



EAB

The Critical Role of Well-Being in Tackling Faculty Burnout

Building an Anti-Burnout Workplace Culture in Academic Affairs Part 2

Zoom Features and Settings

Update Your Name/Video and Mute

Update your name and add your institution

The screenshot shows a Zoom meeting window with the title "Zoom Meeting ID: 841-573-482" and a status bar indicating "You are viewing Meeting Host's screen". The main content area displays the "EAB Virtual Meetings 2020" logo. On the right, the "Participants (2)" panel is open, showing "Test Participant (Me)" and "Meeting Host (Host)". The "Test Participant (Me)" entry has "Mute" and "Rename" buttons. The "Rename" button is highlighted, and a "Rename" dialog box is open, prompting the user to "Enter a new screen name:" with the text "Jane Doe - Institution" entered. The dialog box has "OK" and "Cancel" buttons. At the bottom of the Zoom window, the "Participants" icon in the toolbar is highlighted, and a callout points to it with the text "Open Participants menu".

Open Participants menu

Joining Us Today...

Research Team and Presenters:



Liz Rothenberg,
PhD
Managing Director



David Attis,
PhD
Managing Director



Logan Morris
*Associate
Director*



Kate Brown
*Associate
Director*



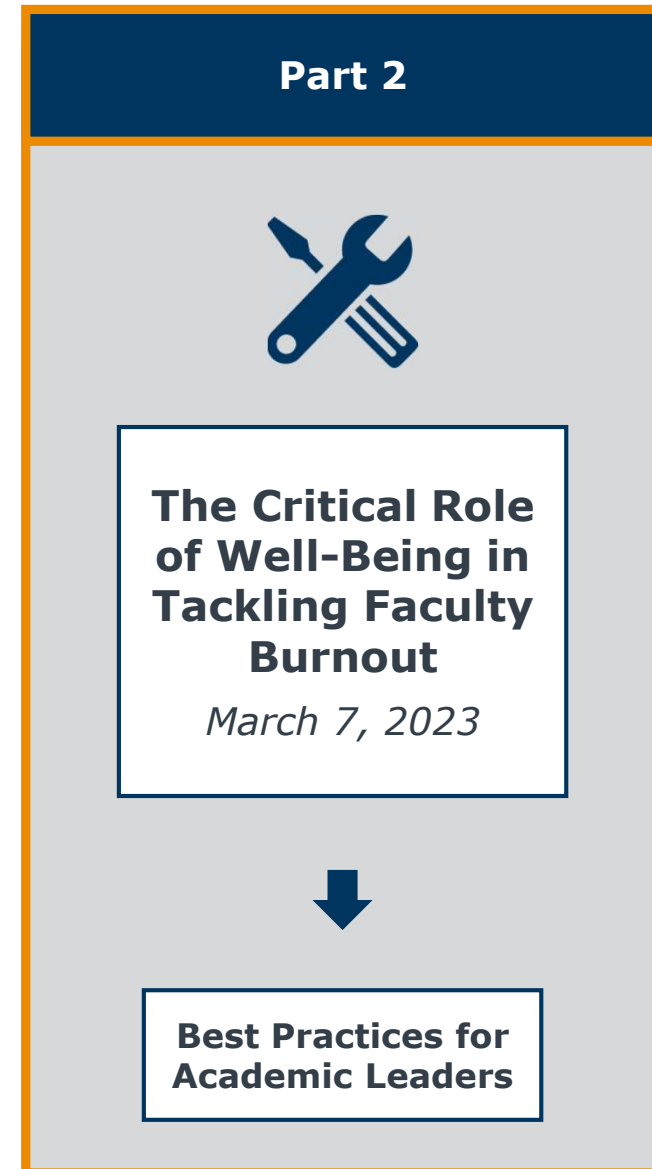
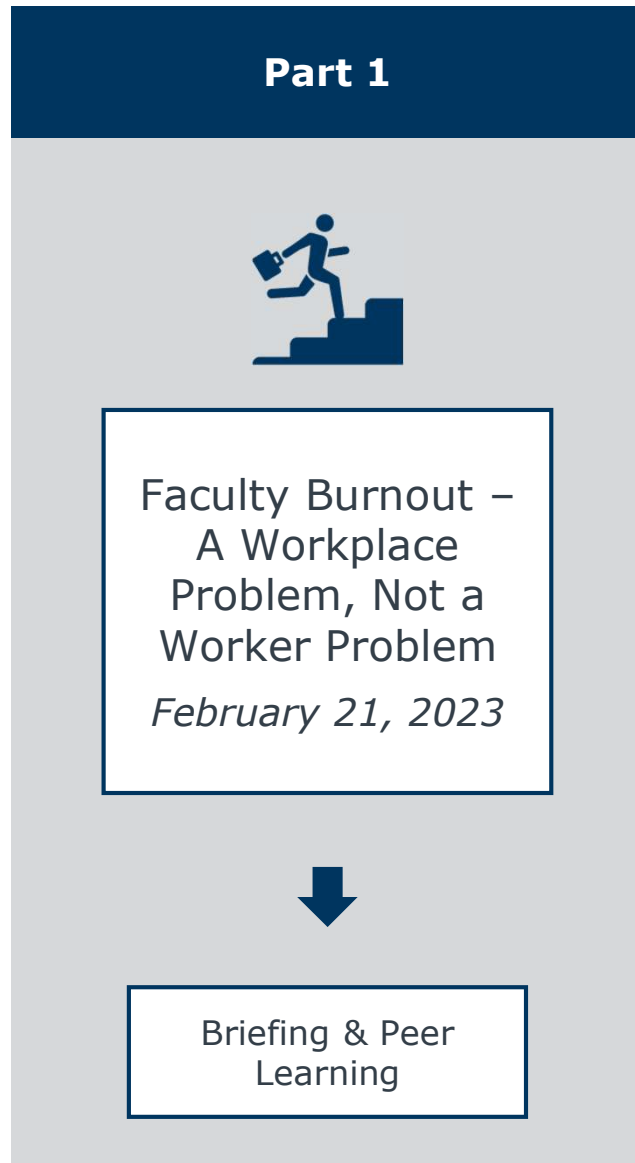
**Katie
Herrmann**
Senior Analyst



