UNIVERSITY OF CALIFORNIA

Steven W. Cheung
Chair, Assembly of the
Academic Senate
Faculty Representative,
UC Board of Regents

Academic Senate

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April 9, 2025

Michael V. Drake, M.D.
President, University of California

Katherine Newman
Provost & Executive Vice President

Academic Senate Division Chairs

Re: Report on the 2024 UC Faculty and Instructor Experience Survey

Dear President Drake, Provost Newman, and Divisional Senate Chairs,

I am pleased to transmit the report on the 2024 UC Faculty and Instructor Experience Survey conducted by the systemwide Academic Senate. Building on the 2022 Senate survey that tracked faculty experiences and campus recovery from the pandemic, this survey gathered insights on a range of issues affecting UC faculty, including job satisfaction, campus climate, and academic labor .

The survey was announced to all faculty and instructors of record and received nearly 4,500 responses. It provides valuable feedback on how faculty are navigating the evolving academic environment. Key findings highlight areas of concern, including faculty workload, morale, and institutional trust. The survey emphasizes the need for enhanced transparency, more stable faculty support, and more engaged leadership at all levels. Faculty nonetheless remain deeply committed to teaching, research, and public service. The University should address the issues raised to facilitate its long-term success.

The report concludes with several recommendations for the systemwide and campus administrations, the systemwide Academic Senate, and the divisional Senates. I encourage you to review the report and request that you distribute it to campus administrative and Senate leaders who can consider the opportunities it presents for strengthening our shared commitment to the faculty for a supportive and sustainable academic environment.

I look forward to our continued collaboration in addressing these issues and ensuring that UC faculty remain well-supported in their critical roles.

Sincerely,

Steven W. Cheung
Chair, Academic Council

Encl.

cc: Academic Council
        Academic Council Vice Chair Palazoglu
        Past Senate Chair Cochran, 2022-2323
        Immediate Past Senate Chair Steintrager, 2023-2024
        Senate Division Executive Directors
        Senate Executive Director Lin

Report on the 2024 University of California
Faculty and Instructor Experience Survey

Released April 2025

EXECUTIVE SUMMARY

The 2024 UC Faculty and Instructor Experience Survey received responses from nearly 4,500 faculty and instructors across all 10 campuses, with robust participation across diverse demographic groups and academic ranks. Results provide valuable insights into faculty job satisfaction, campus climate, workload, and institutional support. Many questions were also asked in a similar survey in 2022,[1] creating an opportunity to track campus recovery from the COVID-19 pandemic.

This fourth survey of UC faculty and instructors examines how they are managing their research, teaching, and service missions in an evolving environment where the effects of the COVID-19 pandemic persist and new challenges have emerged, including the implementation of the new United Auto Workers (UAW) contract for academic student employees and post-doctoral researchers followed by a deteriorating campus climate. The survey was conducted in the Fall of 2024, prior to recent events that are also sweeping the campuses.

Key findings include:

o **Workload and Research Productivity**: While faculty reported improvements between 2022 and 2024 in how they were meeting expectations in their responsibilities for research, mentoring, teaching, and service, approximately 30% reported that they were still struggling with meeting their research responsibilities. About a third of faculty and instructors report that they are 'somewhat' or 'very satisfied' with support they receive from their campus for their research needs (35%), instructional needs (38%), professional development needs (31%), or clinical practice needs (36%), though this varies by campus.
o **Faculty Morale and Retention**: Overall, faculty perceptions of their working conditions have shifted negatively in the last two years. While some positive changes were noted (e.g., steps toward equity, teaching flexibility, technological improvements), low faculty morale and stress were recurring concerns, driven by various workload pressures, strikes, pandemic-related changes, and other evolving campus dynamics. More than two-thirds of early-career faculty (Assistant and Associate Professors) reported seriously considering leaving UC or academia altogether, an increase from the 52% who indicated these concerns in 2022.
o **Campus Climate**: Only 36% of respondents reported that following the crises of the pandemic, the 2022 academic employee strike, and the student protests, their campus climate was "somewhat" or "much" better than the year before. Moreover, concerns about leadership and communication persist.
o **Student Challenges**: Faculty noted marginal improvement in students' ability to meet academic obligations since the 2022 survey but also indicated increased tensions around workload distribution following the 2022 academic employee strike. Faculty report reduced reliance on teaching assistants and graduate student researchers, as well as reductions in the amount of work assigned to undergraduates to compensate reductions in instructional support.
o **Administrative Support**: Satisfaction with administrative support has declined sharply when compared to 2022, coinciding with staff shortages and budget reallocations affecting faculty resources, while satisfaction with support from other campus entities, including academic department chairs or unit heads, Center for Teaching and Learning staff, and the Academic Senate, saw a more moderate decline. Increased administrative burdens on faculty continue to create a challenging work environment, exacerbating burnout and stress.
o **Leadership and Shared Governance**: In open-ended responses, many faculty and instructors

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[1] https://senate.universityofcalifornia.edu/_files/reports/sc-md-2022-uc-faculty-survey.pdf

expressed dissatisfaction with University leadership, especially regarding crisis communication and support. Additionally, concerns about the state of shared governance were prominent. Faculty feel that decision-making processes increasingly exclude faculty input.

- o **Equity and Inclusion:** Women, underrepresented minority, and LGBT faculty and faculty with a disability evidenced lower levels of satisfaction with their jobs.
- o **UC's Future**: Faculty remain deeply committed to their research, teaching, and public service missions, yet they are increasingly pessimistic about UC's ability to adapt to emerging challenges. Concerns about institutional decline, resource constraints, and educational quality are prominent.

UC FACULTY AND INSTRUCTOR EXPERIENCE SURVEY

METHODOLOGY

On September 30, 2024 the systemwide Academic Senate distributed the survey through divisional Senates to all faculty and instructors of record. Questions were drawn from prior UC Faculty Surveys, a 2020 *Chronicle of Higher Education* survey on faculty well-being and career plans, demographic items from the National Health Interview Survey, and suggestions from faculty to Academic Senate leadership.

The survey questions covered six areas: 1) faculty job satisfaction; 2) campus pandemic recovery and climate; 3) student hardships; 4) academic labor impact; 5) satisfaction with campus resources; and 6) future expectations. In addition to the close-ended questions, the survey allowed for open-ended comments via several general questions.

The anonymous survey, administered via Qualtrics between September 30, 2024 and November 11, 2024, received responses from nearly 4,500 faculty members and instructors. A small number of individuals accessed the survey but declined to participate (n = 69), did not answer any survey questions (n = 49), or were a graduate student or post-doctoral trainee functioning as instructors of record (n = 28). These respondents were excluded from the analysis. On average, respondents took about 9.4 minutes (interquartile range = 5.5-16.2 minutes) to complete the survey.

Because the survey link was distributed through divisional Senate offices without tracking individual responses to protect anonymity, it was not possible to calculate a response rate.

For many of the outcomes discussed below, responses were examined in the context of demographic and employment-related factors. Only respondents who answered individual questions about their demographics were included in those analyses. Results are presented with point estimates and, where applicable, 95% confidence intervals. Non-overlapping error bars indicate statistically significant differences. Chi-square tests were used to formally evaluate statistical significance and are reported as needed. For open-ended responses, a large language model (ChatGPT) was employed to aid in summarizing themes and sentiments expressed within the textual narratives.

PART I: Participant Demographics

The survey sample included 4,451 faculty members and instructors. In Table 1 we show the distribution of participation by campus, while Tables 2 and 3 present summaries of respondents' academic positions and school/college affiliations, respectively. The job titles of survey respondents indicate a broad range, with Full Professors making up the largest cohort at 43%.

Table 1. Distribution of Participants by Campus

Campus	Number of Respondents	Percent of Sample
Berkeley	410	9%
Davis	729	16%
Irvine	413	9%
Los Angeles	667	15%
Merced	162	4%
Riverside	322	7%
San Diego	736	16%
San Francisco	371	8%
Santa Barbara	376	8%
Santa Cruz	256	6%
Other location	5	0.1%
Not identified	4	0.1%
Total	**4,451**	**100%**

Table 2. Academic Positions Represented in the Sample

Academic Position	Percent of Sample
Full Professor	43%
Associate Professor	16%
Assistant Professor	11%
Full Professor of Teaching	1%
Associate Professor of Teaching	2%
Assistant Professor of Teaching	1%
Asst, Assoc, Full Professor of Clinical X	3%
Asst, Assoc, Full Professor in Residence	2%
Asst, Assoc, Full Professor of Clinical Health Sciences	5%
Asst, Assoc, Full Adjunct Professor	3%
Lecturer, Continuing Lecturer, Senior Continuing Lecturer	10%
Academic Coordinator	0.5%
Emerita/us	1%
Other	2%

Table 3. Respondent's School/College/Program

| School/College	Percent of Sample
Arts	3%
Engineering/Computer Science	9%
Health Sciences	24%
Humanities	15%
Life Sciences	11%
Physical Sciences/Mathematics	11%
Professional Degree Programs (other than Health Sciences)	5%
Social Sciences/Psychology	19%
Other	3%

Given respondent preference for anonymity, approximately 28% of respondents did not provide demographic or employment-related information. Of those who did answer demographic questions, 53% identified as women, 46% men, and 1% as nonbinary. Additionally, 15% identified as lesbian/gay/bisexual/transgender (LGBT), and 11% reported a disability-related work limitation.

Among those who reported their racial and ethnic identity, 72% identified as non-Hispanic White, 13% as Asian or Southeast Asian, 14% as a member of an underrepresented racial/ethnic or indigenous group (e.g., Black, Hispanic, American Indian/Alaska Native, Pacific Islander, Native Hawaiian including 4% Black, 9% Hispanic, and 1% AIAN) and 0.8% as other.

