

The Effect of COVID-19 on U-M Faculty Experiences:  
Results from a Limited Survey conducted by the ADVANCE Program

University of Michigan - ADVANCE Program

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### INTRODUCTION

In August 2020, ADVANCE surveyed members of four faculty networks at the University of Michigan (U-M) about their experiences during the COVID-19 pandemic, as described in [The Effect of COVID-19 on U-M Faculty Life](#). A key finding from this study was that many faculty experienced serious impediments to their work productivity as a result of the COVID-19 pandemic, stemming from both a lack of access to critical resources and other serious demands on their time (e.g., online teaching, family care). Additionally, many described their own and others' psychological stress and/or anxiety associated with the pandemic. Increasing demands on their time, as well as a desire to provide support to others (family, students, junior colleagues), often meant that their own well-being was not being addressed. In turn, faculty recommended that the University be responsive to the inevitable change in faculty productivity and suggested ways to provide additional institutional support to address some of the disruptions and limitations to faculty scholarship and student training.

The current study was conducted in March 2021 to obtain further understanding of the impact of the COVID-19 pandemic on faculty at U-M. In addition to ADVANCE's four faculty networks that were surveyed in the August 2020 study (i.e., the Network to Advance Women Scientists and Engineers, the Network to Advance Faculty of Color, the U-M LGBT Faculty Alliance, and the Single Faculty Network), two additional faculty networks—the U-M Work Life Resource Center (WLRC) and tenure-track assistant professors who participated in ADVANCE's Launch program—were invited to participate in this follow-up survey to increase the representation of assistant professors and faculty with children.

The survey was launched almost exactly at the one year mark of when all in-person classes at U-M were cancelled and when public school students attended their last day of in-person classes in the Ann Arbor Public Schools District. The year following the halt of in-person classes and preceding this current survey was one of unprecedented uncertainty for faculty in navigating research and teaching disruptions, remote work, care responsibilities, and myriad emergent personal and professional needs and perspectives.

The survey asked the faculty several open-ended questions pertaining to the pandemic's impact on career trajectory, postponement of tenure review, commitment to academia and/or U-M, and supportive strategies to mitigate impacts on faculty careers:

- How has the pandemic affected your career trajectory?
- *Assistant Professors only:* Have you or will you ask to postpone your tenure review (i.e., defer the tenure decision for one year) due to the pandemic's impact on your career? Why or why not?
- How has the pandemic impacted your commitment to academia and/or to U-M?
- What U-M policies and practices have you found most supportive or helpful during the pandemic?
- What strategies should U-M use to mitigate the short- or long-term impact of the pandemic on faculty careers?

## BACKGROUND

### Timeline of COVID-19 Impact on Research, Scholarship, and Teaching Policies

As the pandemic began to unfold in early March 2020, the University endeavored to keep research operations, laboratory facilities, other workspaces and resources open while minimizing the transmission of COVID-19 through social distancing. The University braced for a halt of research on short notice by advising research investigators and team leaders to immediately develop a research continuity of operations plan to be prepared for research disruption. Within a matter of days, the University undertook new restrictions to diminish the spread of COVID-19 that paused enrollment of in-person research subjects, discontinued in-person interactions and on-site study visits, prioritized IRB review for studies essential to managing COVID-19, and limited access to campus buildings. Amid the rapidly changing situation, the University suspended work travel and paused non-critical research, including studio-based research.<sup>1</sup> By March 20, only essential personnel who performed critical procedures, processes, or equipment management that required regular attention were able to access labs<sup>2</sup> and faculty no longer had access to their campus offices. In April 2020, expenses deemed non-essential were suspended and a hiring and salary freeze were announced.

The first wave of research and scholarship re-engagement began in May, 2021, and applied only to experimental laboratory research, studio-based research, and select local (within the State of Michigan) non-human-subjects field research. During this first phase, University buildings remained closed to activities beyond approved research and were restricted to critical approved personnel only. Subsequent waves of research and scholarship re-engagement followed that included activation of researchers across a wide variety of disciplines. In time, the research and scholarship enterprise returned to pre-pandemic activity levels for some sectors but did not fully rebound for others. A multitude of pandemic-related effects beyond the University continued to limit the work and resources of faculty who rely on fieldwork, travel, archives, performance, and other means for scholarly productivity.

The University did its best to keep research and scholarship facilities open and campus infrastructure in place to assure continuity of productivity during the pandemic. The University maintained operation of all research support units, including Research and Sponsored Projects, Technology Transfer, Institutional Review Boards and Animal Care. In an effort to fortify research and scholarship, U-M issued new guidance that allowed faculty to utilize institutional funding for research and scholarship purposes, provided support for those most dependent on internal funding, and relaxed research spending restrictions.<sup>3</sup> Additionally, many University units quickly pivoted to serve the broad campus community and meet the ongoing needs of our scholars.<sup>4,5,6</sup>

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<sup>1</sup> <https://president.umich.edu/news-communications/letters-to-the-community/covid-19-update-on-u-m-classes-travel-study-abroad-and-large-events/>

<sup>2</sup> [https://research.umich.edu/sites/default/files/resource-download/u-m\\_research\\_re-engagement\\_updates\\_5.29.20.pdf?destination=node/4953](https://research.umich.edu/sites/default/files/resource-download/u-m_research_re-engagement_updates_5.29.20.pdf?destination=node/4953)

<sup>3</sup> <https://research.umich.edu/news-issues/vpr-update/october-vpr-update?destination=node/5270>

<sup>4</sup> <https://www.lib.umich.edu/about-us/news/winter-2020-buildings-closed-library-continued-serve>

<sup>5</sup> <https://ai.umich.edu/blog/public-engagement-in-the-time-of-covid-19/>

<sup>6</sup> <https://smt.d.umich.edu/2020-virtual-season/>

As an initial response to the COVID-19 pandemic, all in-person classes at U-M were cancelled system-wide on March 12, 2020,<sup>7</sup> with the expectation that classes would resume via fully remote delivery on March 16, 2020.<sup>8</sup> The Spring/Summer 2020 semester and summer half terms were also moved fully online.<sup>9</sup> In Summer 2020, it was announced that the U-M Fall 2020 semester would offer large classes remotely and small- to medium-size classes would be in-person or in a hybrid format. During the Fall 2020 semester, COVID-19 cases rose among U-M students. The Washtenaw County Health Department issued a “Stay in Place” order for students, and all in-person classes were moved online.<sup>10</sup> In the Winter 2021 semester, most courses continued to be offered remotely.

Following the close of our March 2021 survey, laboratory re-openings and return to full capacity occurred gradually, continuing through spring and summer 2021. By Fall 2021, most classes were offered in-person; spending, hiring and merit pay restrictions had been lifted. Thus our survey captures faculty opinions during a time when many COVID restrictions had been in place for a year, vaccines were only just beginning to be widely available, and the timeline for return to in-person classes was uncertain.