**Jada
Harris**
Analyst

A Two-Part Workshop Series for Academic Leaders

4



Use the Notebook During Today's Presentation to Take Notes and Identify Next Steps



Attendee Notebook

Use this notebook to take notes and brainstorm next steps throughout today's presentation. Each notebook section is aligned with each section of the presentation. After pressing submit, a summary of your notes will automatically be sent to the email address you enter below.



1

Use the link in the chat to open your notebook

2

Take notes and brainstorm next steps for each critical component in today's presentation

3

Use the final section to consolidate your thoughts and brainstorm next steps for your campus

Component #1:

Promote Well-Being as a Division Leader

Notes and Next Steps

Use the spaces below to list potential next steps or take notes on each practice covered in this section of the presentation

What did you find most helpful about today's presentation?

Which best-practices stood out? What key takeaways are you most excited about? What information was particularly interesting or helpful? What would you love to learn more about?

Long answer text

Which aspect of this event series has been most helpful to you as you consider how to combat faculty burnout?

- ☐ Briefing on Burnout Drivers
- ☐ Critical Component #1: Promote Well-Being as a Division Leader
- ☐ Critical Component #2: Enhance Efforts to Gauge Faculty Support Needs
- ☐ Critical Component #3: Upskill Deans and Chairs with Critical Support Skills
- ☐ Critical Component #4: Equip Colleagues to Foster a Culture of Care
- ☐ Peer Discussions

**The entire notebook is optional; use it however is most helpful for you*

The Result

Press submit and a **summary of your notes and brainstormed next steps will automatically be sent to your inbox** within minutes for easy future reference

Attendee Notebook

Google Forms <forms-receipts-noreply@google.com>
To: Herrmann, Katherine

Reply Reply All Forward Tue 1/24/2023 1:37 PM

If there are problems with how this message is displayed, click here to view it in a web browser.

Google Forms

Thanks for filling out [Attendee Notebook](#)

Here's what was received.

[Edit response](#)

Attendee Notebook

Use this notebook to take notes and brainstorm next steps throughout today's presentation. Each notebook section is aligned with each section of the presentation. After pressing submit, a summary of your notes will automatically be sent to the email address you enter below.

If you would like us to share a copy of your notebook summary with your Strategic Leader, select "Yes" on the last question before submitting. The research team will also receive a copy for our records if you press submit, but it will not be shared beyond our team unless you indicate you would like to share it with your Strategic Leader.