PART II: Faculty Job Satisfaction

As in the 2022 faculty survey, job-related features and sentiments were tracked. In Figure 1, we show the distribution of work effort reported across four separate job titles.


Fig 1: Distribution of Work Effort by Type of Academic Appointment
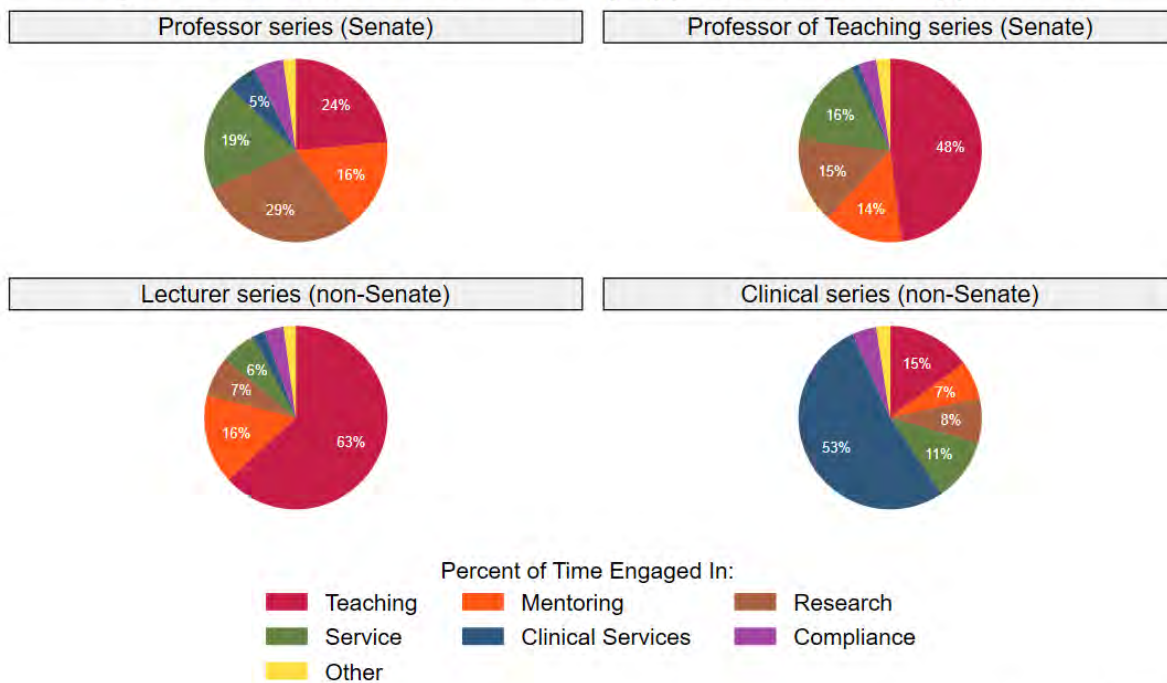
2024 UC Faculty Survey

As Figure 2 depicts, faculty in 2024 were more optimistic about their ability to fulfill research, teaching/mentoring, and service responsibilities as compared to 2022 respondents. Nevertheless, while faculty and instructors report that the mentoring, teaching, and service aspects of their jobs have recovered reasonably well from the pandemic years, research productivity remains a concern for them. Over 30% respondents reported struggling to meet their research responsibilities in the past year.

Fig 2: In The Past Year, Has Done A Better Or Worse Job Meeting Expectations For These Faculty Responsibilities?

Better ■   About The Same ■   Worse ■
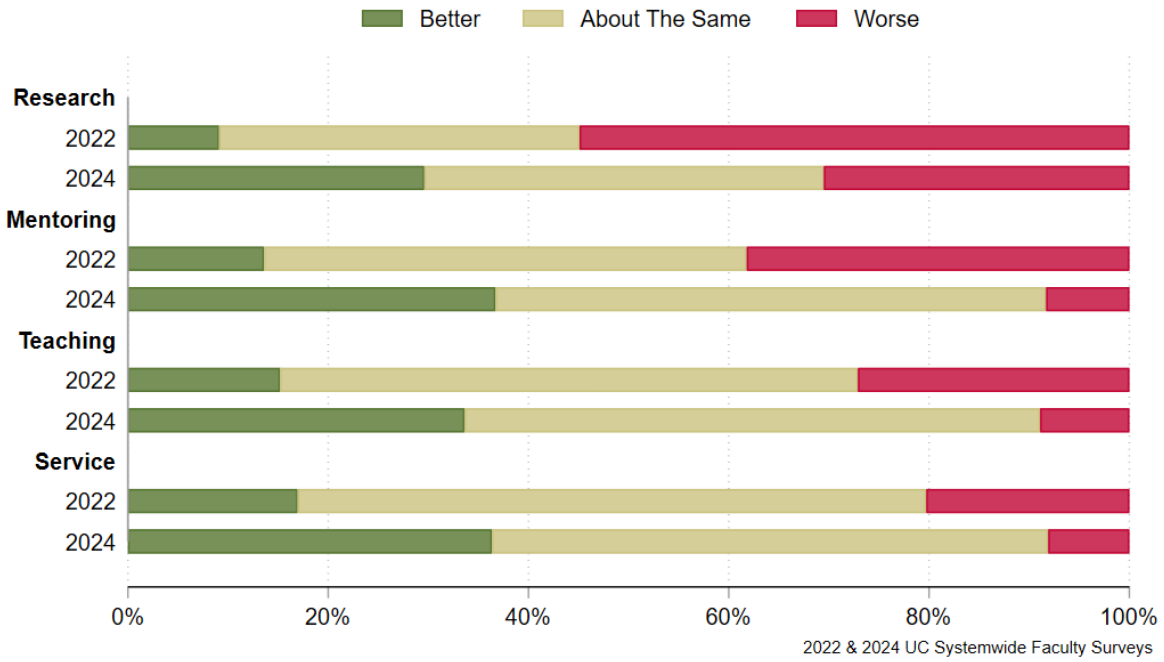
Faculty and instructors were also asked to share their perspectives on their current workload demands via open-ended response questions. Five key recurrent concerns emerged from their comments:

Top 5 concerns Impacting Faculty Well-Being

1. **Excessive Workload Demands**
   - Faculty and instructors reported being stretched beyond capacity by their workload, often exceeding the limits of what is reasonable or sustainable. The demands span teaching, research, administrative tasks, and service obligations.

2. **Administrative Burdens**
   - Faculty frequently cited excessive administrative and compliance-related responsibilities that detract from their primary teaching and research roles and are a significant source of frustration and inefficiency.

3. **Lack of Recognition and Compensation**
   - Faculty feel that their contributions, especially in service roles, are undervalued and inadequately rewarded in terms of pay, promotion, or institutional acknowledgment.

4. **Inadequate Institutional Support and Resources**
   - Faculty emphasized the need for greater institutional support, including additional resources and funding, and also cited insufficient staffing levels as a challenge to meeting their responsibilities effectively.

5. **Work-Life Balance Challenges**
   - Faculty reported difficulty maintaining a healthy work-life balance due to increasing job demands, including working evenings, weekends, and holidays to keep up with their obligations, leading to stress and burnout.

These trends suggest a complex interplay between workload, institutional culture, and support structures, all of which significantly impact faculty satisfaction, productivity, and well-being.

PART III: Campus Climate and Recovery from the Pandemic

Compared to 2022, faculty in 2024 were less likely to report harms from campus disruptions. The 2024 survey included additional questions about faculty connections with colleagues and peers, student interactions, and research productivity— and in this case concerns surfaced repeatedly across campuses.

Fig 3: Currently Experiencing Any Harm Or Negative Effects From Covid Pandemic Recovery Or Student Protests In:

2022 & 2024 UC Systemwide faculty surveys
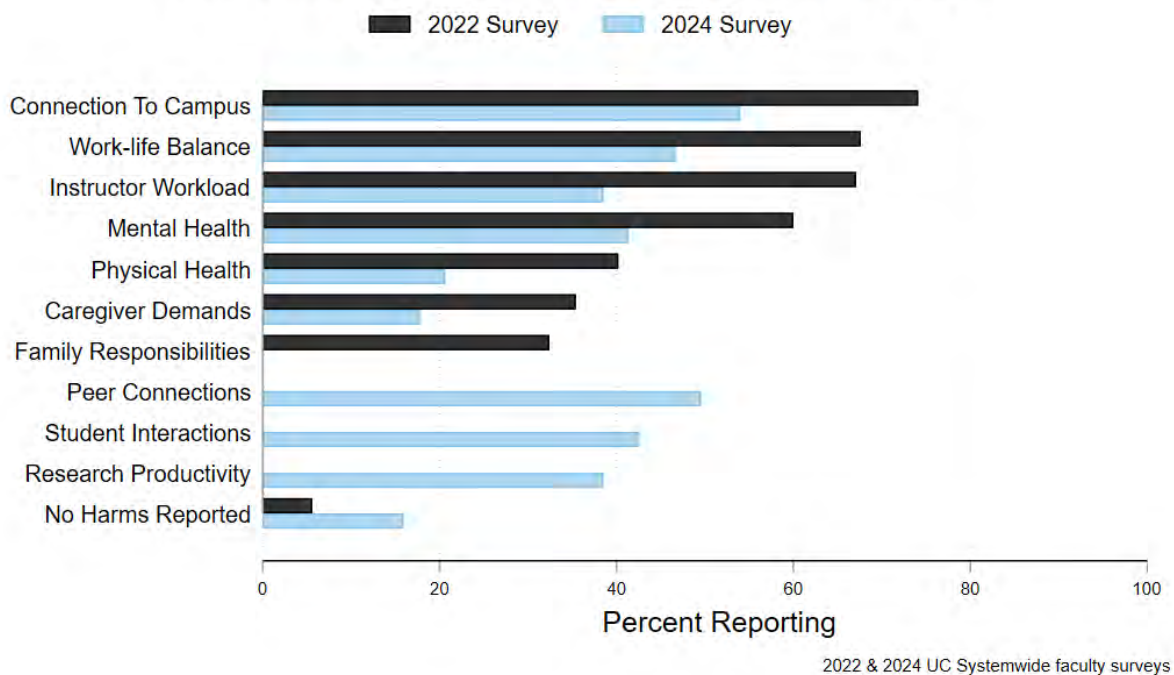
When asked about their campus's recovery from recent crises (e.g., COVID-19 pandemic, 2022 academic employee strike, student protests), 36% of respondents said their campus climate was "somewhat" or "much" better than the year before. However, as shown in Figure 4, this perception varied by campuses, faculty and instructor roles,[2] and demographic characteristics.[3]

