like a better understanding of how to help these students or counselors to be available 24/7 for student emergencies.

Faculty are commonly overloaded but are not compensated in either payment or reduced course load in the following academic years. The most helpful support will be proper quantification of faculty workload and policies that make sure faculty are not overloaded and are properly compensated if overloaded.
The only type of support I might need is with someone helping me grade.
<p>I don't know. I see no way to reduce my responsibilities, which is the solution that everything I read/view recommends.</p> <p>I guess less use of critical race theory to address campus issues would reduce some of my stress; I'm quite eager to work on issues of diversity, equity, and inclusion but reject critical race theory as the primary way to do so and trying to work through this conflict is a significant source of stress for me.</p>
Course release time or summer fellowships to develop synchronous or hy-flex courses
I am Graduate Program Director for one of the largest graduate programs at SIUE and do not receive a course release, though I spend a significant proportion of my weekly time in fall and spring semesters working on GPD duties and am also expected to work as GPD over the summer, when I am not on contract. I have applied twice for a course release and been denied.
physical & mental wellness support - programs/health screenings/mentorship
Most of the stress I deal with comes from meeting the demands of the administration. I find that each semester I am asked to defend or justify the expectations of my courses. There is very little support or backing from the administration at the college and University level for faculty. Having to justify my choices for my course expectations is a waste of my time that would be better spent improving the educational experiences for the students. In classes where we have hundreds of students it is really unfair to the faculty to ask them to bend their course expectations (such as attendance, participation, completion of assignments etc.). This last year has been particularly stressful because it has been demanded that "we show students grace". This is not reciprocated to the faculty from the students or the administration. If it is my responsibility to deliver a course that is equitable, then the administration needs to recognize and support those efforts.
More assistance to decrease student load. I cannot give 700 students appropriate instruction.
Support for promoting physical and mental wellness.
Physical and mental wellness
it is OK with family help
I would like us to realize that we can't expect every service function to continue as if we are living in normal times. I am tired of having so many meetings that my teaching suffers. If I had

<p>less meetings, I might be able to get more of the work done that we are supposed to meet about.</p>
<p>A safe and anonymous method, maybe a box to slide a note in, for faculty and staff to submit their concerns to the university at any time throughout the year.</p> <p>A guide for students on how to constructively offer feedback on end of semester students evaluations.</p> <p>A recording of all faculty development workshops, even if it will only be available for a short amount of time, so faculty can benefit from a workshop they are unable to attend.</p>
<p>Maybe some kind of check-in with a therapist would be good. I have never had therapy so I am not sure if I need it, but lacking that experience I don't feel qualified to say if I need help or not!</p>
<p>It has been crazy that we have been expected to basically do everything that we would have done if no pandemic was happening - but there was a pandemic! The utter existential exhaustion is compounded by the fact that “remedies” still require MORE effort and time - APPLY for a release or research support - stop the tenure clock - at whose expense? Ours! Please just GIVE me an automatic course release OR research support option. Assume that WE ALL have been DEEPLY affected by this pandemic and have been supporting students who have been deeply impacted!</p>
<p>Fewer e-mails from administrators</p> <p>Shorter e-mails from administrators</p> <p>Less racist neighbors</p> <p>Reduced class sizes/course load</p>
<p>Don't know.</p>
<p>CAS needs to support their faculty and staff demonstrably. This means responding to needs as soon as possible, reconciling issues, and providing assistance in a timely, transparent, and open way. Hostility and delays in administrative work this academic year—curriculum changes, the rewriting of bylaws, etc.—has been stymied by the admin. in CAS. Instead of advancing such work, the admin. has acted more as an obstacle than facilitator.</p> <p>Honor course caps. And then consider when it's appropriate to lower course caps.</p> <p>Provide chairs, assistant chairs, and other faculty service positions with more course releases. Instead of doing "more with less," let them do their job with what they need in order to do it.</p>
<p>I do feel supported by my department. The students take up so much of my time and I don't want to shortchange them. It takes a lot of my mental load.</p>

Time off with no email etc. for a few days so that I can switch off from work and focus on personal health.
<p>Frankly, my biggest struggle was the Fall semester with three new courses to prepare for a new teaching modality, no break in service obligations, and departmental operating papers sitting in the Dean's Office, meaning that extra work I was doing was also uncompensated and unacknowledged. Counseling would probably have been helpful, but I didn't have time.</p> <p>At this point, assigned time research support of even one course for the next two years would be the single-most beneficial support I could receive. That would help faculty like myself potentially get back on track with our research agenda. (I have applied for SIUE's COVID19 Assigned Research Time grant, which is a much appreciated idea, but I don't know how widely the program will be supported.)</p>
Support to deal with micromanaging and intimidating behavior.
I don't know what the solution is, but a big everyday struggle for me is food. I used to rely on easily being able to get prepared meals for lunch and even dinner on campus. Working completely online from home, it has been harder to solve the daily problem of feeding myself. It's another layer of logistical and planning duties.
Stress management workshops would be helpful.
Mental health and emotional support, grace, flexibility to continue to work remotely; sustained proactive actions to keep people safe instead of only reactive actions.
Things like the captioning service now offered are FANTASTIC! Anything to help ease the work burden associated with teaching is appreciated. I also would like to see us take a good hard look at how much of our service is vital and necessary as I think that load is often responsible not only for burnout but would be time better spent on our teaching and research.
I am seeking counseling and taking medications to help with my mental health.

7. Describe how the pandemic has impacted you.

Carbondale:

It is not the pandemic that has impacted me. It is the incredibly poor response by SIUC to the pandemic that has impacted me and my students. It is unbelievable that SIUC has absolutely nothing of substance for pandemic plans. They have just thrown it all on the Jackson County Health Department. And, it is unbelievable that SIUC did not realize how much the students here needed a spring break, or at least 'mental health' days. As usual, the only importance to SIUC is the enrollment; once the students are here, administration doesn't care.

There is no boundary between work and home. I find it difficult to find space to concentrate. There is much more to do teaching in a different modality. I am not compensated for the extra work I am required to do. I believe there is very little acknowledgment of the difficulties I have faced the last year.

The pandemic has affected me because of the frustrations I feel. I won't call it politicizing the situation, but I will say that the beliefs of the leaders in areas where I live and work do not align with my personal beliefs, so I feel that I am being forced to conform to something, which makes me feel almost hypocritical.

The combination of the pandemic and reorganization has created tremendous increase in workload without support staff.

The pandemic made it hard to interact with students.

While I was struggling at first, the last semester where I have had face-to-face contact with students at least part of the time has been more positive.

I have a son who turned 2 during Spring Break last year. From then on until now (he turned 3 last month) we have had taken him out of day care. Beginning last summer we began to have family watch him 2 days per week. Before that, my husband and I would switch off in 2.5 hour shifts alternating watching him and working. That was the worst and I was absolutely miserable and my students AND family suffered. This last year I have had to develop less online content since I teach many of the same classes each year and with some additional part-time childcare my mental health has much improved.

I have appreciated SIU's willingness to allow me to determine if I could offer a class as hybrid or not, which has helped me to feel more in charge of my schedule and health.

Teaching online has been difficult, and there is little to no grace given from the students. We are expected to give excessive grace, and get none in return.
The university and my department has been completely unsupportive. The school failed to provide equipment, tech support, and protocols to support faculty. Moreover there were constant threats to job security despite tenure.
It has forced me to teach seminars and meet my students on Zoom, to the very serious detriment to student experience in these courses and my ability to mentor.
My feelings of "burnout" are not pandemic associated. They are SIUC associated. I do not feel valued by my employer. I am underpaid compared to my peers at other institutions and compared to new hires getting market value. Kudos to them, but as a tenured faculty member it is extremely depressing to be mentoring people that are getting paid more than me, taking on service to protect the junior faculty so that they can be successful, etc. all while I am trying to keep my professional career advancing on the research front with zero acknowledgement of my effort from the University. I would imagine that my colleagues at SIUE are in a similar boat. If not, what can we learn from them?
Extra work in efforts to provide quality online classes, together with reduced satisfaction due to less direct interaction with students and colleagues.
I miss the face-to-face contact with colleagues and students, but I so appreciate the ability to work from home and not spend so much time commuting! It's like I've been given the gift of time.
Developing and maintaining connections with students and colleagues has been the most difficult and frustrating part. Seeing students suffer under the strain of a stunted college experience has probably been the hardest aspect of the pandemic.
It has forced me to learn alternate teaching methods.
I feel much more isolated. There's no support for people on campus. I feel alone and I often struggle to maintain a positive attitude.

I had already taught online before the pandemic, so using technology to teach did not stress me per se. However, I feel that my prep time has increased exponentially. Even something as easy as returning a graded paper has become a complicated process (I print papers, grade them, scan the new graded papers, send them to myself, and upload each one to D2L individually, for each student to be able to see their grade, comments, and corrections). As a result, almost all my time is consumed with preparation (on average, it takes me 6 hours to prepare a PowerPoint for a class) and I have very little time left for research (not to mention the fact that accessing resources has also been difficult and at times very time-consuming). Service has been another hurdle, as many people have been working remotely and sometimes it takes longer to contact people and get responses fast. Because I had experience with Zoom, a few of my colleagues, who had never used D2L and who seldom used computers, kept asking me for help. This was okay at the beginning, but overtime it became very time consuming and annoying to prepare grade books and other stuff for others who were not taking advantage of the training workshops offered by CTE. I sometimes find it very hard and stressful to answer so much email and to keep up with meetings, with Zoom addresses, and with requests to fill out questionnaires such as this, which take up time. These things have increased in volume as people realize that everything can be done electronically. Frankly, answering email and honoring every request that comes from university officials, students, colleagues, etc., has become a job in and by itself, and that, coupled with other work and other responsibilities outside work (i.e., family) is madness. Finally, some colleagues have left and some of us find ourselves doing the work we were previously doing plus the work of the colleagues that are gone (let me mention as well that work in my department is not equally or fairly distributed, and oftentimes it is the same people that are asked to do the work while others do very little). This means, necessarily, that the quality of my work has been negatively impacted (it's either that or lose my sanity).

The most stress at home and at work I have had to deal with in the last ~20 years at SIU. I feel that the response of the University and that of my school (Medicine) helped alleviate as much stress as possible by allowing the faculty to provide input and direction to how to deal with teaching, research, etc., but enable us to maintain a safe way to do our work. Has made me glad to be at SIU for many reasons.

Difficult to get satisfaction from teaching, a big factor for me.

Same or more work responsibilities (given need to rework classes for remote instruction) with simultaneous significant increase in personal/family responsibilities

Fewer meetings, and those meetings that are scheduled via zoom take less time, has helped provide a healthier work/life balance though it is still a struggle given the nature of the job.
the pandemic has reduced my face-to-face interaction with students.
Everything is on hold except budget cuts.
Working at home with toddlers has been difficult
Work load increased enormously. Conversion to online required 2-3 times effort. 12-14 hour days, 7 days/week were typical during semester.
Mask issues
unrealistic expectations from department management unrealistic expectations from students student end of semester evaluation's based on incomplete information student disengagement (no class attendance, assignments incomplete) but get angry when not getting high grades
More difficult to complete activities for my job
Just a general disconnect not seeing people as often.
A huge time commitment
no connection face to face leaves room for questioning. small amounts of discouragement or lack of appreciation are amplified by not being face to face.
With the greater reliance on technology, I feel a lack of control. Things can go wrong with the computer through no fault of my own. When things go wrong with the computer, whether and when it gets resolved depends entirely on other people. It's easy to feel like I have lost control and to feel insecure about how things will go in the future.
Impaired my ability to mentor my Ph.D. students, inability to progress my research agenda, until the past month and the arrival of vaccines, constantly anxious about bringing COVID home to my aged mother, subconsciously ate away at me, content drip of data of case, deaths, a chunk of the nation turning into utter idiots, toss in an insurrection, a university reorganization, a director who is a total ass...yeah, not good and nothing SIU did helped.

the pandemic has not been the total focus or issue. it is the poor management and poor leadership within the university but especially within our department. Communication is TERRIBLE and there is no respect for tenured faculty ONLY degrees. The director has a PHD and thinks that the most important criteria for a faculty member even though our program's TERMINAL DEGREE is a master's degree, and we teach that both online and on campus. This arrogance is highly disrespectful to EVERY faculty member who has worked so hard for all the years of employment.

New faculty are more interesting to this director and total focus in funding and any job assignments when two new TT have only been at SIU a short time. ONE has been in place ONE year and a second ONE semester.

Related to pandemic, back talk about those NOT on campus stating those "stronger" faculty are still coming to the building. This is VERY UNPROFESSIONAL. students are actually weathering the pandemic better than faculty that I know. Their work is not as strong but they are attending zoom sessions and trying. Work quality is suffering and will take some time to correct.

Increased workload, in part due to having to convert to online teaching (and do this effectively), and in part due to other employees leaving/retiring (that's part pandemic and part people wanting to get out of SIUC which is universally seen as being woefully mismanaged at the upper administrative level. Students are also having a harder time and need additional support.

My lectures take three times as long, and I have been forced to do literally hundreds of hour of un-reimbursed Covid Makeup lab supervision. I have not seen a single cent of reimbursements for these hundreds of hours.

It has physically separated us, but I feel like we are all more in communication with each other and understand each other's jobs more.

Required complete change in effective teaching modalities; maximized stress r/t ICE surveys & T/P
Minimized ability to build group/student relationships

Simplified my lifestyle. Less travel for work out of town. Also, less social engagements.

Same expectations as pre-pandemic and more responsibilities and less flexibility.

The pandemic has created isolation in the workplace and has generally made work more efficient. My role requires me to be on campus every day but the work from home schedules or rotations in many other officers means we frequently encounter inefficiencies. There are delayed responses to emails, phone calls that go unanswered, etc. Zoom meetings are also exhausting. The pandemic has made it very easy to stack meetings where once we had to build in time to travel (walk, drive, etc.). Opportunities to decompress are less frequent. That said, I think the pandemic has provided opportunities to get distance education students more involved in campus life (e.g., distance ed students presenting in the campus research forum that was formerly only face-to-face) and more easily engage people from afar. The promise needs to be balanced against the pitfalls.

I miss contact with my students. I don't run into them in the hallways and at the bike rack. That takes away part of how I teach, and lots of the joy.

Missing out on the face-to-face interaction provides for a less than complete educational experience for me and my students. At the same time, it is understandable. I think the University has acted proactively in dealing with COVID-19.

Teaching and preparation have taken considerably more time, at the expense of research (a major element of my job description). Lack of face-to-face meetings and casual conversations have impaired brainstorming and discussion of both teaching and research issues. I am less able to concentrate and maintain focus, something I attribute at least in part to lengthy social isolation.

My field work has halted and then my lab work too. I'm dealing with a lot of student issues because they are under a lot of stress, so I spend a lot of time helping students to keep their heads above water.

Pandemic is not the cause of my stress. SIU is.

My experience with burnout is somewhat influenced by the pandemic. I am library faculty, and our COVID schedule has forced me to work from home 3 of the 5 weekdays. I can probably work on site more, but it is frowned upon, and I want to be a team player. I am far less productive working from home because my job duties require me to be on site. As a result, work backs up and I find that I spend the entirety of my 2 in-office days keeping current with researcher reference. The pandemic has also prevented us from having undergraduate and graduate student workers, who contribute greatly to our day-to-day work.

Non-pandemic related burnout is caused by ongoing inability to fill positions. This places more work on remaining faculty, which limits our time and ability to innovate and take our programs in new directions. Lack of resources for software and supplies is also a factor. Sometimes I feel like my professional growth is stunted as a result. Lack of raises, salary compression, and vanishing perks of being faculty (merit pay, professional development support) are ongoing problems. It can be frustrating seeing library peers at other institutions getting to work less for a whole lot more.

The COVID-19 pandemic made teaching more difficult because I was not prepared last spring to deliver the material remotely. Students were not prepared to receive it. I think there was more depression and anxiety than people realized in students which made learning more difficult.

The personal interaction with my students is lost on Zoom. I do better with in-person courses due to being able to pace learning and assess all of the students in a group. Sometimes, you feel alienated from your peers due to many working off-campus.

It really hasn't as I work online and we, Public Safety Management, have been in an asynchronous manner for years. As for my students, the seated portion has transitioned well into all online classes. The only impact is that we now recruit online and we are awaiting the go-ahead to return in person recruiting and meeting with feeder schools.

Feelings of burnout ebb and flow. The before the semester starts and the first few weeks of the semester are the most stressful times for me. The workload and troubleshooting issues for students can feel crushing.

I have found that I am much more lenient for assignment due dates than in the past. But, with more flexibility comes a concern as to whether I am being consistent and fair with all students.

I think the pandemic was great as far as providing me the opportunity to work from home. I already had 90% of my course material online, so it was an easy transition. I love my job at SIU but XXXX has bullied me so bad the last several years it has made me extremely anxious and depressed. I have a great life and am lucky to have this job, but I am constantly worried he will try to sabotage my job as he has already done so several times before. I have to work so much extra to just defend myself that it creates a massive burden on top of my normal life and work responsibilities. I honestly have no work worries whatsoever and used to love coming to work and building upon my platform here, but the act of just surviving under XXXX has consumed 100% of my energy.

I could give several examples, but I am sure it will go on forever unchecked. For instance, when I first started, he acted like he was my friend and he would ask what my hobbies were or what I did in my free time, then he would call my cell phone on my non-office hour/teaching days and ask if I was working or messing around with my stupid hobbies. It was just bizarre so I stopped answering his phone calls, then he got malicious and would tell me he needed to meet with me in person without reason, and continued to tell me how lazy I was and how he needed help doing things that were part of his job. He even gave me an offensive nickname and would call me that in front of his XXXX. I have never had a coworker or boss ever treat me so horribly and I have had a lot of jobs as I climbed the ladder to get here. I think my health has suffered solely because of him. I try to not care and tell myself it's not worth ruining your life over, but it's hard not to be concerned about losing your job when you support children. I have seen him run multiple people off and have seen someone take an early retirement due to 'health reasons', so I am so scared all the time.