Email *

kherrmann@eab.com

Name

Katie Herrmann

Notes and Next Steps

Use the spaces below to list potential next steps or take notes on each practice covered in this section of the presentation

General Notes From This Section:

Seems pretty easy to integrate some of these ideas - should bring up in our next team meeting.

Best Practice #1: Faculty Well-Being Statement, UVA

The University of Virginia includes a statement about faculty well-being support and resources in their faculty handbook to formalize the commitment to well-being in academic affairs. Build your own statement with the help of EAB's Faculty Well-Being Statement tool ([LINK](#)).

Love this idea, especially if we can get it on the website quickly!

Best Practice #2: Manager Reference Sheet, NYU

NYU's reference sheet clarifies well-being expectations among academic leaders.

I think we might have something similar...need to ask Joe.

4 Ways to Support Faculty Well-Being as an Academic Leader

1



Promote Well-Being as a Divisional Leader

2



Enhance Efforts to Gauge Faculty Support Needs

3



Upskill Deans and Chairs to Better Support Emerging Needs

4



Equip Colleagues to Foster a Culture of Care

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Equip Colleagues to Foster a Culture of Care

A Leader's Influence

“**Educational leaders at all levels set the tone for the institutional culture.** As such, they must not only model the behavior they seek in others, but they should also **put in place policies and procedures for creating a positive work environment centered on care and well-being.**”

University World News

Send the Message That Well-Being Is a Priority

Leaders Play a Key Role in Stigma Reduction, Promoting Awareness



Guidelines for Supportive Messaging

- 1 **Emphasize faculty and staff:** call out the importance of faculty and staff well-being to validate their part in campus efforts
- 2 **Model vulnerability:** when leaders share their experience, it reduces stigma and normalizes well-being dialogue
- 3 **Promote help-seeking:** highlight how and when faculty and staff can access well-being support

“

I encourage faculty and staff to explore Penn's wellness programs and healthcare benefits to maintain mind and body. Penn offers a variety of programs to support you. That includes Penn's Employee Assistance Program, MindWell at Penn, workshops surrounding worklife and wellness...”

Formalize the Commitment to Well-Being



UVA Highlights Well-Being Support and Resources in the Faculty Handbook

 UNIVERSITY of VIRGINIA

Faculty Handbook

Faculty Well-Being Statement

The University's goals is to foster an atmosphere of actively encouraging persons who appear to be troubled or distressed to seek help.

The [Faculty and Employee Assistance Program](#) (FEAP), a free, confidential resource...Contact FEAP at (434) 243-2643 or, for after-hour emergencies, call 1-866-950-0159 to page the on-call counselor.

The program offers individualized, confidential assessments based on clinically sound standards, brief counseling, and appropriate community referrals as necessary...

Human Resources also offers the [Hoo's Well Program](#)...All Academic Division and Medical Center employees and their spouses currently covered by the UVA Health Plan are eligible to participate.

Key Features of the Faculty Handbook Well-Being Statement



Goal statement immediately sets tone and demonstrates commitment



Direct links provide easy access to key resources



Contact information offers actionable guidance



Detailed program explanations clearly outline the types of support offerings, confidentiality considerations, and eligibility use cases

Clarify Well-Being Expectations of Leaders

NYU's Reference Sheet Communicates Well-Being's Value in the Workplace



NYU

Work
Life

Best Practices for Managers, Department Chairs, and Leaders

Empathy and consideration for those we manage has never been more important. There is an increased need for managerial emotional intelligence—to lead with compassion, empathy and trust. Incorporating a work-life perspective into your role can lead to better personal and professional integration for those you manage. Learning how to listen and point to helpful and supportive resources for professional, family, and personal needs will result in less stress for all and a more positive work culture.

Start with yourself! The more you seek to create healthy work-life habits in your life, the easier it will be for you to understand and incorporate good practices with those you manage. Identify your work life challenges and take small steps to address them.

