

## Report on the SCFA Budget Cut Impact Survey

In Winter quarter of 2014, the Santa Cruz Faculty Association conducted a Budget Cut Impact Survey of UCSC faculty to assess the particular impacts of past University of California budget cuts for faculty on our campus. This report contains the results of that survey. These results seem particularly timely given current discussions about budget cuts we may be facing again in the near future, and the impacts those would likely have.

The survey addresses UCSC faculty experiences of the budget cuts that began in Fall 2008. This is the first study of the budget cuts' impact on faculty, i.e. on our teaching, service, research, and morale. The study offers information about those impacts generally, as well as addresses how these impacts affected faculty differently across divisions.

The SCFA is using the report to represent faculty interests in our advocacy around future proposed cuts and funding debates on our campus, in our system, and in our state. In addition, we are reporting survey results back to the faculty, to help us understand how our individual experience of budget cuts relates to those of our colleagues.

### Background

The University of California lost substantial amounts of its core state funding over the last 20 years due to ongoing budget cuts. Between 1990 and 2012 the State of California has cut the funding it provides the UC by 60%. Beginning in 2008-2009, especially steep cuts of 20% were imposed in the midst of a state budget crisis.<sup>1</sup> Over the four subsequent years, UCSC lost more than \$50 million.<sup>2</sup> Prop. 30's approval in November of 2012 saved the UC system from an additional \$250 million in cuts for that year, though it did not raise additional revenue, and so did nothing to erase budget shortfalls, including UCSC's shortfall of \$7 million, which rolled over into the 2013-14 budget.<sup>3</sup> Strategies of compensating for these cuts focused largely on privatization and increases in student fees. Such strategies, however, had impacts of their own. Starting in the fall of 2013, there had been some reason to expect things would change—our campus received new monies via rebenching and funding streams, which began to mitigate the damage that budget cuts had caused. However, this year, UCSC faculty have been told to brace for a new round of budget cuts, even as our administration announces that they intend to send fourteen FTE to fund a new campus and new programs based in Silicon Valley.<sup>4</sup> Fourteen FTE represents nearly 40% of the new faculty lines that the campus has added in the past two years.<sup>5</sup> As these funding priorities are debated, the SCFA seeks to represent the faculty voice. This survey represents faculty experiences of the last round of budget cuts, which should be an essential part of any analysis of how proposed future funding priorities are likely to impact our campus.

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<sup>1</sup> University of California Office of the President, "The Facts: UC Budget Basics." UCOP Newswire: 2011.

<sup>2</sup> UC Santa Cruz Office of the Chancellor, "UC Santa Cruz Budget Facts." UCSC, March 6, 2011.

<sup>3</sup> Chancellor Blumenthal, "Where We Stand on Budget Issues." Email to the UCSC Community, January 10, 2013.

<sup>4</sup> Remarks of Chancellor Blumenthal and Executive Vice Chancellor Galloway, UCSC Senate Meeting November 7, 2014.

<sup>5</sup> Executive Vice Chancellor Galloway reported that 36 new faculty positions were created in the past two years (this does not include 28 replacement hires). Remarks of Executive Vice Chancellor Galloway, UCSC Senate Meeting November 7, 2014.

## Methods

### *Design and Procedure*

The UC Santa Cruz Budget Survey was a web-based, multi-item survey. Participants were asked to respond with respect to their experiences since the 2008 budget cuts. If participants joined the university after 2008, we asked that they respond based on their perceptions about how they have been impacted by the budget cuts. The survey focused on four primary areas of interest to faculty: teaching, research, service, and general morale. The teaching section had seventeen questions organized by three subcategories: class size and advising; content, purpose, and delivery; and infrastructure for teaching. The research section had twelve questions organized by two subcategories: funding and research facilities. The service section had six questions subsumed under one general category that addressed faculty service load. And lastly, the general morale section had twelve questions organized by four subcategories: staff; student tuition and debt; compensation and benefits; and departments. The survey primarily included closed-ended questions, and, at the end of each section, open-ended response fields, so that respondents could provide more details, explanations, or anecdotes. Demographic information was collected at the end of the survey to diminish any biasing effects on proximal questions. Because respondents had concerns that by identifying their race, gender, and department, their anonymity would be jeopardized, we did not use this information in our analysis or report.

### *Participants*

In addition to its funding for this study, the Santa Cruz Faculty Association (SCFA) acted as a liaison between the principal investigators and potential faculty respondents. Because the SCFA had access to the email addresses for each person in the population of interest, it was able to distribute the budget cut survey to all ladder-rank UCSC faculty during the first week of December in 2013. A follow-up email was sent approximately two months after the initial solicitation to encourage all who had not filled out the survey to participate. As an incentive, participants had the opportunity to enter in a raffle for one of five \$50 bookstore gift certificates.

In total, 116 responses from ladder-rank faculty were received, resulting in a 21.3% overall response rate.<sup>6</sup> This included lecturers with security of employment, assistant professors, associate professors, full professors, and emeriti professors. The response rates by division are given in Table 1.<sup>7</sup> Furthermore, the response rates for the Arts, Engineering, Physical and Biological Sciences (PBSci), and Social Sciences divisions do not directly match the overall distribution of ladder-rank faculty at UCSC. Faculty from the Arts, Engineering, and PBSci are underrepresented in our sample. These divisions consist of 12.1% (Arts), 14.3% (Engineering), and 28.1% (PBSci) of the overall population of ladder-rank faculty, but their respective response rates are 8.6%, 12.1%, and 19%. Faculty from the Social Sciences are overrepresented because faculty from that division represent 26.3% of the overall population, but the response rate was 40%. The response rate for the Humanities division closely mirrors the distribution of faculty in the survey population (i.e., Humanities faculty make up 19.1% of the entire population of ladder-rank faculty at UCSC and 19% of survey respondents were from the Humanities division). Because of such sampling limitations, inferential data analysis could not be performed. However, this report does offer

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<sup>6</sup> As of November 2014, there were 544 total ladder-rank faculty at UC Santa Cruz. <http://apo.ucsc.edu/advancement/forms/docs/SenateRankGenderEthn.pdf>

<sup>7</sup> We understand that because of the low response rates across all divisions, this report may not comprehensively reflect views of the overall population.

descriptive statistics (i.e., bar graphs and means graphs) to show the overall spread of the responses. When viewing the graphs, please take into consideration the respective response rates noted in Table 1. Table 2 shows the response rates for the optional open-ended/narrative. Faculty from the Social Sciences were more likely than those from the other divisions to provide additional details or commentary. There was concerted effort among the researchers to ensure that all divisions' narratives were represented within each topical section.