Has mildly affected my physical health, i.e., eczema. Mentally not as stimulated due to decreased physical interaction.

Teaching online isn't ideal and forced us in music to think of new ways to "make it happen." We are indeed limited by online instruction, as tone, breath, and clarity are all subject to how good someone's wifi or ethernet connection is. It is incredibly difficult and frustrating, and indeed caused a diminution in student progress over the past year. As a Lecturer, I strongly feel like I am doing "more" for less. The demands on lecturers are not in line with what we are receiving monetarily from the school.

While being able to work from my home office has helped alleviate some stress and symptoms of burnout, the new stresses of being cut off from social contact, of worrying about my health and that of those around me, and the uncertainty about what the future will bring has more than offset it.

The diminished opportunities to meet personally with students and colleagues has been a trial to my spirit. And the over-the-top demands for online conferences, presentations, meetings and conversations is draining for my energy level and for my ability to concentrate.

I was already stressed and depressed before the pandemic. I actually think getting some distance from SIU has helped. I like being able to work from home and stay away from toxic coworkers. But I am still filled with anxiety. I am in counseling and taking multiple meds to try to take the edge off (I am trying to stop self-harming). So, the pandemic lifted some stress, but the isolation is hard to continue.

I have enjoyed the increased time for solitary work made possible by Covid. I think we need to work from home where possible and it also enriches our social interactions as they occur. I have learned so much from seeing the resilience of our students and the ways they balanced caution with desire for social interaction. My interactions with colleagues from other campuses increased exponentially both in quantity and also intellectual collaboration. Great boost to my research.

Irk some has been--the monotony imposed by Covid in the first few months of stay at home.

I am, however, really looking forward to getting back on campus and resuming in-person classes.

I teach online and cannot meet my students face to face, which has always been an important part of my work for me. A planned sabbatical trip to California was transitioned to a semester of continual Zoom meetings from my bedroom. Relationships with colleagues have sometimes been strained as we have to deal with one another through communication protocols that tend to obscure subtlety and highlight rough edges of interactions. My kids have had their schooling at home most of the time, and have suffered significant mental health impacts as a result of the pandemic.

I have had some opportunities. I have organized an international seminar occasioned by the pandemic that I hope will continue afterward, and it has been a major benefit to graduate education in my field at SIU. With some organizers backing out of the special semester in the fall, I was able to take a larger role than had previously been planned for me.

Dentistry was hard hit in the pandemic. We have struggled with the rising costs of PPE and not having funds available in our program. I have the responsibility of keeping the faculty, students, and patients safe, all while struggling to stay within a small budget. I wish SIU would have done more to help our program in the pandemic

Required me to teach online. This was not particularly stressful to me. The idea of teaching in person but wearing a mask when it is likely no longer even remotely rationale any more in the fall, however, is stressful to me as I view it as likely to be very dehumanizing and demoralizing.

Ready for normalcy... of any kind.

The pandemic has accentuated ongoing problems that existed beforehand: (1) social isolation in Carbondale (2) over communication, redundancy of communication (on one hand) and then paucity of communication on the other hand- as well as misdirection of communication. (3) possibly poor technology choices and changing technologies- as soon as I am finally used to something and able to learn it well, it is changed; - tech breakdowns have been triggering panic attacks for me. (4) too many surveys (5) stress caused by an inability to reach students with tech and mental health issues (5) students with mental health issues (6) lack of support/ uneven support for research

I learned during the two-month lockdown last year that I don't like working from home, so I came back to the office full time as soon as my employer allowed it. Our unit practiced social distancing and restricted office staff to 20%, which helped us avoid trouble and maintain operations when one of our staff got COVID-19. Monitoring the media for updates has helped us plan and stay safe, but has caused stress and anxiety. Close to the holidays, I went to talk with a psychologist, and that helped reduce my stress, but she was as anxious as I was. Whenever people got their vaccinations, they experienced relief, and getting mine has reduced my anxiety quite a bit, though I know it's not failsafe. My husband and I finally got our hair cut, but we still don't feel like eating in a restaurant or going to the cinema. I'm taking a chance on attending convocation in person wearing a mask. Everyone at work is becoming less anxious but still is worried to one degree or another. I am determined to protect my staff, who have worked hard as a team, and not push them. The election was a great relief, as was the Chauvin guilty verdict. People I know have lost friends and loved ones. One of my young colleagues died early in the pandemic last year. One of my elderly acquaintances died when he couldn't schedule a heart operation in time. We were terrified when my sister-in-law, who has health challenges, and her husband caught COVID-19 before they were able to get vaccinated in California, but they survived and got vaccinated later anyway. I worry about my mother and elderly grandmother who live too far away to visit. I still don't think it's safe to travel, though many others are doing so. I work on ignoring inconsiderate behavior and concentrate on doing my job so my family can survive. I hope that we can eventually put this terrible event behind us, but I fear that it may never fully resolve and that future pandemics may be worse. I want life to go back to normal as soon as possible, but I don't expect it to. I try to maintain a positive attitude and press forward because it's all we can do. I hope the whole world doesn't develop PTSD from this mess. Although I am a faculty member, I

don't teach classes. My husband does, but has been able to teach online. Some of our friends at other universities have not been so fortunate. I'm very worried that he may have to teach in person during the fall. I don't think it will be safe unless students are required to be vaccinated. MMR vaccine is required, so I don't see why this one shouldn't be. Everyone I've talked with feels the same way. I feel like faculty may be put in harm's way for very little gain. All universities need to get used to online instruction anyway. Some state institutions have been successfully conducting online programs for fifteen years.

Virtual teaching fatigue - finding balance of work and personal

As a tenured faculty, I taught 16 different sections in CY20 with no support from administration. My Program's recent (Fall 2020) 8-year review was clear on the sustainability of 1 faculty member with this type of continuous teaching load.

Overall, it has been about the unknown. When will we be able to do x, when will the state make a decision on vaccines, etc.

I also think I am burning out from trying to encourage students. They are tired of zoom classes and being online. I am lucky to be teaching in a classroom, but the students vent all the time about how their online instructors don't respond to emails and in general seem very disconnected to their classes. This is highly discouraging. I think many professors are getting lazy working from home. The unions need to address this if we are going to stay online. We have to have 6 office hours a week when we are in-person, what about online? I don't think online professors are making time to communicate with students outside of class. That stresses me out for the students, especially the good students that aren't just trying to make an excuse. They truly want to have interaction with their faculty and they can't.

My eyes are suffering because of the amount of time I spend looking at a screen. I am also experiencing some cognitive messiness because of the increased amount of tasks to have to remember. However, overall, I am extremely privileged that my family and I have been largely protected from the negative effects of the pandemic, and so in that sense, I feel an increased sense of privilege and gratitude.

working on an "empty" campus is disheartening. I have a strong feeling that students are not getting a satisfactory education, rather a weak one. I have a strong feeling that faculty who are teaching on-line cannot strongly educate students, and do not or cannot teach effectively - no accountability. We are losing faculty, along with students. I have an impression the future does not look bright for us as an institution.

I miss being in a room with my students. Teaching is much less rewarding this past year and more frustrating, although mostly I'm doing okay with it. Medical school teaching has been worse than undergraduate and graduate school teaching. I have made my lab work throughout, but I spend much more time doing lab chores from home that my students used to do in the lab, so I am working about twice as many hours as normal.

It has caused more stress due to online classes for me and my kids. My workload has been greater during the pandemic-learning and implementing a new method of teaching and trying to make it more effective. (It is not as effective as in-person.) We have had pay cuts for the past 10 years and this has added to insecurities and time looking for other jobs.

Learning more about online technologies as well as student needs and reviewing my teaching practices (ability to translate to online delivery). Busier than when courses are face to face.

I have enjoyed working from home, but it has been hard on the students. Classes have not been as effective on Zoom/D2L either.

Have spent more time working from home. Have been more creative with my schedule to juggle child care and work.

General fatigue, difficulty concentrating, poorer memory, lack of optimism about the future of my work at SIU.

It has helped me to be more timely arriving to class as I did not need to run across campus to and from different buildings. Fewer demands from the students, as very few are on campus. Basically, less stressed than in typical semesters.

Edwardsville:

Working around children being home more, not being safe to have babysitters has led to a lot of evening and weekend work (more than already done).
The fact that we expect people to work the exact same way in a pandemic is absurd.

The pandemic has made me feel very isolated. It has been hard working from home and getting my PhD from home, I have a hard time separating my non work/school life with my work/school life. it has been stressful making sure I am giving enough attention to my students even though my class is hybrid, it has been stressful thinking I am not doing enough for my students. Not having spring break also really made me feel burnt out.

Relationships with students are not the same. F2F meetings each week help all parties get to know each other. Fortunately, I have taught online classes for several years so the transition wasn't as traumatic for me. Zoom has helped tremendously, though it is not unusual for me to spend anywhere from 5-25 hours a week with individuals and groups who need a Zoom meeting.

I am home with small children and all the responsibilities of an untenured faculty member. I appreciate the opportunities to help with the tenure clock and SETs, but would rather not take them unless I absolutely must, but as a result I feel I am going 100mph all of the time, which is very challenging.

The biggest challenge has been scheduling all of the remote meetings. It has also been challenging to reschedule courses multiple times.

I have to work from home with my family who is also working from home- internet issues; space issues, printing at home etc. Due to the pandemic, I have lost family members as have my students and colleagues. this pervasive grief is a struggle as well as racial justice issues that continue in our community and at large. I find my student have cognitive fatigue which means I have to support them more to get their work done. I would like more support on facing racism in my classroom as this is directly tied to the pandemic.

I cannot stay focused during Zoom meetings anymore - my mind drifts no matter how hard I try. Memory is not as good, level of general motivation is lower than usual, and it is hard to deal with the politics of it all - colleagues who still think the whole thing is fake, won't get vaccinated etc.

Other than wearing a mask and the other common precautions, the pandemic has not personally touched me in any significant way. I continue to offer most of my courses and office hours face-to-face.

It has affected my ability to think and function. I am not as 'sharp' as I used to be. I get overwhelmed easier. My faculty and students seem to be dealing with similar responses. So, there is less capacity overall and more need.

No personal meetings. Tired of zoom.

I am diagnosed with anxiety and take medication to help me cope. Despite this, I have felt a great amount of anxiety throughout the pandemic as I worry about my family's health, my students, my colleagues, and myself. I have a lot of anxiety at the moment worrying that not enough folks are getting the vaccine and that we may never reach herd immunity and/or that the mutations will create a new wave. I worry that we'll be expected to come back to campus full time before it is appropriate.

Increased everyone's stress levels which caused some issues with harsh communication. Everyone had stress, not just administrators

I had to transition to online all of a sudden and students seems to be less satisfied with my online teaching. Two of my papers that had received a Revise & Resubmit invitation from journals ended up getting rejected from the journals, which I revised once the pandemic started. I do believe that I could have done better without the pandemic stress. The pandemic has had a very strong, negative impact on both teaching and research.

Pandemic accentuated my stress. No one thinks of faculty well-being and education quality. Upper management is just sailing like chickens. We all are in mute mode. Faculty union and affirmative action in jobs are adding to my dissatisfaction. I wish SIUE hires more faculty in Business to improve education. Please look at the number of courses taught my instructors and adjunct staff. I'm some disciplines, more than 50% of courses are taught by non-tenure track faculty

My workload has easily doubled, while I am trying to make do with a makeshift at-home office setup. I really could have used a small stipend to set up a remote workspace, or at least the ability to bring some of my office furniture home, for working at home. This is exacerbated by the CAS dean's office being unwilling to resolve the department's operating papers per the faculty's CBA, meaning I am still obligated to work for which I am not being fairly compensated, even though the CBA requires that through updated operating papers. I resent the administration's offering basically "thoughts and prayers," in the form of "We appreciate you!" while doggedly refusing to do the most basic things per above that would actually make me feel valued here.

Miss the opportunity to interact with students

All the work I do is collaborative. Because communicating with my team is so much more difficult now, I have to spend more time writing emails, chatting on teams, answering texts, etc. Many of the graduate students and staff I work with don't have the same level of productivity and the work has to get done, so I find myself doing the work of others more often. Our administrative assistant also has serious health issues and cannot come in during the pandemic, so an hour or two of my weeks is helping her with administrative tasks. Light weeks for me are now 60-hour work weeks, and common work weeks are about 68 hours. I'm exhausted.

Moving classes online last Spring and this Fall was very, very stressful. This spring has been easier. I think the biggest stress is not having enough ITS support. Because of our lack of ITS support, I have to worry about the technical issues AND content and it's too much. For example, in Fall, I am teaching face to face but some of my students may still be online and I need help figuring out how to do both on campus. I contacted ITS to ask them to show me how to do it and I have not heard back. I just worry that ITS is over-worked. My lack of technological expertise does affect student's impression of the class. Indeed, my biggest complaint on student evals was that I didn't know technology well. The problem with large classes that ITS provides teaching us skills is that I have to sit in a 2-hour class, and I maybe get only 5 minutes of useful information. If I could just set up an appointment with someone that would be much more helpful.

Difficulties of getting students to engage with my classes, and not doing the required work. Incredibly large amounts of time spent in e-mails begging them to please take the quizzes, etc. Emotionally exhausting as well to feel like somehow, I am failing the university's retention/persistence efforts, despite my best efforts, and even efforts to reach out to figure out what I could be doing better in my classes.

I have nearly doubled the amount of time I put into work each day. This relentless workload has exacerbated my health condition to the point where by Thursday I can barely walk. And no one cares. I fully anticipate the Admin to expect this excessive amount of workload without compensation after the pandemic has cleared. They will say all the platitudes, but talk is cheap. I honestly do not think my dean cares if I live or die.

It hasn't. Other than the indoor mask mandate that I follow, I went back to my normal activities in June of 2020.

students' lack of initiation and motivation exacerbated by online learning has impacted my stress level; zoom fatigue

Switching to online learning was exhausting at first, but now I am enjoying it. In the future, I would like to teach blended courses rather than f2f courses, if possible.

I was personally fortunate because I live with folks that I enjoy spending time with, in an area that has lots of green space and easy access to conveniences like insta-cart. My husband and I were both able to work remotely during the pandemic, so we did not suffer the financial losses that have challenged so many. However, the students I teach seem much more anxious than in the past, and that creates multiple challenges. Finding ways to effectively engage and support students is exhausting.

The pandemic has made me want to leave my job even more than before. I know some faculty have added stressors from the pandemic, but teaching online, from home, with fewer meetings and other obligations, has made me MUCH happier than I was during "normal" times. I realize now how much extra work gets placed on those faculty who are actually on-campus and in their offices, and I now want to be like my colleagues who only come to campus 3 days per week, or the one who lives in a different city altogether and only comes to campus 1-2 days per week.

I feel I went from a very flexible work schedule that helped me maintain a very balanced work-life schedule to one where I am typically at the computer well beyond the typical 40-hour work week, as students now demand assistance at night and on evenings.

I feel like I have lost an entire year of my life. It feels like I have done nothing but sit in my home office chair just trying to frantically re-prep my courses. I have done no research. I'm worried if I will be able to earn tenure.

1. My home did/does not function well as a home office. Notes, signed documents, and other papers are strewn around my house.
2. Amount of email and time spent on reading it increased significantly. My Inbox is in chaos.
3. Working from home and campus has caused errors in my work due to assumed location of most recent document. Missed deadlines occurred due to lack of syncing of calendars.
4. Issues with my parents' health caused much concern and my inability to visit them caused much worry.
5. A new laptop and faster internet were needed for my home, at additional personal expense.
6. Work/efforts to move to online education were not well-supported in the spring. This led to frustration and many additional hours of work. And this led to anxiety and feelings of inadequacy as a teacher during this time.

Teaching online is difficult. I am putting a lot more time on preparing lectures and PowerPoint and videos and still I have to do service and research to move me forward.

lack of human interaction (and travel)

I feel like I am doing twice the course prep with less support. I am drowning and not having spring break made it so much worse because I had no time to catch up and I am honestly infuriated with our administration over it. My students are upset and my office hours are 50% them crying nowadays and I can't help them. My research is lagging, I can't collaborate with coworkers that I barely met before the campus was shut down, and the travel restrictions have made it such a burden to go collect my restricted data that I have had to cancel papers.

As for the work, converting to online teaching increased my working load. It took me way much time and effort to design the course, make the slides, record the videos and coordinate everything. The student's life is not easy, so I need to be more flexible and careful when dealing with their specific needs/requests. More cheating issues have been observed in the online course and dealing with them made me exhausted. There is not much time left for doing research. I stayed up for many nights this semester. I wish I could work harder but I cannot bear the possibility of getting sick. My colleagues are usually very supportive but I hope I can have more communication with them as we could have on campus.

As for the personal life, I have two young kids. We are blessed that they can still go to their daycare school, but we still have concerns when they are at school, especially when positive cases were reported from the school. The feeling of fear and uncertainty is very torturous. We become more sensitive and upset when anyone in our family has any illness symptoms. Besides, the pandemic restricts many of our routine activities, such as visiting libraries, the zoo, etc. It's been challenging for both adults and kids to stay at home and have very limited social interaction with friends. Our family members live abroad, so we can't visit them or have local support and we don't know when this situation can be resolved.