- ✓ Sets the tone regarding well-being and its importance in work culture
- ✓ Articulates high-level expectations for empathy and support among leaders
- ✓ Outlines simple best practices to help leaders provide effective support



Preparation Is Key to Consistent Support

“

Support Needs to Happen Outside of Critical Events

I can't stress enough how important it is that leaders are thoughtful about the way they are showing up for faculty and staff. Their **support needs to be consistent and pro-active**... it really doesn't help if efforts appear to be sparse, random or only re-active”

EAP Director, Large Public 4-Year University

”

“

Preparation Is Key

“That sort of ‘us vs. them’ philosophy is almost standard in academic affairs, its very common, so **I’m always looking for more ways to be more proactive about ensuring faculty understand that we are all on the same team**, and they are supported and valued. I think to do that, **preparation is important**”

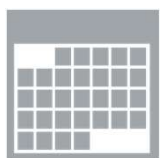
Michael McPherson, Provost University of North Texas

”

Just-in-Time Prompts to Reinforce Well-Being

Plan Ahead to Ensure Well-Being Messaging Is Consistent and Timely

Build an Annual Communication Plan To Keep Well-Being Top of Mind



August Email well-being resources

October Attend a well-being event

January Resource email reminder

March Coffee chat series

► Guidance for Next Steps

Use **EAB's Annual Well-Being Communication Planning Activity** in your post-event toolkit to map well-being promotion next steps to key moments throughout the year

Common Actions to Promote Well-Being



Events

Attend campus well-being events to show support for initiatives



Email Reminders

Emails from the Provost's office about well-being resources for faculty



Forums

Listen to well-being concerns at a faculty forum

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Equip Colleagues to Foster a Culture of Care

Loudest Voices Demand the Most Attention...



15

...But Don't Always Represent Greatest Needs



“

I worry that **my gauge of faculty needs is mostly reflective of the most vocal 20% and does not incorporate enough of what the 80% of faculty need.** Especially when we're dealing with burnout, disengagement – the whole quiet quitting thing, **I need to find ways to better understand what I can do that would make the biggest impact for the majority of faculty.**”

Provost, Large Private Institution

”

Quick Poll

Answer the Zoom Prompt

Which of these faculty groups are you most concerned you may not be getting enough feedback from?

- A) Adjunct Faculty
- B) Junior Faculty
- C) Faculty Caregivers
- D) BIPOC Faculty
- E) Postdocs



Bringing Faculty Concerns and Needs Into the Open

17

Leadership Forum Creates Consistent Opportunities to Elevate Top Pain Points

Carnegie Mellon University

The Academic Leadership Forum (ALF)



A virtual monthly forum to address top concerns and questions among academic leaders

- ▶ **Attendees:** Deans, Associate Deans, Department Heads, Provost's Cabinet and their Leadership Teams
- ▶ **Led by the Provost** and moderated by an Associate Vice Provost

Recent Topics of the Academic Leadership Forum:



Faculty childcare needs



Needed additions to teaching and learning center support offerings



Updated vaccine requirements

Key Elements of an Effective Leadership Forum

1



Concerns and Questions are Collected Before the Forum

- The Associate Vice Provost processes all questions and concerns, creates the agenda
- Agenda sent to all attendees 2 days before the forum

2



The Associate Vice Provost Facilitates Questions During the Forum

- The Associate Vice Provost organizes the discussion live, surfacing questions participants submit via chat
- Unanswered questions receive an email response

3



Draws From Cross-Campus Expertise

- During the forum, campus experts answer questions that might fall outside the Office of the Provost's purview

4



Creates Mechanisms for Post-Forum Communication

- After the session, the Associate Vice Provost shares key takeaways for deans and chairs to adapt and distribute to their faculty

Surfacing Critical Needs and Sparking Real Change

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Consistent Dialogue Ensures Leaders Keep a Pulse on Top Concerns



Facilitate On-Going Engagement with Academic Leaders about Concerns



Translate Input into Real Solutions that Fit Top Faculty and Staff Concerns



Increase Trust and Perceptions of Support Between Academic Leaders and Faculty and Staff



130-180

Attendees per Forum



Real Changes Coming Out of ALF



Expanding campus childcare center



New resources for teaching and learning



*"...helps us build trust and perceptions of support among deans and chairs, creates an ongoing opportunity for us to provide support, and **helps us identify top concerns among all faculty.**"*

-Patience E. Whitworth, Ph.D. Associate Vice Provost for Operations and Strategic Initiatives



Identify Ways to Enhance Current Data Strategy

Audit Existing Data Collection Efforts to Determine Next Steps

Conduct a Short Inventory

1

- What data do we currently collect?
- Who collects it?
- How is the information being collected?
- How often or when is this information being collected?

Analyze the Results

2

- Why are we collecting this data?
- What are we doing with this information?
- Why do we collect this information when we do?