### COVID-19 in Local Context

Local contexts shaped the impact of the pandemic for the campus community and off-campus life of all faculty, but it may have impacted those with children most. Many faculty parents of pre-school and school-age children rely on out-of-home childcare and/or weekday attendance at primary or secondary schools to enable engagement in their academic work and career pursuits. Although many aspects of the U-M faculty experience and impacts of COVID-19 may be similar to those of other faculty across the country, an appreciation for how the pandemic unfolded and impacted the U-M and local school district provides an important backdrop to our findings and greater appreciation for the particular experience of our faculty.

The timeline in Appendix A overlays key U-M and Ann Arbor Public School (AAPS) District responses during the unfolding pandemic. The last day of in-person classes in AAPS was Friday, March 13, 2020.<sup>11</sup> Thereafter, parents received conflicting information regarding reopening plans and dates. AAPS was one of the last school districts in Michigan to reopen schools in May 2021 (i.e. after our March 2021 survey), and it did so with more limited in-person class hours and days than most other school districts across the state.<sup>12</sup> As a result, countless U-M faculty found themselves simultaneously balancing the demands of what amounted to almost a full year of homeschooling and childcare together with those of academic work throughout the 2020-21 school year.

### Study Sample Characteristics

The total sample comprises all respondents who answered at least one open-ended question in the survey and were in a primary role as faculty ( $N = 412$ ). The response rate was 11.7%, or 412 responses

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<sup>7</sup> <https://record.umich.edu/articles/u-m-temporarily-cancels-classes-in-response-to-coronavirus/>

<sup>8</sup> <https://president.umich.edu/news-communications/letters-to-the-community/important-updates-on-finals-commencements-flexible-work-arrangements-and-additional-covid-19-announcements/>

<sup>9</sup> <https://record.umich.edu/articles/spring-summer-courses-to-be-conducted-remotely/>

<sup>10</sup> <https://www.washtenaw.org/DocumentCenter/View/18433/Order---Stay-in-place-Order-with-updates--Final-Oct-23>

<sup>11</sup> <https://www.a2schools.org/Page/16873>

<sup>12</sup> <https://www.a2schools.org/hybrid2021>

from 3,512 valid email addresses. In the results described below, the number of valid cases for correlates of interest and any given theme varied depending on the number of faculty who responded to a particular question—these values are reported in parentheses throughout the report.

Among the faculty members who responded to the survey, a little more than one-third indicated that they were assistant professors on the tenure-track (34%,  $n = 140$ ); the remainder were associate and full professors (instructional track), clinical, or research faculty (65%,  $n = 269$ ).<sup>13</sup> Close to half of the faculty indicated their field of study<sup>14</sup> as the Physical or Natural Sciences (44%,  $n = 180$ ), about one-fifth as the Social Sciences (19%,  $n = 77$ ), 11% as the Humanities and the Arts ( $n = 47$ ), and a small remainder indicated a dual appointment spanning these broad fields (4%,  $n = 15$ ).

A majority of respondents identified as women (60%,  $n = 245$ ), whereas 24% ( $n = 100$ ) identified as men.<sup>15</sup> The majority of faculty identified as White (57%,  $n = 236$ ), and similar proportions identified as Asian/Asian American (12%,  $n = 51$ ) or URM<sup>16</sup> (13%,  $n = 55$ ).

Most faculty indicated that they were a parent of one or more children under the age of 18 years (60%,  $n = 247$ ), and 26% ( $n = 106$ ) were not (i.e., they either had children who were 18 years or older or no children at all).<sup>17</sup> A notable proportion of faculty respondents indicated there was at least one child under the age of 18 at home and learning remotely at the time of the survey<sup>18</sup> (38%,  $n = 158$ ). An additional 43% of faculty ( $n = 178$ ) reported that they were engaged in care provision for others, which meant caregiving in addition to parenting for some faculty.

Faculty were asked if they had personally experienced any physical health or mental health difficulties due to COVID-19. Almost half of faculty reported that they experienced either a physical health toll (4%,  $n = 16$ ), mental health toll (29%,  $n = 118$ ) or both (13%,  $n = 52$ ) due to the pandemic; the remaining proportion reported experiencing *no* health toll (36%,  $n = 148$ ).<sup>19</sup>

## FINDINGS

### How has the pandemic affected your career trajectory?

Overall, 98% of faculty ( $n = 404$ ) provided a response to the question about how the pandemic affected their career trajectory. The responses detailed pervasive consequences of the pandemic for faculty research, creativity, and scholarship, as well as personal circumstances. Overall, faculty described impacts due to the ramp down of labs and in-person research, stalled projects, slowing down of grant preparation, delayed publications or book manuscript submissions, greater teaching and mentoring

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<sup>13</sup> 0.7% of cases ( $n = 3$ ) were missing data on faculty role.

<sup>14</sup> 22.6% of cases ( $n = 93$ ) were missing data on field of study.

<sup>15</sup> 16.3% of cases ( $n = 67$ ) were missing data on sex.

<sup>16</sup> For the purposes of this study, Underrepresented Minority (URM) includes any respondents that self-identify as: American Indian or Alaska Native, Black or African American, Hispanic or Latino, Middle Eastern or North African, Native Hawaiian, Other Pacific Islander, or Other race/ethnicity that includes an underrepresented identity. 17% of cases ( $n = 70$ ) were missing data on self-identified race/ethnicity.

<sup>17</sup> 14.3% of cases ( $n = 59$ ) were missing data on parental status.

<sup>18</sup> 35.4% of cases ( $n = 146$ ) were missing data on remote learning among those with children under the age of 18.

<sup>19</sup> 18.9% of cases ( $n = 78$ ) missing data on COVID-19 impact on health.

demands, cancelled professional conferences, performances, and presentations, and challenges to work-life balance and well-being.

### Impacts, Including Differences by Faculty Rank

Results suggest that the pandemic had a differential impact on career trajectory by career stage, so that the experiences of junior faculty as compared to more senior faculty were somewhat distinct. A notable proportion of faculty respondents (46%,  $n = 185$ ) experienced an impact on research capacity, with assistant professors more likely than other faculty<sup>20</sup> to report disruptions to the research enterprise that had consequences for career trajectory ( $\chi^2(1) = 22.879, p < .001$ ).