The pandemic has been exceedingly isolating and coming back to work full-scale in the Fall will be a challenge just as I adapt and try to take care of my mental health simultaneously. I feel like given the ubiquitous nature of Zoom, email, etc. that it is hard to unplug at any given moment and that jumping from zoom meeting to zoom meeting feels very unnatural and more exhausting than if this was all in person. I look forward getting back to work full time on campus but I know it will be a challenge.

This is my first year as a faculty at SIUE and honestly it has been a pretty great one despite the pandemic. I am honestly tired of working from home, but I have been able to get fully vaccinated and am going to be able to teach face to face in the fall. I am both quite excited and honestly very nervous about this. It has been over a year since I have seen students face to face and taught in a classroom setting. So, there is a lot that goes into that mentally and emotionally. The pandemic has added a persistent layer of stress to all aspects of my life, but my colleagues in my department have been absolutely a godsend throughout this challenging time.

I had to do a lot of work to shift my class to an online format. This was a great time to innovate but was a lot of (unpaid) work that does not feel appreciated by the admin.

It's been difficult to set boundaries between work and home life. We've young kids. I've been teaching asynchronously.

Because I am an internship coordinator, the early part of the pandemic stress was simply due to the ridiculous amount of work needed early on and through the summer. Once fall started, the work itself shifted - I have spent an average of 10 hours a week in one-on-one meetings with students helping them with strategies to succeed. The students are not well. And that burden finally caught up to me.

Generally additional stress and frustrations caused by work (e.g., learning new software systems and having additional work) as well as home life (e.g., kids in and out of quarantine for in-person schooling). The ability to work remotely has been a silver lining that I hope SIU System endorses continuing.

The COVID-19 pandemic's effect on my job satisfaction has probably been slightly positive. Some things have been harder to get done because of the pandemic, and there's somewhat more chaos than usual. But having more distance from difficult colleagues, and having the ability to mix exercise in throughout my work day, has been very helpful.

I am working 10-12 hours a day plus weekends. I am in zoom meetings for 6-8 hours some days. I am overwhelmed by email. I'm afraid to take a day off out of fear I will never get caught up on email. I don't feel I can be honest about the challenges I am facing for fear of being viewed as incompetent. I have had my child home with me since March 2020. I don't feel the university cares about this issue. I wonder why more parents aren't speaking up, and why there isn't some type of support. Am I the only one struggling? I need tutoring for my child and respite care. I need a safe place to drop my kid off for a few hours every now and then. I have my found myself being incredibly grateful my parents are passed on already. I would have had to quit my job if that caregiving was on my plate too. I'm sure many of my colleagues have this additional burden and I worry about them. Reporting and auditing continue as if there is no pandemic. During the early days of the pandemic, there was a lot of talk about grace. Now, people have moved on. Many of my colleagues seem to be struggling. I am grateful to have a job, and grateful for my health, and grateful to be allowed so much flexibility- but the pandemic has taken a toll and I'm very burned out.

I feel disconnected from my students. Though some of this is my fault it's still difficult. I had my son home from school in the fall and that set me back in terms of research. I'm starting to get back on track. One request is that the university cover two virtual conferences if it costs the same as registration for one in-person

Traumatic, terrifying

I have been forced to essentially redevelop the program on top of standard ongoing duties. Planning clinical and didactic events with no certainty of them being carried out has been incredibly frustrating. I feel like a dog chasing my tail, only my tail has been docked. Every task has turned into a long-lasting ordeal with applications and approval processes. Tasks usually taking 2 months are going on 6 months. I am overwhelmed by how behind I am and how much I have yet to accomplish. Tenure track adds a considerable amount of stress as well. I often have to remind myself to do deep breathing exercises to calm my mind and body. The amount of time dedicated to this role has caused issues at home. I have to talk myself into not quitting, if it were not for letting the students down, I am fairly certain I would not still be in this role.

My childcare responsibilities have increased greatly. I have two young children at home and a spouse with a very demanding job. So, the bulk of childcare has fallen to me when school switched to remote learning or children were home sick. More than anything, childcare has made it difficult to do my job effectively during normal working hours. Mostly, I've accomplished things by working nights and weekends, but this contributed to a sense of complete exhaustion and burnout.

Also, lack of direct interaction with students has lessened what is good about this job. During fall semester I taught only online asynchronous classes. Teaching felt like a data-entry job and, frankly, it was very unsatisfying. Switching to the online synchronous modality in spring helped somewhat. But I'm looking forward to returning to the classroom in fall 2021.

The pandemic has made me realize how important my family is and to allow some time off from work especially on the weekends. I do think I need to reach out to students more often, but in some regards the students that are struggling are the ones that would struggle during normal times. I find I am checking my email much more often (even on the weekends) and trying to get back to students somewhat quickly.

There is no down time. The lines between home and work were blurred even before the pandemic and are worse now. I am disconnected from what I most enjoyed about working at SIUE - the people. Even working on campus (SDM) is not the same due to protective restrictions and online teaching. I appreciate the protections, but it is exhausting.

It has made connecting with students and colleagues challenging and different. Increased stress and trauma have made navigating students' and colleagues' situations and reactions potentially volatile. And my own concentration for longer tasks is nil.

It has taught me to have more flexibility and patience.

The pandemic hasn't been a problem nearly as much as the system's reaction to the pandemic. I, like most others, will do what is required and I understand that some of the things that are being done are legal risk management as much as anything. However, I find myself getting increasingly frustrated and fatigued by two things: 1) Some of the sillier and illogical "safety" things that are nothing of the sort and seem to be more for looks, like the roped cattle entrance to the SIUE Starbucks that people are starting to ignore or the ridiculously far spread of tables and lack of public seating areas. There are some precautions that defy logic since two steps later you could easily come in close contact to any number of people, no different than going to the supermarket. There are numerous other precautions that might have made some sense a year ago when there wasn't any firm data and geriatric Italians were dropping like flies but that's no longer the case. If you're going to set a "temporary" precaution based on the "science" then--especially at an institution of higher learning--acknowledge that the "science" is dynamic and has changed in the last few months with more data now than before that should be informing what is necessary and eliminating precautions that are not supported by more recent data. Either it's truly based on the science, which is changing, or it's not based on anything but fear. We're still doing things based on 12 month old data as though the "science" is static and hasn't moved forward.

2) The second thing is that some students, especially those in Generation Z (including people already vaccinated), are slowly making more rather than less usage of the abundance of pandemic-related precautions to steamroll professors into accommodations they don't really need and get out of responsibilities, assignments and course requirements by exploiting fuzzy lines. It seems unfair, then, to other students who are not asking for special treatment and students who don't exploit these things are showing signs of increasing frustration with their classmates, who sometimes boast about the exploitation when faculty aren't around. Students have a pretty good idea who's exploiting and I worry about a morale problem developing if too many accommodations are increasingly taken advantage of by people who don't really need them. This problem and its two forks certainly have added to a feeling of covid fatigue for me and at least a couple of my colleagues with whom I've had occasion to discuss the topics.

I missing being able to interact (in-person) and get to know students.

The COVID shutdown happened 1 week after I returned from maternity leave in 2020. I had 1 week of learning to manage a newborn and 6 yr old with 2 working parents when then, I had to take care of a 6 yr old and newborn in my home while attempting to do my job from home while having to completely reformat and change my classes. I couldn't focus well at home with both boys and had to split the day with my husband, trying to cram all work into a few disruptful hours in a house with a crying baby and 6 yr old. Our baby was also up several times at night until Jan 2021, thus I was not able to get work done before the boys got up or before they went to bed because I needed to squeeze in at least a couple hours of uninterrupted sleep. The last year has been the most stressful time in my entire life. I feel chronically stressed and that my workload is more than I ever have time for (even now that I work early in the am and late at night near 50+ hrs/wk). All of the recording of lectures for online teaching has doubled my workload, not to mention the time it takes to provide extra support to students struggling with anxiety and depression due to the pandemic and online learning. My job was exceptionally demanding before covid. Now it is even more out of control. The idea of having a never ending pile of work that I am constantly trying to dig out of (and never can) is chronically stressful and has negatively impacted my mental and physical health. I am exhausted.

Compared to others, minimally. I only have one child, 10-year-old, who was remote learning for sp and fa 2020. While a challenge, many had it soooo much worse. In terms of teaching, I was fortunate to have been ahead of the curve and have been teaching online courses since summer 2014. I was able to lend assistance to many colleagues as we transitioned. I have also tried to walk the line of normalcy and empathy with students, who have been greatly impacted. No health issues in my immediate household.

never off. Always need to be doing something. The balance between kids and work is crazy to manage.

This past year has been absolutely brutal. I have gone above and beyond to ensure that my students have the best online learning experience that I can possibly provide, and my course evaluations have borne this out. I am proud of what I have done for my students, and they have definitely appreciated my efforts. But everything else in my life has suffered for it. My scholarship has suffered, my service has suffered, and I am having to postpone promotion. My personal life has suffered, and my mental/emotional well-being has suffered, with significantly less leisure time and downtime. There has been no reward for any of this, other than knowing I've done right by my students. I will be okay, and I can handle the stress well enough. But it all feels like punishment. I could've been more selfish with my time through all this and not tried as hard with my teaching. Instead, I did the best I could under the circumstances, and I have very little to show for it.

In addition to the dismal frustration of trying to teach online with students who won't turn their video on, won't unmute, are obviously doing something else during class, my creative activity has been non-existent this year. It's also drilled into us that we cannot say anything to students about their health status or ask them to not attend an in-person event if we know they have been ill, but where are any concerns for faculty?

I am tired of online synchronous classes. It is causing so many technical difficulties for students and myself that I feel I spend more time trying to solve those issues it gets in the way of learning the material. IT is not my job. I spend hours upon hours in front of a screen now - it used to be just grading, not its lesson planning, BB organization, teaching, AND grading. I am so fatigued at the end of a 3-hour session in front of the computer that I need a break, then I get behind on other things I need to do using my computer, so then I am even more stressed... it's a never-ending cycle

SO Many Meetings! And it seems like everyone must be 1 hr. minimum. I miss being able to touch base with someone quickly and then move on to the next task. Some days I'm in meetings 1/2 the day, spend the other 1/2 catching up on what I missed/what came through while in those meetings, and then have to spend time in the evening taking care of what was discussed in those meetings.

I struggled with work-life balance before. I now have none. It's all about work these days. My family is suffering.

Emotionally, I'm exhausted. I don't feel like there is enough of me to do everything that is needed to keep my students (in class) and my research lab running. Normally, my students work together as a team and feed off of each other, whether they are in a classroom or in a research setting. That hasn't been happening during the pandemic, meaning that many of the responsibilities of keeping things running (increased emotional support of students, spending more time in the research lab after hours because of COVID limitations and space usage, etc.) falls on my shoulders. That's my job, and I of course want to help my students, but this additional set of duties has been a normal mode of operation for so long that I'm thoroughly burnt out. During the pandemic, I feel like I have spent so much energy just trying to keep things going, but I can never actually get ahead. This then spills over into the home because I am regularly working late into the night and on the weekends just trying to keep up, which then causes subsequent stress because I do not get to spend time with my young family. This is on top of all the other emotional stress that many others are going through, such as worrying about my spouse's job and our financial security, not being able to see and help take care of elderly family members, and concern about civil unrest that seems to be bubbling over due to the enormous stress we are experiencing as a society. In many ways, I should not complain, as I know many people are feeling the same stress in their jobs and are much worse off than I am. I guess what I'm trying to say is that work-life balance is nonexistent at this point, and I'm so burnt out that I almost dread coming to work, even though I know a part of me really likes my job and the people I work with.

Forced me to learn how to use technology that I wasn't used to - not a bad thing

I am less active physically due to not walking on campus - have gained weight and developed bad sleep habits

There is a deep need for breaks and the ability to take time to rest. This has been difficult.

I cannot teach using all of my skills. In my line of instruction, I depend upon my all too human ability to: 1) hear students speaking in multiple groups at the same time and respond immediately to what I hear; 2) feel the atmosphere of learning in a classroom and respond to what I feel; 3) see multiple groups of students working at one time (rather than one breakout group at a time) and respond to what I see. I also am not able to recognize my students in person because all I see is a flat video of them, if that, and so the all so important emotional connection with students is gone. All of this is at the heart of what teaching is, and I have been robbed of that by this pandemic. Anyone who says "online" is for teaching is crazy. Online conveys information. It does not teach students to become professionals in their chosen undergraduate majors or graduate programs. I feel as if I am nothing professionally because all of the pedagogical knowledge, skills, and dispositions I have worked so hard to learn over 40 years are now totally useless online. Yes...totally useless for the purpose of moving the heart of students forward. Get a robot to convey information if you wish, and see how far that moves our society towards improvement. What a joke!

I started my new position in the pandemic. I would add that it's a dual pandemic: COVID-19 and racism. It's been difficult to adjust to a new job in a virtual format. I'm physically, mentally, and emotionally exhausted and so are my students.

I'm constantly overwhelmed with work and students' expectations to be fully present, give them grace and be flexible during the pandemic. Yet, I too, am in a pandemic navigating supporting students and young children of my own facing their own challenges with remote learning.

Rewriting and running virtual curriculum with extremely different student outcomes than previously taught has meant a lot of extra work including time for curriculum development and adjustment as well as researching and learning new software. Increased demands for time related to social distancing and safety protocols in my unit and in working with my staff has been stressful at times. Lack of seeing students and colleagues in person is stressful. Having family members have illness and having to travel long distance during the pandemic was extremely stressful.

In general, I have had much more anxiety since the pandemic began. My role is very closely tied to the pandemic and it has made my teaching and service responsibilities very challenging. I also have found that the University's response was and continues to be far too slow to actually help me in the decisions I had to quickly make for our students so my workload was significantly higher.

There has been zero respect for working hours with zoom. I have had requests for meetings at all times of the day and evening and weekends. The tech support is great for teaching tools, however, when issues arise, you are sent down the rabbit hole and no one has answers or support. Professors were expected to do more with less. Those of us wanting to teach face to face were obviously discriminated against and treated like a problem. Asynchronous and online was the preference it seemed and if you did not comply there are consequences from multiple departments.

I spend nearly all my time alone. I teach all my classes online currently, which leaves me frustrated sometimes. I worry about my students more than before the pandemic.

Pandemic-related restrictions are understandable, but the lack of contact with students and colleagues has made work less enjoyable. Students are completing the work in my classes and doing well academically; however, they are not engaged in other ways (e.g., not requesting email, Zoom, or face-to-face meetings with me). Due to my wife's home business, working from home is not ideal. So, I come to a mostly empty campus, building, and department suite and spend most of my week isolated from others.

Isolation from others has been challenging. Not having a break of any kind this semester has been really stressful. I understand the rationale for this decision, but has not helped morale. To be told to lighten student assignments or work for one week around midterm was NOT helpful. How are we to provide the same rigor in an online synchronous format and then be told to lighten one week because the administration decided not to have spring break. We have already had to alter our approach to teaching to an online format and up our game on using ZOOM etc. and then to be also told to lighten the load, so students get a break of sorts was ridiculous. Have your cake and eat it too?????? At least a few days should have been given for a break. With all of the COVID testing being done this could have been an option.

I worked with no days off, every single weekend for over 7 months. I got to a break in the work and took a couple weekends off (with work during the week) and then had another run through the holidays, every day, 7 days a week. I heard of so many traumas endured by students--sickness, death, depression, sibling and parent deaths--and these, I just carry with them, because there is nothing more I can do. After the holiday (like Dec. 26) I went right back to 7 days a week, trying to get things redesigned for online delivery in the Spring. In total, I redesigned 10 classes in 12 months, while carrying student tragedy, helping my own kids move to remote school, and managing my own and my kids' pandemic stress. I also took the stress-related nasty emails and panic from students with as much grace as possible, but I felt like the world's toilet, with sh*t coming from all directions. It's been too much. But (insert acerbic tone here) I got a few thank emails from the admin, even if there was not a penny of bonus for all the extra time.

As chair, there have been new challenges such as room scheduling, shifting modalities, and ensuring that thesis exhibitions are celebrated and engaged, even if remotely.

I am a very at-risk person. I take extreme precautions going out. I never thought I would ever teach online, but now it is my preferred choice in this environment. We pulled our children from public school and are homeschooling them with books. The internet is not a good choice. I have lost friends and family to Covid and others I was unable to attend their funerals. Stress levels vary depending on the day. My spouse is in the medical profession and this makes us really anxious each day after work.

I feel like I never stop working, and I have less satisfaction with teaching.

I am pooped. Moving courses to Blackboard/Zoom takes tons of time and trying to give students the same learning content takes even more time. Talking to blank black screens and/or trying to get students to put their cameras on is exhausting. I have students who are zooming in while at work and/or driving while at work. Simple conversations after class now are a series of emails. On top of everything else, I have to wear a mask while I lecture to the few students who do attend in person. I don't know. I freak out at the thought of being in public without a mask on. I have not done much research at all for over a year since all my time goes to my classes. I am basically really tired. My house which is normally a mess is a nightmare. Sort of overwhelming. I get my 2nd shot this week and have to stress about side effects. And those of us who do get the shot are guinea pigs in a big research study. I could go on and on..and I guess it could be much worse. At least the flowering trees on campus this spring really look beautiful.

It has made me more aware of which administrators find the faculty expendable or are able to disregard their needs -- and which administrators truly value faculty.

Generally speaking, it means my kids are around me more than ever due to a shortened school day, which affects my productivity.

It's just hard not being able to see student's faces. I am teaching in a hybrid fashion where some come to class and others stay home and use Zoom. I do feel disconnected to a degree but I think we are all making the best of it. Students who are in person are so thankful for the option to "try to to normal by being in person".