<b>Table 1. Response Rates by Division</b>					
<b>Division</b>	<b>Survey Population</b>		<b>Survey Respondents</b>		<b>Response Rate</b>
	<b>N</b>	<b>%</b>	<b>n</b>	<b>%</b>	
Arts	66	12.1%	10	8.6%	15.2%
Baskin School of Engineering	78	14.3%	14	12.1%	17.9%
Humanities	104	19.1%	22	19%	21.2%
Physical and Biological Sciences	153	28.1%	22	19%	14.4%
Social Sciences	143	26.3%	46	40%	32.2%

<b>Table 2. Open-Ended/Narrative Response Rates by Division</b>		
<b>Division</b>	<b>Respondents</b>	
	<b>n</b>	<b>%</b>
Arts	4	6.5%
Baskin School of Engineering	7	11.3%
Humanities	14	22.6%
Physical and Biological Sciences	9	14.5%
Social Sciences	28	45.2%

# SURVEY FINDINGS: TEACHING

## Overall Teaching Outlook

**67% of respondents indicated that their time spent on teaching increased.**

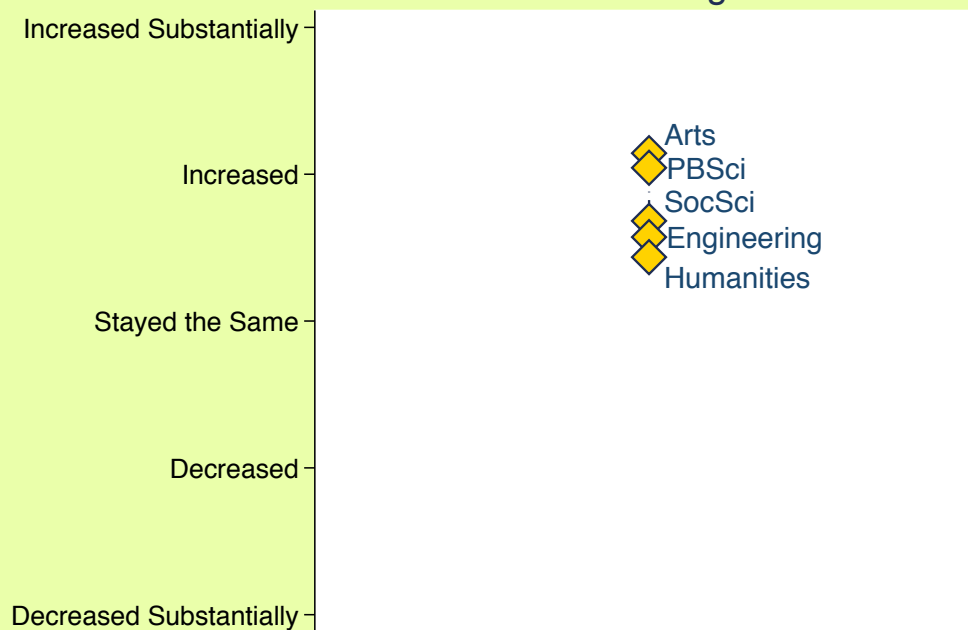
The means for all divisions clustered around "increased," so there were no significant differences across divisions in terms of faculty views about time devoted to teaching.

Respondents expressed grave concerns about the need to teach larger lecture courses without adequate teaching support (e.g., TAs and clerical assistance from staff). Decreasing teaching assistant allotments coupled with inadequate facilities and equipment forced instructors to change both course content and design. Because of the dwindling numbers of support staff, faculty had to take on additional roles as both academic advisors and sponsors for independent studies. These were stopgap measures used to meet mounting student needs following staff and course cutbacks. There was a genuine feeling of dismay regarding the quality of education that UCSC is able to provide students.

I feel like I'm **constantly making excuses** to my classes about **things we can't do because of budget cuts.**  
(Social Sciences)

We have staff doing two full-time jobs, for months on end. We have faculty **doubling the size of their classes, or agreeing to take on an additional class.** We have students freaked out that they will have to stay on campus for a fifth year. No one seems to have time to *\*think,\** and aren't we supposed to be, at least partly, about thinking? (Social Sciences)

Means for "Time Devoted to Teaching Since the Onset of Budget Cuts"





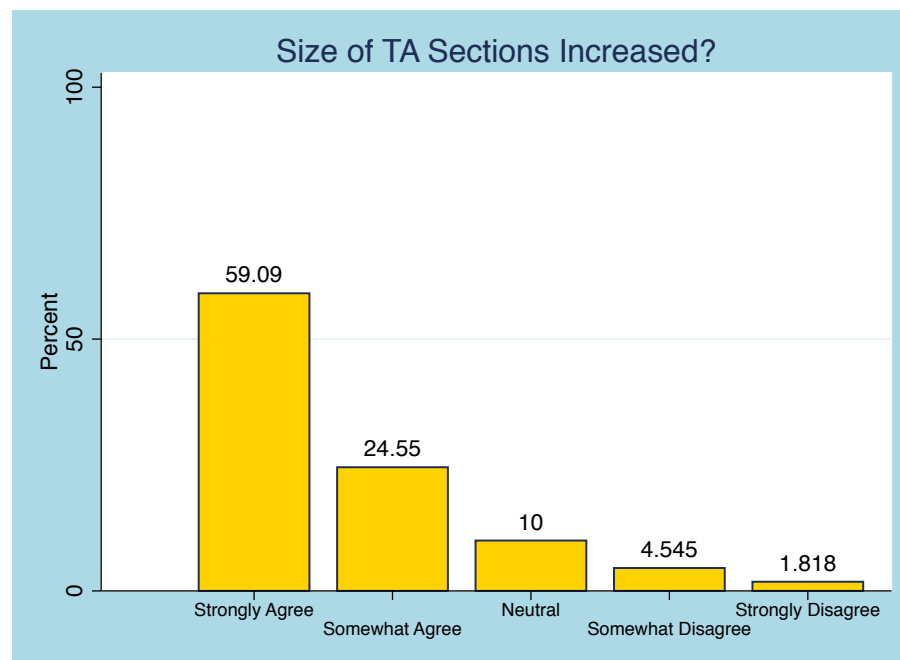
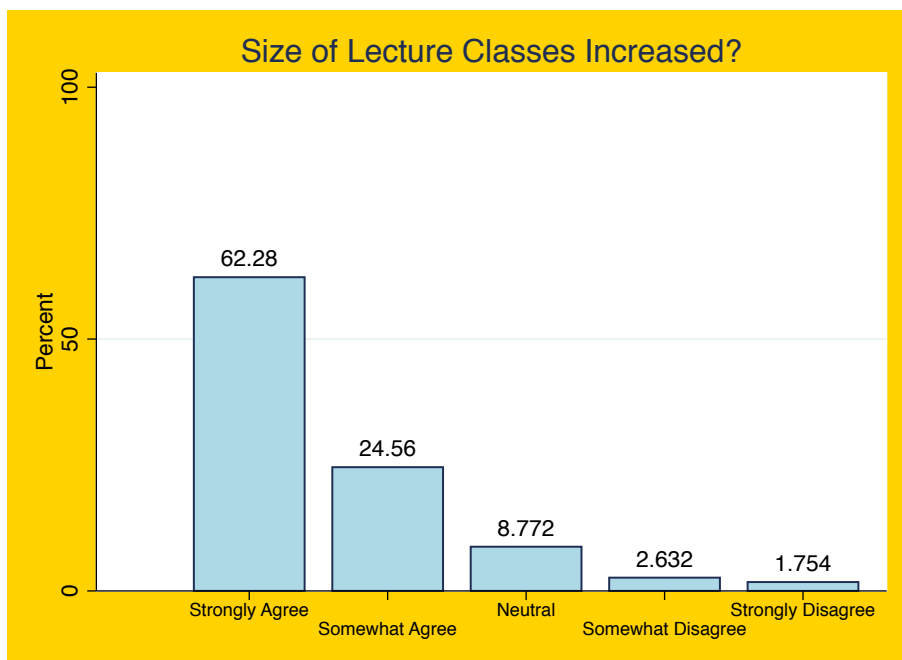
# SURVEY FINDINGS: TEACHING

## Class Size & Enrollment

**87% and 74%, respectively, agreed that the size of class lectures and TA sections increased since the onset of budget cuts in 2008.** Narrative responses indicated that there was a lower quality of education provided because of increased class size. **76% of respondents noted that they had to go over enrollment limits to meet student needs** (e.g., graduation requirements).

