## MAUT Survey Report

Introduction

MAUT ran a survey in the fall of 2021 to capture a snapshot of experiences of the MAUT community as in-person activities resumed on campus and with the goal of identifying areas of concern. MAUT members were asked to respond anonymously to thirteen (13) questions. This set of questions was composed by the MAUT executive team. Out of the thirteen (13) questions five (5) invited open comments. In the first part of this report, we present a visual summary of nearly five hundred (the exact number is 476) responses to multiple-choice questions in the survey. The second part presents the analysis of responses to the five open-ended questions performed by two student researchers, Gesthika Kaltsidis, and Maheema Dua, supervised by a senior researcher, Prof. Ada Sinacore.

As with any survey of this type, the people who respond tend to have strong opinions. As such it is difficult to generalize to the entire population of professors. Nonetheless, these data give us a window into understanding those who are feeling most vulnerable, and for this reason it is very valuable. Every effort to present a balanced view of the received comments was made. However, MAUT is not a polling firm, we are here to hear to your concerns, and we thank all participants for taking the time to contribute to MAUT's efforts to foster a healthy work environment for educators at McGill.

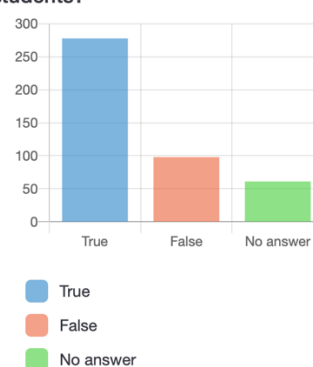**MAUT Survey Part 1: Multiple-choice Questions**
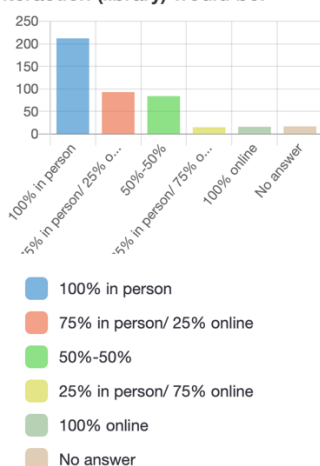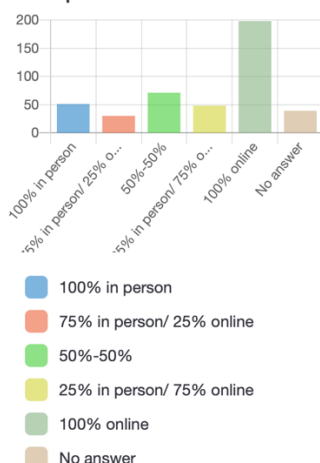
If so, how many hours on top of your regular teaching schedule did you invest in transitioning to online teaching? Please add comments as needed in the comment box.

- less than 5 hours/week
- between 5 and 10 hours/week
- between 10 and 15 hours/week
- more than 15 hours/week
- Comments
- No answer
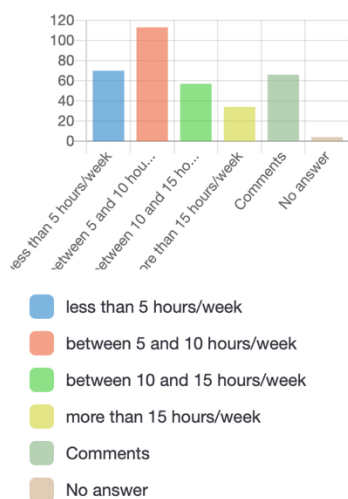
Please indicate your level of satisfaction with McGill's handling of the pandemic.