*"It has negatively affected my career trajectory. I am a new mother, and it has been challenging to have a newborn and now a toddler at home and maintain my research productivity. Last year I published 10 papers, this year I will likely only publish 2-3 papers."*

*"There have been many delays: in university services, lab renovations, shortage of lab supplies, students cannot go into the lab, etc."*

*"I had 7 invited talks. 6 were cancelled. 1 went online...The peer-review process is significantly longer."*

*"Public performance completely stopped, as did research trips planned for summer 2020 and fall 2020. All freelance work ended in March 2020 and still has not resumed."*

Additionally, 17% ( $n = 67$ ) of faculty indicated an impact on teaching and mentoring, with assistant professors more likely than other faculty to face challenges—such as increased teaching workload, difficulties with the transition from in-person to online-instruction, and demands for mentoring, training, and supporting students remotely—that had consequences for their career trajectory ( $\chi^2(1) = 12.808, p < .001$ ). Subgroup analyses of faculty also showed that men were more likely than women to indicate an impact on teaching and mentoring ( $\chi^2(1) = 4.297, p = .038$ ).

Among all faculty respondents, 16% ( $n = 65$ ) reported an impact on collaboration, with assistant professors more likely than other faculty to cite limitations on collaboration and networking opportunities ( $\chi^2(1) = 12.443, p < .001$ ).

*"I'm now working from home 3 days a week (out of 5), do not have regular access to my physical office space, unstable internet at home, lack of networking from lack of in-person professional meetings (virtual "socializing" just doesn't do it), conferences cancelled means accepted presentations were not given, pauses in research over the last year mean delayed timelines and/or challenges with recruitment..."*

Impact on collaboration and networking also differed by field of study with faculty in the Humanities and the Arts more likely, and faculty in Physical and Natural Sciences less likely, to report limitations on collaboration and networking that had an impact on career trajectory, compared to faculty in the Social Sciences or those with a dual appointment spanning these broad fields ( $F-F-H^{21} = 12.074, p = .006$ ).

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<sup>20</sup> Other faculty includes respondents that indicated they were not a tenure track assistant professor, such as associate and full professors (instructional track), clinical, or research faculty.

<sup>21</sup> Fisher-Freeman-Halton Exact Test

Importantly, 16% ( $n = 65$ ) of faculty experienced a decrease in sense of well-being, including increased stress and strains, loss of focus, and difficulty with motivation that interfered with research, creativity, and scholarship, which was more likely to be reported by assistant professors than other faculty ( $\chi^2(1) = 7.723, p = .005$ ). Moreover, faculty in the Humanities and the Arts more likely, and faculty in Physical and Natural Sciences less likely, to report a toll on well-being that had an impact on career trajectory, compared to faculty in the Social Sciences or those with a dual appointment spanning these broad fields ( $F-F-H = 10.971, p = .010$ ).

*“The pandemic has affected my career trajectory in a huge number of ways. The psychological effects of the pandemic and the resulting social isolation, paired with increased mentorship and teaching burdens have meant a huge research slow down for me.”*

*“...the shift to majority remote work has made the distinction between work and personal time less clear. This has had a clear impact on my mental state. In this context I have struggled with motivation and focus. There is also less effective mental time for academic thought, hypothesis generation, and project planning.”*

In contrast, 16% ( $n = 66$ ) of faculty respondents reported that the pandemic did not have an impact on their career trajectory, with other faculty being more likely than assistant professors to experience no effect ( $\chi^2(1) = 11.845, p < .001$ ). Subgroup analyses of faculty also showed that women were more likely than men to indicate no impact on career trajectory ( $\chi^2(1) = 4.467, p = .035$ ); the vast majority of these women shared that they are senior faculty, recently promoted, and/or have older children who are more independent.

*“I am a full professor so much less [of an impact] than junior colleagues. I am definitely doing less, but it won't matter in terms of promotion/trajectory.”*

*“As a full professor and senior administrator, it has not affected my career trajectory.”*

Additionally, other faculty (7%,  $n = 29$ ) were more likely to report an impact on career priorities that spurred a re-evaluation or shift in work goals, career decisions, and work-life balance, as compared to assistant professors ( $\chi^2(1) = 5.845, p = .016$ ).

*“There have many positives: it has forced me to deeply prioritize what really matters. Since I was anyway teaching online, I [implemented some course innovations]. Wouldn't have thought of doing that before...”*

### Impacts Related to Caregiving: Parents of Children Under Age 18

Another contrast in experiences among faculty in this study was related to whether they were parents of younger children. Of the 60% of faculty who indicated being a parent of at least one child under the age of 18 ( $n = 247$ ), 38% ( $n = 93$ ) described a panoply of challenges specifically related to lack of adequate childcare and support for family needs that impacted their career trajectory ( $\chi^2(1) = 41.948, p < .001$ ). These faculty faced a number of difficulties, including increased childcare responsibilities, online schooling at home, lack of funds for extra childcare, co-parenting and partner work schedule conflicts, and diminished work-life boundary management. While 12% of faculty ( $n = 49$ ) reported an impact on overall productivity due to the pandemic, faculty parents of at least one child under age 18 were more

likely than faculty without children under 18<sup>22</sup> to report greatly reduced overall productivity due to the pandemic ( $\chi^2(1) = 4.024, p = .045$ ) as well as a decidedly negative impact on career trajectory ( $\chi^2(1) = 7.524, p = .006$ ).

*“Very little support for the care of young children who cannot go to school. Thus, parents have to work extended hours. I have been working >80 hours per week every week since the pandemic started to accommodate work and family needs.”*

*“I have been hesitant to take on administrative, leadership, or research projects due to increased demands at home and decreased productivity during my admin time (because when I work from home I am frequently interrupted by my children's wants/needs).”*

On the other hand, faculty without children under age 18 were more likely than faculty with at least one child under age 18 to indicate experiencing an impact on teaching and mentoring ( $\chi^2(1) = 8.121, p = .004$ ) as well as on collaboration and networking ( $\chi^2(1) = 16.063, p = <.001$ ).

*“Teaching and mentoring are taking up much more time. Research is going much slower, my own work and collaborative projects. I'm worried I won't be able to get enough publications to get tenure. I was not worried about this before the pandemic.”*

Faculty without children under age 18 were also more likely to have considered a re-evaluation or shift in work goals, career decisions, and work-life balance ( $\chi^2(1) = 6.653, p = .010$ ) due to the pandemic, as compared to faculty with at least one child under age 18.

*“Not having been blessed with children has spared my husband (also faculty) and I the stresses of childcare and remote schooling for k-12 children, although I am sympathetic to my colleagues who are struggling with that. (As a senior faculty approaching retirement, the lockdowns and remote teaching have worn me out and have pushed me more and more to think about moving the retirement target date forward.)”*

*“Made me prioritize where I can really spend my time.”*

### Impacts Related to Caregiving: Extended Family and Others

Whereas parental status and the demands of childcare framed descriptions about how the pandemic impacted faculty career trajectory, other types of care provision and/or support to a partner, extended family (including eldercare), or friends and others was salient for a sizable proportion of respondents (43%,  $n = 178$ ). Faculty engaged in caregiving for others were more likely than those who were not providing caregiving to report an impact on research capacity ( $\chi^2(1) = 3.949, p = .047$ ). Additionally, caregivers were more likely to report a decrease in sense of well-being, including increased stress and strains, loss of focus, and difficulty with motivation ( $\chi^2(1) = 5.108, p = .024$ ) as well as more likely to have considered a re-evaluation or shift in work goals, career decisions, and work-life balance ( $p = .021$ , Fishers Exact Test).