Pinpoint Opportunities

3

- What other data sources could we pull from to get a clearer picture of top needs?
- How could we alter our current input-gathering strategy to strengthen our understanding of support needs?
- How do we consolidate and analyze disparate data sources together to gain clearer insight into faculty needs?



Consider How to Communicate Results and Next Steps

How do we ensure our strategy to collect information considers how we will communicate our findings and subsequent next steps to those we ask for input?

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Managers Make or Break the Employee Experience

22

Deans and Chairs Relied on to Shape Workplace Culture

Manager Influence by the Numbers

75%

Of employees who voluntarily **left their jobs** said it was **because of their manager**, not the job itself

70%

Of the variance in **employee engagement scores** are accounted for by managers

When Management Goes Well...

Those who feel supported by their employer are...



More likely to have positive views of their workplace and its leaders



Less likely to underperform and miss work



More satisfied with their job and more likely to stay



Less likely to experience mental health symptoms



Leaders Expect This Support to Come from Deans and Chairs

79%

Of academic leaders feel **deans and chairs are responsible for ensuring faculty are supported**, engaged, and connected



A Preparedness Gap Among Leaders

Results in Varying Experiences with Well-Being Support across Departments

Difficulty **recruiting** faculty to leadership

"There just isn't a long list of people waiting to serve as head; it is a challenging role. Most faculty just want to focus on their academic work, their teaching and research, and will need support for this new role."

Simon Bates, Provost, UBC

Some leaders **dislike** "**touchy-feely**" work

"Some chairs just think the touchy-feely stuff is a bunch of bologna."

Michael McPherson, Provost, UNT

Training for New Chairs Often Sparse

67%

Of chairs receive **no formal training** from their institution

2 in 3

Chairs with training said it did **not prepare them adequately**

Top Topic-Areas Covered for Chairs

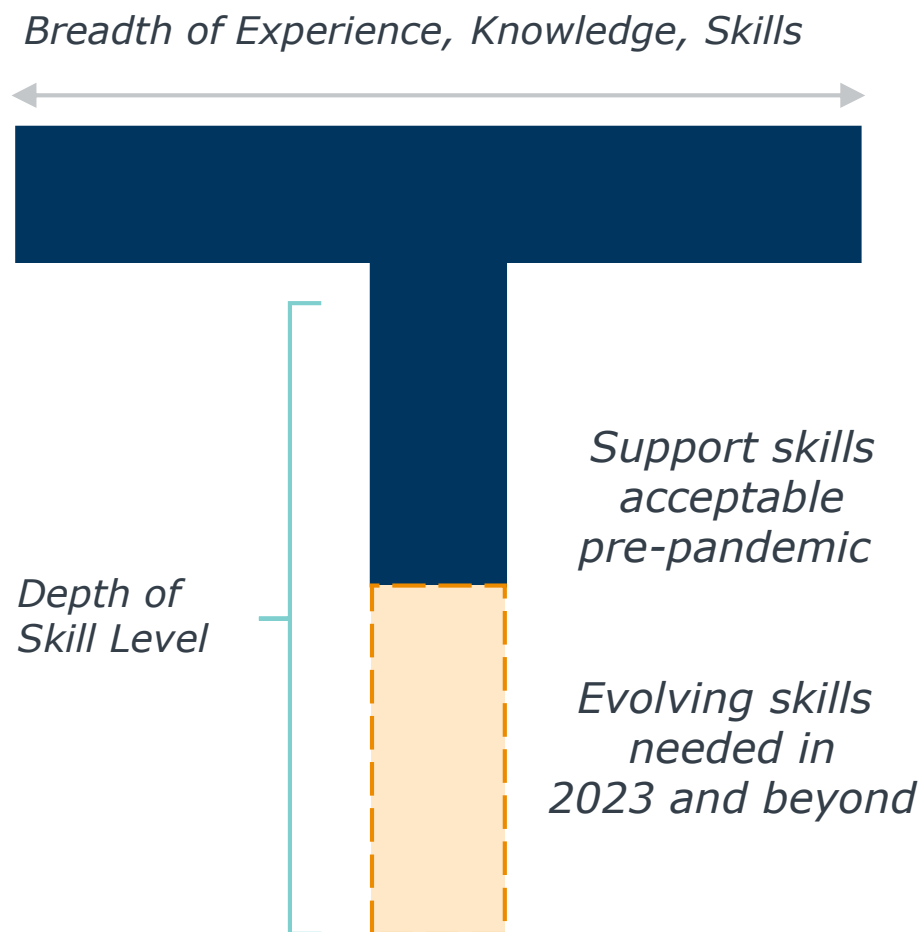
- 1 Resource Allocation and Budgeting
- 2 Legal Issues
- 3 Promotion and Tenure