My mental health has become more precarious, expenses have increased from losing teaching opportunities and having to pay heating and cooling bills from working at home all the time instead of in the office, and the amount of time needed for teaching has increased dramatically.

Everything needs more time

Made research more difficult and work/life balance impossible as I'm primary caregiver for 2 children remote learning for the past year. Service load has also greatly increased.

I was already stretched thin prior to the pandemic, so the pandemic was the "straw on the camel's back." We have been working with the "do more work with less help, less money, less faculty" for years, so the pandemic just exacerbated the ongoing issue of many faculty already carrying a heavier load. In addition to additional demands at work, the increased need for my help with schooling my children on top of additional time at work has severely impacted my work-life balance.

Increased my workload exponentially, but has not increased incentives or pay. All classic supports are inaccessible or equally overloaded so finding reprieve is not so easy. Very overwhelming and tiring.

The amount of time I have had to put into doing my job has exploded.

I realize how exhausting it is to be in the office every day. I enjoy working from home. The stress of people coming in unexpectedly is easier. Plus, conflict is just lower.

I have been fortunate and have done well during the pandemic, and have felt very supported by my department and program
<p>Lack of contact with students has had a massive impact on job satisfaction. I've had to revamp almost every assignment, exam and project to make them "fit" the online format.</p> <p>I spend FAR more hours on meaningless tasks associated with teaching (e.g., troubleshooting both my own and my students' technology problems) than I do on meaningful tasks. Because of this, I spend more time on my classes than I would typically do, and yet students appear to be less engaged and to be learning less than they ever have.</p> <p>I have NO time for research.</p>
It has nearly doubled my workload.
Between the Pandemic and the never-ending DEI rhetoric taking funds away for the departments and colleges I cannot see the University existing. It is becoming very frustrating for a junior faculty to want to stay
It hasn't.
Teaching on Zoom is draining. When in person, I usually am invigorated by a class session. Teaching remotely just seems to zap my energy by the end of the day.
hopeless, isolated, no help
<p>The biggest impact was the switch to online course. Now in the 3rd semester online I am able to reuse some of the materials and it has been a huge relief. I usually teach a summer course but am taking summer off because the teaching has been so difficult. I usually submit to a couple of summer conferences. This year all my conferences have been postponed (one major deadline was moved from January to May). This has made my research cycle delayed by 6 months - 1 year. Also, 2 of my student researchers had COVID and the others weren't able to do as much as usual.</p>
The only concern I have is student engagement. I worry that lack of engagement could become a habit.

I have actually created a more healthy work/life balance. I used to completely separate work and my home life. Working from home has forced me to mix the two and become more comfortable doing that in a professional manner. I have also gained quite a bit of technical knowledge that I would not have had. Along with this, I have seen more options/tools available to myself and students. Things don't seem as black and white now; I am able to see alternative avenues for difficult situations.

Negatively, I have also seen a setback in student learning. Many students struggle with online teaching and it is much faster to do things face to face. Tests are also a big struggle as it is quite difficult to combat academic dishonesty via a webcam.

Isolation, doing my job and the job of many others, feeling marginalized and targeted because of my race.

The pandemic has made it harder to foster meaningful connections with colleagues and students. It has more than doubled my work load, since I've had to move all my classes online. I don't get enough movement in my day-to-day life. My health has declined - my fitness is low and my blood pressure is high.

During the pandemic, all courses and work are doing online, which required much more time than before. On the other hand, kids are taking online courses at home. The real working time during day is much shorter. To meet the work requirement, I have to take my sleep time or weekend to catch up with things. This is really exhausting and frustrating.

Homeschooling kids for nearly a year, while juggling working from home for my husband and I was rough.

Most days I work 2 days in 1, 3-6
Hours of Zoom meetings per day, then a laundry list of to do items equates to me working 10-12 hour days. Looking forward to taking a couple weeks off this summer, to be fully turned off from work.

The pandemic only impacted me as far as my business goes... it really didn't have much to do with work at SIUE. I feel SIUE has made a great deal of accommodations in which I am well pleased.

Much communication takes longer (emails or scheduling Zoom rather than casual conversations). So do many other things (cannot attend the meeting? watch the recording. Hosting a class/meeting? have to record it and process associated materials. Etc.)

Sense of disconnection from colleagues.

Some improvements in tech resources, and some advantages of those, but a mixed blessing due to the learning curve, the increased demands, and the associated physical issues (repetitive strain, less movement from my chair).

Frustration with the atmosphere of fear that is promoted by the media and some members of campus community.

Fewer opportunities to visit family and friends and engage in activities I usually enjoy outside of work.

Learning how to teach via Zoom, converting course materials for synchronous meetings, and all of the zoom meetings has been time consuming and draining. Teaching a regular load of courses in this new format / environment without any kind time or compensation has been very frustrating. It's great that there have been all kinds of faculty development sessions and ITS support for making this happen, but without time (course reduction) or compensation over the summer to support these changes, those supports can only go so far.

I have had to convert all my courses to online and work mostly from home. Though I have remained well and am now fully vaccinated, being confined to home and unable to travel or socialize has taken its toll.

Balancing long-term (8+months) of my children being remote learners while I continued to work was stressful to our whole family and resulted in more difficulty keeping up with any semblance of work/life balance. Our spending habits changed. I began treatment for anxiety / depression during that time.

Personally, I lost my grandmother to COVID in April 2020. She was very old, in a nursing home, and we did not have enough of an understanding of the disease at that time - all contributing factors to her death. I have school-age children at home and during the last year it has been difficult to balance helping them with remote learning and teaching synchronously and balancing this with my spouse- who is an "essential" worker in the healthcare field. Yes, very difficult balancing everything- but we have been successful. None of us have had COVID and we had no trouble getting vaccines.

From the educational side: Fortunately, I had been flipping my classes for about a year before the pandemic set in. This means that most of my lectures and materials were ready for online learning. Initially there was a lot of student push-back about the flipped approach but I am so glad that I kept with it because it made teaching through the pandemic so much easier. I still have to teach hundreds of students online, and technology can sometimes be problematic, but overall this has not been a significant problem for me. My students also attend a 50-minute laboratory session once a week. A lot of effort was put into the labs to decrease the in-person material and also construct online modules (to account for the loss of an hour each week in lab). The laboratory component of my course has suffered the most. The placement of students in the laboratory space is meeting COVID mitigation strategies, but is hindering the sense of community and overall enjoyment of a normally fun, educational experience. I also have A LOT of COVID "exceptions" that come with the lab and this have left me with "decision fatigue". I think there is room for improvement that can still fall adequately within current mitigation strategies, but the administration doesn't want anything changed (no changes to layout, enrollment caps, times, etc.). I'm sure this is just to protect the University, but it we could be doing better if the administration would be listening.

I'm now teaching hundreds of students in person, some zooming in, some unable to zoom in. This feels like 3 different courses without any additional prep time or assistance (even assistance covered in our contracts was not given as the admin deemed it unnecessary).

Learned how to adapt to things that dynamically change due to factors outside my control; more understanding of differences in each individual.

Being more adaptive to dynamic changes brought by sudden surges or changing state guidelines; more aware of varying teaching strategies; better understanding on the differences in individual in terms of academic access, technological comfort, financial constraints, and family related challenges.

i miss people and family events, but getting better now

I am overwhelmed with trying to give mental health support to my family while being available to students and colleagues all the time.

I am Zoomed out and so are my students! Attendance in the second half of this semester is way down in my classes compared to Fall Semester 2020. I am also exhausted from reworking my classes for the remote setting. I can't wait to get a summer break to recharge, especially in the absence of a Spring Break! My stress and feelings of burn out will lift with the end of the semester.

Major struggles within the field on how to best teach under the new limitations put in place because of the pandemic.
A lack of technology necessary for teaching students online in non-lecture courses.
A lack of work ethic is visible when not in the same space a superior

All of my teaching has been online this year, which is draining and not as much fun as teaching normally is for me. Otherwise, I have been lucky to escape the worst parts of the pandemic! I am excited to teach in person again, though.

I lost a couple of weeks face to face when I was quarantined with Covid. I was able to keep my class going from home however. Student attendance has been suppressed due to the quarantine.
The mask adds a different level of difficulty when lecturing and fielding questions from the class.

I have lost friends and family members who died. I had to transition to online teaching with NO down time because I was teaching in the summer and had to prepare for fall while teaching. I had a sabbatical but have been pulled back into aspects of work because our program needs the support due to one of our small team's family crisis. Our one remaining full-time person is so burnt out I'm worried we may not be able to retain her...

Six months without childcare with additional teaching responsibilities
Lack of social interaction / isolation

had to pivot and completely revise my courses for remote instruction, endless professional learning to improve my teaching and practice, 3xs the prep work for remote sync and async content vs. F2F, unpredictability of my young children also home with me across the past year because of COVID closures and quarantine--trying to work with a 6- and 2-year-old so challenging, feeling the emotional burnout of my students whose lives have been just as impacted--it is hard to list the serious number of ways the pandemic has impacted me--these are just the negative impacts but there are positives as well--time with my family, so much newly created content for my work, ability to practice what I preach to new educators about flexibility... and resilience

Online teaching has been soul-destroying for me.

In no unique way within the context of my colleagues. Like so many others, the constant attachment to online modalities, correspondence, and work is overwhelming. And exhausting. And seems never to stop. I work every day of the week in order to keep up with the demands of these new modalities and to attend to student needs and experiences (so many of whom are similarly overwhelmed, exhausted, etc.). Any semblance of "work life balance" has vanished since the Spring 2020 semester.

I feel like I need to support my students more than ever and they need the compassion and support. I also have so many other things to worry about though - job security, my family, the economy, my health. It gets to be a lot. I used to find a lot of fun in my job but it's exhausting online teaching. We are all doing the best we can but I miss the social component. My students seem beyond exhausted.

Being hired just prior to the pandemic has made the on-boarding process difficult. I do not feel as if I have integrated into the faculty. Also, I feel as if I will need an entire new and different orientation process when going back to in-person learning.

Lack of human contact and change in work environment has led to a continuous burn out which is not going away no matter what steps I take. There have been pandemic related loss in family which has added to the overall stress.

When the pandemic closed our campus in March 2020, I was faced with an urgent demand to convert my home into a workplace that I had to share with a spouse also working from home, a college student who returned home in spring 2020 when her campus closed, and a child in public school who was suddenly a “remote learner.” I had to scramble to find and purchase technology that would allow me to teach in the new environment (because I didn’t attempt to take my campus desktop and printer home) and my work habits changed in order to accommodate four people sharing a modest space and digital resources. And there were the “extraneous” factors of having family members being hospitalized with COVID19, students reporting deaths in their families due to COVID19, political unrest that manifested itself as hate speech and symbolic violence in my community, and having a remote learner who continues to share my workspace.

I've had to develop seven different courses since last spring that could be taught through a new teaching modality using Zoom, which was also new to me. I've had struggling students requiring more individualized time and graduate advisees who've needed my help framing individualized courses of study due to temporary reductions in course offerings. As the Director of a large undergraduate program, I've also faced additional challenges mentoring and supporting faculty and graduate teaching assistants, in part due to what seems to be an increase in student absences as well as cases of suspected plagiarism.

It was stressful at first but I have learned to adapt to the new ways and have actually learned a lot of positives from the new strategies we have had to implement. I actually enjoy meetings more on Zoom than I did face to face and find them more effective and feasible.

Depression, anxiety, feeling isolated, not getting the energy I would usually get from interacting with students in person. Tired.

To be honest, the pandemic hasn't affected me too much. The switch to online teaching was a struggle but overall, I look at it with a positive light that I had a job throughout the entire pandemic and never had to worry about where my next paycheck would come from.

The pandemic has made face-to-face interactions with students and colleagues more difficult and complex. I look forward to a return to more face-to-face interactions once it is safe to do so.

balancing personal family responsibilities (children at home) with work; disrupted research and access to lab; increased workload related to transitioning existing courses to online; prepping new courses for remote learning and then having to prep them again later to run as face-to-face courses; increased anxiety and stress; seclusion and isolation; etc.

I am lucky in that I was able to transition to online teaching in a pretty seamless way, however I am exhausted from a year + of all that transitioning entailed (effectively 4 brand new course preps + 3 1/2 preps when we went online in March 2020). I also am lucky in that my children have been able to be in person at school, but there has also been a lot of stress trying to balance their education/their lives with my own job responsibilities.

I am immunocompromised. As a result, my children must remote learn and I must remote work. My husband is a Critical Care nurse and continuously at risk. We had to make the choice for him to quit his job to keep our family safe. He has returned to work now, with both of us fully vaccinated. The children just received their first shot 4 days ago since the vaccine was approved for 12- to 15-year-olds. The stress associated with all of this is incredible.

School of Medicine:

The lack of in person meetings is the biggest stressor to me.

It has been a challenge for sure, but the flexibility afforded by the university to work from home as necessary and be understanding has made it easier.

Lots more work in terms of hours spent on the screen and through meetings, although much more time at home. Work is fulfilling as is time spent with my family. Trying to strike a balance.

Work from home with kids is a really tuff task.
Not able to find a nanny.
Have to reduce my work hours to survive better and to balance work/life.—online learning less increased other stresses.
Unable to see family.
Banned to international travel makes it impossible to see parents, brothers, and sisters.
Emotionally drained due to overall situation

Our clinic no show rate increased and our numbers of illness patients decreased, making the work schedule unpredictable. We maintained our RVU expectations yet took a pay cut. I thought I understood this until administration started patting themselves on the back how “We stayed in the black” and “We didn’t have to dip into our reserves!” Well, the rest of us did have to dip into reserves in addition to seeing our educational allowances stopped. The educational allowances were reinstated at 50%, but cannot be used for expenses incurred in the first half of the academic year. You hurt your faculty and staff for the system to stay in the black. That is wrong.

Exhausting--especially early on when there was so much unknown and I was worried about getting infected from patients and bringing it home to my elderly/vulnerable household contacts. Anxious--about my own health and the health of others. Grateful for the chance to slow down and focus on what matters.

The lack of interaction with colleagues has stifled my creative thinking regarding future research areas I would like to pursue.

Appreciated the opportunity to work from home in a solid block of time

The quick switch to teaching online was a challenge. SIUSOM did not provide resources on how to be an online instructor. It seems that students are less willing to "do the work" now.

At home, our kids are here for remote instruction. My partner was laid off.

Feelings of marginalization and disconnection. Gender based issues have significantly increased and cronyism is alive and well. The spirit of camaraderie that initially improved with a shared sense of purpose has eroded into a fight for resources and attention.

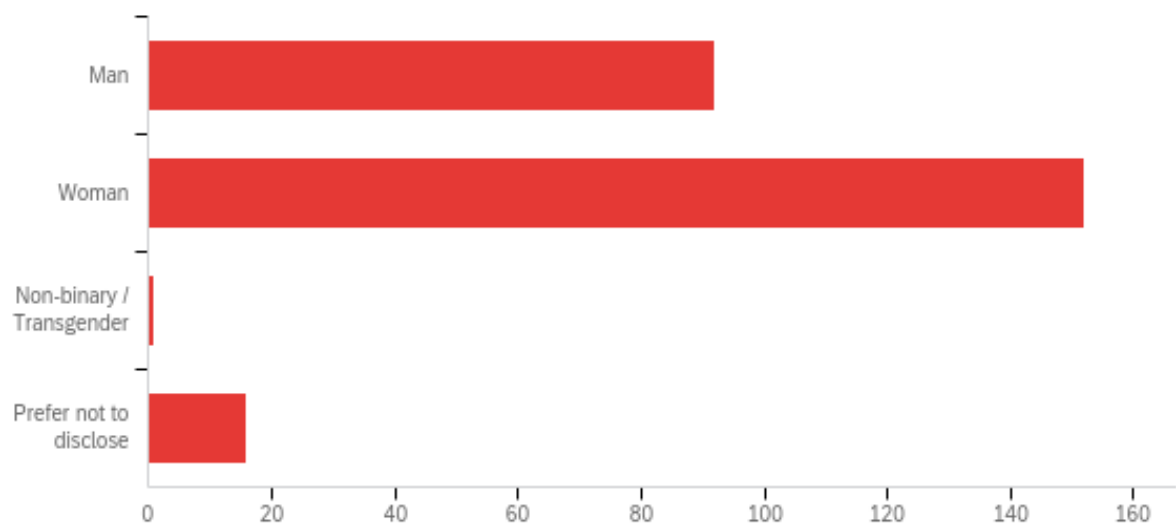
I'm an extrovert: it's very difficult to stay engaged during the day. I find that I work better in spurts of 2-3 hours, then a little break, then another 2-3 hours. I'm putting in more work overall because of the excessive burden of emails since people can't ask quick questions at a meeting or make a quick phone call. Had to create a whole new room at home as offices: my husband and I used to share, but with both of us on remote meetings all day, we had to rearrange our space radically. We are fortunate to have the space to do that. I feel lonely most of the time, which makes it hard to feel joy in my work. I'm not typically an anxious person, but I feel a lot of anxiety and stress about my work because all the fun is gone.

My spouse and I both work in healthcare, so we have worked full time during the pandemic while also worried that we would bring the virus home to our children. We have not been able to embrace fully the usual outings/vacations which would bring much-needed stress relief. Conversely, we have been thoroughly enjoying the extra time home with our children.

The stress of teaching and maintaining a full-time clinical practice is challenging. The administrators in my clinical department do not support telehealth which makes it difficult to utilize this new technology to care for patients who are uncomfortable coming in or live a long distance from the clinic. There is pressure to see more patients with limited clinical support staff. I have stopped working from home, but this stresses me out too because I can't get my clinic notes finished unless I work nights and weekends. Also, my husband has cancer so there is the added stress of making sure we keep him safe. Overall, the morale in our department is low with little appreciation for the efforts made over the past year. At this point, I am trying to find ways to make work less miserable.