*“I am spending more time taking care of the elderly parents.”*

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<sup>22</sup> Faculty without children under age 18 includes those that do not have children and those whose children are over age 18.



*"...A day-in-the-life of anyone living with someone who needs care during a quarantine (kids, sick or immuno-compromised partners, elderly) means there is zero space to conduct research and thoughtful writing. Additionally, the mental health crises faced by myself and my family members are real."*

### Impacts Related to the Health Toll of the Pandemic

Many faculty confided about the multitude of strains and competing demands over the prior year that had ripple effects, beginning with the pandemic. Faculty respondents who indicated that the pandemic had taken a toll on their physical and/or mental health were more likely than those who had not experienced such a toll to report a negative impact on research capacity ( $\chi^2(1) = 5.737, p = .017$ ) as well as collaboration ( $\chi^2(1) = 3.941, p = .047$ ).

*"I am a COVID long hauler: I have been sick for exactly a year with debilitating symptoms that remain and limit my ability to function and work full time."*

*"Fewer opportunities for fruitful collaborations due to the lack of in-person discussions and interactions. Lack...motivation to write proposals. Feeling isolated from the community..."*

Faculty who experienced a toll on their physical and/or mental health due to the pandemic detailed a sharp growth in stress and precipitous decrease in well-being compared to those that did not report a toll ( $\chi^2(1) = 7.782, p = .005$ ). Examples of the *nature* of these tolls are illustrated in the quotes below.

*"...the effects of the pandemic have lasted for a year now and are ongoing. The biggest effect has been on my mental health. I struggle with anxiety, depression, and an eating disorder, and these things have been exacerbated by being home alone all the time..."*

*"Many of my projects are stalled. My students are all in distress. I live alone and have had to go on antidepressants because the isolation has been so bad."*

In contrast, those faculty who did not experience a physical and/or mental health toll were more likely than those that did experience a toll to indicate no impact of the pandemic on their career trajectory ( $\chi^2(1) = 9.171, p = .002$ ).

*"No harm, my work involved working on pandemic response and probably helped my career."*

*"Ultimately, i.e., in the long term, I don't think it will affect my trajectory. In the short term, it's hard to say. I am building up my research group, and it may have delayed certain hires, but on balance I was in a lucky spot in my work when this happened."*

### **Assistant Professors only: Have you or will you ask to postpone your tenure review (i.e., defer the tenure decision for one year) due to the pandemic's impact on your career? Why or why not?**

Of the assistant professors (n = 140), 40% had already made a request to postpone their tenure review; 9% were planning to make a request in the future; 24% were unsure whether they would make a request to postpone their tenure review, and 27% indicated that they did not plan to postpone their tenure review. We also asked assistant professors to share the issues they considered in their decision (84% responded, n = 118). Issues cited were tied to disruptions in the research enterprise, scholarship

pipeline, and creative and professional outlets, as well as contemplation of career norms, advice, and timing.

### Considerations in Postponing Tenure Review

Among the junior faculty who considered postponing their tenure review, over half had already deferred. Whether or not they had actually deferred, reasons faculty considered for postponing their review included interruptions in their research, advice from others, and/or other commitments or obligations.

A good portion (31%,  $n = 36$ ) of assistant professors indicated that their decision to postpone was related to delays in scholarship and research progress.

*"I have had a decline in my productivity and would like the extra year to make up lost work."*

Although exploration of the responses showed that junior faculty parents and non-parents were equally likely to have already postponed tenure review at the time of the survey, their reasoning differed. More specifically, we found that assistant professors without children under age 18 were more likely than those with at least one child under age 18 to name insufficient progress in the scholarly work they viewed as required for tenure as a reason to postpone ( $\chi^2(1) = 10.100, p = .001$ ). These faculty pointed to stalled or slowed research projects or fieldwork, inability to start new projects, limitations of the grant and publication process, and impediments that included fewer opportunities for important professional activities, such as networking, guest speaking, presentation of scholarship, and cultivating collaboration.

Additionally, assistant professors who experienced a physical and/or mental health toll due to the pandemic were more likely than those that did not experience a health toll to name insufficient progress in their scholarly work as a reason to postpone ( $\chi^2(1) = 5.932, p = .015$ ).

*"I have experienced a fairly consistent work slowdown, particularly regarding my research, almost continuously since last March, when the pandemic lockdown began. This has either been the result of increasing depression and anxiety...stresses...and not being able to care for or visit ill family members...and remote teaching responsibilities that took up every bit of my working capacity (last fall)."*

A small number of assistant professors commented that they were advised to defer the tenure decision for one year by faculty peers, a mentor, department chair, or academic unit administration (7%,  $n = 8$ ).

*"My chair advised me to request it so I could take it if I needed it. He particularly stressed that the university press system might be negatively impacted by the pandemic and so it might take longer to place my book."*

*"My chair recommended we take the exception and I will have the option of still going up 'on time' if I want."*

Obligations that took time away from research, such as increased familial responsibilities and the demands of online instruction, were also a reason that a small number of assistant professors offered for postponing tenure review (5%,  $n = 6$ ).

## Undecided About Postponing

At the time of the survey, some assistant professors were unsure whether they would make a request to postpone their tenure review, and others were finding a way to work through the challenges created by the pandemic. They shared that although they were unsure whether they would postpone tenure review, they wanted the option as a safety net or to decide later when uncertainty about the future resolved and academia returned to normal (15%,  $n = 18$ ).

*"I asked for and was granted the COVID tenure clock year exclusion. But I don't want to delay my tenure application because I don't want to delay my advancement or increase in salary. So, I don't know if I will use this year or not."*

*"I would like to have the option, just in case my profile doesn't look satisfactory to my department at the end of this..."*

Junior faculty also reported finding ways to get through the difficulties presented by the pandemic and just making it work (15%,  $n = 18$ ) rather than opting to postpone.

*"I am seeking ways to mitigate the impact of the pandemic without prolonging the timescale for promotion."*

*"I was able to continue my research with minor modifications (moving studies online) and was able to still publish a number of articles last year putting me in a good position for the tenure review. Nevertheless, the last year has been HARD."*

## Not Postponing Tenure Review

Among the assistant professors who indicated that they did not plan to postpone their tenure review, the reasons included: concern about the consequences of delaying tenure, they had previously postponed their tenure review prior to the pandemic, the number of years until their tenure review, and they had already submitted their tenure portfolio.