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[2] POT=Professors of teaching; Sen_NOS = Clin x, In residence; Other = Emeriti, adjuncts and non-senate, nonlecturer; lecturer=Unit 18 + acad admin; Ladder=tenured and tenure track faculty; HSCP =Health Science Clinical Professors

[3] URM = Historically underrepresented minority (Black, Hispanic, Native American/Alaska Native, Pacific Islander, Native Hawaiian)

Fig 4: Reports Campus Climate Is 'Somewhat' Or 'Much Better' Than The Previous Year

2024 UC Systemwide faculty survey
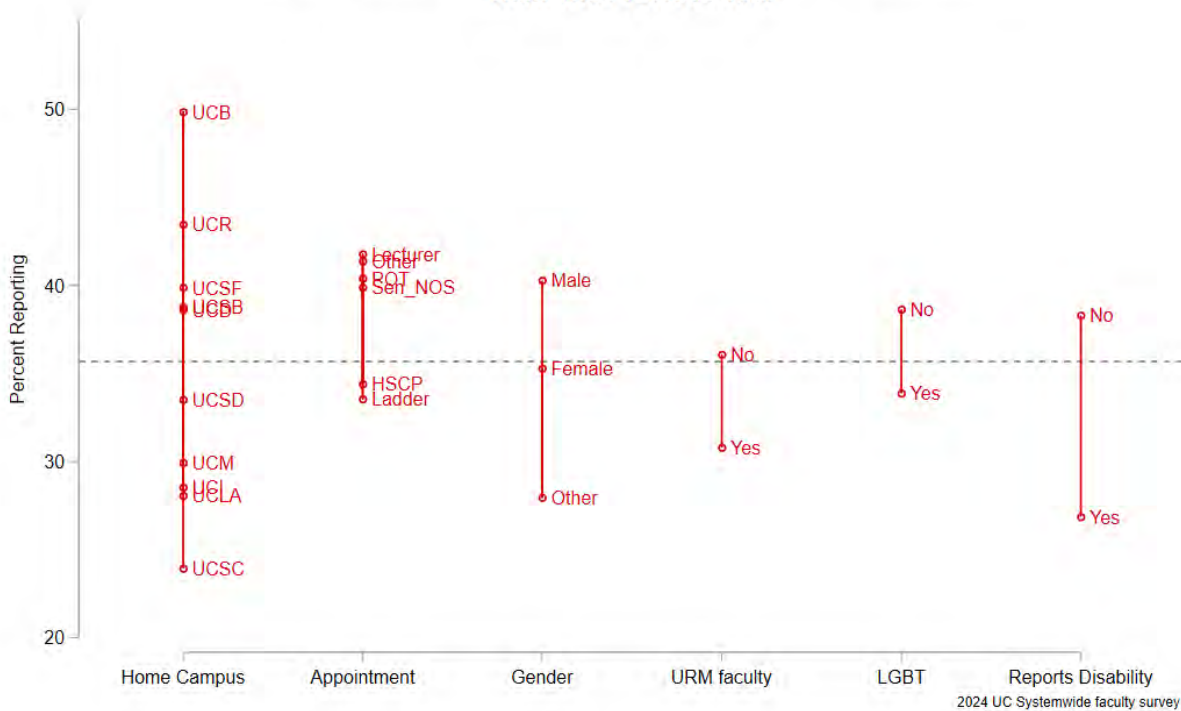
Faculty also responded to two open-ended questions about recovery and their campus climate. A large language model analysis of responses identified themes, emotions, and sentiments from the faculty reflections, highlighting five key areas needing improvement, along with potential focus areas for development:

◆ *AI summary of open-ended faculty and instructor responses* ◆

1. **Institutional Support and Communication:**
   o Faculty expressed dissatisfaction with university leadership, citing inadequate support and poor crisis communication (e.g., during strikes, pandemic disruptions).

2. **Workload and Well-Being:**
   o Many faculty reported burnout and difficulty managing increased workload, particularly in adapting to remote/hybrid teaching and ongoing crises and institutional change.

3. **Mental Health and Morale:**
   o Declining morale and stress were recurring themes, with faculty attributing these challenges to workload pressures, labor disputes, and post-pandemic adjustments.

4. **Impact of Strikes and Protests:**
   o Strikes and protests disrupted faculty work and productivity, creating additional challenges.

5. **Adapting to New Teaching Methods and Technologies:**
   o Faculty were burdened by the need to manage remote and hybrid teaching models in addition to traditional teaching modalities, and the emergence of large language models (LLMs) in education which created additional demands for faculty in managing academic integrity.

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Faculty were also asked to describe changes in their campus climate over the last year. Overall, their comments suggested more negative than positive changes, when summarized by an AI model:

◆ *AI summary of open-ended faculty and instructor responses* ◆

1. **Widespread Dissatisfaction**
    o   Many faculty expressed dissatisfaction and frustration with various aspects of campus operations, policies, and leadership, citing declining morale, trust issues, budget and resource constraints, workload increases, lack of support, and governance concerns.

2. **Limited Positive Feedback**
    o   While some faculty noted improvements in equity, teaching flexibility, and technology, these comments are relatively uncommon and often appeared as part of mixed reflections where the positives are overshadowed by ongoing or worsening challenges.
    o   Positive changes are typically described with qualifications or appear less impactful compared to the magnitude of the negative issues raised.
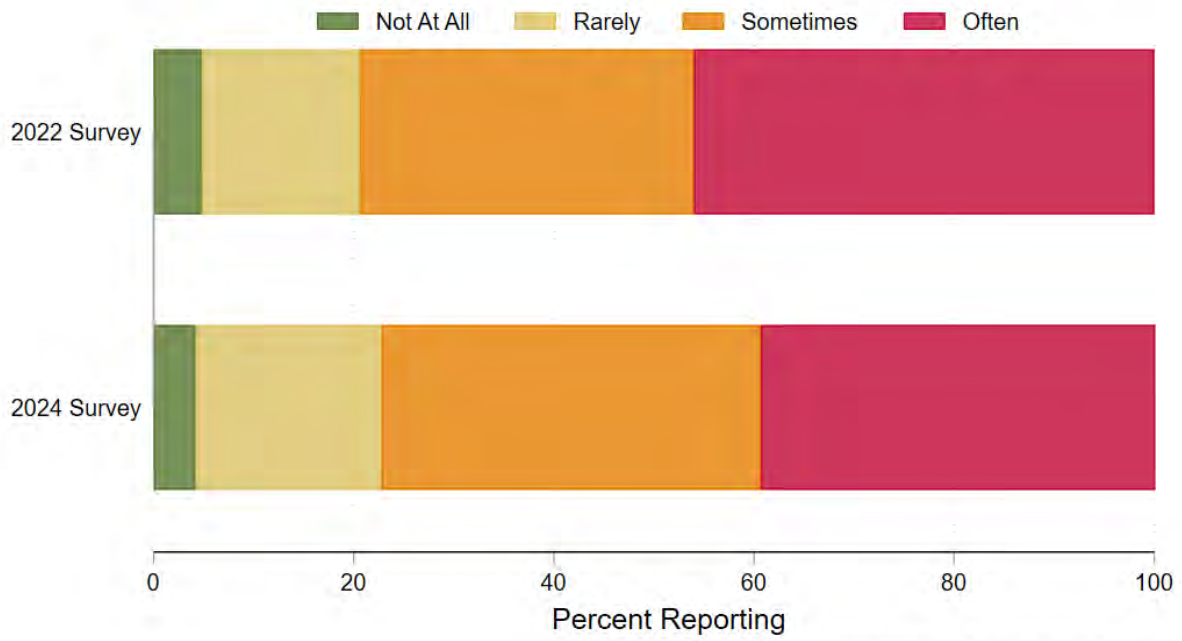
3. **Intensity of Emotional Reactions**
    o   Negative emotions such as frustration, distrust, and low morale were dominant themes, highlighting significant dissatisfaction among faculty, while positive emotions were more muted.