My class sizes have increased because we have to run **fewer, larger classes** per year. **TAs are stressed** because their sections have increased. (Social Sciences)

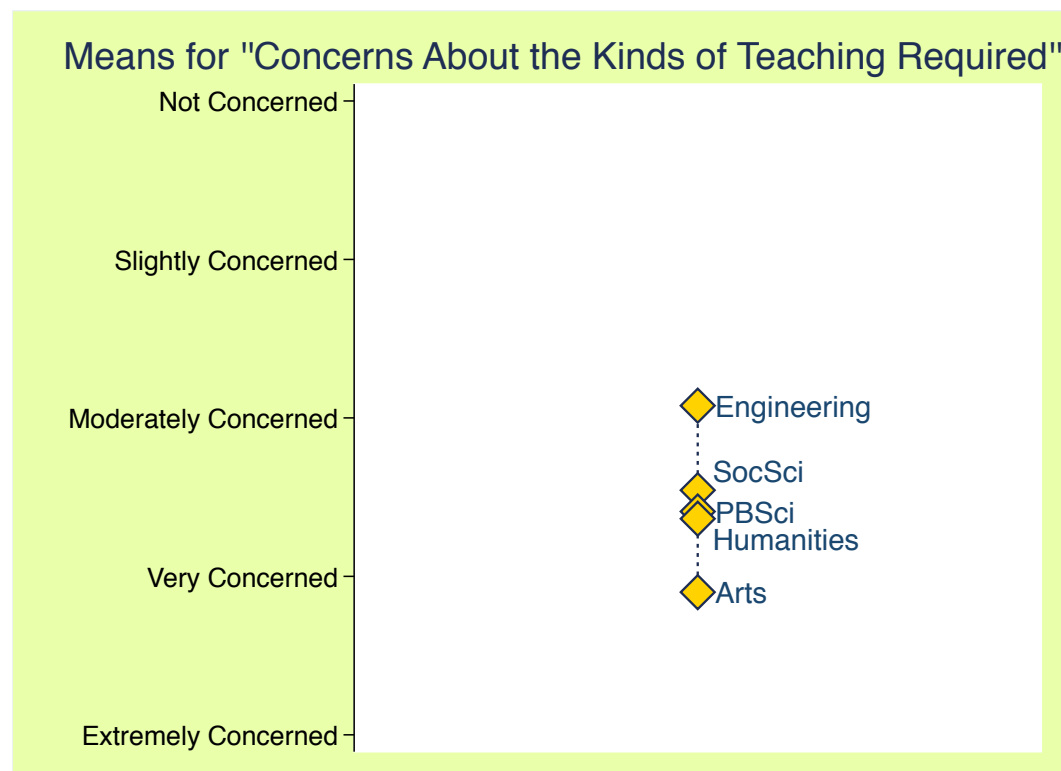
Lecturers often feel pressured to **increase class sizes** because courses have been cut, and student need has been increasing rather than decreasing...creat[ing] more **stress and less pedagogically sound** learning environments in some cases. (Humanities)



# SURVEY FINDINGS: TEACHING

## Pedagogy and Curriculum

**Kinds of Teaching.** 89% of respondents were at least slightly concerned about the types of courses they were required to teach (e.g., required versus elective courses). Because of pressures to teach larger lecture courses, cuts had affected the departments' ability to offer certain types of classes: e.g., advanced undergraduate seminars, lab courses, and experiential and field-based courses. Across all divisions, the means of respondents' responses ranged from "moderately" to "very concerned."



...cuts have slashed the core curriculum far beyond what it could absorb, so the remedial classes that allow students to prepare for the major are watered down from 2 quarters to 1 quarter, when even 2 was **not enough** for many talented students who had no access in high school to private instruction in [my field] including theory.  
(Arts)

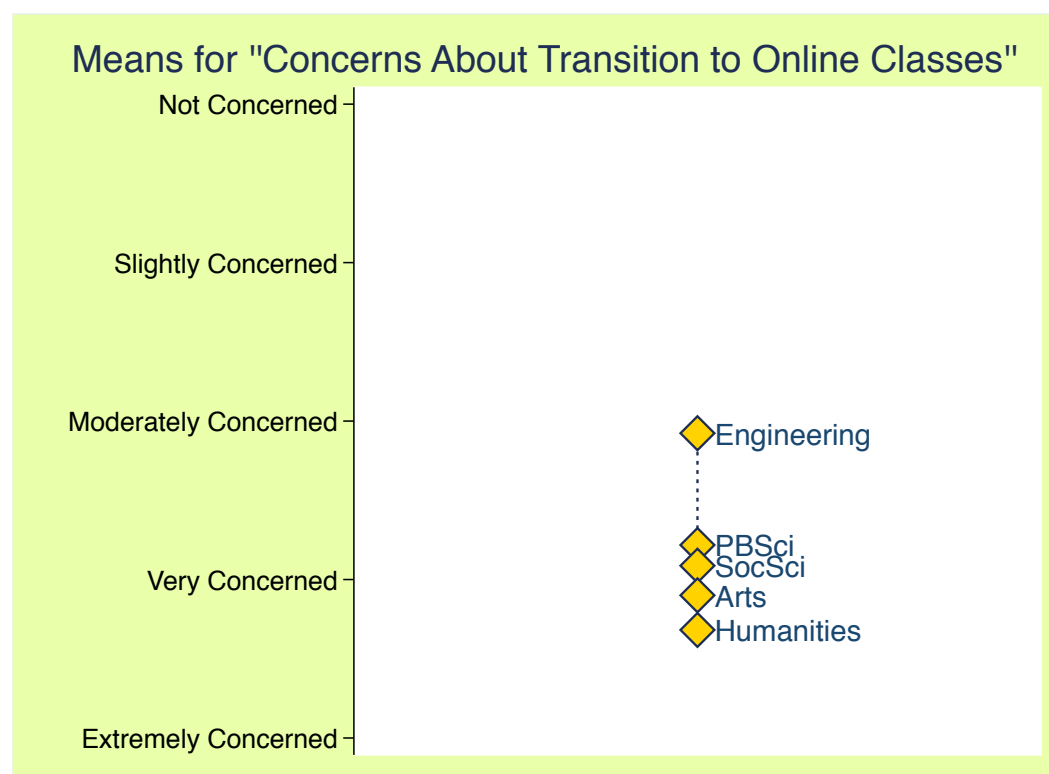
Cuts have affected the "[a]bility to offer smaller advanced undergraduate courses." (Social Sciences)

# SURVEY FINDINGS: TEACHING

## Pedagogy and Curriculum

**Online Classes. 91% of respondents were concerned about proposals to transition to massive open online courses (MOOCs).**

Overall, respondents from all divisions were concerned—PBSci, Social Sciences, Arts, and Humanities clustered around “very concerned” and Engineering was at “moderately concerned.” Campus conversations about MOOCs were largely precipitated by 2013 law CA SB-520. The law mandates incentive grants to facilitate partnerships between online course providers and UC faculty members “for the development and deployment of high-quality online options for strategically selected lower division courses.”\* This course of action was meant to alleviate the high demand on impacted lower division courses that resulted from of inadequate education funding from the state.