I was already struggling with stress and the increase in work has pushed me over. I have chosen to retire.

8. What is your gender?



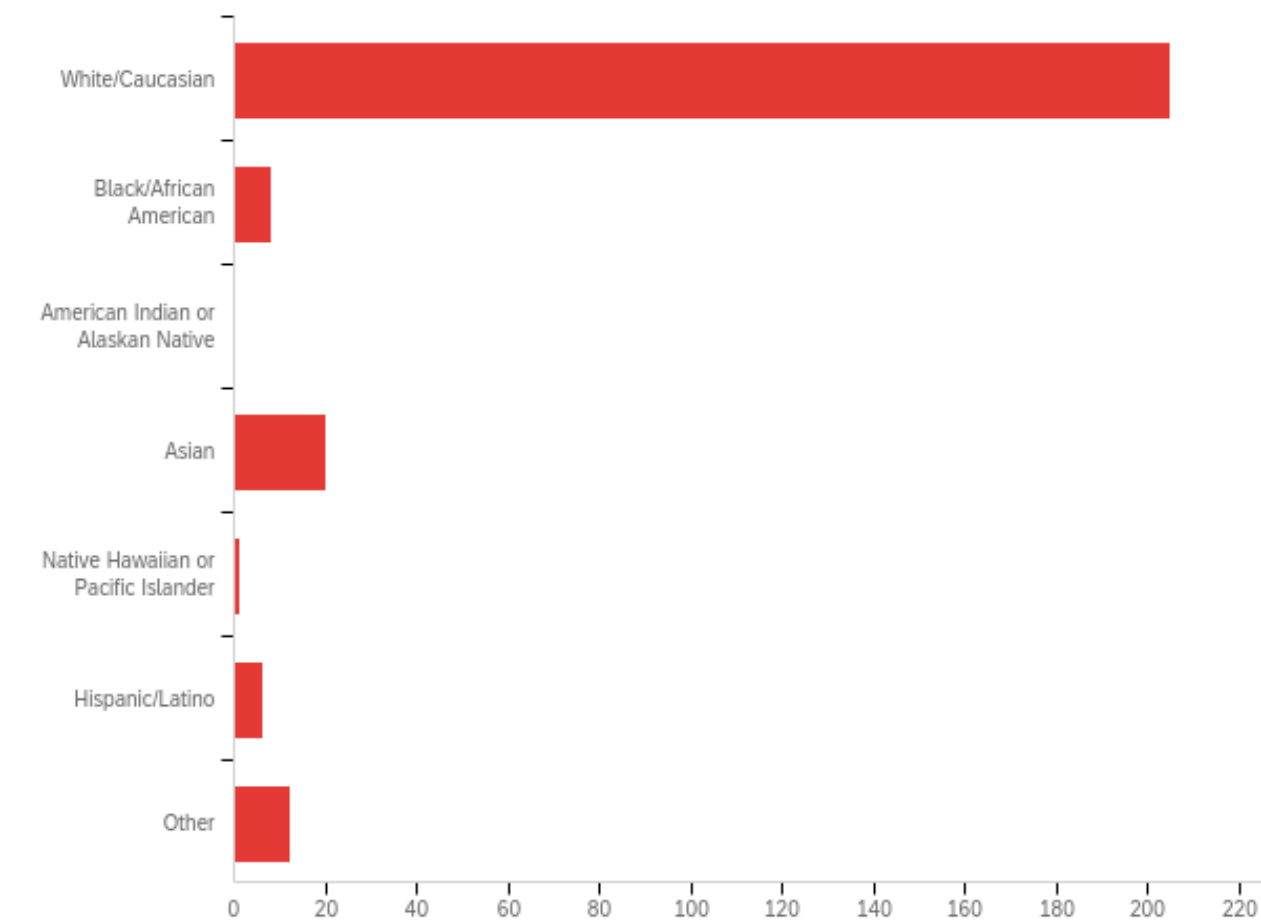
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	8. What is your gender?	1.00	4.00	1.77	0.74	0.55	261

#	Answer	%	Count
1	Man	35.25%	92
2	Woman	58.24%	152
3	Non-binary / Transgender	0.38%	1
4	Prefer not to disclose	6.13%	16
	Total	100%	261

Responses by Campus

	Carbondale	Edwardsville	School of Medicine
Man	42%	30%	37.5%
Woman	52%	62.4%	62.5%
Non- binary/Transgender		0.6%	
Prefer not to disclose	6%	6%	
Total Responses for campus	88	150	16

9. What is your race/ethnicity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	9. What is your race/ethnicity?	1.00	7.00	1.69	1.63	2.64	252

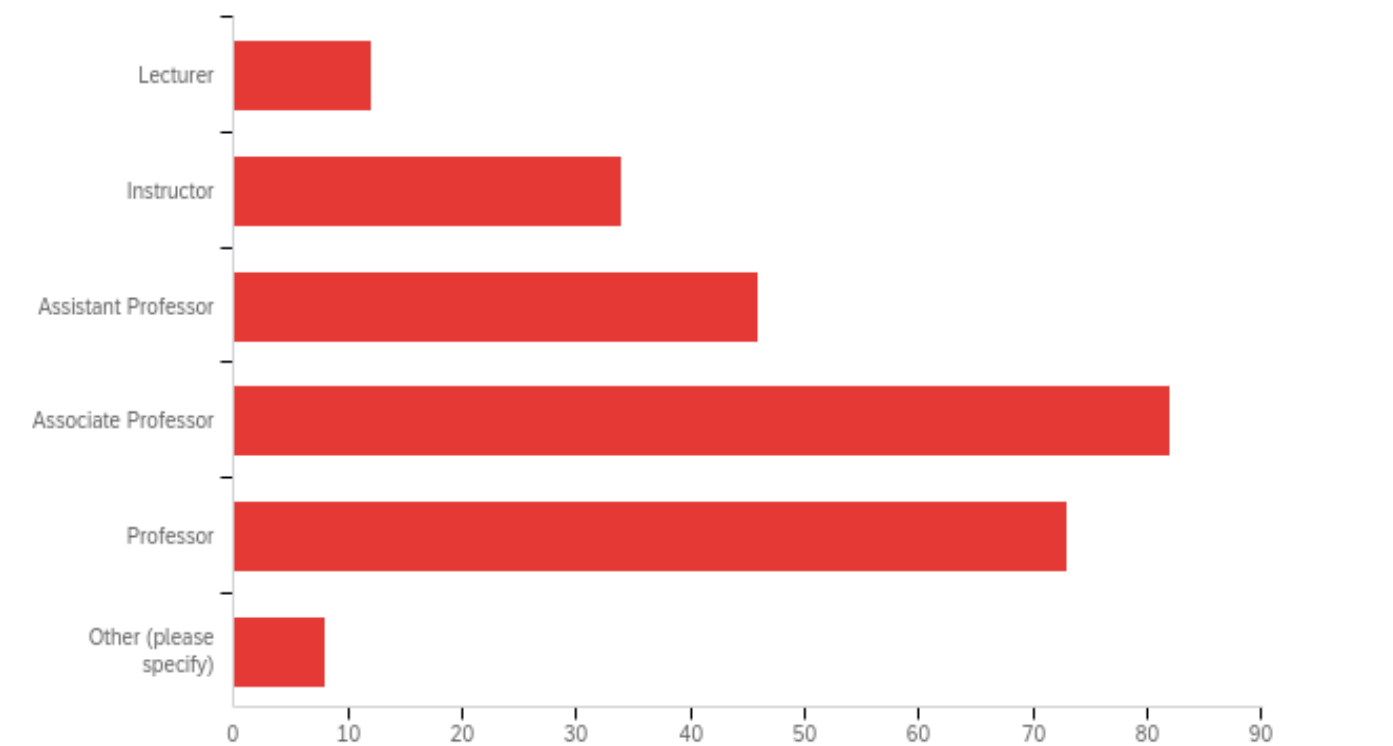
#	Answer	%	Count
1	White/Caucasian	81.35%	205
2	Black/African American	3.17%	8
3	American Indian or Alaskan Native	0.00%	0
4	Asian	7.94%	20
5	Native Hawaiian or Pacific Islander	0.40%	1

6	Hispanic/Latino	2.38%	6
7	Other	4.76%	12
	Total	100%	252

Responses by Campus

	Carbondale	Edwardsville	School of Medicine
White/Caucasian	84.7%	79%	87.5%
Black/African American	2.3%	4.2%	
American Indian or Alaska Native			
Asian	3.5%	9%	12.5%
Native Hawaiian or Pacific Islander		0.6%	
Hispanic	2.5%	3%	
Other	7%	4.2%	
Total Responses for campus	85	147	16

10. What is your faculty rank?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	10. What is your faculty rank? - Selected Choice	1.00	6.00	3.76	1.22	1.49	255

#	Answer	%	Count
1	Lecturer	4.71%	12
2	Instructor	13.33%	34
3	Assistant Professor	18.04%	46
4	Associate Professor	32.16%	82
5	Professor	28.63%	73
6	Other (please specify)	3.14%	8
	Total	100%	255

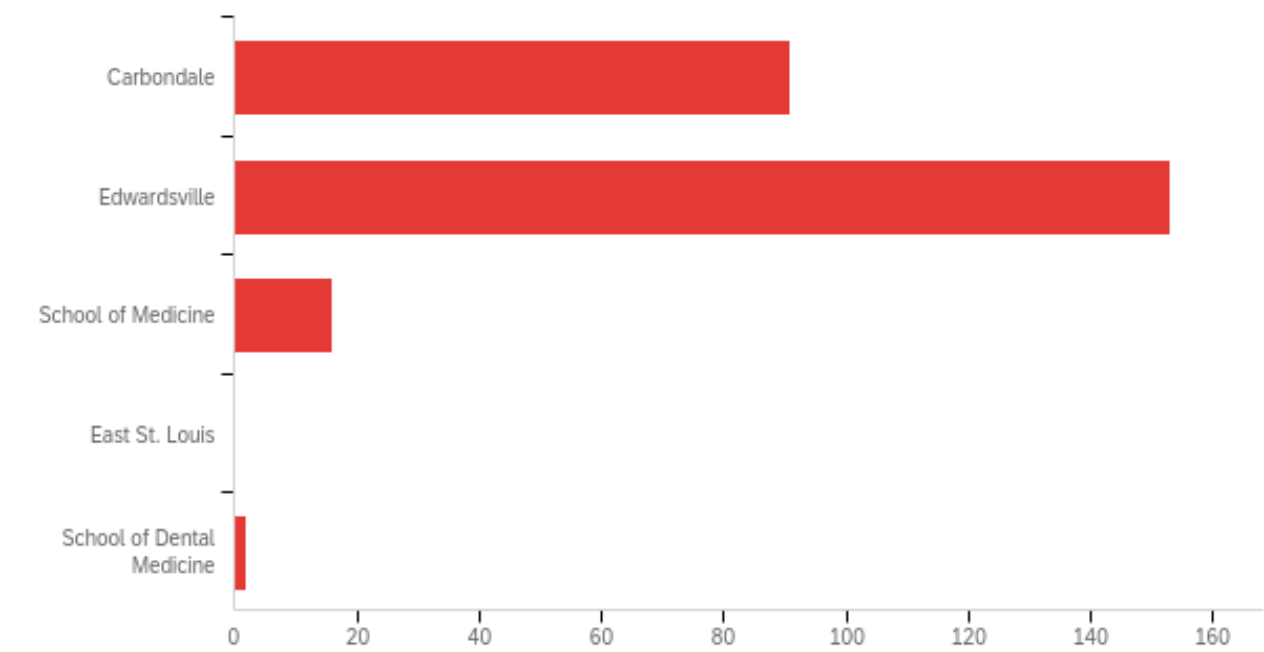
Other (please specify)

Admin
Lecturer and full time APRN
school director
NTT Clinical Assistant Professor
Executive curator (admin) with graduate faculty status as a lecturer
admin
Distinguished Research Professor
research assistant professor

	Carbondale	Edwardsville	School of Medicine
Lecturer	14%		
Instructor	6%	19%	
Assistant Professor	10%	19%	37.5%
Associate Professor	36%	30%	31.25%
Professor	32%	28%	25%
Other	2%	4%	6.25%

Total Responses for campus	88	147	16
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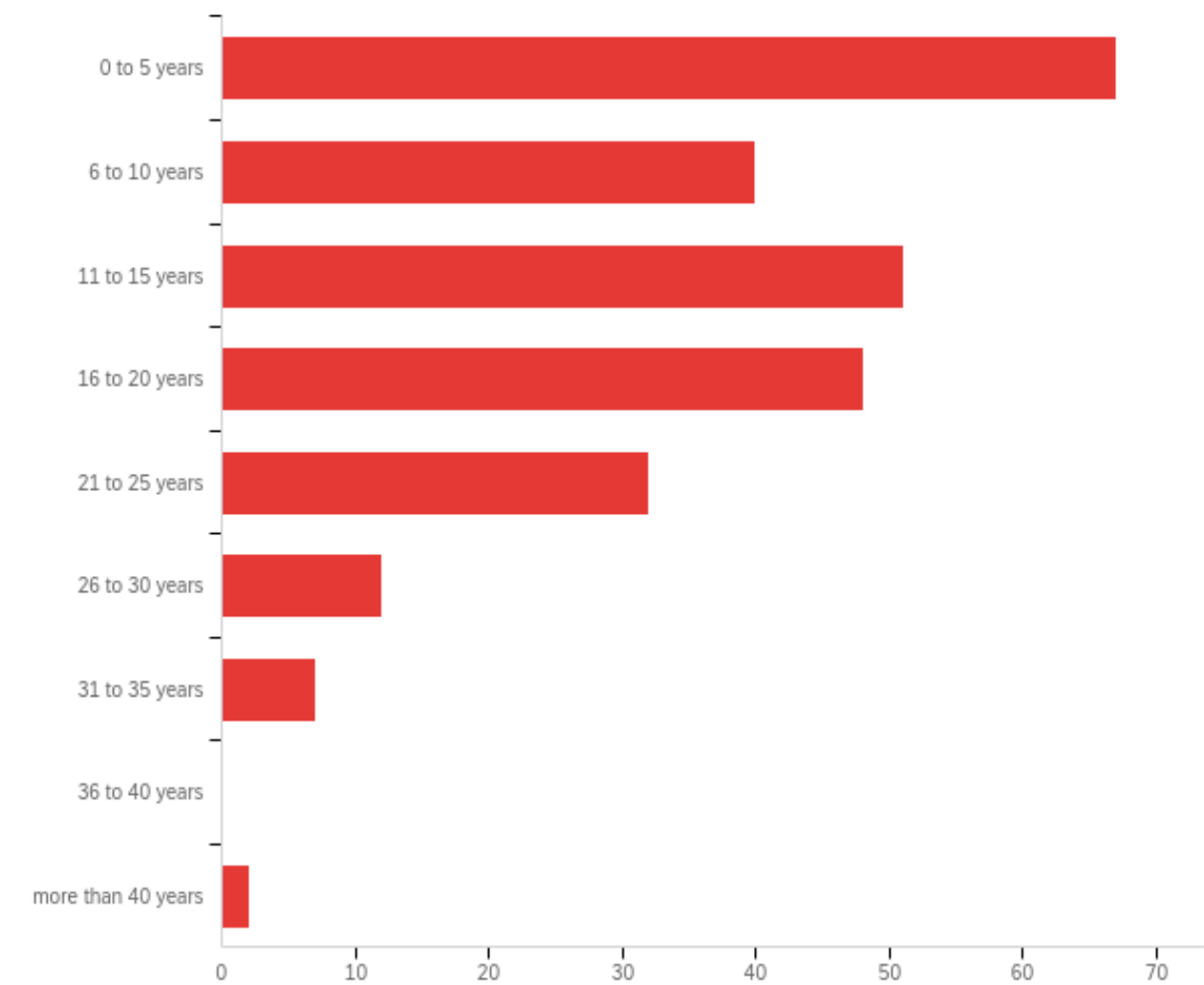
11. On which SIU campus do you work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	11. On which SIU campus do you work?	1.00	5.00	1.74	0.64	0.41	262

#	Answer	%	Count
1	Carbondale	34.73%	91
2	Edwardsville	58.40%	153
3	School of Medicine	6.11%	16
4	East St. Louis	0.00%	0
5	Total	100%	260

12. How many years have you been employed within the SIU System?



#	Answer	%	Count
1	0 to 5 years	25.87%	67
2	6 to 10 years	15.44%	40
3	11 to 15 years	19.69%	51
4	16 to 20 years	18.53%	48
5	21 to 25 years	12.36%	32
6	26 to 30 years	4.63%	12
7	31 to 35 years	2.70%	7
8	36 to 40 years	0.00%	0
9	more than 40 years	0.77%	2

13. Anything else you would like to share with us as we plan faculty wellness programs for Fall 2021?

Carbondale:

If you had any sort of a plan, that should be shared. When I went on the SIUC website about the pandemic in December, the latest 'update' was September. That was quite pathetic, but expected. I really don't know why you even bother with doing surveys; obviously they are never used to institute any real change.

I'd like reassurance that I will not be forced to choose between my job and getting a vaccination. I don't know if the University is planning to require a vaccination. I feel strongly against this and would feel much better knowing it isn't going to be demanded of me. I guess I am not a strong believer in wellness programs. I don't know how a wellness program will relieve me of some of my responsibilities, and that's what I need to feel better. It's 8:48 PM and I'm still working. There you go.