4. **Overall Negative Tone**
    o   The sentiment analysis showed that while some comments were positive, the median sentiment is neutral with a slight skew toward negative polarity overall. This suggests that many comments are neutral to negative, and highly positive sentiments are rare.
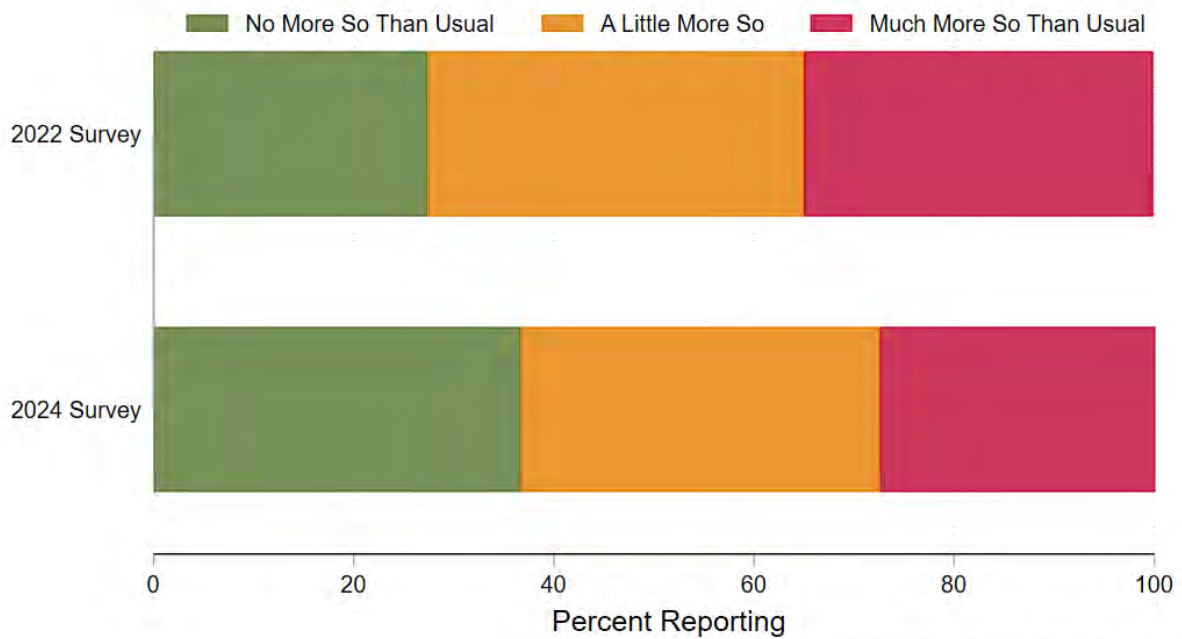
In comparing faculty and instructor's perceptions of how students were doing in 2022 and 2024, there is some evidence of recovery from the pandemic among students. As shown in Figure 5, there was some improvement over time in faculty perceptions of how students are meeting their academic obligations while dealing with various hardships. In addition, faculty and instructor reports (Figure 6) suggest that students are seeking help for personal or emotional issues with less frequency than they did in 2022.

Fig 5: Frequency Of Students Raising Hardships In Meeting Academic Expectations Over Past Year

Legend: Not At All | Rarely | Sometimes | Often

2022 Survey

2024 Survey

Percent Reporting
0   20   40   60   80   100

2022 & 2024 UC Systemwide faculty surveys

Fig 6: Frequency Of Students Seeking Help With Personal Or Emotional Concerns Over Past Year

Legend: No More So Than Usual | A Little More So | Much More So Than Usual

2022 Survey

2024 Survey

Percent Reporting
0   20   40   60   80   100

2022 & 2024 UC Systemwide faculty surveys

In addition, faculty reported that research students and trainees were showing greater ability to work at full capacity on their research in 2024 as compared to 2022 (Figure 7).

Fig 7: Any Students, Trainees, Or Staff Unable To Conduct Research At Full Capacity In The Past Year?
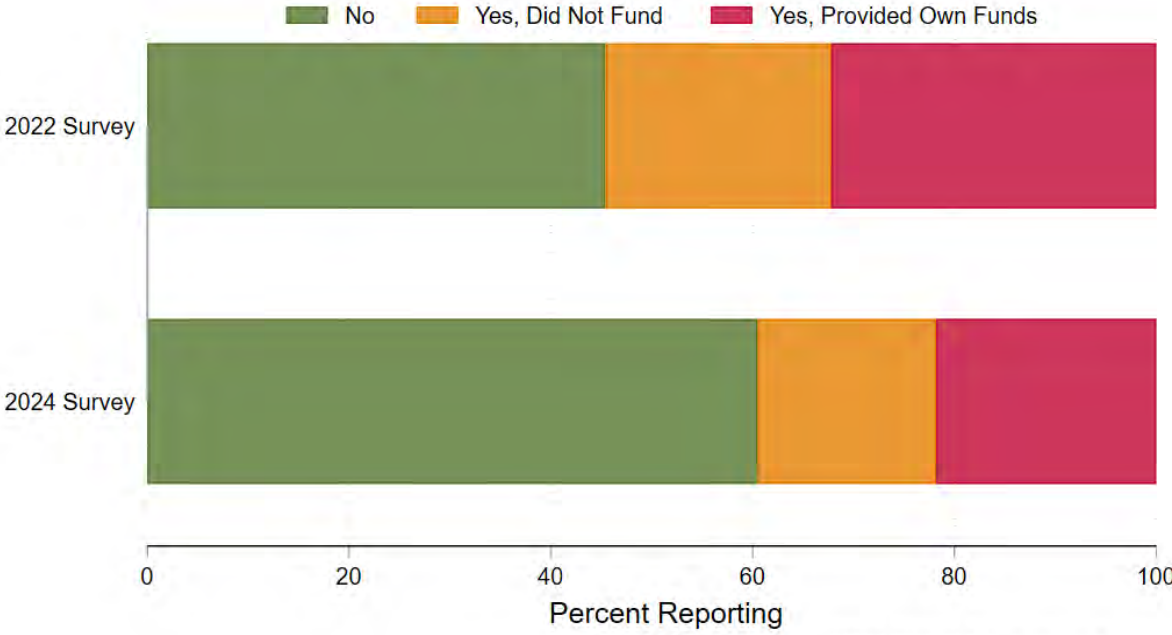

2022 & 2024 UC Systemwide faculty surveys

PART V: Academic Labor Impact

The survey also assessed how new academic employee contracts have affected faculty teaching and mentoring. As shown in Figure 8, faculty report a significant decrease in reliance on teaching assistants (TAs) and graduate student researchers (GSRs), following unionization. They are also more likely to discuss with student employees what is academic work for the benefit of the student and what is employment related. In addition, many report a reduction in the volume of work assigned in undergraduate courses to compensate for the decreased reliance on TAs.

Fig 8: Ways New Academic Labor Relations Have Changed How Faculty Teach Or Mentor

2024 UC Systemwide faculty survey
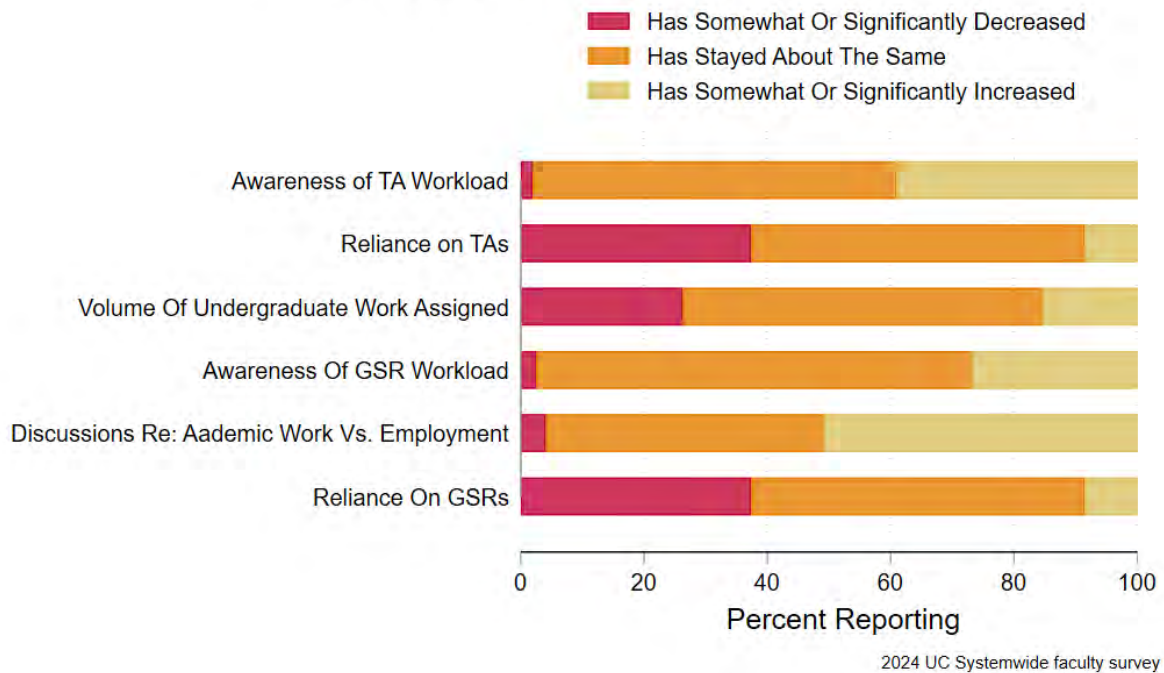
Faculty were also asked to comment on specific challenges that they had experienced in the past year. The seven most common themes identified by AI analysis, with sample comments, are provided below.