- Very satisfied
- Satisfied
- Dissatisfied
- Disappointed
- No answer
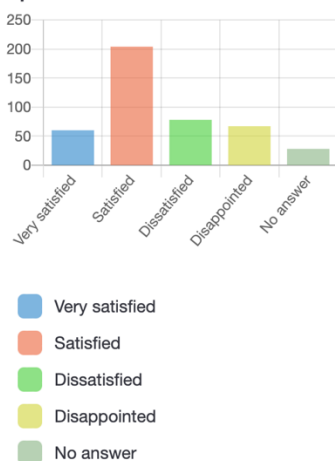
Do you feel that your compensation at McGill is adequate compared to compensations offered at other universities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No answer

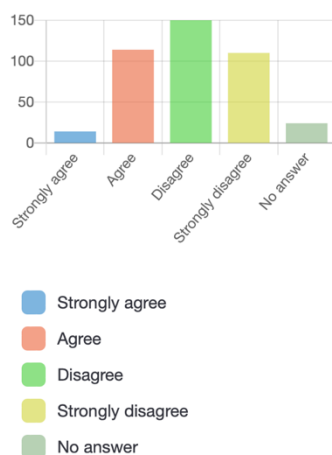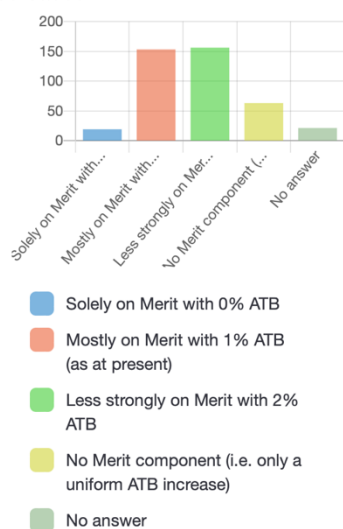**McGill salary increases are typically divided between an across-the-board (ATB) percentage increase that all receive and a lump sum component based on Merit. In the current plan, the ATB component is 1%, and the Merit component ranges from $4,750 (for category 1), $3,050 (for category 2), $1,800 (for category 3) and $1,000 (for category 4). Given that 79% of McGill academic staff typically receive category 1 or 2 Merit, but that the cost of living has increased by more than 4% in the past year, please indicate whether you would prefer salary increase to be based:**

- Solely on Merit with 0% ATB
- Mostly on Merit with 1% ATB (as at present)
- Less strongly on Merit with 2% ATB
- No Merit component (i.e. only a uniform ATB increase)
- No answer

How strongly does salary amount factor into why you are at McGill? If possible please explain your answer.

- Very much
- Some
- Not at all
- Comments
- No answer
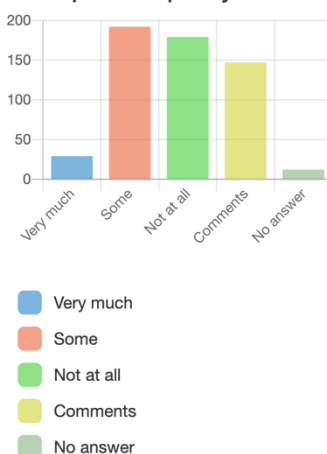
If your salary is balanced by other advantages of the McGill experience, do you find that these other advantages are being continuously strengthened or eroded ? Please give an example if appropriate.
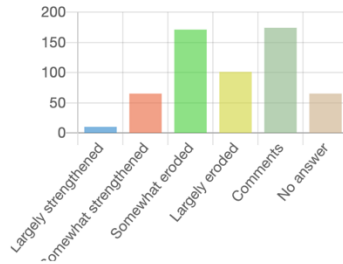
- Largely strengthened
- Somewhat strengthened
- Somewhat eroded
- Largely eroded
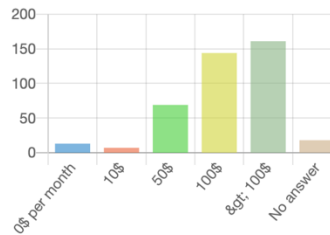- Comments
- No answer

The university is proposing a new model of work that would permit you to work from home a certain number of days/week. How much do you currently pay monthly in home internet, mobile and computing costs to be able to undertake work for McGill at home ?