One reason for not postponing was faculty concern about the consequences of delaying the tenure review (14%,  $n = 17$ ). Reasons included: potential discounting or disregard of the work achieved during the extra year, greater expectations for the amount work required to attain tenure, negative perceptions or judgements by colleagues, and delayed access to the pay raise and security that come with achieving tenure.

*"I have heard so many mixed messages from colleagues and mentors about whether or not to postpone my tenure review. Some have suggested that doing so will be career suicide and don't believe things will be in a better place next year. Personally, I don't know if postponing will only prolong the inevitable. It will take more than a year to get myself back to where I would have been had the pandemic not happened. I wish the University would provide some clear guidance and direction as to whether a postponement is advised, and at the very least, offer an opt-out option. Requesting one makes me feel like a failure."*

*"I made the request and it was approved, but have been advised by senior colleagues not to take it because 'X years is too long before promotion' (I have other extensions for personal reasons). Comments like this make it clear that extensions are viewed negatively."*

*"Delayed tenure = delayed pay raise = career long salary decrease. I'm trying my best not to have to take this extension, but I will very likely need it."*

A small number of junior faculty had previously delayed their tenure review for other reasons, such as parental leave, or an extension for personal reasons, and they did not want to take another postponement (8%,  $n = 9$ ).

*"I had already extended my clock one year due to previous child, so decided to continue with the plan to go up this year..."*

Finally, timing played a crucial role in considering postponement of the tenure review as well. It was too early in the tenure process for some faculty to need to make a request (9%,  $n = 11$ ).

*"I am early on this track and will have enough time to catch back up."*

*"I am not close to coming up for promotion at this time."*

For other junior faculty, it felt too late in the tenure process (8%,  $n = 9$ ), or they had already submitted their tenure package for review (8%,  $n = 9$ ).

*"I was within 2 months of submitting my packet when the pandemic hit, so my packet was not going to change much and I worried that I would look weaker after a long stretch of lower productivity."*

*"I submitted my tenure package in March 2020 so did not need any further extension."*

### **How has the pandemic impacted your commitment to academia and/or to U-M?**

Overall, 74% of faculty ( $n = 304$ ) shared how the pandemic impacted their commitment to academia and/or U-M. Of these, 39% ( $n = 118$ ) reported an unchanged commitment, 41% ( $n = 124$ ) reported a weakened commitment, and 8% reported being more committed ( $n = 24$ ). Although not explicitly asked, 18% ( $n = 54$ ) stated that they had considered leaving U-M or academia entirely.

#### **Unchanged Commitment**

Faculty who shared that they felt an unchanged commitment were generally clear in conveying that their sentiment was very positive about academia and/or U-M both pre- and post-pandemic. In particular, men were more likely than women to indicate that their commitment remained the same as it was before the pandemic ( $\chi^2(1) = 15.713, p < 0.001$ ). Among the reasons offered for no change in their commitment toward academia and/or U-M, faculty expressed that they looked forward to returning to in-person activities, had missed interacting with colleagues, and appreciated the flexibility of working in academia.

*"I am as committed to academia and U-M as I have before - the pandemic has not changed that. The flexibility that comes with an academic position has been helpful as I have juggled childcare, remote schooling, and my own work."*

*“For academia, about the same. I am probably more committed to U-M now, it has been good to see the community come together around COVID 19. Overall I feel the university has done well despite the difficulties, so I am happy to be a part of it.”*

Additionally, those faculty who did not indicate care provision and/or support to a partner, extended family, and/or friends and others were more likely than those who were engaged in caregiving for others to report an unchanged commitment to academia and/or to U-M ( $\chi^2(1) = 4.190, p = .041$ ).

Finally, faculty who *did not* indicate experiencing a physical and/or mental health toll were more likely than those that did experience a health toll to report an unchanged commitment to academia and/or to U-M ( $\chi^2(1) = 4.581, p = .032$ ).

### Weakened Commitment

Faculty who indicated a weakened commitment to academia and/or U-M pointed to a mosaic of reasons for this sentiment. However, results suggest that whether faculty experienced a physical and/or mental health toll or no health toll during the pandemic was consequential to their feelings of commitment.

Those who experienced a physical and/or mental health toll due to the pandemic were more likely than faculty who did not experience a health toll to indicate a weakened commitment to academia and/or U-M ( $\chi^2(1) = 14.947, p < .001$ ). Additionally, faculty who experienced a health toll due to the pandemic were more likely than those that did not experience a health toll to express a sense of dissatisfaction with the U-M administration’s response to and handling of the pandemic as a reason for the change in their commitment to academia and/or U-M ( $\chi^2(1) = 3.835, p = 0.05$ ). Reasons for dissatisfaction primarily centered on disappointment and frustration with the University’s COVID-19 response and insufficient assistance with and provision of childcare resources. Moreover, faculty who experienced a health toll due to the pandemic were more likely than those that did not experience a health toll to indicate that the impact on their commitment included a current desire or future intention to leave academia and/or the U-M ( $\chi^2(1) = 12.962, p < .001$ ).

*“Given my circumstances, I have been wondering if I should stay in academia. Nothing about U-M specifically, but as a person with a silent disability, it is not clear that academia is the place I should be.”*

Some faculty mentioned initiation of job market activity, such as looking for opportunities at other institutions, searching for work outside academia, and eagerness for or hastening of retirement, while others provided specific reasons for departure plans, such as lack of recognition for extra workload and loss of esteem for the University.

Regardless of departure plans, women were more likely than men to report that their commitment was reduced due to a surge in workload, lack of recognition for extra work, feelings of discouragement, detachment, weariness, and/or apathy, and loss of faith or investment in academia ( $\chi^2(1) = 6.892, p = .009$ ).

*“I am significantly less committed. I considered myself a U-M “lifer” prior to the pandemic but now I often think about alternative career paths. I did not feel supported or valued by U-M during the pandemic.”*

*"...All the inequalities of academic [sic] are exacerbated by this pandemic and it is a death blow to the career of many academic moms."*

*"...U-M treats its men and women faculty different and I worry that the pandemic only heightens this marked difference in treatment by gender."*

Additionally, women were more likely than men to point to dissatisfaction with the business model approach to higher education during the pandemic (14%,  $n = 41$ ) as a reason for impact on commitment to academia and/or to U-M ( $\chi^2(1) = 7.982, p = 0.005$ ).