◆ *AI summary of open-ended faculty and instructor responses* ◆

1. **Workload, Burnout, and Work-Life Balance**
   Faculty report increasing demands without adequate support, leading to burnout and struggles with work-life balance.

   o *"The demands on faculty time have increased exponentially, but there has been no corresponding support to alleviate these pressures."*

   o *"Balancing research, teaching, and service has become unsustainable—there are simply too many expectations with too little support."*

   o *"We are still recovering from research delays that occurred due to shutdown of non-essential research during the pandemic. We are recovering, but slowly, and the additional burden imposed by teaching and service/administration has not helped."*

   o *"Morale is at an all-time low. 4 early career professors in my department quit.*

   o *"It is often difficult to concentrate on specific work demands when there is so much trauma being experienced in the world and one feels very helpless to really do something to change things."*

2. **Mental Health Challenges**
   Faculty describe experiencing personal mental health challenges post-pandemic, and also observing issues with colleagues and students.

   o *"Mental health challenges of students has been an issue in the classroom and in the research setting. Information about resources for students are frequently distributed. Resources for faculty, less so."*

   o *"My mental health is in crisis due to the increased demands of work. I am literally working every waking hour, and unresolved workplace toxicity is further exacerbating my mental health challenges."*

   o *"Beginning in the pandemic, I started experiencing panic attacks and anxiety. Episodes of bad anxiety continue to the present."*

   o *"Both undergraduates and graduate students now exhibit considerable fragility in mental health."*

3. **Teaching Conditions**
   Faculty struggle with various teaching issues, including adapting to new course formats, student disengagement, and a decline in student preparedness.

   o *"Hybrid teaching requires twice the preparation, yet there is little recognition of the extra effort involved."*

   o *"Students' engagement in online courses has been inconsistent, making it difficult to gauge their understanding and progress."*

- o *"Many students seem to lack the foundational skills they need, and we spend more time reteaching basic concepts."*

- o *"Motivating students has been a real challenge—there's a noticeable decline in their ability to focus and engage with material."*

- o *"Ever growing classes (computer science) with no relief in sight. If anything, we have to do more with even less."*

- o *"The lack of TA support means that I am reducing the number and difficulty of assignments in my classes, which affects the quality of education students receive."*

- o *"My classroom teaching setup continues to be beyond frustrating—teaching in a crammed class in which densely packed student desks are secured to the floor and unmovable. This creates huge obstacles to creating class discussion or breakout groups."*

- o *"Confusion from students in terms of required number of hours of work between GSR and research units, instead of focusing on task outcomes, created new challenges."*

4. **Equity, Diversity, and Inclusion Concerns**
   Faculty raise concerns about institutional support for marginalized groups, fair treatment, and workload inequities.

- o *"There is still a lack of meaningful action when it comes to supporting faculty from underrepresented backgrounds."*

- o *"Efforts toward equity and inclusion often feel performative rather than resulting in real change."*

- o *"The lack of institutional support for faculty from underrepresented backgrounds is glaring. Leadership talks about diversity, but in practice, we are left to carry the burden of mentoring and supporting students with no additional resources."*

5. **Administrative Burdens and Bureaucratic Inefficiencies**

   Faculty express frustration with increased red tape, slow decision-making, and ineffective administrative processes.

- o *"Every year, we are asked to complete more paperwork, but it rarely leads to meaningful improvements."*

- o *"The approval process for even small changes is cumbersome, slowing down innovation and responsiveness."*

- o *"The new financial system is not functioning adequately. A grant that was supposed to start June 1 has still not been processed months later, creating extra work for faculty and staff just to correct errors."*

6. **Compensation and Funding Challenges**
   Faculty raise concerns about salary stagnation, cost-of-living issues, and inadequate research funding.

   - *"With rising living costs, faculty salaries have not kept pace, making it increasingly difficult to stay in this profession."*

   - *"Securing research funding has become more competitive, and the lack of institutional support puts additional strain on faculty trying to maintain their research programs."*

   - *"Fee-supported graduate programs are marginalized and students in those programs are not supported to the same extent that students in state-supported programs are supported."*
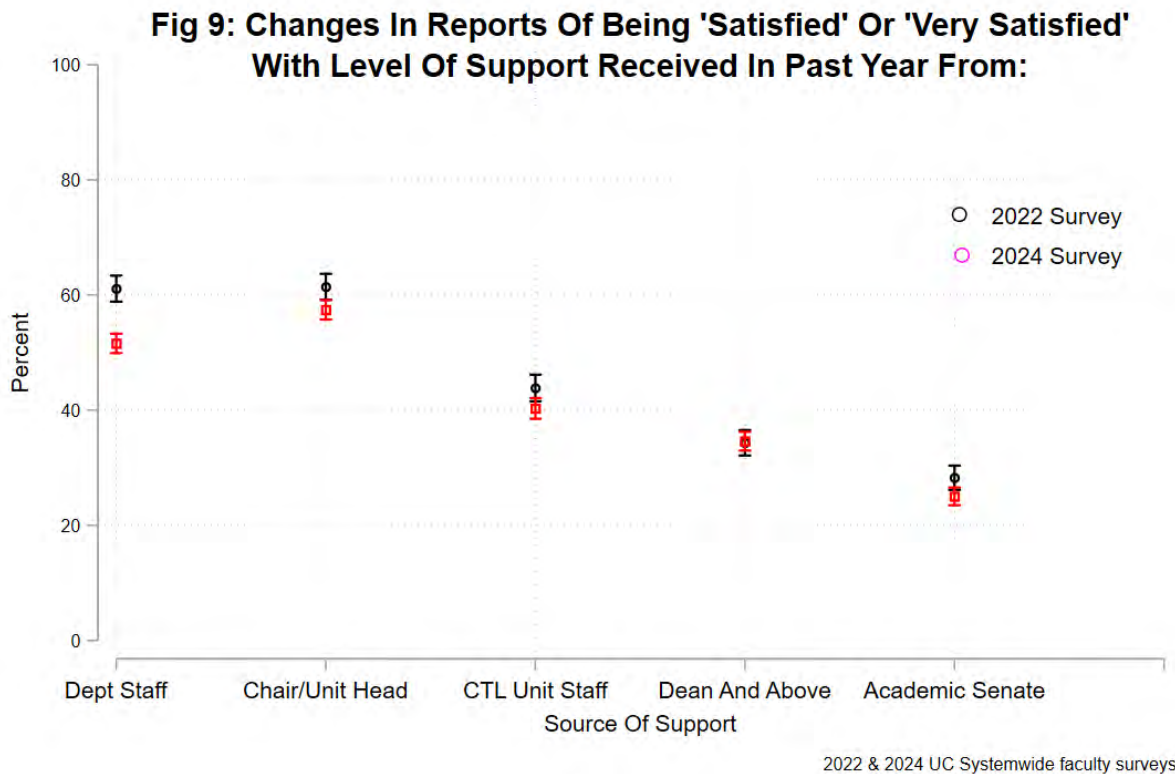
7. **Trust and Confidence in Leadership**
   Faculty express frustration with University leadership, citing a lack of responsiveness, misplaced priorities, and declining morale.

   - *"UC leadership needs to start acting like their job is to run a major university and to get the money to do it. Instead, we get endless policy changes and new systems that make our jobs harder."*

   - *"If I had known what a faculty position at the University of California would become, I would not have accepted UC's offer twenty years ago."*

   - *"Faculty and faculty admin have been repeatedly gaslighted about how much the budget crisis is somehow our fault, because we are 'holding on' to dollars in faculty accounts—many of which are designated for research or external awards."*

   - *"The burdens of the faculty in terms of administrative activities (in the forms of numerous committees, the feedback from which doesn't seem to be taken into account) are too high."*

PART VI: Satisfaction with Level of Campus Resources

Faculty and instructor satisfaction with campus support showed similar patterns in the 2022 and 2024 surveys. However, satisfaction with departmental staff support declined substantially in 2024. Perceptions of support from academic department chairs, unit heads, teaching and learning centers, and the Academic Senate also declined, but less sharply (Figure 9).

Fig 9: Changes In Reports Of Being 'Satisfied' Or 'Very Satisfied' With Level Of Support Received In Past Year From:

2022 & 2024 UC Systemwide faculty surveys

Respondents also rated their satisfaction with campus resources to support research, teaching, professional/career development (Figure 10), and clinical practice needs (Figure 11). This varied across the campuses with faculty and instructors in some locations reporting much more satisfaction with support for their research needs and others with support for their instructional needs. Still, less than half of faculty and instructors indicated that they were somewhat or very satisfied with available resources. Similarly, among clinically active faculty and instructors, there were significant differences across campuses with medical operations in satisfaction with available resources.