- 0$ per month
- 10$
- 50$
- 100$
- > 100$
- No answer

Did you have at least one unusual and difficult experience with Workday? Please elaborate on your experience in the comment box.
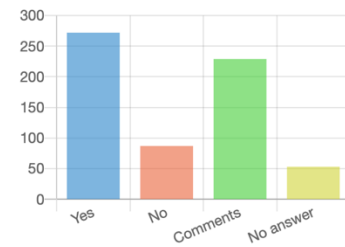
- Yes
- No
- Comments
- No answer

(Collegiality and academic self-governance) If this could be done without flooding your email, would you like to be consulted more on changes to McGill operations, values, and goals?
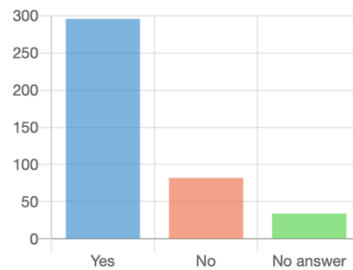
- Yes
- No
- No answer

How would you prefer to provide input? Please feel free to recommend a method in the comment box.
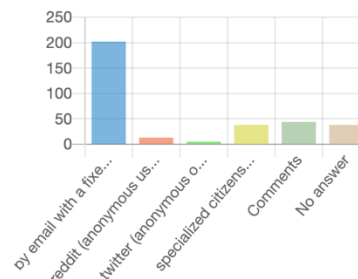
- by email with a fixed subject line to be used for filtering
- reddit (anonymous users)
- twitter (anonymous or identified users)
- specialized citizenship apps such as CONSUL https://consulproject.org/en/
- Comments
- No answer

MAUT Survey Part 2: Open-ended Questions

Method of Analysis for Open-ended Questions

The survey also gathered data from five open-ended questions related to salary and other advantages of working at the university, use of the Workday platform, aspects of university life, and an opportunity to provide comments or suggestions. The open-ended responses were extracted from the survey and transferred to an excel document for thematic analysis by two student researchers guided by an experienced researcher. The dataset was divided among the two student researchers such that each was responsible for analyzing half of the data. At the initial level of analysis, all responses for each question were read and initial codes were generated by noting down interesting features across the dataset systematically. Then, codes commonly identified together were collated into potential themes, and all data relevant to each potential theme was gathered. The second stage of analysis involved the three researchers discussing and reviewing the collated initial codes and potential themes. They considered how to highlight the overarching themes, while retaining minority voices that reflect divergent or less common perspectives. At the third level of analysis, the two student researchers identified compelling quotes congruent with the overarching themes and included them in the final write-up of the analysis.

Researchers were cognizant of the survey's selection bias towards responses of a more critical or dissatisfactory nature. More specifically, some responses suggested that the open-ended questions lacked clarity and could be misleading. For example, one respondent commented, *"This survey is replete with leading questions.".* Therefore, in efforts to provide a balanced point of view, positive or constructive quotes were also selected carefully. Ongoing discussions were held during report production in order to refine the specific subthemes and ideas that fit in to the overall narrative of the data.

Themes of the Analysis

Dissatisfaction with Compensation

The theme of dissatisfaction with compensation was evident across data which indicated that respondents felt that they were not adequately compensated for their work. Key issues highlighted with respect to compensation revolved around a low starting salary, a lower salary as compared to other universities in Quebec and in Canada, the salary not keeping up with the rate of inflation, and a lower pension plan when compared to other universities in Quebec.

The data suggested several concerns with respect to the current merit system wherein some respondents reported that the merit was not adequate and did not help in solving the problem of low compensation. One respondent said:

"*I write this as someone who consistently receives the highest merit award. Unfortunately, the increases are too small across the board and merit can feel like a drop in the bucket.*"

Others reported that they found the merit process to be "*opaque*", "*punitive*" and not a true reflection of achievement. The data also suggested that the Across The Board increase was also not adequate and did not keep up with the inflation rate.

The data also indicated that some respondents refused a higher paying contract elsewhere to be employed at McGill university and that a less competitive salary continues to make it difficult to hire good recruits. Alongside the issues with the current compensation plan, the data suggested that some of the main reasons for the respondents' decision to continue at McGill University included difficulty in relocating, personal reasons such as proximity to family, tenure positions, difficulty in finding alternate job opportunities, physical location of the university, international ranking of the university, research and work environment, passion for teaching, as well as the collegiality and the students at McGill. For example, a comment said:

" *The strength of our students, our international reputation, and the relative affordability of life in Montreal are stronger factors.*"

The impact of low compensation has been felt significantly given in light of the increased administrative workload that the respondents reported experiencing. For example, a respondent shared that:

"*We are constantly being asked to do more without adequate compensation. The pressure put on pre-tenure faculty is excessive bordering on unhealthy. If I can get a similar position somewhere else, I will leave McGill in a heartbeat.*"

Overall, the data showed a need for negotiation towards a better compensation plan.