Top Topic-Areas **Needed** for Chairs

- 1 Evaluation of Faculty Performance
- 2 **Maintaining a Healthy Work Climate**
- 3 Obtaining and Managing External Funds

Post-Pandemic Imperative to Upskill

Equip Deans and Chairs to Better Fulfill Support Expectations



New Upskilling Needs to Deepen Support Skills Among Academic Leaders



Active Listening



Empathy



Difficult Conversations



Psychological Safety



Approach Difficult Conversations with Care

Upskill Leaders to Emphasize Support During High-Stakes Conversations



UNT

Annual Crucial Conversations Training

- Prepares chairs to navigate difficult, emotional conversations with colleagues
- Provost and Vice Provost are certified trainers
- 20-25 attendees each year, mostly new chairs



UNIVERSITY OF
MONTANA

Cognitively-Based Compassion Training (CBCT®)

- Piloting Emory University's CBCT® program with academic leaders including deans
- Provides strategies to increase well-being and expand altruistic motivation
- Studies suggest CBCT® improves empathetic reasoning



Making It Work On Your Campus

Integrate upskilling opportunities into existing skill development to avoid "new training" fatigue

- ▶ New Chair Onboarding
- ▶ Academic Leadership Retreats
- ▶ Deans Academies
- ▶ Leadership Development Series

UBC Helps Leaders Prepare for Complex Challenges

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Leadership Challenge Simulator Encourages Leaders to Fine-Tune Approach



The University of British Columbia's Campus Resource Treasure Hunt



Convenes resource experts from across campus and 30+ new academic leaders participating in the Academic Leadership Development Program (ALDP)



Academic leaders receive realistic **leadership challenge case studies**



Scenarios must be addressed by consulting with resource experts



Offered annually since 2014



Facilitators: The Director of the Academic Leadership Development Program and the Director of Faculty Relations

Case Study Examples

Faculty and Staff Morale in Your Unit

- Overburdened workload complaints
- Recent wave of staff resignations

PR and Freedom of Speech

- Professor wrote controversial op-ed
- Now receiving threats and hate mail

Conflict and Power Dynamics

- Untenured faculty member concerns over tenure prospects due to committee involvement
- Classroom environment amid student protests

Indigenous Scholar Feels Marginalized

- Has received inappropriate comments
- Tenure-eligible, but considering leaving
- Inequitable service workload

UBC's Campus Resource Treasure Hunt In Action



Academic Leaders Consult with Experts in Real Time and Propose Solutions

Step 1

Leaders Receive Scenarios

Leaders are split into teams



Groups have 20 minutes to discuss cases and create a plan using **provided directions**:

- List issues in scenario
- Identify information needed
- Determine which resources may be helpful
- Keep notes to summarize for full group at the end

Step 2

Consult Campus Experts

Teams have **1 hour to consult with campus experts**



Faculty Relations



University Counsel



Human Resources



Equity & Inclusion



Office of the VP, Students



Media Relations

Step 3

Debrief Scenarios

Teams present their plans to address the case:

- New academic leaders **receive feedback** from campus experts

Activity **concludes with reflection exercise**

- Leaders discuss their experience and what they learned through the activity
- Concluding remarks reiterate top learning objectives

Educate Leadership on Support Resources

Complex Challenges Don't Have to be Addressed in a Vacuum

Benefits for Academic Leaders



Reinforces message that **academic leaders are not expected to solve problems alone**



Creates an **opportunity to practice drawing from campus experts**



Helps leaders build connections with colleagues who can help them navigate complex challenges and proactively provide guidance



Increases awareness of resources that provide support for faculty and staff

“

Scenarios are based on real situations that heads and directors have had to deal with. The question is, how would you as a department head address this issue? Who from around the university can support you? That is the most important thing. **The number one learning objective is that there are people from around the university who can assist you.”**

*Simon Bates, PhD
Vice-Provost and AVP, Teaching and Learning,
The University of British Columbia*

How Can I Get This in Front of My Deans?