Fig 10: Reports Of Being 'Somewhat' Or 'Very' Satisfied With Resources On Home Campus To Support:
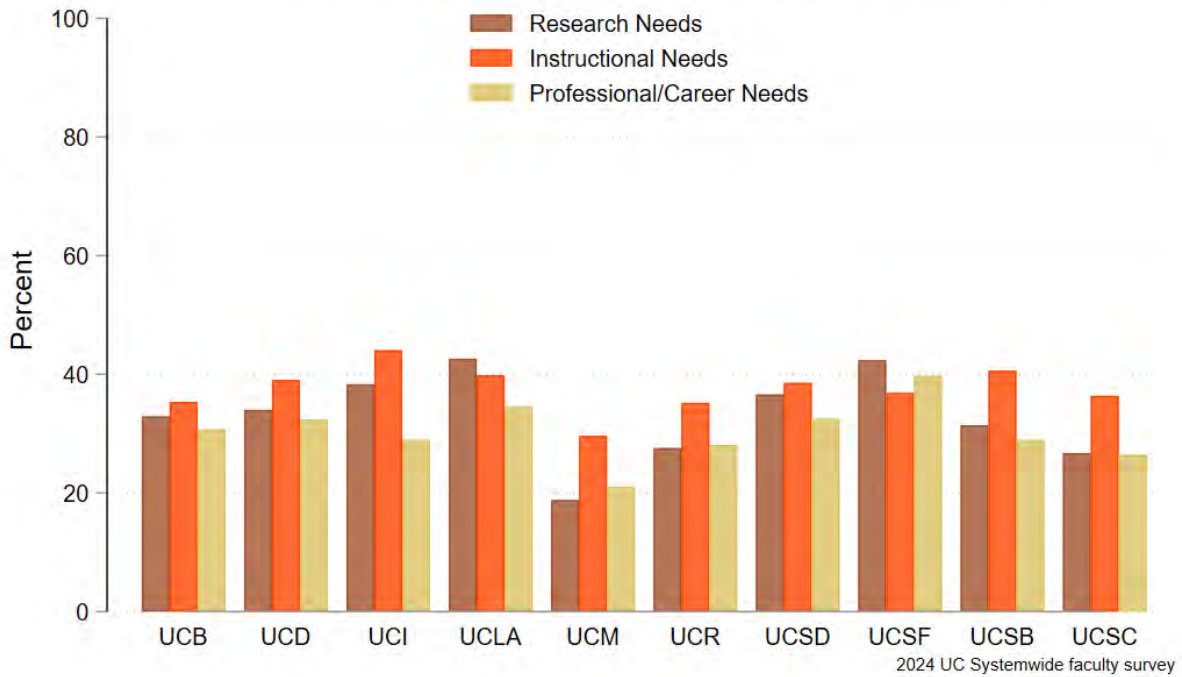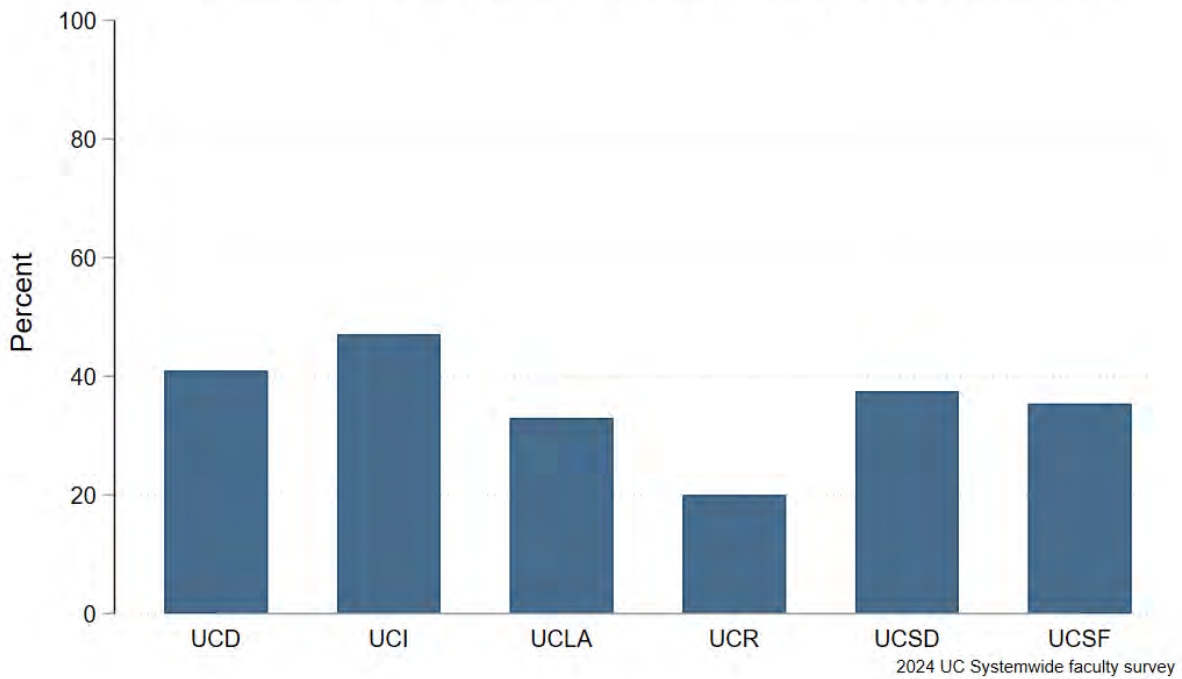

Legend:
- Research Needs
- Instructional Needs
- Professional/Career Needs

2024 UC Systemwide faculty survey

Fig 11: Reports By Clinically Active Respondents Of Being 'Somewhat' Or 'Very' Satisfied With Clinical Services Resources

2024 UC Systemwide faculty survey

About one-third of respondents reported feeling that their input and opinions were "moderately," "very," or "extremely" valued by the campus administration (Figure 12). Perceptions varied by campus and characteristics of the respondents.[4] Professors of Teaching (POT), In-Residence faculty, and Clinical X faculty were most likely to feel heard by the administration, while non-Senate lecturers and Health Sciences Clinical Professors (HSCP) were least likely.

Fig 12: Percent Reporting Their Input And Opinions Are 'Moderately,' 'Very,' Or 'Extremely' Valued By Campus Administration

2024 UC Systemwide faculty survey
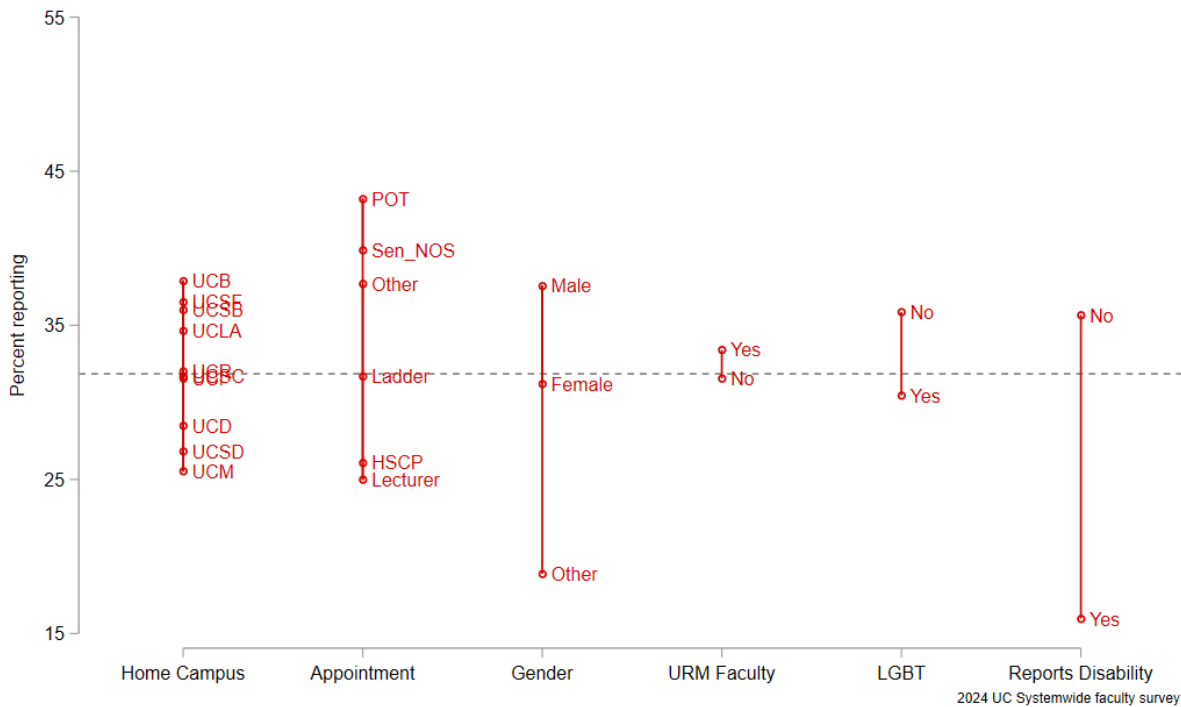
On average, 61% of respondents reported being "somewhat" or "very" satisfied with their UC job.[5] This was slightly higher (65.8%) among respondents who provided demographic information. The responses of the latter group are depicted in Figure 13. Again, average job satisfaction varied by campus, and those in the POT series reported the highest levels of satisfaction with their job.

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[4] Sen NOS are Academic Senate members who are not elsewhere specified.

[5] It is difficult to know whether this is high or low as this item was not included in the 2022 UC faculty survey. Other surveys (Cengage) suggest that 84% of faculty are happy with their jobs but that sample was drawn from many types of higher education institutions, not specifically intensive research institutions. The mean score for the UC survey was 3.4 (95% CI 3.39-3.47), a bit lower than a 2018 TIAA survey of research universities (mean=3.75), but much has happened in higher education since then.

Fig 13: Percent Of Faculty And Instructors Reporting Being 'Somewhat' Or 'Very' Satisfied With Their Job At The UC

2024 UC Systemwide faculty survey
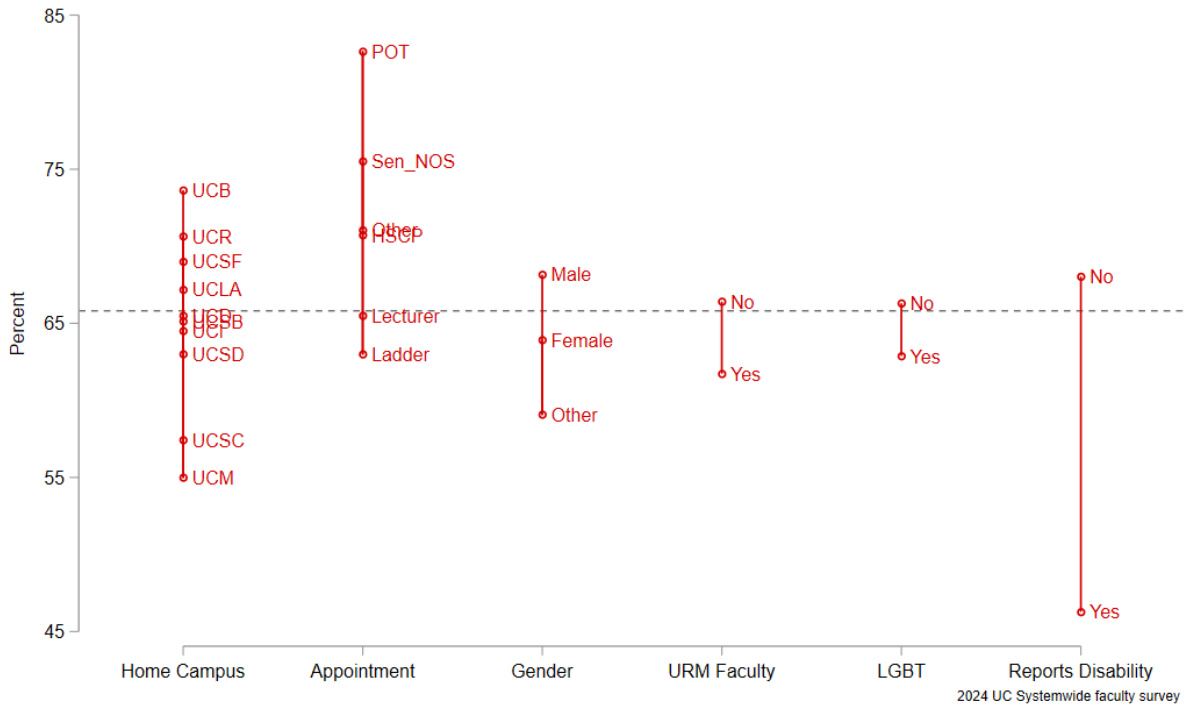
Self-reported job satisfaction correlated strongly with feeling that one's input and opinions are valued by the campus administration (r = 0.49, p < .001). It was also strongly correlated with feeling more satisfied with campus-based research resources (r = 0.46, p < 0.001), teaching resources (r = 0.40, p < 0.001), and professional/career resources (r = 0.50, p < 0.001). And among respondents reporting any time spent providing clinical services, job satisfaction positively correlated with satisfaction with clinical practice resources (r = 0.28, p < 0.001).