\*[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140SB520](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB520)

# SURVEY FINDINGS: TEACHING

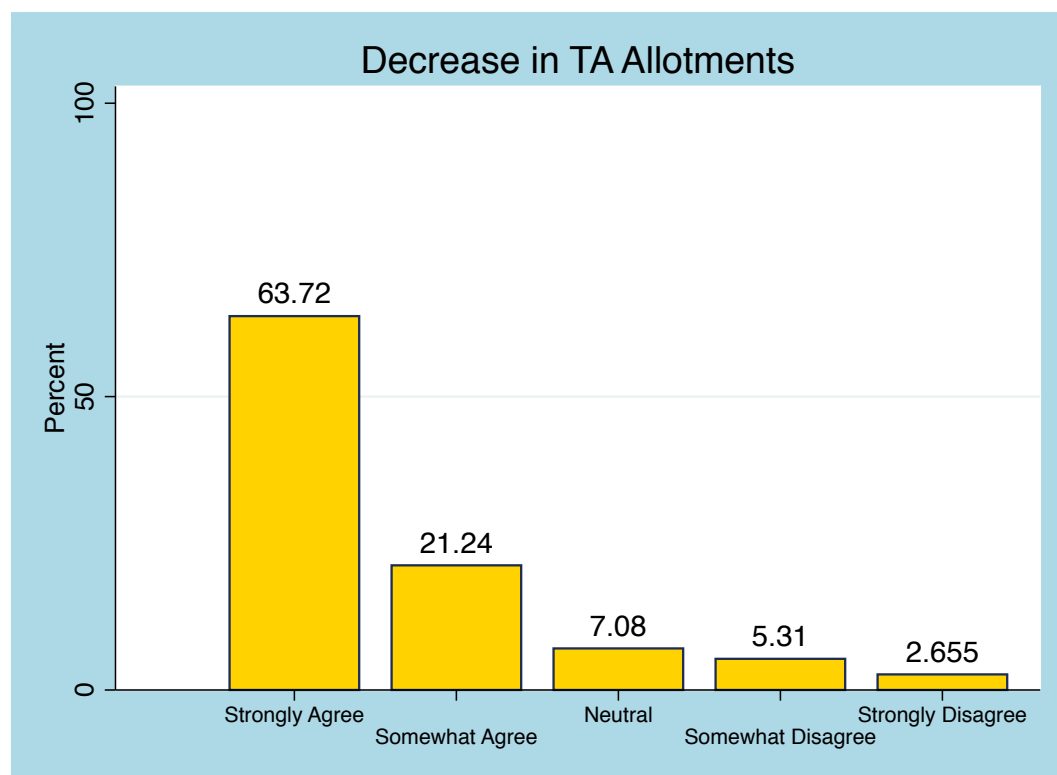
## Teaching Assistant Support

**85% of respondents expressed that teaching assistant (TA) allotments had decreased.** These cuts seemed to not only affect the morale and well-being of graduate student teaching assistants but also teaching and learning more generally. Because of the reduced TA pool, departments had to reduce the number and types of courses offered to undergraduate students.



I teach **bigger classes with [fewer] TAs** and am **expected to produce research** like an R1 but without the resources that other R1s get...That sucks, especially during evaluation and merit reviews. (Social Sciences)

I have directed PhDs throughout this period of cuts as well as before, and the **health consequences of stress and the debt burdens** of my students are shocking. Perhaps worse, their pedagogical experience as TAs and the experience of their undergrad students has been **degraded by speed up and numbers.** (Humanities)

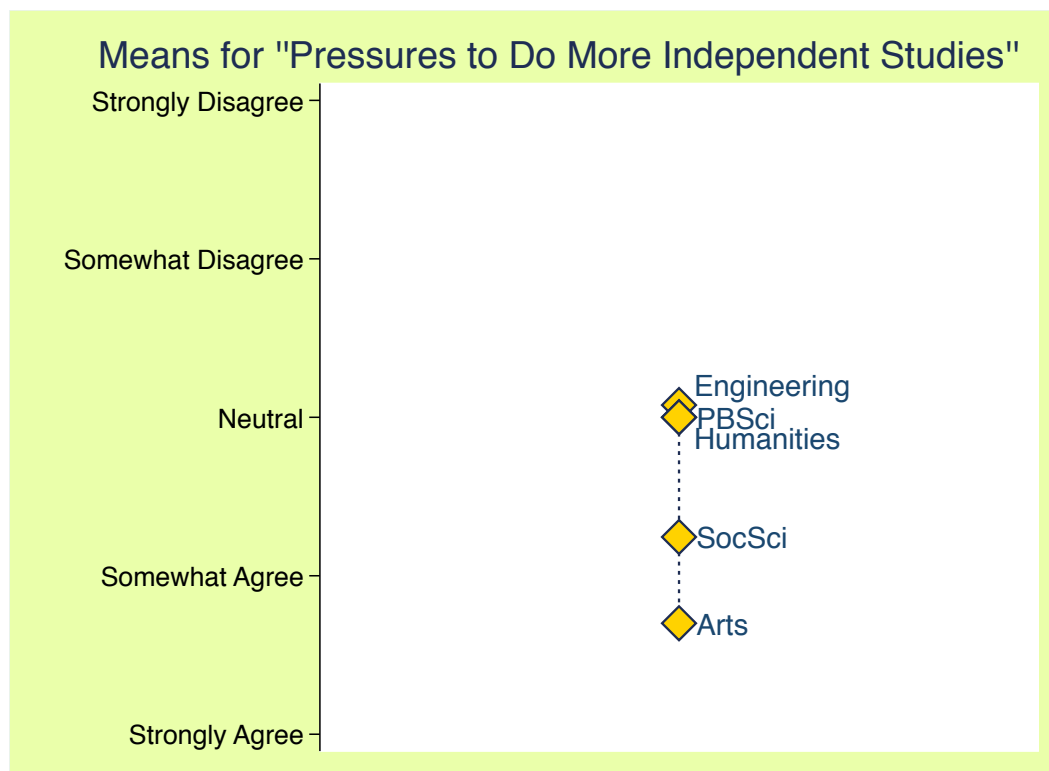


# SURVEY FINDINGS: TEACHING

## Pedagogy and Curriculum

**Independent Studies.** Approximately 50% of respondents felt that they needed to do more independent studies with students.

Increase in student demand was attributed to the decline in the number of regular classes offered. This resulted in added workload for many faculty. Additionally, pressure for independent studies was driven by the growing internship needs of ethnic and cultural resource centers. Student internships provide free staffing to ameliorate the overwhelming cuts to staff at these ethnic and cultural resource centers. While respondents from Engineering, Humanities, and PBSci were more or less neutral, respondents from the Arts and Social Sciences felt pressure to do more independent studies.



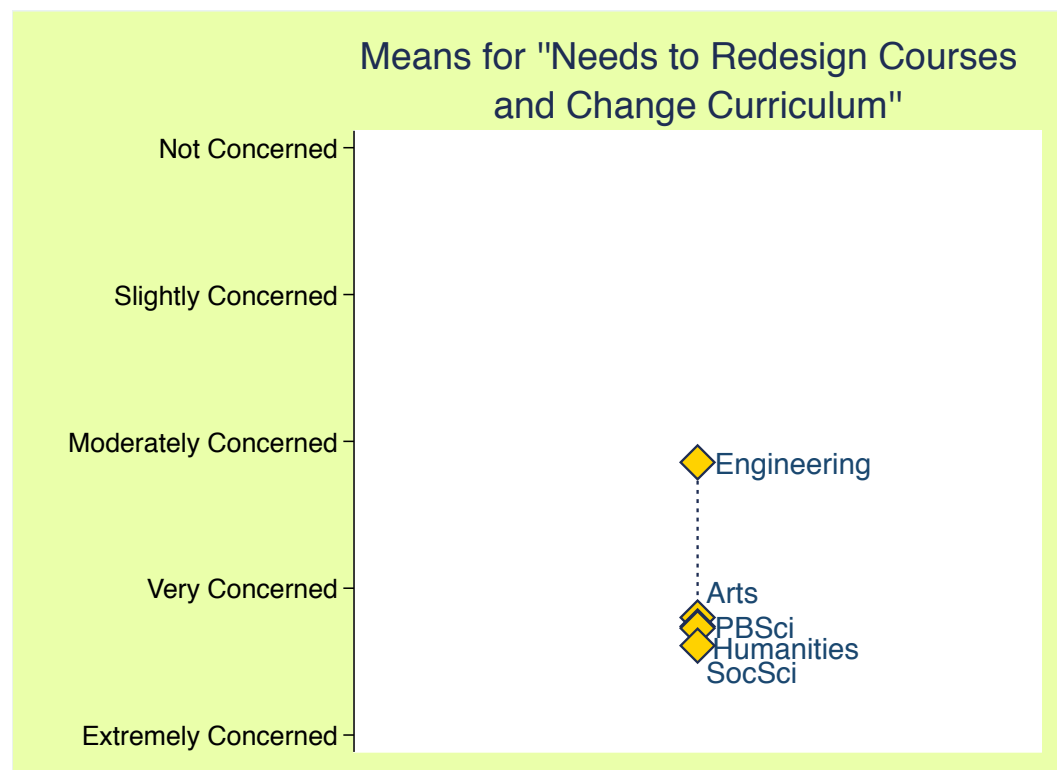
[Without] undergraduate internships [via] Independent Studies, the [Ethnic Cultural Center] would not be able to function...**undergraduate interns provide programming and cultural and academic support** for the ethnic student community on campus.  
(Social Sciences)