Work with EAB to Upskill Academic Leaders through a Partner Intensive

"It would be really great for my **deans to have a similar opportunity to learn and talk about faculty burnout.**"

"My **deans are going to be integral to making real progress** in this area."

"I would love to **get this content right in front of my deans.**"

The Critical **Role of Deans** in Supporting Faculty Well-Being

An EAB expert-led workshop for your Deans

On the Agenda:

- What is burnout?, and how is it showing up in academic affairs?
- The role of Deans in building a culture of well-being in their division
- Best practices, tactics and strategies to combat burnout in academic affairs

Reach out to your SL to learn more!

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Equip Colleagues to Foster a Culture of Care

Colleagues Feel Unprepared to Support Each Other

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Empower Peers to Support Faculty in Distress

“

I've been in situations where I find out that a colleague is really struggling...like with a death in their immediate family. And **I don't quite know how to help. I don't want to make it any worse by saying the wrong thing...so I haven't really done much beyond trying to check in every once in awhile.**

- Faculty Member, Public 4-Year U.S. University

”

Streamline Connection to Existing Faculty Supports

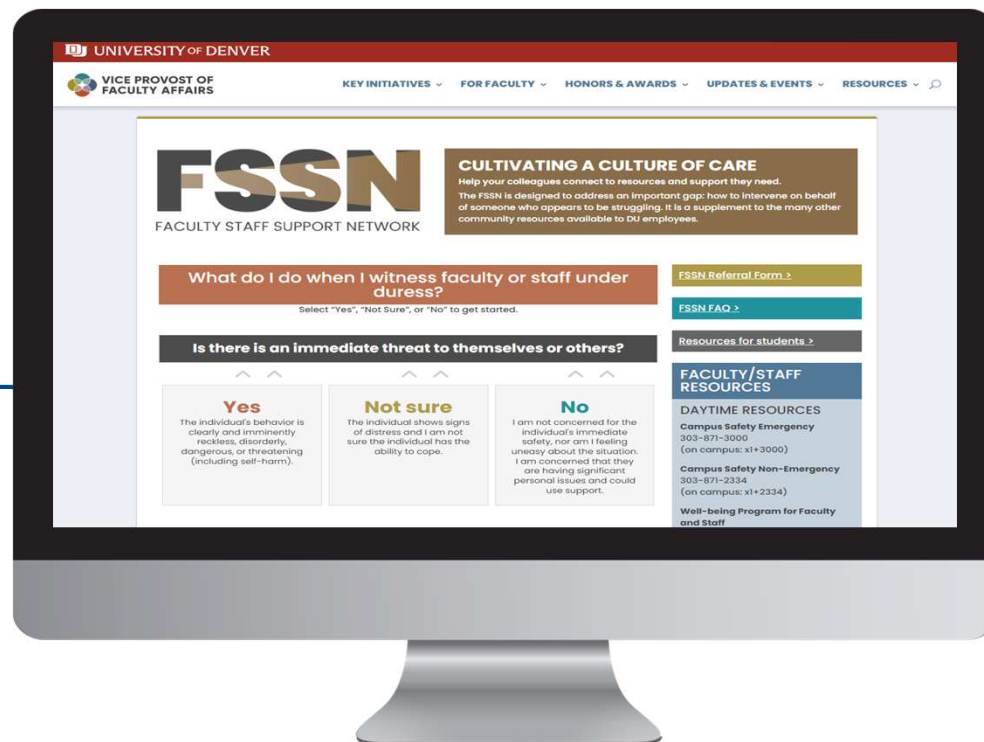
32

Faculty and Staff Support Network Provides Safety Net for Faculty

Faculty member is concerned about a colleague and navigates to the FSSN website

Interactive decision flowchart helps them identify appropriate next steps for connecting colleague to support

Faculty member is empowered to submit referral or direct colleague to appropriate next steps



Faculty Gain...

- ✓ Access to resources that guide how to help colleagues
- ✓ Confidence connecting colleagues to mental health support services
- ✓ Distinct lane of traffic for faculty support referrals
- ✓ Discrete intervention options without concern of repercussion

Helping Colleagues Navigate Support

“

We created the faculty and staff support network because **we did not have a pathway for faculty and staff to raise issues of concern about peers, or themselves.** We wanted people to feel like **they could help a peer in crisis without endangering their employment.**”

*Kate Willink
Vice Provost of Faculty Affairs
The University of Denver*



Take the Guesswork Out of In-the-Moment Support

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Orange Folder Helps Colleagues Recognize Distress and Start a Conversation



THE UNIVERSITY
OF BRITISH COLUMBIA

Orange Folder



Recognize signs of distress



Respond with concern and empathy



Refer your colleague to available resources



If a colleague does not want help



Prioritizes supportive conversations

"Listen actively, ask open ended questions and help them feel heard and understood."