It seems like a few people have maintained the work at SIU while many have been allowed to work minimally.

If we are not back in person in the Fall I am done.

The biggest thing that has affected me physically during the pandemic is that I have had no time for exercising since any time I take for myself is putting more load on my partner who is already struggling to work and care for our child like me. I have gained weight and have lost a lot of stamina. I am not sure how to resolve this until the summer when I don't need to spend as much time in front of the computer or when my son has regular childcare. A vetted student babysitter pool maybe? I would help interview students who are interested. Seriously.

Wellness is inseparable from a professional climate of care and responsiveness by the administration to faculty needs and its respect for our judgement as experts in our fields. Yet the current SIUC Provost has repeatedly demonstrated open contempt for the faculty, unless it falls obediently into line. After years of this treatment, other administrators have accepted her terms, demonstrating that the price of approval is craven cooperation. Apparently, some colleges and departments - soon not to be departments - have made out tolerably. But many faculty in COLA have become pessimistic and no longer resist even measures we are certain will be bad for our students and our programs. The common refrain in private faculty forums is, "Resistance is futile." "Wellness" does not ring persuasively in this climate.

See above.

We need more System collaborations. There is the STEM grant competition, but that only works well if people know of others across the system that they can work with. You need to host an annual research and creative activities forum that is system wide. Rotate the location between SIUE, SIUC, and Springfield or host it at a neutral travel site. We don't know who is doing what. You don't need to provide travel funding (people will ask, but that is BS), just sponsor the location and offer a single meal. The people that show up will be the ones that want to collaborate. Ask for abstracts and host posters and talks. You will be able to get people to review abstracts for selecting talks and could probably setup a System grad student committee to do the selection, which would also build system unity and it would be a good professional training opportunity.

You should seriously address institutionalized racism. It is a bigger threat than COVID in terms of well being.

I am relieved that SIUC is planning to make the student experience more normal in the fall. Risks of COVID need to be balanced against the collateral damage over-responding may be causing students. SIU has done a better job than many other institutions in providing an effective response. I hope this leadership will both continue and continue to improve on behalf of our primary constituency.

I have come to realize how much I need people. There's no opportunity for social networking face-to-face. There's no emotional support for those of us on campus. I feel as if my colleagues condemn me for meeting my classes face-to-face.

Online workshops seem an effective mode.

reevaluate student evaluations

Many people use this as an excuse in my opinion not to complete their job activities.

It seems as NTTFA pick up a great deal of slack with regard to teaching responsibilities on campus, and yet their salaries are far lower than TT.

Free valium for all faculty. Or cannabis edibles (just not the crappy ones in Illinois). Let us us the rec center with out stupidly high costs. Realize that the way SIU has set up and fails to support the faculty mission of teaching, research, and service. This reorganization has drastically increased the service expectation of all faculty, but, nothing has been dropped from the research or teaching expectations.

You need more than a wellness program of slogans and empty events, you need to rebalance the work you expect from your faculty. You are killing us. Do you know how many young-middle age (40s-50s) Professors in CoLA died of heart problems since I've been here? At least one every other year.

we see administration and upper level "trying" but in many cases, the real targets are constantly missed thus causing frustration with faculty. In terms of "wellness", it seems that the CDALE campus is on a watch and wait system. Other universities seem to have a real plan where it appears as it did much of this year, that the CDALE campus had no plan for covid testing as the U of I did and therefor there was little real conversation about the realites of the virus, only CDC edicts and leagal jargon issued by the governor. Many ignored all of it because it seemed boiler plate to cover the university instead of really solving genuine situations.

Don't make it even more burnout inducing crap.

It would be nice to have some support to get back into active research. Small grants or student field work grants, etc.

Proactive wellness ideas are a good idea. We have had things in place since I started but not utilized well. Overall, there seems to be some level of disconnect in the SIU system. We have good programs and good employees. If the vision and positive culture is not promoted, nobody will partake of the opportunities.

I would like to ensure the notification of student issues is more streamlined and effective. Sometimes, Jennifer Jones-Hall's office would contact the faculty and sometimes, this would slip through the cracks and we had to find out from other faculty in our program. I know this is a tedious job! Another hiccup with the COVID testing was that surrounding counties did not have to report or choose to report to SIU like Jackson County did and this was problematic.

Is it really necessary to ask your gender and provide more than two scientific and obvious sex choices? What has irritated me more than this pandemic is the liberal ways SIU is moving. Let's address that

Mass e-mails to faculty with words of thanks seem trite. Offer more meaningful signs of appreciation (gift cards?). Highlight work done by faculty that supports the university, but keep expectations reasonable. It seems like faculty are expected to work until burnout, or feel guilty if they don't.

Try to make sure managers foster a nurturing culture instead of one of fear and intimidation.

Thank you for reaching out. It does help to feel supported.

Faculty and staff have to become more aware of how their stress situations should not be spilled onto their students and colleagues.

I don't know what you are already considering, but shared social activities, increased access to fitness facilities on campus, and a mentorship program would all be helpful. Also, consider providing training to chairs about how to help. I reached out to my previous chair when I was falling apart and she told me it was just normal pre-tenure stress. I was self-harming, began feeling suicidal, was starting to openly cry in meetings, and my one attempt to reach out was pointless. SIU could do better.

Allow us to teach in the Fall without masks if at all possible. Herd immunity and mass immunization should readily be in place by then.

we need staff wellness programs... they are the ones carrying a lot of tasks/stress these days.
I have noticed the effects on folks.

It's good to know that others are experiencing the same feelings during these times. I even like to get perspectives from people who disagree with me. Really, I think any programs you do will be some improvement -- there really wasn't much mental health help for anyone last year. I think everyone could use some therapy, whether it's a townhall or meditation. An organization I'm in hosted a Zoom meeting with a guided meditation and it helped all of us relax.

Provide videos to learn stress relief - yoga, nutrition, open classes with breathing exercises

If at all possible, have some in person, with refreshments. And please please find ways to support not just faculty, but also staff. I realize this is a faculty-oriented survey, but as a faculty member, I am happy when my staff are happy.

Thanks for your efforts.

I think cost-of-living raises are a must. I also think that there is no reward for hard work at SIU. The departments that do well are cut the same amounts as other departments. There is no recognition for hard work, much less reward. The morale is extremely low. We have lost a lot of students due to bad attitudes.

The reorganization was a waste of valuable time and did nothing to improve anything. If SIU saved a little money, they did not use it for faculty.

The University administration needs to make decisions. Having across-the-board cuts every time means that the administration is not making decisions that need to be made. They are not doing their jobs.

I think if people were recognized for all of their hard work by upper administration, especially via raise or bonus, it would really help. Addressing salary compression is desperately needed! Morale is so low, especially among associate and full professors.

Please encourage students and SIU employees to get vaccinated. Hopefully we won't have to wear masks in the fall.

Edwardsville:

Thank you for doing this, I know a lot of us in the nursing department feel stretched and burnt out. We also feel isolated and alone at times (even if we live with other people), we do not have the connection anymore with our peers and students.

I look forward to more on-ground campus classes very soon!

contextual wellness that relates racial stress, racial justice and wellness

I appreciate that this is a system-wide initiative - thank you.

Once the large majority of faculty, staff, and students are fully vaccinated, I advocate a full return to normal, or as close to normal as possible.

The pandemic is part of the challenge. The racial injustice (culturally and at SIUE) adds additional stress.

First work antecedents of faculty burnout and stress, then think about wasting time and resources on these programs

It seems like we have so many administrators but not enough support for practical things faculty need. I wish we put money into helping faculty provide the best teaching experience they possible can.

While faculty are being asked to extend endless 'grace' to the students, I don't feel like there's much or any 'grace' extended to faculty. Most of us have given 300% to try to make teaching work during the pandemic, yet we're expected to have 100% success rates and be as good or better than we would be in a classroom. Nor is there much or any recognition that giving this 300% is taking away from the VERY little research time there is during the semesters. Instead, it sometimes feels like anecdotal or apocryphal stories are just circulated and re-circulated among administrators that faculty 'don't want to teach' and are just 'making students go to Kahn Academy', etc. Maybe there are isolated cases of this, but it tars the rest of us with a very unfair brush and is absolutely untrue for those of us who are sincerely trying.

I wish you luck in this endeavor. Faculty Wellness goes beyond the pandemic and to the heart of the system's racist and elitist policies.

Please make sure that windows can be opened and fresh air can be let in on the Edwardsville campus.

The number one thing I need is time. I understand the urgent need for faculty to increase both our technological expertise and our social/racial awareness. However, the constant barrage of expectations to attend workshops and other training in these topics is the number one factor contributing to my exhaustion. Please find a way to support faculty without increasing our anxiety!

We need programs that cover how to teach efficiently, how to say no, etc. But the idea that there will be a bunch of wellness programs targeted at faculty, instead of serious discussions about how to reduce faculty workload, and how to make sure faculty workloads are equitable, is laughable.

If you want to be serious about faculty wellness, don't schedule things on Zoom. Nobody has time or energy for that, nobody feels refreshed after yet another zoom meeting. Put your money where your mouth is and hire a counselor that can work with faculty.

Some sort of relief package or recognition of extra time we put in and add to our own and family stresses would be a way to go forward.

the first three answers are because of the stupidly implemented critical race theory being imposed upon us.

most of the pandemic "stress" is low and fairly well tolerable.

the hostile work environment created by CRT proponents is not.

Please allow university travel again. It's impossible to do much of my research without traveling.

Faculty need a place to meet as a group, by department, for better collaboration, break room style, to interact on a more weekly basis, to discuss student interactions , concerns , new approaches, and share experiences that might enhance the learning experience for our students. A whole school faculty meeting where we come to be talked to (reports) and not listen to, is ineffective.

Thank you for asking our input and doing this work!

Better salary so that we do not have to take up extra teaching to compensate for low pay. Every school has provided compensation for cover related changes that faculty had to undertake but there has been none here.

While this is a great idea, it would have been nice to hear from my department chair or Dean periodically during this time. There was NEVER a more personal reach out to see how Faculty (TT or NTT) were doing. Not once.

The troubles in my job have more to do with general disorder and poor communication in my department than with the pandemic.

By Fall 2021, it will really be too late to offer any respite services for faculty parents. That moment will likely be passed- it was a giant missed opportunity. Perhaps some tutoring programs for our kids, so they can get caught up in a safe space. I'm talking older kids too, all ages up to high school. All of us working remotely needs tips and tricks for getting reorganized after this onslaught of digital overload. I have weeks' worth of electronic filing to do and have no idea how to accomplish it. I need a hiatus on annual reporting of all types. It is all very overwhelming. I need to be told that the work done this year was good enough or maybe even better than that.

This is what you should do for the faculty wellness:

1. Remove mask mandates and social distancing as soon as we move to stage 5.

Enough is enough. We are all tired.

2. Make student and staff vaccination mandatory. This is the only way to get out of this mess.

There is still a tremendous amount of bitterness and anger on the SIUE campus over our unequal funding within the SIU system. Put simply, faculty at SIUC get paid more than we do and teach fewer courses. They say this is because they're the research campus, but in my program the Edwardsville faculty are often asked to mentor SIUC students because they don't have anyone there to do so. I feel like I'm being taken advantage of by a deadbeat older sibling and I know I'm hardly alone in this feeling. Until this issue is resolved and Edwardsville faculty, staff, and students are treated equally, there will be hostility within the system. The issue's not going to just go away.

I think it would be nice to have some counseling sessions for faculty. How can we actively listen to students and know we care, but not feel like we are always telling them to go see a counselor. If I could have a few good answers/strategies for students (or even peers) to help them get through the day or the weekend, then I would feel better. I want to help them, but I also do not want to say the wrong thing!

When you communicate with faculty, PLEASE keep it short and direct. Most of us lack the time and focus to attend to long communications. I appreciate that this survey was short and that is what made me choose to complete it.

Anything you can do to help give us less work and more time would be helpful. We don't have time to attend wellness lectures. We need more time to take care of ourselves and less work burden. Ever since the state of IL budget impasse, we've had to do more with less, which has made the time demands of this job way more than it should be. Add COVID, and the demands are over the top. We can't continue like this. SIUE should use some of the govt. relief money to give faculty course releases so we can take time to take care of ourselves.

The greatest improvement SIUE, esp. CAS, could make for all faculty going forward is to reduce enrollment caps for the large lower-level sections. THIS INCLUDES ONLINE. SEHHB and SOE have civilized enrollment caps, whereas CAS and SOB appear to be more interested in tuition max outs than in student success, learning, retention, graduation, etc. These caps also impact faculty stress and greatly increase the dehumanization of students through quantification. Open up more sections and hire more NTTs for goodness sake. It will be a win-win-win.

Faculty wellness programs sound great for those who want them. But what I really want is some of my time back. I'd never taught online before all this, and I sunk an inordinate amount of time including a significant portion of last summer (while not under contract) preparing for this school year. I've undertaken major course development for multiple courses with zero compensation. And as I noted in response to question 4, my scholarship and service have suffered for it. I feel like I deserve some course releases for all of my efforts, just to get back on track with my professional goals (not to mention recuperate mentally and emotionally). For me personally, getting back some lost time would be the best faculty wellness program I can think of.

While the intent is likely to be helpful, ANOTHER meeting is not necessarily welcomed. We need a break.

Thank you for working on this for us. It really does mean a lot to us to know we work for an institution that cares.

Help me be part of a community that acknowledges and recovers from the trauma of exclusive online education. And... thank you for all you have done to keep us physically safe so that we even have the option of recovery.

We need paid time to rest and reset so we can approach our work with the energy needed.

I would strongly encourage this group to consider faculty who are represented and non-represented equally in their conversations. I find so much is tailored only to represented, tenure-track faculty and that is a real challenge for those who don't neatly fit in that box.

The expectations of BIPOC faculty to complete unpaid work and services (racism PDs, seminars, committee service, etc.) is ridiculous, racist, and traumatizing.

DO NOT give faculty more work. HAVE a fall break.

I know everyone's been hit hard. Please consider a bonus, a thank you course release, some sort real appreciation and recognition of the outlandish year teachers have had. Administrators have had a rough year, too. So, thanks for your extra hours. (See how insignificant that feels?)

Now is not the time to let our guard down. Coming back to campus and safety must be a priority. New strains of the virus may not be prevented with our vaccines, so we must be diligent. Any loss of life is terrible.

The grad school does have a pandemic grant program for the coming year that I applied to. It funds 2 course buyouts or a RA so you can catch up on your research that you have not been doing because you have been moving your face-to-face courses to online format in real time. Good deal if you can get it. If I don't get it, I will not be happy.

Note: The faculty CBA does say that faculty are supposed to get a course buyout for every face-to-face course they transfer to an online format. So, technically, the school owes all us faculty some time. Just saying.

Just saying "thank you for your hard work and dedication" is not enough. I am sure I am not the only one that really needs a break.

Another big concern is that faculty have moved their courses to online but is anyone doing quality assurance? How are we assuring that the online/hyflex/synchronous/asynchronous/Zoom courses we have been conducting are as good as the face-to-face versions? And when are we going back or can we go back to the way it was? Maybe the task force is working on that. Hope so.

Clearly, we need some bigger learning spaces. Putting classes in Fixin's is not ideal. I wanted to teach 2 courses last fall face-to-face but there was no classroom big enough for either one. Maybe some classrooms in some buildings could be combined into larger rooms with some sort of divider system that can be removed when needed. Sort of like you see at convention centers. Would give more flexibility on scheduling classes.

ITS needs a huge, huge thank you. They all have been awesome. Could not have done any of the stuff I did this last year without

them. This semester I have a class that is face-to-face and Zoom live at the same time thanks to ITS setting it up for me.

Oh, and thank you for providing this survey.

I am fine---I just worry about the students. I think faculty have been pretty well supported and I appreciate the efforts of our SIUE chancellor.

When will SIUE receive a fair share of funding?

Consider special wellness programs for BIPOC faculty

Probably, but I'm too stressed and busy to even communicate my needs.

We don't need wellness programs. We need a reasonable workload and appropriate pay for that work.

no more training

Let's not waste resources on babying faculty and instead dedicate them to helping out students whose interests were massively sacrificed to accommodate faculty preferences.

I am supportive of initiatives coming from the Chancellor's and Provosts office. I am not sure that individual units know or understand how to align their expectations and goals with what we hear from Rendleman. It feels like two very different worlds - reading messages from Rendleman and then going to work for your own school / department.

Policing issues, and the spotlight on them, have pushed many COVID related stresses into the background. It would be nice if there was a forum or something for people struggling with COVID stress that isn't usurped by other issues.

To develop programs or secure funds to support female faculty. Without paid maternity leave, female faculty have to use their sick leave to take care the newborns in the first several months. What makes it worse is no one in the Department will cover theirs work during their leave. The only thing the Department does is to move all the courses this female faculty supposed to teach to next semester. That means after the maternity leave, the female faculty will teach double the numbers of courses she usually teaches. This is unfair and cruel to a new mother with an infant to take care at home.

Not at this time.

I appreciate that campus is trying to promote wellness. But I see few situations in which I would participate in wellness programs -- haven't participated in any that have been offered so far. That doesn't mean I'm not taking care of myself -- just that campus resources have not been of any benefit in that process. I can't see how taking time out of my work time to do group meditation or exercise is consistent with getting my work done -- I'd just have to make up the time elsewhere and meanwhile would struggle with saying "gotta go, self-care time scheduled". That might be what is recommended, but I'm not there. I do not feel comfortable expressing personal stresses in a group that is located in my work setting.

Incentives for wellness activities participation would be great

I think there would be a good number of science faculty that would like to hear about ways to combat the problems associated with high enrollment classes that ultimately are the cause of the stress. One thing in particular I would like to see is a movement away from transactional teaching and point mongering. This would significantly cut back on decision fatigue.