The lack of hiring combined with a number of retirements in my department has left us **unable to cope with our existing programs's needs** and there is no funding to hire even lecturers to cover the missing courses. The result is the need for further independent studies to cover the missing classes. (Arts)

# SURVEY FINDINGS: TEACHING

## Pedagogy and Curriculum

**Redesign Courses/Assignments.** 96% of respondents were concerned about the need to redesign courses and assignments, a need that was largely precipitated by the increase in class sizes. Many of the alterations to the content and type of classes (e.g., seminar versus large lecture) were related to inadequate TA support. In order to respect TA workload (and union contracts), instructors found that it was no longer sustainable for them to assign weekly evaluation papers or lengthy comprehensive assignments. Many instead opted for less time-intensive assignments that were not as conducive to or effective for student learning and evaluation. Such needs to redesign assignments and exams placed additional pressure on instructors to convert written exams to multiple choice or scantron-based exams. There was a difference between respondents from Engineering and those from all other divisions. Faculty from Engineering were less concerned about the need to redesign courses than those from other divisions. But nonetheless, the means graph shows that all divisions were at least “moderately concerned;” a majority of them clustered around “very concerned.”



I had to **alter course content due to lack of TA support**—removed lab portion of courses, which in turn **reduced the number of options for students to meet their capstone requirements** for graduation. (Engineering)

The need to respect **TA workload** (22 hrs/week, not to exceed 220 total; something I support, by the way) **determines, in many ways, the types of assignments and exams one can give.** (Humanities)

# SURVEY FINDINGS: TEACHING

## Advising

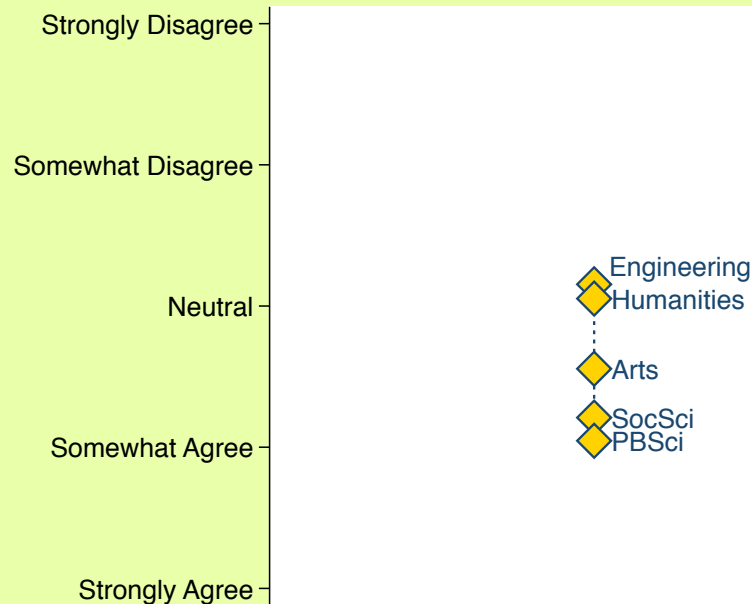
**Undergraduate Students. 50% of respondents felt pressure to advise more undergraduate students.** This is related to cuts to staff advising and the need to do more independent studies. Other than in the Social Sciences and PBSci, respondents across divisions were more neutral in regards to the pressure they felt to advise more undergraduates.

Staffing cuts have **affected student support in every area**, from academic advising to counseling services. (Social Sciences)

Undergraduate advising **cannot keep up with all the students.** (PBSci)

**Graduate Students. 62% of all respondents felt pressure to advise more graduate students.** This was particularly difficult when considering the level of mentorship required of faculty advisors.

Means for "Pressure to Advise More Undergraduate Students"

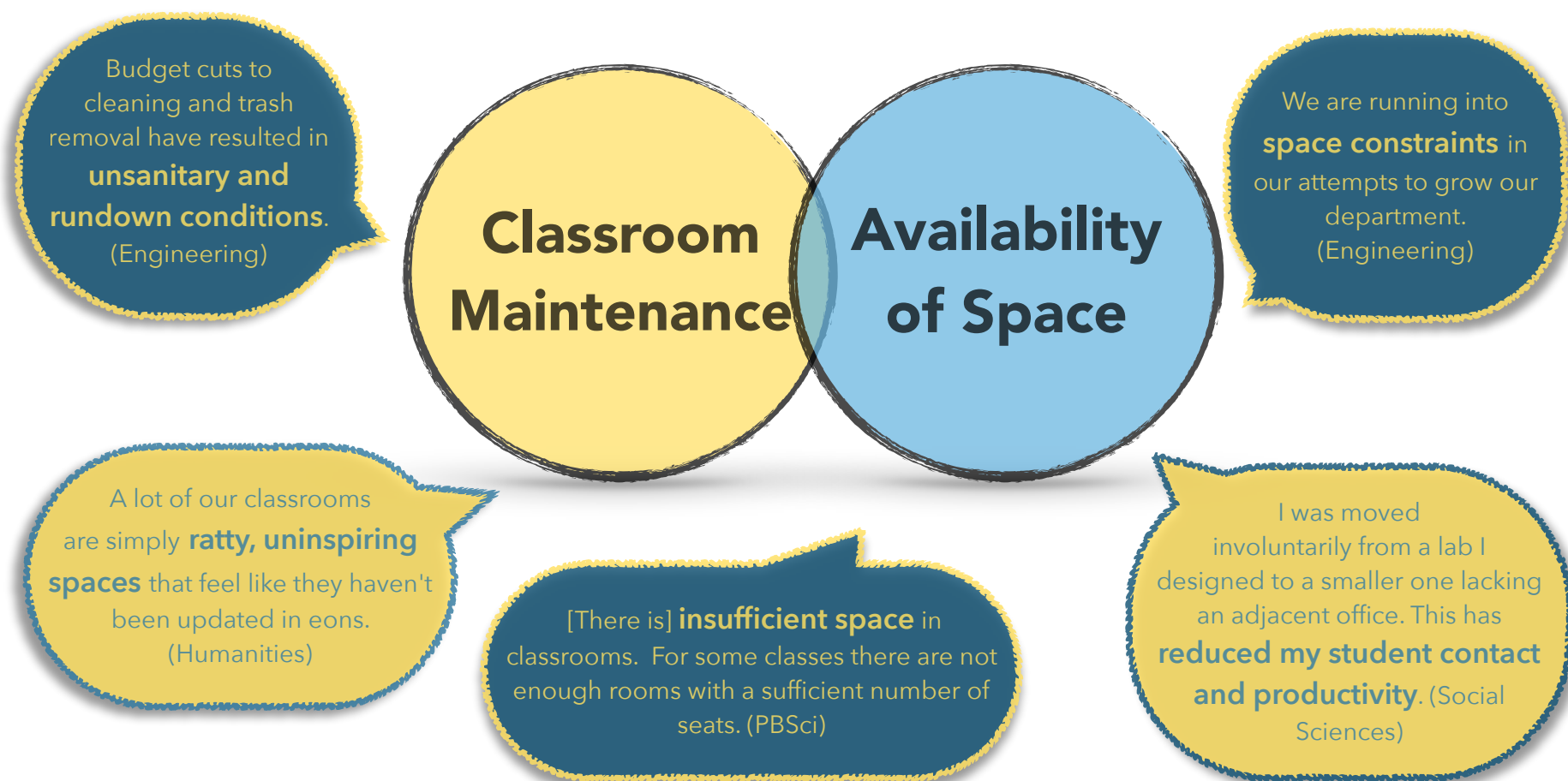


It is **difficult to genuinely support students' desire to pursue careers in academia** when the workload of faculty increasingly overwhelm the potential rewards. (Engineering)