*"I've been reminded that U-M is a business and ultimately decisions are made based on finances, not research or teaching mission, and not for the well-being of the U-M community. The upper administration's handling of the entire pandemic situation has been very eye-opening (not in a good way.) It's definitely lessened my commitment to U-M."*

*"I will remain in academia, but I have seen fractures at U-M that are hard to unsee. I was really disappointed at the failure to rise to what was required in the initial response and re-opening, and I'll never forget that no one really seemed to care that we were expected to work with no child care for months on end."*

*"I feel much less 'loyal' to an institution that displayed minimal loyalty to us, especially with respect to providing support for increased workload due to the pandemic (for example, teaching online required significant work, such as video editing and transcribing and essay grading-- and there was little if any actual help--merely advice)."*

Responsibilities outside of work also shaped faculty responses about how the pandemic impacted their commitment to academia and/or U-M. Faculty with at least one child under 18 were more likely than those without children or whose children were over 18 to indicate a weakened commitment to academia and/or U-M ( $\chi^2(1) = 4.124, p = 0.042$ ).

*"I am less committed now than I had been previously, as the pandemic and U-M's response has made it clear that many employers (including U-M) are not able or willing to accommodate employees' family/personal needs to the extent necessary..."*

### Nuanced Commitment

A number of faculty expressed appreciation for the efforts that the University put forth and acknowledged that overall it was a good faith effort in unprecedented circumstances. Yet assistant professors were more likely than other faculty to mention clarified insight about how the pandemic had exacerbated inequities in academia, as well as in the broader society ( $\chi^2(1) = 9.811, p = .002$ ). Regardless of rank, faculty also mentioned continued dedication to the educational mission of academia and its students, a desire to work against inequities, and plans to center their own efforts to promote diversity, equity, and inclusion as factors that impacted their commitment.

*"I'm grateful to work in a career and for an institution that offers lots of flexibility and support, and where many colleagues throughout the university seem to respond with care and concern for students and one another."*

*“What a privilege it is to be able to have the flexibility to do what we care about, when we care about it. Glimpsing the inequities in access between first-generation learners and others magnified in this pandemic makes me want to utilize UM's platform and reach to do more for underserved communities.”*

### **What U-M policies and practices have you found most supportive or helpful during the pandemic?**

Most faculty (79%,  $n = 324$ ) shared their thoughts about the U-M policies and practices that were supportive or helpful during the pandemic. Faculty mentioned the importance of working from home, access to resources to support remote teaching as well as general department support and University updates as being the most helpful during the pandemic. Additional helpful policies included child care access and leave policies (i.e., modified duties, parental leave), continued faculty autonomy (i.e., teaching in person vs. remotely), increasing mentoring, and postponing tenure review. In contrast, some faculty commented that the policies and practices that U-M put into place were not helpful.

The largest group of faculty (22%,  $n = 71$ ) identified the ability to work from home or teach remotely as being very helpful or supportive. Other faculty (12%,  $n = 39$ ) shared the importance of flexibility in their work schedule and a reduction in the number of meetings to accommodate various circumstances and encourage work-life balance.

*“It's been most helpful to be able to work from home during this time. I have also felt less pressure to do large things, and I've been given the time and space to get things done in a reasonable way. Being able to accommodate my child's needs and work around those needs, has also been crucial.”*

*“Allowing remote work has been welcome-- it isn't ideal, but it has been necessary. The IT support we have gotten has been exemplary.”*

In addition, faculty (12%,  $n = 38$ ) mentioned support for remote teaching such as resources, equipment, and training to facilitate working from home.

*“The most helpful things have come from my department (vs. at U level) in the way of online teaching support and resources, but the series of workshops for online instructional development/transition that was offered by the Center for Research on Learning and Teaching in May 2020 was extremely helpful too.”*

*“Being able to teach my large lecture courses remotely, investment in Zoom subscription, investment in online teaching tools like Canvas and Gradescope, access to webinar trainings on these topics.”*

Faculty also explicitly acknowledged the support they received from their department, chair and/or staff (12%,  $n = 39$ ). This included regular communications, supportive leadership and working to convert in-person events into virtual events.

*“More than any campus-wide policies, I have to single out here the flexibility, accommodations, and advocacy of my two departments and their chairs, who have been a godsend. The Launch committee has given me an official space as well to navigate problems and concerns.”*



*“My Dept Chair checks in on us from time to time, which is nice. I have great tenure mentors checking up on me very frequently. They are amazing and I’m very lucky to have them. I’m not aware of any U-M policies or practices that are supposed to be supportive during this time.”*

Some faculty (17%,  $n = 54$ ) mentioned University policies and procedures that were put into place by the University, to minimize the spread of COVID-19 (e.g., vaccinations, PPE, safe return to research) and facilitate the return to campus.

*“I’m glad of the opportunity to teach virtually this year, and to have most meetings virtually as well. I’m glad that graduate students in my department have this ability as well. And I’m glad that students are being tested at much higher rates this term than in the Fall.”*

A full list of the themes and the percent of respondents that describe the policies and practices identified by faculty as being most supportive during the pandemic are included as Appendix C.

### **What strategies should U-M use to mitigate the short- or long-term impact of the pandemic on faculty careers?**

Faculty offered thoughtful strategies to potentially mitigate both the short- and long-term impact of the pandemic on faculty careers (80%,  $n = 330$ ). Frequently, faculty mentioned a need to increase or restore research productivity, including new resources and flexible funding. Many faculty explicitly recognized that the pandemic impacted groups of faculty differently (e.g., women, faculty parents) so a variety of supports would be needed. Mitigation strategies suggested include assisting with child care (e.g., access, cost), as well as modifying the expectations and/or timing of tenure review for junior faculty.

Most faculty explicitly stated that research productivity was reduced during the pandemic. Over a quarter of faculty respondents mentioned adjusting the metrics for tenure as a strategy to mitigate the negative impacts of this decrease in research productivity, which affected assistant professors more than tenured professors (27%,  $n = 88$ ). The quotes below illustrate some of the reasoning for this strategy among faculty:

*“Make a university wide commitment to fundamentally re-think our productivity bar for tenure. Value the really extraordinary work that we’ve all done teaching through a pandemic, and in service to our students.”*

*“We need to have reduced expectations for tenure and promotion in light of the pandemic and its wide-ranging effects. A tenure clock exclusion assumes that the problems of the pandemic will be resolved within a year, when we are not [sic] approaching the year mark without major changes within our grasp. Relying on the tenure clock exclusion model also punishes those who pause the clock, by leading to decreased wages and earnings over the lifetime of our careers. I am concerned that faculty members who are already marginalized within our institution and the academy will be the ones to disproportionately use the tenure clock exclusion, thus furthering the salary inequities we already experience. In short, this will mimic the overall inequitable trends of the pandemic -- some people are wrecked by it while others see their financial situations improve.”*



*“There's a general rhetoric about being understanding, taking negative impacts into account, etc. But as an untenured faculty member, I don't feel that I can trust that the pandemic's effects on me will be accounted for in any meaningful way during tenure review.”*

Some strategies faculty suggested could directly help to jumpstart slowed or stalled research activities (15%,  $n = 48$ ). These included bridge funding, funding for research pilots, replenishing start-up funds that were spent supporting people when research was suspended, and providing more protected research time.