Consistent with the evidence for an improving campus environment, a smaller proportion of those surveyed in 2024 versus 2022 (28% vs. 40%) reported that they were either actively considering leaving higher education, staying in higher education but seeking employment at a different university, or retiring.

Of particular concern to the institution is the retention of early career (e.g., assistant and associate) professors who are the foundation of the future UC professoriate. More than two-thirds of Assistant or Associate Professor or Professor of Teaching appointments reported seriously considering leaving their current positions in the past year—higher than the 52% reported in the 2022 survey. For some, this may represent a desire to move to a campus that can better support career advancement, while others are contemplating leaving academia entirely. This effect differed by campus as well as by several demographic features (Figure 14).

Fig 14: Percent Of Early Career Senate Faculty Who Are Seriously Considering Obtaining A New Appointment At A Different University
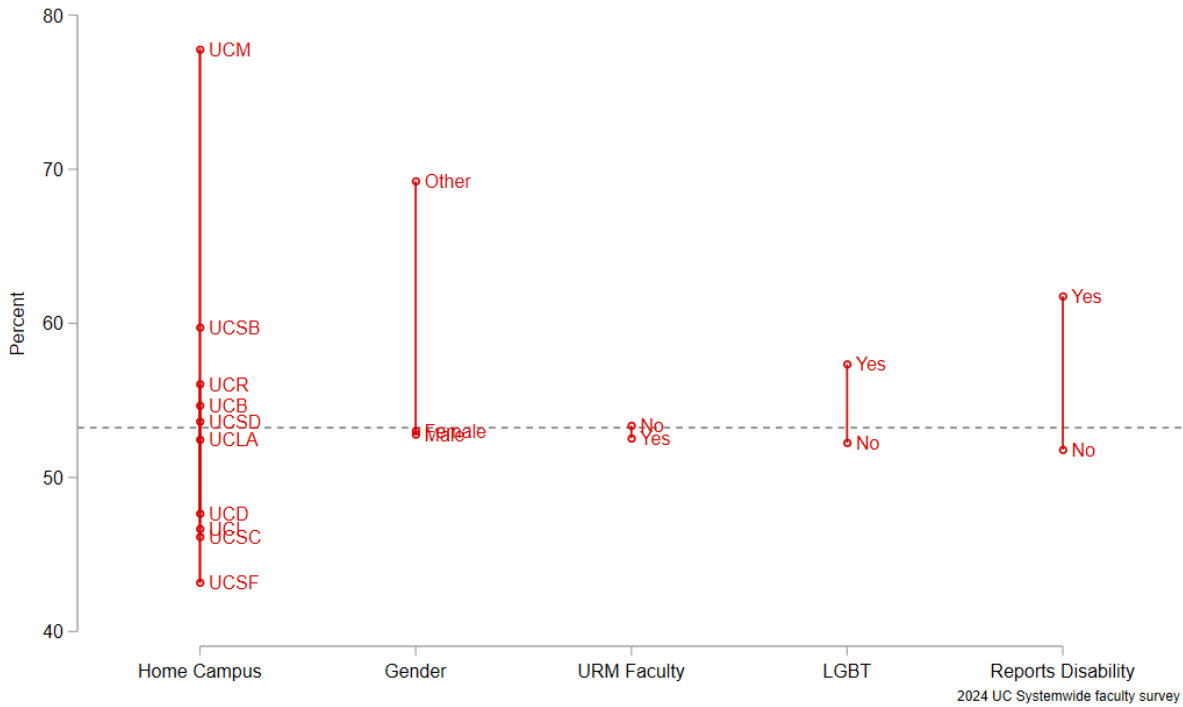
For other early career faculty, thoughts of leaving the UC may reflect a desire to exit higher education altogether as shown in Figure 15:

Fig 15: Percent Of Early Career Senate Faculty Who Are Seriously Considering A Career Change And Leaving Higher Education Altogether
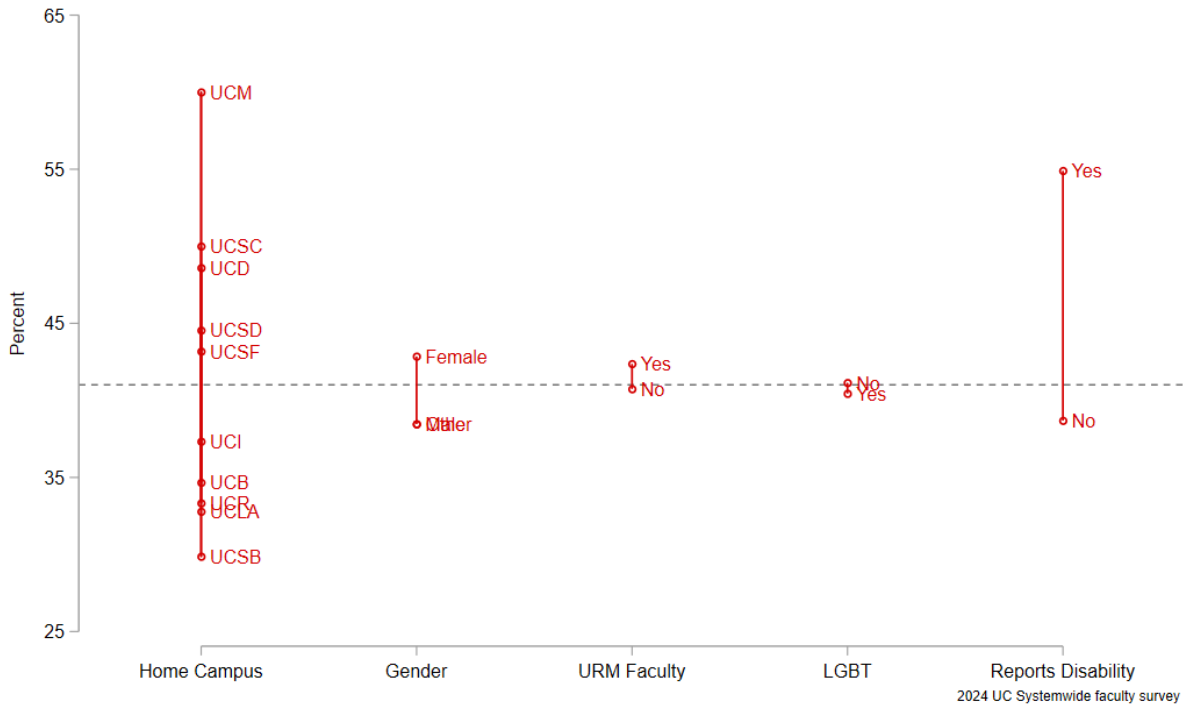
In an open-ended question, faculty and instructors were asked what their campuses could be doing better. From our AI analysis, seven top emerging sentiments emerged. We provide their description below, along with sample comments.

◆ *AI summary of open-ended faculty and instructor responses* ◆

1. **Improve Support for Faculty**
   Faculty call for increased and more consistent financial resources.

   o *"Funding for the university has gone down and faculty hiring has been severely impacted. Faculty form an integral part of the university, so hiring and maintaining great faculty is imperative."*

   o *"As faculty, we are being asked to do more with a lot less. At Davis, there used to be an effort to retain faculty in the social sciences and humanities...It is discouraging."*

   o *"Increase money for research support to keep pace with inflation. Either provide greater support for TAs or decrease expectations of student credit hours."*

   o *"Increase salaries, increase funding for research and conference travel, and increase hiring lines for departments that are long due (instead of creating yet another administrative position)."*

   o *"We desperately need faculty development for Nursing. It is nice the School of Medicine has a beautiful department, and platform, but 'medical education' is different from nursing. We truly have nothing."*

   o *"Allowing increased FTE positions to spread clinical workload to allow for more in the moment teaching and less pressure to produce revenue."*

2. **Reduce Administrative Burdens**
   Faculty are frustrated with excessive administrative tasks, compliance requirements, and training.

   o *"Reduce trainings and compliance. I am happy to do university service; I am even happier teaching and doing research. But wasting more and more of my time on pointless compliance activities is demeaning."*

   o *"Less compliance, more support for grants and teaching."*

   o *"Stop creating new training courses every year. Trainings take time which we are not paid for. Either pay for the extra time we take to do our trainings or stop creating new ones."*

3. **Enhance Teaching Support**
   Faculty seek adequate resources to support effective teaching and promote student well-being.

   o *"Provide enough resources to guarantee that we can accomplish one of our core missions, which is to teach students effectively. Teaching classes of hundreds of students does NOT work, especially if we get less TA support over time."*

   o *"Either admit students who are sufficiently prepared or provide resources to help underprepared students meet expectations of UC level work."*

   o *"Mental health needs of students are at a crisis point, there is very little support for faculty and program leadership."*

4. **Streamline Financial Systems**
   Faculty seek simpler and more efficient grant management processes and financial systems.