Increased Administrative Workload

The data suggested that increased administrative workload was another prominent theme. This included extra work that the faculty members had to undertake to innovate learning strategies during the pandemic and other administrative work that participants reported was being "offloaded" on the academic staff from the high administration. For example, a respondent said:

> *"Pandemic was and continues to be difficult. McGill handled it relatively ok in terms of students and delivery of classes. I feel that faculty carried the brunt of this as we were required to develop online courses (and accommodate all students with respect to time zones, technical issues, readings delivery, possible illness, develop flexibility in grading), work around administrative red-tape… we had to keep committees running at the Department, labs doing in person research had to reinvent their research programs not to lose funding and student support. No reprieve was given to faculty - I have a small child, and I had to care for my child during the day and work at night to make all this happen."*

The data also suggested that as a consequence of increased workload, several participants were experiencing burnout, deteriorating mental health, reduced time for their research work and students. The data also indicated that the respondents did not receive adequate support to fulfil their roles in research and teaching. For example, a respondent commented:

> *"There is a lot of concern over mental health of students (rightly so) but little concern for professors. It is a privilege to have this job and yet I see a huge proportion of pre-tenure faculty making untenable sacrifices in their personal lives in order to achieve tenure. It is problematic enough that students look at us and think that they do NOT want this job."*

Another respondent commented on the need for more wellness workshops for employees and expressed how interactions between the faculty members can be helpful in promoting a sense of community:

> *"We spend a large amount of time and money looking into programs to promote wellness in our students such as seminars, workshops, etc. Perhaps we could also offer some of these for our faculty and staff. If we do have them, then they are not that well advertised. PS. I miss social gatherings at the university of Faculty members as I found them very inspiring..."*

Furthermore, the data highlighted that majority of respondents felt overworked and underpaid. For example, when asked about concerns around university life, a participant said, *"Workload increasing all the time because of decreasing administrative support, increasing demands on time without proper recognition in salary or otherwise. We are a top university at the expense of professorial well-being."*

In context of increased administrative workload, it was also highlighted that the use of Workday has contributed to the increased work as it is counterintuitive and time-consuming to use. For example, one respondent shared that work day is "*an attempt by the Provost to get rid of administrative personnel and push the workload onto academics at no extra cost to the*

university. It has increased my workload by some 10%”. The lack of administrative and technical (IT) support for research and teaching tasks was also a common opinion within the responses. It was highlighted that professors are then in turn, spending more time on administration, and see less productivity in their research. A respondent shared that:

> *“The workload for a Professor has been significantly increased by a continual degradation in the support provided to us. No longer do we have assistants for many key financial matters, while the requirements on paperwork steadily increase. A complete lack of technical support to graduate students puts more load on us. The introduction of supposed time-saving apps, like myThesis or Workday, seem to be creating ever more work for us that needs to be done on the computers schedule. All of this greatly detracts from our ability to be effective scholars and to advance the research mission of the university.”*

Overall, the data highlighted the need for more support staff like teaching assistant, research assistant, and administrative staff.

Issues with Workday

The data suggested that the respondents faced multiple issues in using Workday which ranged from the software having a bad user-interface, being counterintuitive, and time-consuming, even for simple tasks. For example, a comment said that:

> “*Any simple changes take hours to complete, if at all possible. It only adds time to any activity regarding hiring or employment with no obvious advantages. Nothing about the software is intuitive. It is extremely cumbersome to use. This software was dreamed up by administrators, without thought for the users. It is without a doubt the worst software I have ever used.*”

Responses also highlighted specific issues with the software like the lack of notifications for new emails and pending tasks which increases the chances of the user missing out on important, time-sensitive information and forces the user to login to the platform every day. Additionally, the platform does not inform the user that they need to be connected to a Virtual Private Network in order to complete their tasks; lack of such crucial information can be confusing to the user. Issues with respect to accessing the site and multiple sign-in requests were also reported.