Elevates resources for faculty and staff in distress

"Early intervention plays a key role in creating healthy and respectful work environments."



Provides explicit advice on what to do if a colleague does not want to help

"Respect their decision. Accepting assistance must be left up to the individual, except in emergencies."

Orange Folder Guides Colleagues through Next Steps³⁵

Imminent Risk of Harm to Self or Others

"I am concerned about my colleague's safety, or the safety of others."

- Active thoughts of suicide, w/ a plan or attempt
- Behaviour that is violent, destructive, aggressive or threatening to self or others

High Level of Distress

"I'm concerned about recent behaviour that is out of character for one of my colleagues."

- Substance use concerns
- Loss of touch with reality/severely disorganized thinking

Low-Level Well-Being Concern

"I am concerned about the general well-being of my colleague. I'm not sure if it is serious but I would like to offer them support."

- Low/irritable mood with change in energy, appetite, sleep, and/or concentration, impacting daily functioning
- Interpersonal conflict

Steps to Take Immediately:

1. First, Call Emergency Services: 911
2. Then, Call Campus Security:
Vancouver: 604.822.2222//Okanagan: 250.807.8111

Resources and Supports:

EAP: 1.800.387.4765

BC-Specific:

Mental Health Support Line: 310.6789
Indigenous Mental Health Counseling & Crisis Intervention: 1.855.242.3310, hopeforwellness.ca

Canada-Wide:

Crisis Services Canada (24/7): 1.800.784.2433

Resources and Supports:

Staff & Faculty Resources & Supports

[UBC Employment Groups](#)
[UBC Workplace Wellbeing & Benefits](#)
[Supports for Substance Use & Addictions](#)

BC-Specific:

[Wellbeing.gov.bc.ca](https://wellbeing.gov.bc.ca), HealthlinkBC: 811, healthlinkbc.ca



Use **EAB's Orange Folder Tool** to Build Your Own Easy-to-Use Resource for Your Campus

Moving to Peer Discussions...

Momentarily, we will move into breakout rooms

You will see a message that looks like this →
Prompting you to join a virtual room with an EABer and a handful of other attendees.



We will pause for a couple minutes upon entering the breakout room.
Please use this time to read the questions or enter your own questions for the group in the chat.

Each group will discuss:



Priority Areas



Next Steps

We are currently in breakout rooms.

You can rejoin your session by clicking **Breakout Rooms** in your Zoom menu bar. If you have any questions or need assistance, please send a private chat to the Meeting Host.

Toward a Culture of Better Balance

“

Faculty work is demanding and will take as much as you are willing to give. What does balance look like, culturally? Leaders who model balance talk about their commitment to exercise or hobbies or free time. Department chairs can be good examples by refraining from evening or weekend emails and meetings, encouraging those in their departments to spend time on rest or with family and friends ... **when institutions commit to working toward a culture of better balance, faculty members feel heard and empowered to consider balance in their own work and lives."**

*Rebecca Pope-Ruark,
Director of the Office of Faculty Professional Development
Georgia Institute of Technology*

Continue Your Efforts Past This Event Series



Building an Anti-Burnout Culture in Academic Affairs Event Series

- 1 Faculty Burnout – A Workplace Problem, Not a Worker Problem
- 2 The Critical Role of Well-Being in Tackling Faculty Burnout

Step-by-Step Support:



EAB's Building an Anti-Burnout Workplace Culture in Academic Affairs Post-Event Toolkit

Your Next Steps:

- ☐ Use EAB's **Post-Event Toolkit** to drive progress on initiatives
- ☐ Review your **event 2 notebook** and meet with your team to discuss next steps
- ☐ Consider bringing EAB's **Partner Intensive for your Deans** to your campus
- ☐ Read additional [EAB resources](#) on faculty burnout

Final Thoughts

Please take a moment to answer this final poll question to provide your overall experience on today's session.

We have also shared a link to a short online evaluation in the **chat** and we would appreciate if you could take 2-3 minutes to give us additional feedback on your experience today.