# SURVEY FINDINGS: TEACHING

## Physical Infrastructure

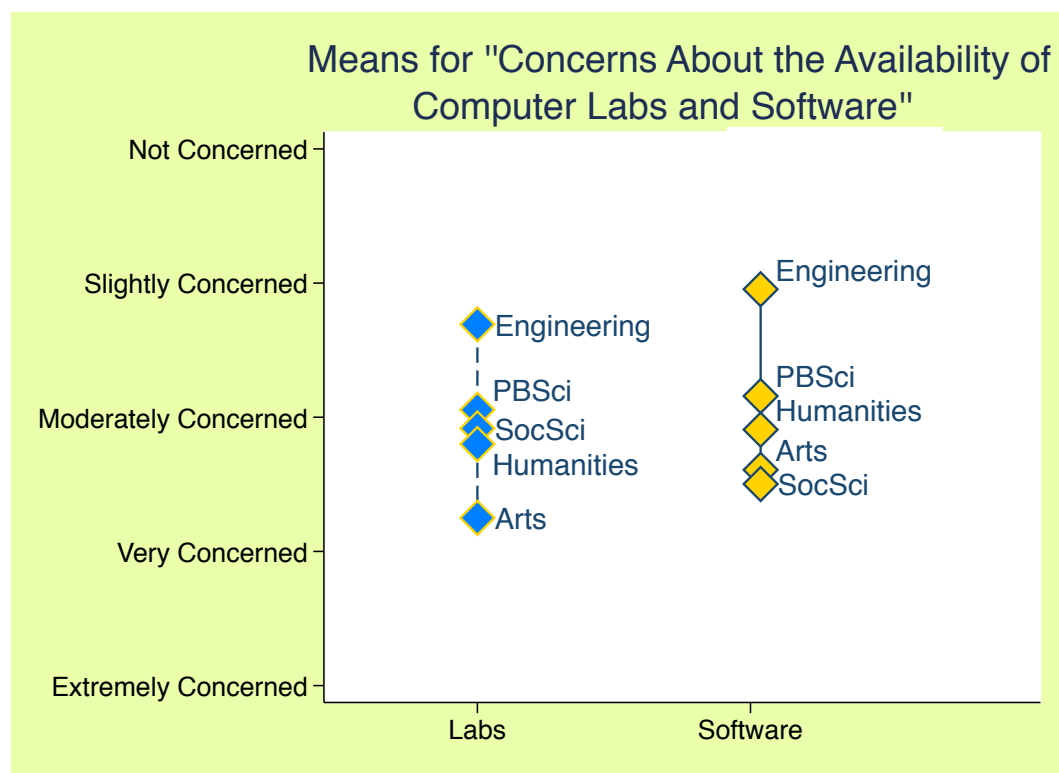
Narrative responses revealed faculty **concerns about the physical infrastructure of the facilities** where faculty teach and hold office hours. Limited space has not only prohibited the growth of some departments but also limited faculty interaction and contact with students. Most concerning, in terms of teaching, is the lack of seats available in classrooms to accommodate all students.





# SURVEY FINDINGS: TEACHING

## Computer Labs and Software

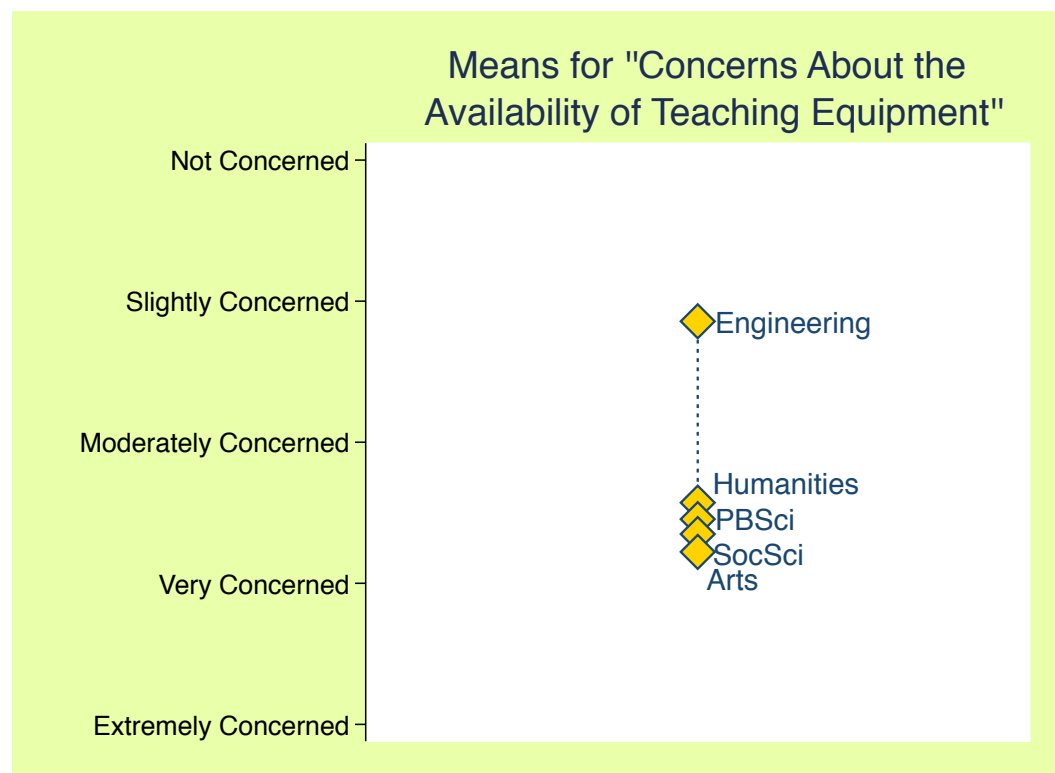


**83% of respondents were concerned about the availability of computer labs. 80% of respondents were concerned about students' access to computer software.** This made it particularly difficult for faculty to give assignments that required students to use specific programs that were only accessible at certain computer labs that had limited hours and access. In terms of the concerns about the availability of computer software, the means for PBSci, Social Sciences, and Humanities clustered around "moderately concerned" while Engineering was at about "slightly concerned" and Arts was at about "very concerned." In terms of the availability of software, respondents from the Social Sciences, Arts, Humanities, and PBSci were more concerned about software availability than were faculty from Engineering.

I find that creative endeavors in teaching, such as computer-mediated work in the classroom, are very difficult to implement. **Not only are labs rare, but support seems to be difficult to find.** (Humanities)

# SURVEY FINDINGS: TEACHING

## Teaching Equipment



**86% of respondents were concerned about the availability of teaching equipment**, including but not limited to laboratory supplies, classroom technology, and media equipment. Of those who were concerned, approximately 50% were either "extremely" or "very concerned." Respondents from the Arts, PBSci, and Social Sciences were more concerned about the availability of teaching equipment than were those from Engineering. Narrative responses reveal that faculty would like to teach students complex tangible skills, but they are limited by access to specialized equipment, space, and supplies.