The most cited problem that the respondents faced with Workday was the difficulty in hiring new contracts (such as RAs and TAs) and an approximate delay of two to three months in paying them. One commenter said:

"*Workday increased the time spent on service immensely. I was on a hiring committee, and a lot of time was spent fighting with Workday, which did not have the basic functionality we needed (e.g., the ability to request reference letters up front). Applicants found Workday so complicated that many had incomplete applications. We needed to follow up by e-mail to acquire materials. I have also had immense difficulty hiring RAs*".

Troubleshooting such difficulties required respondents to spend extra time in problem solving and pay assistants from personal funds. For example, a respondent shared that:

"*In total, I hired 4 people. 2 of the 4 did not receive remuneration for their work until AFTER the course was finished. That is, they were "hired" in late August 2020 and payed in December 2020. I have sent in expenses that I wanted covered by my professional fund. That has not been addressed - and it has been over a year. So, I am incurring expenses that, by rights, should be covered by accessing my professional funds - doesn't happen.*"

It was noted that navigating difficulties while using Workday also required support from Human Resources (HR) personnel and some responses highlighted the gratefulness for the support that was provided by the HR. For example, a respondent said "*Our HR folks are pleasant & patient with helping me and my teams*."

Some respondents also shared feelings of frustration and embarrassment due to the delay in payments. For example, one respondent commented "*it is so hard to explain to my students why they are not receiving their income. I honestly half hope that McGill will have a class-action suit brought against it because of irregularities with pay, because it seems that nothing will change otherwise, there is no will to fix this problem*" and another commented that "*I am ashamed that student research assistants are consistently paid late.*"

The data also suggested that using this software made it harder for the respondents to find documents that they needed, read job applications, apply for sabbatical leave, etc. Several respondents highlighted that using workday was highly time-consuming and there was a lack of proper support or training. Overall, respondents reported that they had majorly bad experiences with the software and the data implied the need for proper training and changes in the user-interface of the software to make it more user-friendly and intuitive to use.

A Growing Divide Between Academic Faculty and Administrative Leadership

Concerns for the growing divide between academic faculty ("on-the-ground" professors, librarians, and lecturers) and administrative leadership (upper management at the institutional or

faculty level) was a key theme across the survey. Especially in the pandemic context, remote work and social isolation has inevitably reduced formal and informal interactions across the campus community, but this growing divide has predominantly been expressed as a decline in collegial governance towards an autocratic, corporate style of management. For instance, several voices expressed dissatisfaction with top-down decision making without the faculty being consulted on their needs for support. One respondent said:

> *"McGill has a "top down" and very heavily so approach to how the university runs...they keep coming up with projects that supposedly will "help" the faculty, creating jobs for people who are supposed to help us... but never ever have I been asked what help do I need? there is no consultation that is real and so I decided to stop even attending meetings."*

Part of this top-down management seems to be linked to 'over-bureaucratization' and 'micromanagement' of faculty's tasks, in other words, the increased 'download' of administrative work onto faculty as mentioned earlier, without adequate administrative support. For example, one respondent said, *"We keep getting asked to take on more work with significantly reduced support. We increase course enrolments, but are not given TA support. The amount of work managing the nuts and bolts of graduate programs that is being turned over to faculty and department chairs is alarming."* Furthermore, others in the survey have mentioned the mandated use of inefficient centralized systems or services, such as WorkDay and the Laptop program through LeJames bookstore, have also added to the administrative workload and frustrations among faculty sourced from the institutional leadership's decisions to implement these systems and services 'unsuited for academics.' For example, a respondent expressed "*Let us buy computers from other sources, not just from Le James. This just adds an extra layer to administration.*"

Moreover, lack of transparency emerged as a common theme that may be contributing to the rifts between colleagues. Transparency issues around job performance or merit allocations was one such source. For example, one respondent said, *"In my unit there has been a remarkable lack of transparency with respect to merit and performance, and a general refusal of administration to address any questions and concerns. This creates an adversarial and hostile work place."* Salary, especially gender-specific data, was another source of tension stemming from a lack of transparency that has been voiced by a minority of respondents.