*“Additional funding for when our labs were sitting idle and at reduced capacity, but our students/postdocs/technicians were still eating up our startup funding. There doesn't seem to be any consideration of the extra \$150K in salary that I spent for idle lab staff.”*

*“I think we need shorter time to sabbatical. Instead of 12 semesters it needs to be cut to 8 or 10. Nothing will help but more time and/or more research funds.”*

*“Junior faculty, especially those with children, need additional time. We need course exemptions, structured writing and research support, and money to get back on track. We also need strong messaging to normalize the failures we've experienced over the past three semesters.”*

Many faculty shared their concern over the differential impact of COVID-19 on faculty who are women, faculty of color, parents, and assistant professors (16%,  $n = 52$ ). They suggested that the University recognize these difficult circumstances, and create strategies to mitigate the short- and longer-term impact of the pandemic on their careers.

*“Create more ways to support research; create more opportunities to provide release from teaching to make up for the loss of research time; make merit raises more robust so that we can at least keep with inflation! The financial toll of delayed promotion is often a greater burden on people of color and/or first-generation scholars, do [sic] often not have family wealth to provide support and/or play a role in supporting extended families.”*

Faculty suggested that the University do more to assist faculty with childcare needs, a group that was differentially impacted by the pandemic (18%,  $n = 60$ ).

*“Flexible work schedules must be allowed in all departments including medicine. Any faculty member who is a parent who wants to adjust their FTE to take care of their family should be allowed to and allowed to in the manner they desire. U-M really needs to decide if it wants working mothers as employees and faculty, because right now there is a lot of talk about how we're accepted but when we actually try to get what we need to care for people we are rejected and punished.”*

A group of faculty identified postponing tenure review as a potential mitigation strategy (21%,  $n = 68$ ). A few faculty described the impact of the pandemic as something that will likely last longer than one year, although the majority of faculty suggested a one year delay.

*“Give all tenure track assistant professors an optional one-year extension of the tenure clock.”*

Faculty shared a number of additional strategies for mitigating the impact of the pandemic on faculty careers, especially those who are disproportionately impacted by the pandemic in various ways. A full

list of the themes and the percent of respondents that suggested other ways to address the short- or long-term impacts of the pandemic on faculty careers are included as Appendix D.

## CONCLUSIONS

Our survey, occurring in March 2021, captures faculty opinions after a full year of COVID restrictions on research and scholarship, remote teaching, major disruptions in childcare and schooling, and uncertainties about the timeline for any “return to normal”. In the ensuing months, and with the widespread availability of a vaccine and a U-M vaccine mandate, laboratories have largely returned to full capacity, in-person classes have resumed, and access to other opportunities (e.g. field work, conferences) is slowly returning. Yet there is much reason to expect impacts of the pandemic to persist, given the length and wide-ranging nature of the disruption and the varied circumstances and experiences of the faculty.

Consistent with our previous report, [The Effect of COVID-19 on U-M Faculty Life](#), faculty who were surveyed one year into the pandemic continued to experience a significant impact on their scholarly work and research productivity, stemming from both a lack of access to critical resources (e.g., archives, laboratory spaces, spending) and other competing priorities for their time (e.g., converting to an online teaching format, childcare). There were differential impacts of the pandemic on distinct groups of faculty (i.e., junior faculty, women faculty, faculty who are parents). Faculty called out the flexibility to work from home, resources for remote teaching, and department support (e.g. mentoring, communication) as supportive U-M policies and practices (Appendix C). Faculty also suggested policies to put in place to mitigate the short- and long-term impact of the pandemic on faculty careers, including adjusting tenure evaluation and/or time-to-tenure, assistance with childcare, and resources such as bridge funding (Appendix D). Some faculty suggested prioritizing mental health and wellness; indeed, nearly half the faculty surveyed reported experiencing physical and/or mental health difficulties due to the pandemic. Understanding the challenges faced by faculty, as well as policies and practices to support faculty, is an important part of the ongoing conversation about U-M’s response to the pandemic.

U-M has offered the option of delaying tenure review due to the impact of the pandemic. While many faculty found this a supportive practice, there were concerns voiced about perceptions and potential impacts. Developing metrics to assess the effectiveness of the policy, and identifying and addressing any unintended consequences, will be relevant to pursue within each school and college and across the university.

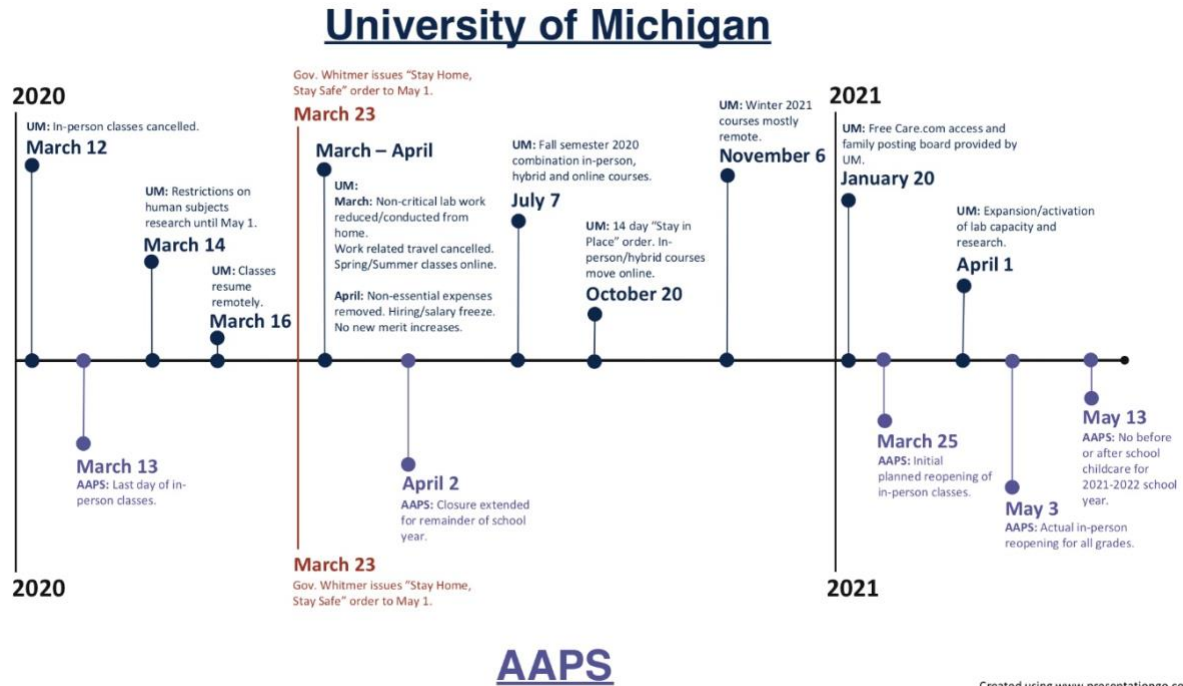
In this study, a notable proportion of faculty expressed a reduced commitment to academia and/or U-M, often linked to the new demands placed on faculty, including those related to the loss of childcare. Some faculty felt taken-for-granted, and many felt less connected to university life. Finding ways to recognize and appreciate faculty who have made it through extremely difficult circumstances, to rebuild trust and community, and to foster communication and collaboration will be important to meet the challenges ahead.