Here are some references:

Cooper, A. A. (2020). Techniques grading: Mastery grading for proofs courses. PRIMUS, 30(8-10), 1071-1086.

Venkatesh, A., & Piercey, V. (2020). Developing professional mindset with mastery grading. PRIMUS, 1-11.

Continue to promote more in-person gatherings done in a safe manner to help with revitalizing our academic community.

Fewer surveys at the end of the academic year would be nice. I seriously considered just deleting this one as yet another in an endless series of surveys.

Maybe attending Zoom-based programs will be more appealing in Fall 2021 when I am on campus and teaching face-to-face again. I appreciate all of your hard work, Lynn, et al.

Please consider ACTIONS and benefits they help with the load not increase the load. Don't give me programs to attend, give me supports - PLEASE!

I have yet to see the benefit being part of the system provides to our university

Instead of putting money and resources into aspirational, therapeutic, or other ameliorative efforts, please focus on concrete "help." This means assisting support staff in departments, especially secretaries and other administrators who are overwhelmed with the demands of our new situation due to COVID-19. If they need an assistant, hire one. If they need compensation, give it to them. "Wellness" results from tangible financial and administrative support, not meditation and yoga breaks.

With regards to equity, it's simple: hire more faculty of color. Make it a priority. And then make it a priority again and again.

Be mindful that the remote learning method of education has been beneficial for faculty that have young children at home. It would be extremely helpful to provide faculty with flexibility by utilizing the online learning methods that have been developed over this past year.

Would love to have some dedicated time to just walk on campus or do mindful breathing. International cooking class/group/showcase would be fun just to have something non-work related.

A clear statement from SIU that would protect faculty going up for tenure and promotion who've lost a year or more of research productivity would likely reduce the anxiety some faculty are feeling. And more support on campus for faculty and graduate student mental health would be extremely beneficial, especially during times of such obvious crisis.

Having wellness sessions would be great. Like one day could be Zumba, another day yoga, another day group walks. All within social distance guidelines. Could even be implemented outside weather permitting. More things like that where we can relate something fun and healthy to the work environment.

Anything to make nutritious meals easy to get. Also, anything to reduce the daily onslaught of emails that are mostly not directly relevant to me.

Make opportunities available on multiple days and times so that nobody is excluded due to teaching responsibilities.

Add programs that help people transition out of the pandemic and help deal with the heightened levels of stress and anxiety and coping with trauma - with certified professionals support and assistance. Try to help people transition to feeling comfortable in the world again.

School of Medicine:

I would like to have in person meeting for all who have been vaccinated.

More collaboration among all SIU systems! Take advantage of the online/virtual forums.

Faculty development sessions for senior faculty/directors on how to take care of junior faculty in stressful full times, understand the needs of female physicians who are full-time mothers also with young kids, appreciate colleagues and juniors on their achievements and hard work regardless if they are prior SIU graduates or not and allotting appropriate academic times in respect to the academic workload physician is handling compared to clinical work.

Give back a portion of the dollars you took from faculty and staff so you didn't have to touch your precious reserves.

As an expert in wellness, I think there is a dichotomy that often gets lost in the discussion. Vacation is to be used to rejuvenate oneself. It is, in effect, a protection against burnout. However, some people use vacation "to its fullest" and come back even more exhausted than before the vacation. Sometimes, they then blame work or SIU for how exhausted they feel. Part of professionalism is to be able to balance between joy, exhilaration, exhaustion, and rest. It is not SIU's job to provide that downtime/rejuvenation time beyond the vacation they already provide. A "mental health day" as a sick day is not the way to rejuvenate from an exhausting vacation. A "mental health day" further stigmatizes mental illness as it implies that taking a day off can restore one's mental health--thus telling people with mental illness that their illness is not a medical condition but rather a character weakness.

Programs are only useful if they come with the time to participate.

Leadership development of senior leaders is essential.

In thinking about true mental breaks, a person cannot really take vacation because the email inbox piles up and you've missed meetings and have to catch up, etc. The best week of the year is the week between Christmas and NYE, when no one is emailing and no one is meeting--there are no email debts to catch up on after this. If you really want to give people a break, give them a day that is not a national holiday when people can't meet or email each other. It would give a chance to clean off their desks, tidy up loose ends that you can never get to, allow for thinking, etc. without the constant barrage of emails and communication.

We need the flexibility to work from home, continue zoom meetings, and have the option for wellness days. School systems and medical centers can learn from big tech companies about respecting employees and supporting wellness. I visited Facebook a few years back. It was a remarkable experience; that made me pause and think - we're in the business of caring for people's health, but the people we work for do not care about our health, wellness, or work environment. My clinical practice is making me physically sick. I am happy to moving forward into a different position and getting out of full-time clinical practice. I love my specialty and patient population but not the environment and stress of management. We can do better and should do better.

Proposals Regarding Enrollment, Graduation, and Retention

- Develop new ways of organizing the university on a basic level.
 - Overcome the fear to change, including but not limited to curriculum, physical structure, teaching modes, etc.
 - Further clarify the goal of college, with careful consideration and integration of faculty's traditional learning and hierarchical structure, and the 21st century perspectives from students.
 - Adapt to students' new needs, e.g., group study environment, dual or multi-disciplinary majors, re-thought Gen Ed curriculum, to provide the skills of strength and creativity for survival in the 21st century.
 - Incorporation of classroom teaching into practice. Create a good research environment for students. Increase faculty/student direct interaction in research.



Proposals Regarding Enrollment, Graduation, and Retention

- Invest in faculty and shared governance.
 - Departments decide summer course offering and scheduling.
 - Less direct influence from the administration, more consulting with faculty before decision being made.
 - University provides more funding and resources for Faculty Development Center, e.g., copies of books for book club, study materials, etc.



Proposals Regarding Enrollment, Graduation, and Retention

- More reasonable group of peer universities for comparison.
 - The peer universities defined in the Chancellor's budget presentation are not representative enough.
- More transparent disclosure of data collection and processing.
 - Better clarify the entity which collects the data and prepares for the statistics in Fact Book and other related presentations.



Recruiting, Retention, Graduation

Focus on Graduate Education

Grad Council Report

Oct 6, 2022

Summary of recent Grad School Initiatives

- Innovation & Excellence in Graduate Education (IEGE) program theme in 2020-2021 was “Excellence in Graduate Student Mentoring,” and the program included:
 - Funded two grant proposals, including development of a comprehensive mentor training program in the School of Pharmacy and professional development for STEM faculty to enhance inclusive mentoring practices under the direction of the STEM Center.
 - Campus workshop in September 2021 open to all faculty where the above mentoring program design and outcomes were shared with the campus community
 - Hosted live virtual workshop in March 2021 by Dr. Laura Lunsford, mentoring researcher and expert, open to all faculty
- New [Graduate Student Mentoring](#) website with Graduate School generated content:
 - sent automatically to any faculty newly approved for graduate faculty status
 - Online modules on graduate student mentoring provide on-demand professional development resource. Includes information on campus resources, practical mentoring tools, culturally aware mentoring, and navigating mentoring challenges.
 - Online Mentoring Agreement available for a variety of mentoring contexts and purposes. Allow faculty and students to formalize their mentoring expectations and plans in a shared written agreement.
 - Links to helpful external resources on mentoring graduate students.
- IEGE program theme in 2021-2022 was “Enhancing Equity, Diversity, and Inclusion in Graduate Education,” and the program included:
 - Funded grant proposal in the School of Pharmacy to create a HBCU recruitment event and implement financial literacy modules for students.
 - Hosted live virtual workshop in February 2022 by Sara Xayarath Hernandez, Associate Dean for Inclusion & Student Engagement for the Cornell University Graduate School, on advancing equity and belonging in graduate education.

Grad Student Mentoring: <https://www.siue.edu/graduate-faculty/mentoring-graduate-students.shtml>

Focus on Best Practices

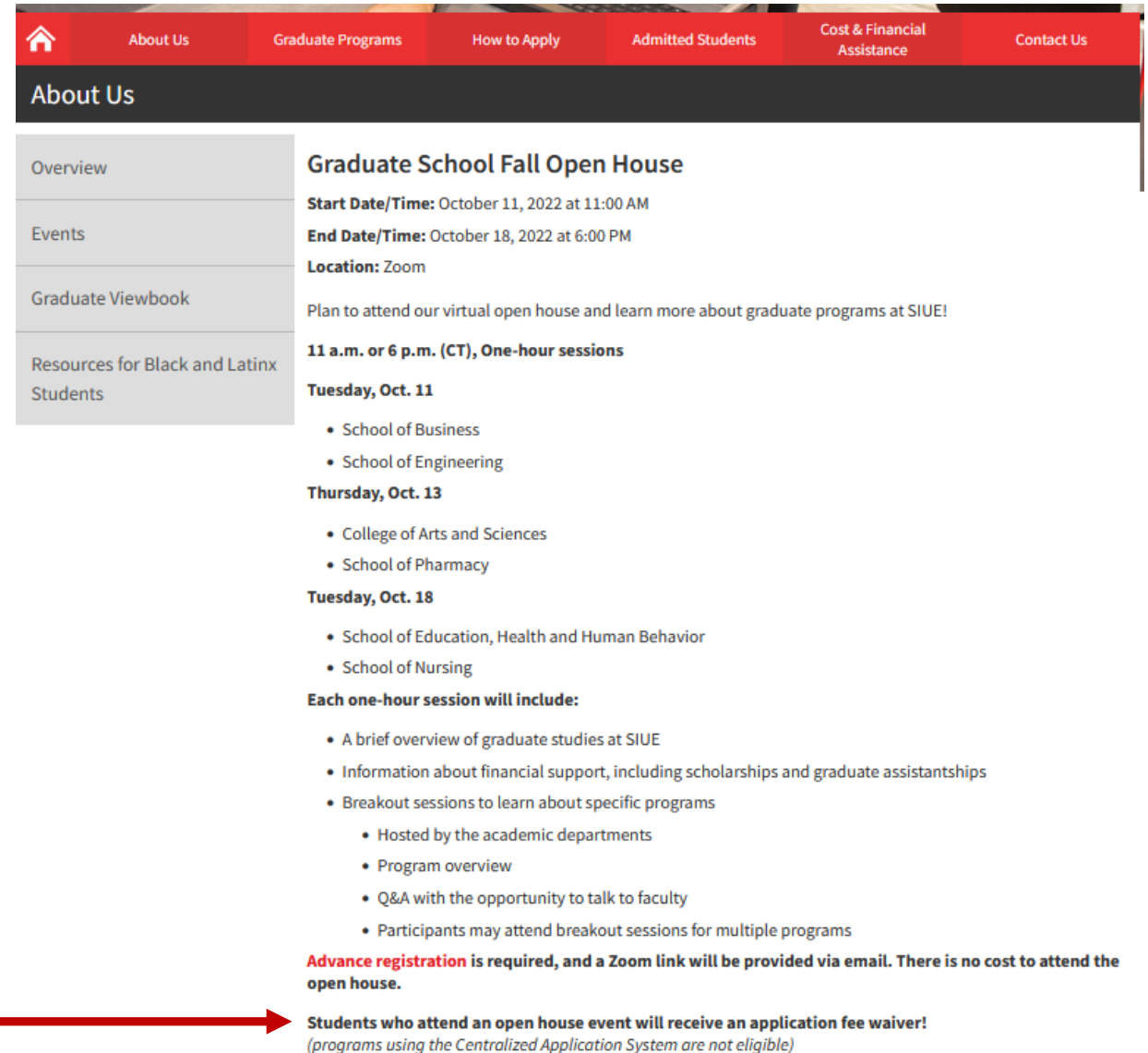
- Foster mentoring relationships
 - This is a key best practice focused on in Mentoring website
 - Works for undergrads too!
- Foster Peer-to-Peer relationships
 - Peer Led Team Learning usually applied at freshman level, but team building is important for grad students, too
 - Cohorts can help
 - <https://pltlis.org/>

Graduate Faculty		
Graduate Faculty Resources	Mentoring Graduate Students	Forms
Overview	Faculty Professional Development Resource The Graduate School has developed an interactive on-demand professional development tool for faculty to enhance the mentoring of graduate students. The online modules can be completed in any sequence and the included resources can be referenced at any time. The modules include information, resources, and case studies on the topics of connecting students with campus resources, supporting mentees, navigating mentoring challenges, and culturally-aware mentoring.	Graduate Catalog
Teacher-Scholar Philosophy	Access the on-demand mentoring modules	
Scholarly Impacts	Graduate Student Mentoring Agreement The Graduate School created the Graduate Student Mentoring Agreement , an online tool designed to articulate the goals and plans of the unique mentoring relationships between faculty and graduate students. The Mentoring Agreement is customizable to fit the needs of a variety of mentoring contexts, including the ability to add as many of the below modules as desired:	
Graduate Program Director Resources	<ul style="list-style-type: none">• Mentor & Mentee Profiles (<i>getting to know one another</i>)• Communication Plan (<i>to identify preferred contact info, meeting frequency & methods</i>)• Project Planner (<i>to develop goals, milestones, and target dates of a project</i>)• Mentoring Contract (<i>to clarify expectations of both parties</i>)• Individual Development Plan (<i>to articulate mentee's career goals and a collaborative plan for skill development</i>)• Document Review (<i>to facilitate review of professional documents such as a resume, cover letter, interview videos, portfolio docs</i>)	
Course & Program Revisions	The Mentoring Agreement can be initiated by either the mentor or the mentee in the Quali Build system. Once submitted, it will be routed to the other party for review, completion, and approval. Following a final approval by the mentor, both parties will receive a PDF copy of the Agreement via email.	
Graduate Faculty Status	Helpful External Resources <ul style="list-style-type: none">• Tips to Keep Graduate Students Motivated & Productive from the National Center for Faculty Development & Diversity (<i>If you have not yet activated your NCFDD membership to view this article,</i>	
Emeritus Graduate Faculty		
Mentoring Graduate Students		
Graduate Council		
Research Center Faculty		

Recruiting events

- Grad School Open Houses:
11 a.m. or 6 p.m.
 - Tuesday, Oct. 11 - School of Business and School of Engineering
 - Thursday, Oct. 13 - College of Arts and Sciences and School of Pharmacy
 - Thursday, Oct. 18 - School of Education, Health and Human Behavior and School of Nursing
- Can departments host their own?

<https://www.siu.edu/graduate-admissions/about-us/events-feed/graduate-school-open-house.shtml>



The screenshot shows the SIUE Graduate School Open House website. The navigation bar includes links for Home, About Us, Graduate Programs, How to Apply, Admitted Students, Cost & Financial Assistance, and Contact Us. The 'About Us' section is active, with a sidebar menu containing Overview, Events, Graduate Viewbook, and Resources for Black and Latinx Students. The main content area is titled 'Graduate School Fall Open House' and provides details about the event dates, location, and sessions. It lists participating departments for each session and includes a list of activities for each one-hour session. A note at the bottom states that advance registration is required and that students attending the open house will receive an application fee waiver.

Graduate School Fall Open House

Start Date/Time: October 11, 2022 at 11:00 AM
End Date/Time: October 18, 2022 at 6:00 PM
Location: Zoom

Plan to attend our virtual open house and learn more about graduate programs at SIUE!

11 a.m. or 6 p.m. (CT), One-hour sessions

Tuesday, Oct. 11

- School of Business
- School of Engineering

Thursday, Oct. 13

- College of Arts and Sciences
- School of Pharmacy

Tuesday, Oct. 18

- School of Education, Health and Human Behavior
- School of Nursing

Each one-hour session will include:

- A brief overview of graduate studies at SIUE
- Information about financial support, including scholarships and graduate assistantships
- Breakout sessions to learn about specific programs
 - Hosted by the academic departments
 - Program overview
 - Q&A with the opportunity to talk to faculty
 - Participants may attend breakout sessions for multiple programs

Advance registration is required, and a Zoom link will be provided via email. There is no cost to attend the open house.

Students who attend an open house event will receive an application fee waiver!
(programs using the Centralized Application System are not eligible)

Useful!



Current Relevant Activity!

- The 2022 IEGE Program deadline just passed, with the theme of retention, recruitment and graduation.
- If there are worthy proposals but insufficient funds, admin could invest in this activity.
- Admin could provide extra funding to extend ideas that make sense to undergrad level.



*The Graduate School is pleased to announce
the call for proposals for the 2022-2023*

Innovation & Excellence in Graduate Education Program

The purpose of the program is to support innovation and improvements in graduate education at SIUE, and is supported by the Rosemarie Archangel, Ellen Sappington and Stephen & Julia Hansen endowment.

Proposal Theme for 2022-2023:

Strategic Improvements in Recruitment, Retention, & Degree Completion

Proposals are to focus on efforts that will support strategic advances in graduate student recruitment, retention, and/or degree completion. Collaborations across programs/departments are encouraged.

Funds Available:

One or more proposals will be funded up to a total of \$12,000

Salaries are not eligible for funding. See [online application](#) for details.

Who Can Apply?

Any SIUE faculty or staff member

How to Apply:

Complete the [online application](#) by the deadline of October 3, 2022

Application Timeline:

- Submission Deadline = Monday, 10/3/22
- Awardees Notified = Early November 2022

Need to work with current best practices

- Many in admin have deep knowledge of current best practices in retention, recruiting, and graduation matters
 - Office of Enrollment Management
 - Director of Retention
 - Marketing
- Have these offices cooperate with Departments to set goals through existing admin structure rather than via Faculty Senate
 - Provost ↔ Deans ↔ Departments
- Foster Faculty-Student relationships and student-student relationships

Need faculty buy-in, bottom up strategies

- Suggest that each department come up with ways to improve recruitment, retention, and graduation rates as appropriate using factbook data as a starting point.
 - https://www.siue.edu/inrs/factbook/Program_rates.shtml
- Suggest each department update the “optimal size of program” information... may have been a decade since the last update, and available faculty may have had an impact.