Pandemic Response

The university's approach to public health measures on campus were also a source of divergent perspectives between higher administration and academic faculty. Masking rules,

vaccine policy, air quality in campus buildings, in-person learning mandate were among the points of disagreement. A general trend from the survey showed professors were more satisfied with decisions made last year compared to this year. One respondent said:

> *"I was very positive about McGill's approach until early summer 2021. The approach taken in the 2020-21 academic year was cautious and science-based, and recognized the challenges faculty and students were going through at the time. There was a clear plan as to how we would "ramp-up" in person activity. The university's approach since summer 2021 has been terrible (starting in early August when the original plans were discarded in favour of a much more aggressive approach to moving to in-person activity)..."*

It seems that the thrust towards in-person learning in the 2021-2022 academic year has been met with resistance by faculty (and students) concerned about health and safety risks on campus. One respondent said, "*The seemingly sudden push for the resumption of in person classes in an uncertain vaccination situation was very worrisome.*" However, few respondents have also noted the benefits to being back in-person, one individual commented: "*I am very happy to be back live in the classroom, as are my students. They are so much more motivated, content, working hard, and mentally much healthier overall.*"

Meanwhile, regarding remote teaching and research that has still been prevalent over the course of the pandemic, the survey also revealed dissatisfaction among faculty towards the institution for the lack of financial support to subsidize home office equipment and internet use. One respondent shared:

> *"I think that the university does not adequately compensate staff for purchasing equipment necessary for doing high-quality recording/lecture delivery. I bought the microphone, earphones, as well as Ipad from my own funds, since it took McGill a very long time to make up their minds that these are legitimate purchases..."*

Beyond the institution's decisions, the data also showed a notable change in tone of communication from higher administration over the course of the pandemic. The shift from an 'understanding and encouraging' stance to a 'defensive and unresponsive' attitude had left many faculty members feeling dismissed, underappreciated, or devalued. One person described:

> *"...as the pandemic dragged on, they became less human about handling the mental and physical stress experienced by academic staff and students. Their "wellness" messaging was tone-deaf (do not like this term but I cannot find the better way to say it as I type this). The in-person requirement to teach was discriminatory, especially for the caregivers (mostly women) in the academic staff."*

Similarly, another person said, *"...Even if the rules couldn't have been any different, the rhetorical stance of admin could have been much more empathetic in a manner that showed greater respect for the very people who are on the front-lines delivering the product."* This suggests that the delivery of the messages more than the content may be essential towards a collegial and collaborative relations between faculty and administrative leadership. Indeed*,* others have expressed that communication about the pandemic-related measures from the administrative leaders were often unidirectional, untimely, and unclear, without having consulted professors (and lecturers) for their views on the educational frontlines. A respondent commented:

> *"I wish the administration took more feedback from the instructors. A lot of times we were given instructions too late and were also left to bear the brunt of student anger/disappointment. I also felt that we were being asked to enforce rules etc. putting ourselves in awkward/unsafe positions and as an instructor we are not trained to apply these…."*

Lack of transparency was brought up again within the context of the university's pandemic response. One reference was made about the vaccine mandate in libraries, to which a respondent shared, *"This seems like an incredible waste or resources and there is very little transparency in terms of how the mandate's success is being measured and when the restriction will be lifted/under what circumstances."* Other perspectives seem to suggest that more evaluative information, (e.g. efficacy of online/hybrid learning and viral risk exposure with campus infrastructure), would have been helpful for the faculty in navigating challenges with the pandemic.