   o *"Grants management support is an extreme and urgent need."*

   o *"There needs to be better support from awards and accounting, to ensure grants are setup in a timely manner to ensure funds are available to support students and research staff."*

   o *"Enterprise has set us back a year. The UCOP and campus bureaucracy in this and other ways make it impossible to do some things, for instance, I'm still not sure of my account balances 9 months after Enterprise rollout. I'm unable to timely hire staff. Money transfers are impossible between campus."*

5. **Address Staffing Issues**
   Faculty highlight the impact of overwhelmed and under-resourced administrative staff, leading to inefficiencies and increased workloads for faculty.

   o *"Our administrative staff are overwhelmed and frequently leave for less demanding positions. This affects our ability to work effectively."*

   o *"We need to improve the level of staff efficiency. Many of our staff who are supposed to reduce faculty workloads end up adding to it because things are done incorrectly or not done on time."*

6. **Reevaluate Campus Leadership and Vision**
   Faculty call for more visionary and stable campus leadership that prioritizes a clear mission and demonstrates genuine support for faculty interests.

   o *"Quit spending on fantasy projects. Pick a mission. Stuck with it. Support it. We lack a serious identity."*

   o *"Our leadership is transient and transitory. We don't expect our dean to be here for more than a few years, the time it takes to establish enough of a CV to move elsewhere."*

   o *"At least give me some hope that things will get better—that the administration is working to balance the student population and the available classrooms, that they will fight for faculty interests during the upcoming contract renegotiation."*

   o *"They should stand up for science and refrain from giving opinions or statements about political issues (even if it seems like an obvious cause). My opinion is that the university should be a neutral, facts-based, science-based institution. But it has waded deeply into political movements, has not protected faculty from far left and far right cancel culture."*

7. **Improve Shared Governance**
   Faculty emphasize the need to restore and strengthen faculty governance.

   o *"The administration should listen to faculty, who are actually doing the work of teaching, doing the research, and know first-hand the needs of our students."*

   o *"Faculty are not listened to, and our field is slowly eroding away. You could start by dismantling a bloated, ineffective leadership system and returning power to the faculty."*

   o *"The Senate needs to be willing to stand up to the administration when it does unprecedented things like moving graduation-requirement classes and instructors to administrative units. As a lecturer, I don't have a voice in the shared governance hierarchy, and the Senate's refusal to take a stand showed how little it is willing to do to protect academic integrity and the work that lecturers do."*

PART VII: Future Expectations

Finally, faculty and instructors were asked about the state of the University and its future. Their comments reflected a mix of deep concern, pessimism, and calls for urgent change. Here are the key emerging themes identified by our AI analysis:

◆ *AI summary of open-ended faculty and instructor responses* ◆

1. Concerns About Institutional Decline

- Faculty fear the University may be on a path of decline unless systemic issues are addressed. Terms like "broken" or references to the institution "stumbling" reflect a pessimistic view of UC's stability and direction.

- Many believe that ongoing resource constraints, low morale, and leadership challenges, if left unaddressed, will continue to undermine UC's ability to fulfill its mission.

2. Frustration with Leadership and Governance

- A recurring theme in the 2024 comments was dissatisfaction with University leadership and governance. Faculty cited a disconnect between leadership priorities and the needs of faculty and students, particularly regarding decision-making and transparency.

- Many expressed concern that without significant governance reform and more inclusive leadership, the University's challenges will persist.

3. Doubts About UC's Ability to Adapt

- Faculty raised concerns about the University's capacity to respond effectively to both immediate and long-term challenges.

- Many viewed UC as slow or ineffective in responding to critical issues, creating uncertainty about its future.

4. Resource Constraints and Educational Quality

- Faculty worry that resource limitations and low morale will erode the University's ability to maintain high-quality education and student support.

- Faculty frequently highlighted concerns about declining educational quality and student engagement.

5. Calls for Change and Renewal

- Despite the challenges, some faculty expressed hope for meaningful institutional reform, stronger collaboration, and more responsive leadership.

- However, this optimism was tempered by skepticism, with many doubting whether real change is possible without substantial effort and commitment.

Part VIII: Conclusion and Recommendations

Findings from the 2024 UC Faculty and Instructor Experience Survey highlight challenges in faculty workload, morale, and institutional trust. Many faculty feel exhausted after a series of crises and are increasingly pessimistic about UC's ability to adapt to emerging challenges. We note that the survey was conducted in the early Fall, 2024 prior to the Presidential transition and more recent challenges that the University of California is now facing.

Despite concerns raised in the Fall, 2024 survey, faculty remain dedicated to their research, teaching, and public service missions. Calls for greater transparency, stronger faculty support, and more engaged leadership present opportunities for institutional renewal. Addressing these issues will require proactive collaboration between faculty and administration at both the systemwide and campus levels.

These survey results also provide a foundation for dialogue and action that will enhance faculty well-being, institutional stability, and the overall academic mission of the University of California. To that end we offer the following recommendations, grouped by the intended audience for clearer, targeted action:

To the Administration (Systemwide and Campus Level):
1. Reduce administrative burdens
   o Enhance research administrative support to ensure faculty can efficiently manage grants, contracts, invoicing, and other essential tasks. Breakdowns in research support infrastructure, especially staffing shortages, are impeding faculty productivity and flexibility.
   o Streamline compliance and reporting requirements.
   o Reduce, automate, or centralize bureaucratic processes that take time away from research and teaching.
   o While many administrative requirements are essential to the functioning of the university, faculty and instructors perceive that balance between efficient and essential processes vs. time-wasting or non-essential demands is being lost.

2. Enhance Faculty Recruitment and Retention
   o Provide competitive faculty compensation and address salary stagnation, particularly in high-cost-of-living areas.
   o Fully fund the MOP program and consider housing supplements and other non-traditional forms of compensation to help faculty and instructors struggling with high housing costs.
   o Expand funding for professional development and research support, particularly for early-career and underrepresented faculty.

3. Improve Mental Health and Well-being Resources
   o Assure that allocations for behavioral health also include enhanced services at the campus level for faculty and instructors, as well as support for the informal student counseling demands that are being borne by faculty and instructors in addition to their other work responsibilities.
   o Offer workload flexibility or structured leave programs to prevent burnout.

4. Strengthen Teaching Support
   o Provide allocations for refurbishing classrooms for hybrid/online teaching as part of any formulation for increased levels of hybrid teaching. Classroom designs should include consultation early and over the life of the project with divisional Academic Senates.
   o Reverse TA/GSR staffing declines by ensuring adequate funding for instructional needs.

- o Recognize that converting classrooms to hybrid teaching is likely to increase instructional workload.
- o Track student progress to identify the effectiveness of new teaching modalities and staffing levels in terms of student success.

5. Campus Climate
   - o Support the safety and free speech rights of UC community members, promoting inclusivity, and respecting diverse perspectives.
   - o Improve communication channels between faculty and administration, ensuring that decisions—especially during crises—are transparent and inclusive and benefit from the many sources of expertise and innovation that exist on our campuses.

6. Enhance Shared Governance
   - o Increase Academic Senate involvement in administrative discussions and decisions about "time, place, and manner" and other policies to manage political demonstrations, enhance collaborative decision-making around campus safety, and improve contingency planning for campus closures and emergency responses.
   - o Ensure the Senate serves as the primary structure through which faculty participate in academic labor relations, and ensure faculty supervisors have clear, legally accurate, and easily accessible guidance from the administration in advance of any labor disruption.
   - o Regularly survey faculty on institutional trust and governance effectiveness, and act on concerns.
   - o Implement the [Academic Council principles](#) for fully resourcing campus and systemwide Senate offices.

To the Systemwide Academic Senate:
1. Strengthen Shared Governance
   - o Advocate for meaningful faculty consultation in academic matters, budgeting, and policy decisions at the systemwide level.
   - o Ensure Senate committees have a stronger role in reviewing faculty workload policies.
   - o Advocate for faculty interests with UCOP senior managers and at Regents meetings.

2. Advocate for Better Research Support
   - o Create systemwide best practice recommendations for balancing research, teaching, and service loads.
   - o Work with UC leadership to simplify grant administration processes and secure systemwide funding to offset research support gaps.

3. Include Non-Senate Faculty Voices:
   - o Consider initiatives to ensure that non-Senate lecturers and clinical faculty are adequately represented in policy discussions.

4. Implement the Systemwide Senate Strategic Plan
   - o Develop strategies to help ensure that women and underrepresented faculty are not disproportionately assigned to service roles.

To the Divisional Academic Senates:
1. Continue Addressing Pandemic Effects
   o Work with Committees on Academic Personnel to determine optimal approaches to personnel evaluations that implement Achievement Relative to Opportunity (ARO) principles and recommendations from the [Joint Senate-Administration Mitigating COVID-19 Impacts on Faculty Working Group Final Report](#) (MCIF-WG) and the [report of the Academic Planning Council Workgroup on Faculty Workload Post-Pandemic.](#)
   o Work with Faculty Welfare Committees to monitor and propose recommendations to reduce faculty pandemic burden including the mental health and other concerns highlighted in this report.

2. Strengthen Shared Governance
   o Advocate for meaningful faculty consultation in budgeting, hiring, and policy decisions.
   o Ensure Senate committees have a stronger role in reviewing faculty workload policies.

3. Monitor Faculty Workload Trends
   o Collect and analyze campus-specific data on workload distribution to identify areas of concern and opportunities for remediation.
   o Advocate for localized policy changes to address practices contributing to burnout.

4. Enhance Mentorship and Peer Support Networks
   o Establish mentorship programs that pair early-career faculty with experienced faculty for career development support.
   o Provide networking opportunities for faculty from underrepresented backgrounds.

5. Support Faculty in Addressing Student Needs
   o Advocate for policies that balance faculty workload while maintaining quality student support.
   o Ensure faculty receive adequate resources to address student disability and mental health challenges.