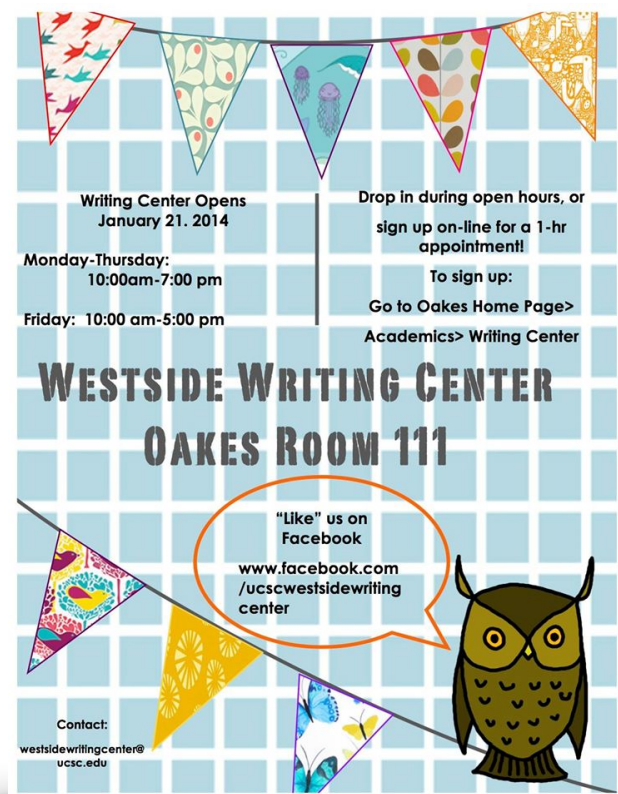
[I am concerned about the] ability of [the] university to develop and **support additional tools for teaching**, such as technology for flipped classrooms, etc. (PBSci)

[In terms of the digital arts,] some of our equipment is very expensive (e.g., 3D printers). UCSC is a place that **can't teach more than a handful of people the necessary skills because the equipment is too expensive.** (Arts)

[I am concerned about the] ability of my department to offer **laboratory courses**, which are very **expensive** both in terms of personnel and disposable supplies. (PBSci)

# SURVEY FINDINGS: TEACHING

## Writing Resources



There seem to be **fewer resources for writing tutors** (Social Sciences)

[There needs to be more] **writing assistance** for undergraduates. (Social Sciences)

Our survey did not ask a question about cuts to resources for students struggling with writing skills, but in the narrative responses about the effects of budget cuts on teaching and learning, respondents from writing-centered divisions (e.g., Arts, Humanities, and Social Sciences) highlighted **concerns about cuts to learning support services, especially writing resources**. Because many students who enroll at UCSC need remedial writing support, respondents expressed worries about students' inability to find necessary writing and tutoring resources that should be provided by the university.

[I am concerned about the] **loss of writing center hours and similar writing support programs**. (Arts)



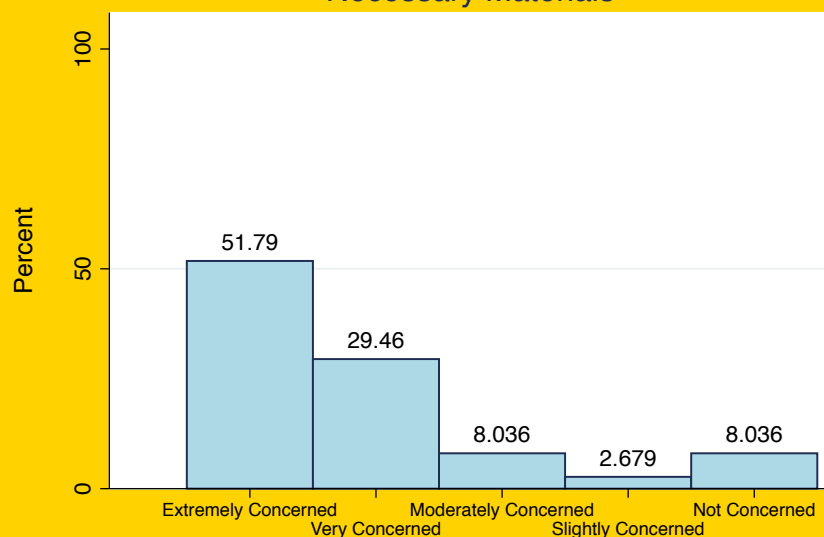
# SURVEY FINDINGS: TEACHING

## Libraries

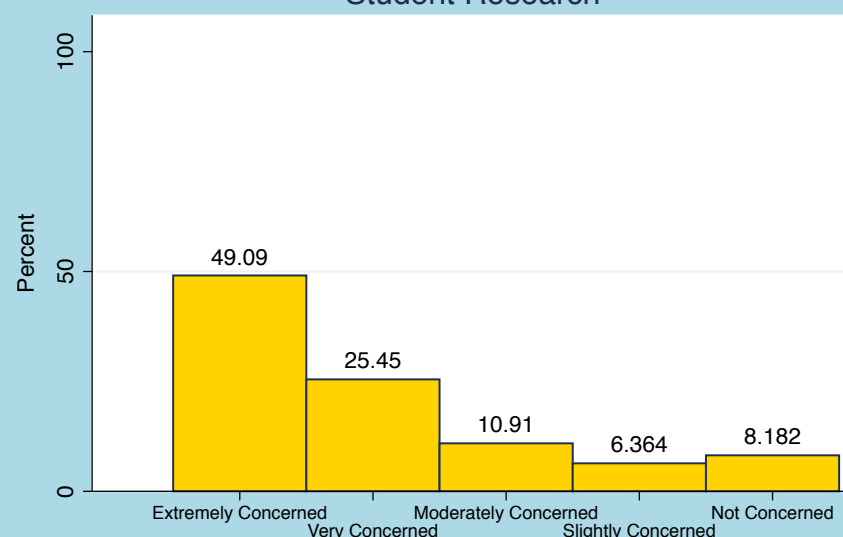
**92% of respondents were both concerned about the ability of the libraries to acquire necessary materials and about the ability of the libraries to support student research.** As a research institution, it is extremely difficult for faculty to support both undergraduate and graduate research without assistance from librarians, especially for those who come from divisions and departments that rely heavily on library resources (e.g., Arts, Humanities, and Social Sciences). The cutbacks in library support are even more telling in regards to their effects on faculty research. This is will be further addressed in the next section.

The fact that we're dramatically **scaling back library funding**, while pressuring departments to admit more graduate students is appalling (Humanities).

Concern About Ability of Libraries to Acquire Necessary Materials



Concern About Ability of Libraries to Support Student Research



# SURVEY FINDINGS: TEACHING

## Summary

With fewer and fewer resources but greater and greater demand for faculty to teach and advise more students, respondents to this survey shared some of the challenges that have ensued since the onset of the larger budget cutbacks in 2008. Some not only spend more time prepping and changing course assignments and format, but also worry about the overall quality of education that they are able to provide to both graduate and undergraduate students. Without adequate support for physical infrastructure, teaching assistants, and equipment, many express dismay about not being able to offer the training that they would like for their students. These feelings were shared across most divisions. The main exception was Engineering, whose faculty expressed less concern on a few topics—pressure to offer independent studies, quality of undergraduate advising, curricular redesign, and availability of teaching equipment.