In general, given the complexity in navigating decisions at an institutional level, a few voices have shared that the university managed the pandemic as best as they could while acknowledging aspects that could have been handled better; one respondent shared, "*I feel the University has held a balanced approach given the requirements placed on them. Their decisions seem to have been made in the best interest of as many people as possible. Communications on the reasons why certain decisions were made could have been more clear, certainly."*

Tensions around Equity, Diversity, and Inclusion

The university's Equity, Diversity, and Inclusion (EDI) initiatives also seem to be a key context for the growing divide between faculty and administrative leadership. Some have shared concern about the scope and extent of EDI-related bureaucracy and policies, such that

interactions among faculty and even students have become 'unnaturally guarded' or overly 'cautious'. Despite EDI policies have been portrayed as seemingly underway on the surface, several voices from the survey highlight the broader systemic marginalization that continues to permeate within the institution unaddressed. One respondent had captured this public vs internal discrepancy as, *"...Lots of lip service to diversity but not enough real money or resources behind efforts to support minoritized groups. Gaslighting about procedures that don't work the way the admin says they do."* Another respondent listed some specific concerns experienced by faculty who may be in lesser positions of power:

> *"... 3. The administration does not have policies to support faculty and staff with various type of caregiving responsibilities or as we have seen in this pandemic faculty with health issues of their own. 4. The university is keen to hire internationally but the immigration support is not there. Everybody to fend for themselves. 5. Salaries keep eroding vis a vis inflation lowering life quality for BIPOC scholars who may lack intergenerational wealth..."*

The survey also demonstrated a disparity in support for faculty, especially among female professors. One respondent commented:

> *"I made it through the pandemic by sacrificing ~40% of my research time. So my teaching and supervision (and service) were fine, but lack of childcare in particular made research difficult for 6 months. I think McGill did a good job of handling the pandemic, I just urge the university to remember the pandemic effects on research, particularly on (statistically) younger women, in the future - not just in tenure and promotion decisions but also in awards, award nominations, etc."*

This quote also mentioned the impact on faculty that needs to be considered, as a result of implemented policies by institutional leadership, and their decision-making and communication strategies.

Impact of the Growing Divide

One of the strongest impacts expressed from the growing divide seems to be a decline in collegiality among faculty and administrative leadership, especially in the socially isolating context of the pandemic. One respondent described its erosion as follows:

> *"The advantage of being able to work with a group of peers that are exceptionally smart, hard working, dynamic, challenging in a good way and interesting has been eroded by not being able to see or work with them and with a change to top down decision making rather than collegial discussion and debate."*

Another respondent emphasized the higher stress experienced across the institution has amplified the erosion of collegial relations among students, as well as faculty: "*It was important to me to be part of a collegial department with strong students, but since everyone is more stressed, there has been more dissension among both faculty and students lately, and it is no longer such a pleasant working environment as it used to be.*"

This growing divide can have implications for the future direction and leadership of this institution. Many have expressed worry and concern over the declining collegial relations. One respondent noted how the present divide may discourage faculty from pursuing leadership positions:

> "*I think that there is an eroding of collegiality in both directions when it comes to professors and those in leadership positions. If these divide deepens, we will find it increasingly difficult to work our way through challenges that face the university and will find it increasingly difficult to find colleagues who will be willing to step up and take on challenging academic leadership roles.*"

Another respondent has commented on the impact to hiring and retention of faculty:

> "*Year after year I see good people leave. EDI efforts seem to be focusing largely on recruitment and are ignoring the retention component. If people currently working at the university are unhappy this will impact any new hires, especially those who are members of radicalized or marginalized groups.*"

In the current institutional climate, minority of faculty have expressed perspectives on unionizing MAUT as a way to increase visibility and have a voice in the decision-making processes. One respondent stated,

> "*I firmly believe that it is time for MAUT and its membership to lobby and become a formal union. Professors of all ranks and types are taken for granted and that fact is obvious given our experiences during the pandemic. It is high time that we are accorded similar rights and protections as all of the other unionized entities within the university.*"

As such, the survey acknowledges the growing divide and attempts to offer a guiding light towards reinstating collegial governance and working environment for faculty and students.

Concerns About the Quality of Working Environment and Campus Community

In the backdrop of the ongoing pandemic and the growing divide between faculty and the higher administration, the responses highlighted certain other concerns pertaining to the overall working environment. These included concerns around the university's infrastructure, lack of common workspaces, inadequate number of rooms equipped with technology to record lectures, and concerns around deteriorating academic freedom and academic integrity.