Chronicle Article...

The study — a partnership between Edge Research, HCM Strategists, and the Bill & Melinda Gates Foundation — reflects the responses of 1,675 people in seven states (California, Florida, New York, Ohio, Tennessee, Texas, and Washington) who were surveyed in the spring of 2022.

Audrey Williams June, in https://www.chronicle.com/article/some-high-school-grads-say-no-to-college-heres-why-and-what-might-change-their-minds?cid=gen_sign_in

- This article is about undergrads
- We have some of these features and can brainstorm others ... need to market what we have

More Than Just Money

Young adults say a wide range of supports — not just financial — would help them earn or complete a degree.

Share who view type of support as “extremely” or “very” helpful

→ Having more flexibility in programs to fit your life	76%
Being able to get more education without additional debt	75%
→ Financial-aid adviser who can help with financial aid, scholarships, and questions about managing money	75%
→ Job counselor to help make connections, prepare for interviews, and find jobs	73%
→ Having opportunities to get real-world, hands-on experience while in school	72%
→ Having a free class for all new students on managing personal finances	71%
→ Counselor to help figure out what to study and what classes to take	71%
Free laptop and <u>internet access</u> when enrolled	70%
Assistance with costs of living, such as child care and free transportation	70%
Knowing that all your classes will be in person	44%

Note: Data reflect a spring 2022 survey of 1,675 high-school graduates, ages 18 to 30, who didn't go to a two- or four-year college or dropped out.

Table: Audrey Williams June • Source: [Edge Research](#), HCM Strategists, Bill & Melinda Gates Foundation • [Get the data](#) • Created with [Datawrapper](#)

Curriculum Council Concerns

- Core curricular concerns regarding enrollment, retention, and graduation focus on having the personnel (faculty and staff) along with appropriate planning to implement the curriculum
 - Shared Governance and Communication
 - SPA Process
 - Faculty and Staff Compensation
 - Staffing Burden

Shared Governance and Communication

- Impact on curriculum
 - Historically, Curriculum is "faculty-owned"
 - Decisions on key issues such as determination of summer offerings best in hands of people directly involved with implementation of curriculum
 - Inadequate course offerings affect students ability to progress on time and to complete degrees
- Possible improvements / Desired changes
 - Improved communication from administration to faculty, not just reliant on Deans
 - Course offerings not determined based on how much revenue they generate, rather on program/student needs
 - Communication with faculty prior to changes in curricular matters such as course scheduling

SPA Process

- Impact on curriculum
 - Impacts ability to have adequate faculty to deliver courses and staff to support these courses
 - Significant delays in hiring needed assistants (such as serving as lab instructors)
 - Adds to an already lengthy onboarding process
- Possible improvements / Desired changes
 - Revision of process to enhance efficiency
 - Clear communication regarding how to increase likelihood of approval

Faculty and Staff Compensation

- Impact on curriculum
 - Base salary for new hires increasingly noncompetitive, making it hard to recruit new people
 - Salary increases not keeping up with cost of living increase, making it difficult to retain quality faculty and staff
- Possible improvements / Desired changes
 - Recognition by the administration of the worth of the faculty and staff of SIUE
 - Acknowledgement of the national financial situation including unprecedented inflation
 - Appropriate salary increases in recognition of increased cost of living

Staffing Burden

- Impact on curriculum
 - Staff are vital part of every department and essential to successful implementation of curriculum
 - Staff shortages directly result in increased workload on remaining staff as well as faculty
 - Staff shortages decrease the capacity of faculty members to teach
- Possible improvements / Desired changes
 - Increase number of staff positions
 - Streamlining the SPA process to allow for more timely hiring



Faculty Senate

**Recommendations to improve Enrollment,
Retention and Graduation (ERG)**

University Budget, Finance and Operation Council

October 2022

Enrollment

General activities that provide more visibility:

- Better academic reputation, providing success stories of our graduates in different fields, having reports in local/state/national news that reflect on our strengths and success of our students (some of them can be paid for).
- Stronger presence in social media, where high school students get their information. Platforms such as YouTube, Facebook, Tik Tok, ...
- Creating our own brand: to be a “cougar”, organizing events that brings different generation of alumni and reflect it in media, like homecoming and bringing alumni families and potential new students families together ...

Enrollment

Activities for special group of students:

- The university as well as degree programs need to identify institutionalized policies and procedures (hidden rules) that might unintentionally keep prospective marginalized populations from applying.
- SIUE may want to consider providing funding for summer and weekend camps to provide more opportunities for potential students and their families in marginalized population.
- Advertising STEM degrees (specially engineering) for female students, and providing success stories about our female graduates.

Retention and Graduation

Retention and graduation numbers are usually analyzed separately, however, the improvement in both category has similar roots: demonstrating that education will make a significant difference in students' their lives, helping them to succeed in their courses, and make them believe that the time and money they spend for their degree and the challenges they face worth it!

- Creating a mentoring program of faculty and successful students to support the students who struggle in their study (similar to GAME and FAME programs).
- Faculty development workshops focusing on how we can help students with struggles in their courses (or their personal lives).
- Providing extra support for students from marginalized population.

Retention and Graduation

- Emphasizing and clarifying that earning a college degree is a “marathon” process, specially for first generation college students with less prior experience in the family. Some freshman students are overwhelmed by the workload and commitment and do not realize that if earning a college degree is difficult, it has its own rewards.

IBHE-FAC report for the SIUE Faculty Senate meeting on 6 October 2022

The IBHE-FAC met on 16 September 2022 at Illinois Central College in Peoria (Zoom option).

FAC leadership (Shawn Schumacher, Chair; Linda Saborio, Vice-Chair; Amy Carr, Secretary) reviewed FAC members that are serving on state groups, where FAC materials can be found, and what information needs to be reviewed for the new academic year.

Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE, provided an update. IBHE is looking for ways to work in partnership with its various advisory groups. They appreciate those serving on state committees and the materials shared by the working groups. She highlighted some of the work underway related to the strategic plan:

- the Common app had over 140,000 applications in its first year of implementation;
- the Illinois Tutoring Initiative focuses on quality tutoring for grades 3-8 and HS math and writing in schools of high need (SIUC and SIUE are part of this group)
- ECACE (www.ecace.org)
- Transfer Boost: goal is increased equity in transfer student outcomes through a transfer affordability guarantee (CSU, GSU, SIUC, each with CC partners)

Next steps include detailed implementation plans, institutional equity plans and practices, a business and employer advisory council, and other components of the strategic plan.

Jen Delaney, faculty representative on the IBHE, discussed some concerns about trying to use an adequacy funding model, similar to that found successful for K-12, for higher education.

Dr. Sheila Quirk-Bailey, ICC President, welcomed the FAC. *Joe Bergman, ICC Dean of Math, Science and Engineering*, talked with the FAC about using Multiple Measures as part of determining college readiness and placement. The compared a range of student characteristics to evaluate various methods for placement and how those correlated to student success. Overall HS GPA was as good or better than many of their placement tests in predicting student success. They are continuing to develop more nuanced data with better data-sharing agreements with area high schools. They are seeing a reduction of non-developmental credit hours to which this may have contributed.

Dr. Sophia Gehlhausen Anderson, IBHE, gave an overview of recent legislation related to “IBHE Initiatives for Wrap-Around Student Supports” and gathered input from the FAC, particularly with regard to housing insecurity issues.

Working groups and caucuses met to discuss current issues and goals for the year.

The Private caucus discussed many issues but intends to look more closely into faculty workload topics. The Public caucus discussed enrollments and time reporting and will have some ongoing discussion about dual credit (going to try to gather data from our institutions) and perhaps disabled faculty. The Two-year caucus talked about the intersections between housing insecurity and the recent changes to allow community colleges to have housing.

This year's working groups will be: Equity (may be working with IBHE on the Institutional Equity Plans, and requested information about plans from those institutions that already have them); Student/Faculty Mental Health (continuing to collect and analyze survey data about faculty mental health issues); Affordability (plan to talk with legislators to see what action and information might be relevant); Performance Based Funding (need to re-consider their paper in light of the adequacy model); Dual Credit/Online (maybe re-structuring in terms of overall academic quality issues, but are still working on student bill of rights related to dual credit as well); and Prior Learning Assessments (discussion issues of academic integrity and academic progress).

The next IBHE-FAC meeting will be September 21st, at Benedictine University.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me via email at swiedig@siue.edu.

Note that the current term on the FAC ends after the 2023-2024 academic year. Anyone interested in serving as the SIUE representative might think about whether this fits with their teaching schedule and discuss the commitment with Sue or Shelly Goebel-Parker (SIUE alternate representative).

Faculty Senate Report - October Meeting

UPBC

UPBC met on Sept 9 2022

Bylaw changes to membership were reviewed and approved. The QFSA will have two member representation and an executive member (past president or designee) on the committee. Bylaws have been sent to all constituency heads for review and approval by constituency bodies.

Popkess reported that CHAPA will not proceed with evaluations this year at the request of the Chancellor

Vice Chancellor Waple and Riane Greenwalt made a presentation on requiring verification of proof of health insurance for all students. SIUE is currently the only public in Illinois that does not require this of all students. SIUE offers an optional plan that tends to enroll students with great need (pregnancy/costly meds/diagnoses) which results in a high premium for these students. Also, students who are referred for more complicated care to providers (esp in Missouri) are reluctant to take students for treatment if uninsured. Providers have looked to the university for payment. A shared group plan will spread risk and result in less volatile premiums. Questions about cost to individual students as compared to the plan on SIUC website were discussed. Further pricing information was to be shared with students by health services.

Provost Cobb gave the Strategic Plan Presentation. UPBC is in support of this plan and welcomes the opportunity to assist with its roll out and implementation.

Chancellor Minor provided a brief overview of the agenda for the BOT meeting of Sept 15 2022 in Alton. He will present the SIUE budget for approval.

In September, Popkess has attended the following meetings as UPBC representative:

Faculty Senate meeting -September 1

Provost presented Strategic Plan. Gave written and verbal report.

University Quality Council- Sept 1

Provost presented Strategic Plan to group

Faculty Senate Exec – Sept 8

Shared report on CHAPA for AY 22-23

Initial FS Budget and Finance Operations Committee- Sept 15

-Discussed need for clarification of roles of UPBC FS members on this committee and how UPBC and UBFOC will intersect.

Fall UPBC Meeting Dates:

Friday October 7 1030-1130a, MUC Magnolia Room

Friday November 4 1030-1130a, MUC Willow Room

Thursday, December 15 1030 – 1130a, MUC Willow Room

This report contains excerpts from the unapproved (as of 10/6/2022) minutes of the Grad Council Meeting that took place on September 15, 2022 in the Lovejoy Library 3rd Floor Conference Room.

Provost Denise Cobb came and kindly answered questions:

- Status of Teaching Assistant Union?
 - Challenge of student turnover has created lack of momentum in TA organization and negotiations. TA Union could potentially request to bargain at any time.
- Prioritize cost of living increase for Graduate Assistants?
 - Outside of GA question, we have a responsibility to support international students, particularly those economically vulnerable. For GAs, we need to ensure salaries are adjusted with time and we need to be thinking about the issue. The tuition waiver that is granted with GA positions leads to questions as well as legal issues that need clarification.
- Strategic Position Alignment (SPA) Process: Did academic positions involving instruction receive priority in the process?
 - SPA process was newly implemented in the summer, and timing before fall semester created unique challenges. There are different committees that review requests for different constituency groups. Approval process of TAs/RAs and other instructional staff goes through Dean's Council for approval. Provost Cobb wanted to ensure that positions that had been promised to individual students were honored, and those positions did not require SPA approval. Deans submitted lecturer requests via memos to allow approvals outside of the SPA process to support instructional needs.
 - Spring GA positions that were approved or allowed for fall will not need approval to be continued in the spring semester. The Provost is working on a draft of a planning document that can be submitted in mid-spring by Deans for the 2023-2024 academic year to improve the process.
- Will there be adjustments to the summer schedule based on the budgetary deficit?
 - Changes are necessary to address structural budgetary deficit, and Provost asked many stakeholders to look critically at summer schedule and overall program offerings to provide instructional cost savings while still sufficiently addressing student needs.
- Is question about change to R2 status returning for discussion?
 - No reason to believe it will resurface in the immediate future as it is not central to the Strategic Plan.
- Have you considered directly speaking to other constituency groups on campus to provide similar explanations?
 - Provost Cobb has visited with some college/school groups and recognizes that open and consistent communication is challenging. She acknowledges that there is a need for more direct conversations to provide clarity and an opportunity for people to ask questions, and she has asked the Deans to arrange times to do so.
- Concerns about inherent conflicts in shrinking scholarships/reducing equity gaps and growing enrollment/decrease in high school graduates.
 - Provost Cobb acknowledges that some of the enrollment/retention goals may feel out of reach but believes there are strategic pathways in how we award scholarships and retain students to move towards these aspirational goals.

I. Announcements

- a. Course Review Committee (CRC) Report – On Sharepoint
- b. Graduate Committee on Assessment (CGOA) Report – N/A
- c. Enrollment Management Report
 - Jim Monahan reported graduate enrollment is up 7% from last year.
- d. Student Affairs Announcements

- None.
- e. International Affairs Announcements
 - Mary Weishaar reported that the majority of the new large cohort of international students are graduate students. Their office is exploring the reasons and patterns behind why international students transfer out of the University.
- f. Graduate School Announcements
 - Jerry Weinberg shared the Graduate School is currently down two positions. The Post-Award position is currently undergoing a search, and the Pre-Award position is going through the SPA approval process.
- g. Other Announcements
 - None.

II. Report of the Educational and Research Policies (ERP) Committee (Was approved by GC)

- a) 1L16 – Graduate Student Continuous Enrollment
 - Regular review of policy. Revised policy approved.
- b) 5B1 – Authorization of Contracts & Leases
 - Regular review of policy. Revised policy approved.
- c) 1M12 – Authorship Policy
 - Regular review of policy. Revised policy approved.

III. Report of the Programs Committee (Was approved by GC)

- a) Integrative Studies: PBC Memo for Individual Program in POLS/PR; MS Memo for Individual Program in IT/PR
 - The PBC Memo is a letter of agreement to provide coursework and support for a single INTG student signed by Political Science and Applied Communication Studies, including 9 hours of coursework in ACS and 9 hours of coursework in POLS.
 - The MS Memo is a letter of agreement to provide coursework and support for a single INTG student signed by Educational Leadership and Applied Communication Studies, including 18 hours in Instructional Technology and 12 hours in Applied Communication Studies.
- b) 91A: Nutrition & Dietetics
 - Proposed change includes replacing organic chemistry prerequisite with biochemistry or nutrition chemistry, requiring 2 recommendation letters for application, replacing KIN 509 with NUTR 501, changing credit hours from 2 to 3 for NUTR 511/512/535, reducing Exercise Physiology courses from 3 to 2, and clarifying catalog language.
- c) 91A: Exercise & Sport Psychology
 - Proposed change includes removal of PBHE 520 as a requirement and increasing number of electives for thesis students. Programs Committee asked the program to edit the catalog language to include a recommendation that thesis students choose a statistics course as one of their electives in cooperation with their advisor along with a list of appropriate statistics courses, and Department agreed to that edit and provided the appropriate list of electives.

IV. Vote on Chair Elect

- Michael Hair self-nominated to serve as Chair Elect, Heather Johnson seconded his nomination. All voted in favor of Michael Hair serving as Chair Elect with one abstention (Michael Hair).

V. Appointments for:

- Textbook Advisory Committee Representative – Michael Shaw agreed to represent the Graduate Council on the committee for the remainder of this academic year.

- Open Meetings Act Representative – Cinnamon VanPutte agreed to serve as the representative for this academic year.
- Graduate Dean Evaluation Committee representatives will be selected at October meeting.

VI. Programs Committee Ex-Officio Membership Additions

- The Associate Provost for Accreditation, Assessment, & Academic Planning as well as the Online Services & Educational Outreach Manager of Federal, State, and Licensure Compliance have requested to be added as ex-officio members of the Graduate Council Programs Committee. Both parties are involved in both ensuring compliance and proper reporting of various changes to graduate programs.
- Heather Johnson motioned that both positions be added as ex-officio non-voting members, Wai Cheah seconded. The motion passed with no opposition.

VII. Continuing Business

- A member provided an update to an issue discussed last academic year in terms of receiving some graduate applications with fraudulent components. In one of their courses, there were many instances of plagiarism. They are continuing to monitor the situation and reporting the issues to the Provost's Office.
- Dean Weinberg mentioned the iThenticate license that graduate students can access as a resource to reduce plagiarism. Wai Cheah mentioned a need for international students to be educated on the differences in academic honesty standards in the United States educational system. Mary Weishaar discussed the existing training provided in orientation to new international students and said they will work to strengthen the training and will also speak with international students directly when appropriate on cultural and academic differences.

Curriculum Council Report, October 2022

The council met on Thursday, September 15, 2022

Council underwent training on Curricunet software used for program and course change reviews

Rosters were approved for the Undergraduate Programs and Undergraduate Courses Committees

Rosters were approved for the General Education and Graduation Appeals Committees

Meredith Verrochi was appointed Curriculum Council Secretary for 2022-2023

Amy Winn was appointed OMA designee for Curriculum Council

Open discussion was held regarding related to enrollment/retention/graduation. Summary of discussion to be presented at October Senate meeting.