## **ACKNOWLEDGEMENT**

The ADVANCE Program at the University of Michigan would like to express deep appreciation to the faculty that participated in The Effect of COVID-19 on U-M Faculty Experiences follow-up study. Without the partnership and trust of these survey respondents, this report and the insight shared would not be possible.

## APPENDIX A

Timeline of U-M and Ann Arbor Public Schools (AAPS) Pandemic Responses:



In late March 2020, in-person classes in AAPS were paused, but families were informed that the expected date to reopen AAPS was April 6. By April 2, the closure was extended for the remainder of the school year, and teachers were directed to complete the remainder of instruction virtually. School parks, playgrounds, athletic facilities, before- and after-school childcare and other extracurricular activities were either closed or cancelled indefinitely.<sup>23</sup> AAPS started the 2020-21 school year online with initial plans to reopen schools at the end of March 2021. By late March, AAPS began a phased return to in-person hybrid learning, with pre-K and Kindergarten returning first, followed by lower primary school (1<sup>st</sup>-3<sup>rd</sup> grades) students' return spread out over the month of April, and upper primary through high school (4<sup>th</sup>-12<sup>th</sup> grades) returning last. The return to class start date for 4<sup>th</sup>-12<sup>th</sup> graders was ultimately pushed to May 3, due to increased COVID-19 cases in Washtenaw County<sup>24,25</sup> at the time, which resulted in very a limited return to in-person learning for a large segment of the school-age population. In mid-May, AAPS also announced that it would not offer before- and after-school childcare for the remainder

<sup>23</sup> <https://www.a2schools.org/Page/16873>

<sup>24</sup> <https://www.mlive.com/news/ann-arbor/2021/04/parents-understand-but-are-still-frustrated-with-ann-arbors-decision-to-delay-in-person-classes.html>

<sup>25</sup> <https://www.mlive.com/news/ann-arbor/2021/04/return-to-classroom-for-some-aaps-students-pushed-back-to-may.html>

of the 2020-21 school year or the upcoming 2021-22 school year.<sup>26</sup> As a result, parents petitioned for AAPS to reconsider.<sup>27</sup> Throughout the 2020-21 school year, countless families found themselves simultaneously balancing the demands of what amounted to almost a full year of homeschooling and childcare together with those of work.

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<sup>26</sup> <https://www.clickondetroit.com/all-about-ann-arbor/2021/05/17/parents-enraged-by-ann-arbor-public-schools-decision-to-forgo-childcare-programs-for-2021-2022-school-year/#/>

<sup>27</sup> <https://annarborfamily.com/news/parents-petition-ann-arbor-public-school-board-to-reinstate-before-and-after-school-child-care-programs/>

**APPENDIX B**

Table 1: Assistant Professors only: Have you or will you ask to postpone your tenure review (i.e., defer the tenure decision for one year) due to the pandemic's impact on your career? Why or why not?

| Thematic Categories  | Percent of Respondents |
|--|------------------------|
| Delayed Progress to Tenure / Promotions                            | 30.5%                  |
| Unsure about what the future holds                                 | 15.3%                  |
| Pushing Through / Making it Work                                   | 15.3%                  |
| Concerned about potential consequences                             | 14.4%                  |
| Not far enough along   | 9.3%                   |
| Too far along in the tenure process/was not affected               | 7.6%                   |
| Already submitted packet for tenure                                | 7.6%                   |
| Have previously delayed for other reasons                          | 7.6%                   |
| Advised to take it by Peers/Colleagues, Leadership, Administration | 6.8%                   |
| Additional obligations took time away from research                | 5.1%                   |

**APPENDIX C**

Table 2: What U-M policies and practices have you found most supportive or helpful during the pandemic?

| Thematic Categories  | Percent of Faculty Respondents |
|--|--------------------------------|
| Working From Home  | 21.9%                          |
| COVID-specific Policies and Procedures                                 | 16.7%                          |
| Department Support   | 12.0%                          |
| Flexibility in Work Schedule   | 12.0%                          |
| Resources for Remote Teaching  | 11.7%                          |
| Childcare and Related Policies (i.e., modified duties, parental leave) | 9.3%                           |
| Faculty Autonomy (i.e., teaching in person vs. remotely)               | 9.0%                           |
| U-M Policies and Practices Identified as Unsupportive                  | 8.6%                           |
| Delay Tenure Review  | 7.4%                           |
| Communication  | 5.6%                           |
| Mentoring (e.g., Launch Committees)                                    | 2.8%                           |
| Student Support  | 2.2%                           |
| Salary and Benefits  | 1.9%                           |

**APPENDIX D**

Table 3: What strategies should U-M use to mitigate the short- or long-term impact of the pandemic on faculty careers?

| Thematic Categories   | Percent of Faculty Respondents |
|---|--------------------------------|
| Adjust Tenure Evaluation  | 26.7%                          |
| Provide More Time before Tenure Review  | 20.6%                          |
| Assist with Child Care (e.g., access, cost)   | 18.2%                          |
| Recognize the Differential Impact of COVID-19   | 15.8%                          |
| Provide Resources to Increase Faculty Productivity (e.g., professional development, bridging funds) | 10.6%                          |
| Reduce Teaching (e.g., course release)  | 10.6%                          |
| Clarify COVID-19 Policies   | 10.0%                          |
| Restore Salary and Benefits   | 7.3%                           |
| Prioritize Mental Health and Wellness   | 7.3%                           |
| Provide Instruction/Guidelines for Considering COVID-19 in Tenure Reviews                           | 6.7%                           |
| Reduce Service and Committee Work   | 6.4%                           |
| Support Graduate Students   | 4.5%                           |
| Current Policies  | 4.2%                           |
| Provide Opportunities for Networking/Community Building   | 2.4%                           |