With respect to the physical infrastructure, the data highlighted that respondents were dissatisfied with the maintenance of buildings and walkways. One respondent commented:

> "*I am in a building that the university refuses to do basic upkeep on because they believe they will knock it down. But they haven't knocked it down for 20 years. The windows are filthy, the balconies are unusable…*"

Another respondent commented that "*Wi-Fi on campus remains poor*" and also pointed towards "*problems with temperature regulation in lab space*" which constitute some of the basic facilities that the employees expect from the university, given its global stature and ranking. A theme across the data has been the reduced sense of collegiality, connection, and community in the workspace. A respondent expressed this concern and commented on the "*lack of common space for students and for staff to meet, eat, read, and work outside of our offices and classrooms. This has greatly reduced the sense of community on the campus.*"

The data also highlighted concerns around the introduction of the New Models of Work (NMW) pilot project that is an initiative to explore hybrid work arrangements for employees. While some responses indicated that the idea is appealing and can provide workers with flexibility, other responses suggested that introduction of this pilot project was difficult, especially for librarians. For example, one respondent expressed, *"I fully support increase opportunity for work from home balanced with some work on-campus. I think this will allow McGill to use space more efficiently and to also help to reduce emissions related to travel to work".* However, another shared that:

> "*…my library colleagues who are currently involved in the pilot project have had terrible experiences, and the people running the project don't seem willing to listen to their concerns. Or, rather, they listen, but no meaningful changes are made… library staff need dedicated space in order to do their jobs - it's not as easy as turning up and using a computer, because we have a lot of equipment and material that we need close at hand in order to do our jobs. So I worry that with the NMW this will be ignored and that it will make it much harder for us to do our jobs.*"

Similar concerns were expressed by another respondent who said "*My department has been forced into the new model of work. We are not suited to it (dealing almost 100% with physical materials)...*" Other responses highlighted that a lack of access to appropriate

technology can also be a barrier and that overall, the NMW project can contribute to the growing disconnect between faculty and upper administration.

Some responses in the data also highlighted concerns around reduced academic freedom and reduced autonomy experienced by the faculty members. For example, a respondent said *"Academics should be able to determine for themselves the best modality to deliver a course without extensive regulation on the part of Administration."* The data implied a need for MAUT and the upper administration to address the deterioration in academic freedom, facilitate productive interactions, and pay increase attention to the needs of faculty well-being. A respondent expressed similar concern and said:

 "The growing atmosphere of distrust disregard for the actual substance of intellectual work and academic teaching ignoring of the mental health crisis of our students and staff and the campaign of woke sexual political correctness as a cover for what is really an overreach by the admin which threatens to stifle any kind of holistic pedagogical interaction with students. This is no longer the McGill l once came to."

Some respondents also commented on the increased "*wokeism*" and "*cancel culture*" that can hold one back from free expression. One respondent said:

"*Academic freedom and freedom of opinion is jeopardized like never before. It is essential to ensure that the university remains an environment where everyone can voice their opinion (as long as it is respectful) without fear of sanctions. Also, Professors and staff should be consulted more on major orientations/statements/new policies taken/elaborated.*"

Another respondent commented, "*I long for the day when once again the University can stand alone as an agent that intensely critiques the time in which it lives without fear of "cancellation" or dark innuendo.*"

 With respect to academic integrity, some respondents acknowledged that since the onset of the pandemic, compassion was extended towards the flexibility in modality of instruction and accommodations were granted to students adapting to remote learning, yet academic faculty also described concerning consequences of the same, specifically with assessment and evaluation procedures, that have jeopardized academic integrity. A respondent said:

"*I was particularly disappointed by McGill's handling of assessments during covid, which allowed no consideration of academic integrity. As a result of the laissez-faire approach, students are having huge difficulty transitioning back to more normal assessment scenarios.*"

       The survey also portrayed the academic faculty's perspectives on their students. For some, the stress accompanying the challenges brought about by the pandemic seem to have diminished the quality of students' work and relationships while other respondents have shared more positive views of the students they work with: "*McGill's main strength for me is the fact that the undergrads are so good.*", "*We get excellent graduate students and that is a tremendous perk.*" and "*My peers and the quality of my students are what keep me working at this institution.*"