We could be using this **moment of "crisis"** to recommit to small class sizes and the creation of critical learning environments but instead we seem to be all about "growth" without any idea of how that might **negatively affect our core mission: education**. Rather than accede to this **"new normal,"** our administration should be saying to UCOP and the Regents and the Legislature and the Governor that we at **UCSC simply cannot do our job under these budget conditions** [and should] **refuse to continue under these conditions**. (Social Sciences)

I am extremely concerned about how this **budget-cutting climate** promotes the **bottom line over learning**. The institution seems more concerned with getting students through than with providing them with a top-notch education. **UCSC is adopting market-oriented values** at the expense of our students. (Social Sciences)

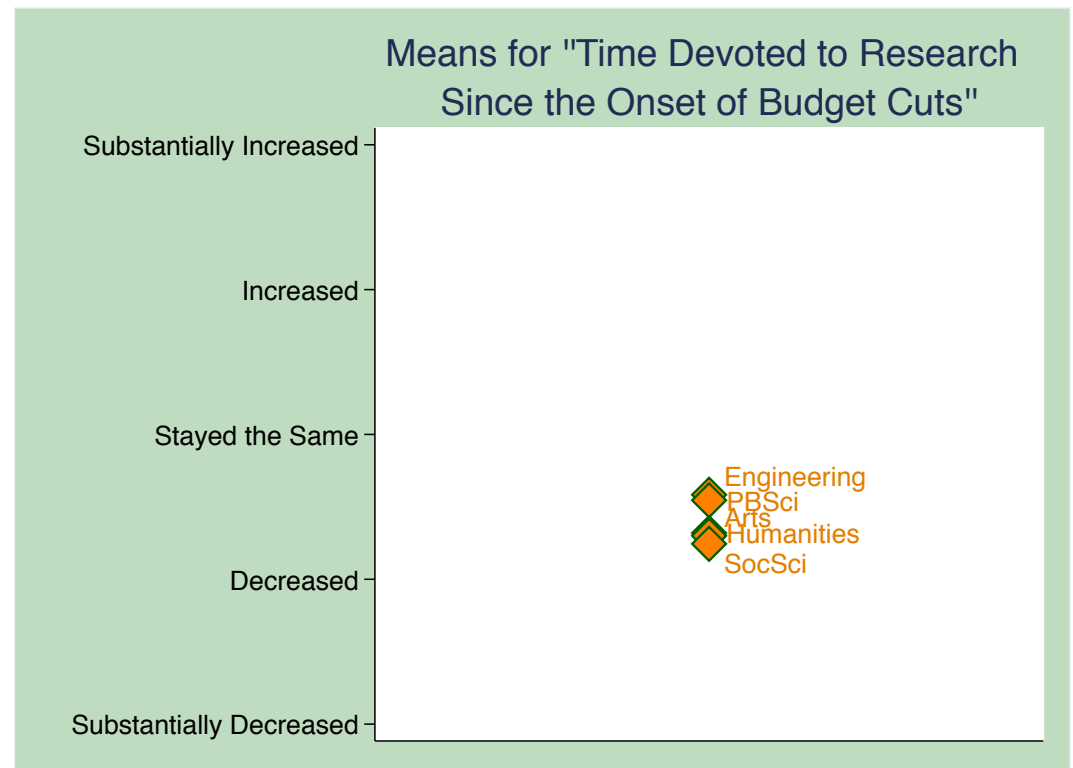
My perception that **teaching is a valued profession** has been **severely undermined**. (Engineering)

# SURVEY FINDINGS: RESEARCH

## Overall Research Outlook

**61% of respondents indicated that their time devoted to research decreased.** Of those 61%, 18% said that their time decreased “substantially.” The graph on the right shows that the means across divisions clustered between “stayed the same” and “decreased.” Overall, respondents felt that UCSC has been increasingly unable to provide the proper resources (e.g., funding, equipment, and facilities) for faculty to conduct their research. This is problematic especially given that UCSC is identified as a “research university” with “very high research activity.”\* Because of the nature of each division’s research, there were some divisional differences between those who focused on laboratory research and relied on external grant funding and those who did not. For example, respondents from Engineering and PBSci expressed that cuts to internal resources were not as impactful because they did not primarily rely on those funding sources. However, for faculty in the Arts, Humanities, and Social Sciences, cuts to internal funding have greatly affected faculty’s and graduate students’ abilities to conduct research and complete other scholarly activity.

We are asked to do more **funded research** but the **time devoted** to actually doing the research is **not acknowledged**. I do not have adequate computing facilities for my research even with an external grant. (Social Sciences)



\* See Carnegie Classification of Institutions of Higher Education (<http://carnegieclassifications.iu.edu>)

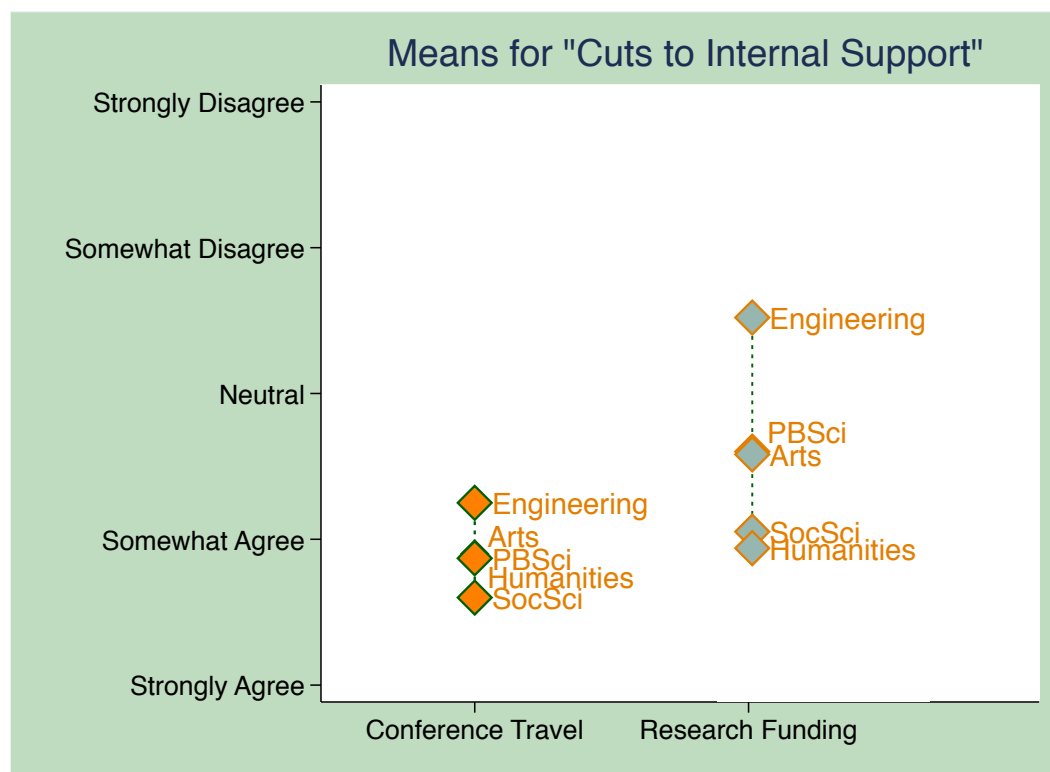


# SURVEY FINDINGS: RESEARCH

## Funding Support

**Availability of Internal Research Support and Funding. 78% of respondents indicated that there were cuts to internal support for research activities such as conference travel.**

The graph on the right shows that the means across all divisions for cuts to conference travel clustered around “somewhat agree.” In terms of views on cuts to internal research funding, however, there were greater differences across divisions. Qualitative responses from PBSci and Engineering indicated that internal funding for conference travel, research dissemination, and research activity had always been sparse. But, historically, the Arts, Humanities, and Social Sciences were more reliant on internal funding (e.g., small grants) for both conferences and research funding. Here is one dramatic example: In January 2015, the UC Pacific Rim Research Program announced that after twenty-eight years of interdisciplinary and transregional support of UC research, its reapplication for UCOP funding was not successful. This is a great loss for faculty who rely on such funding opportunities and multi-campus intellectual engagement.



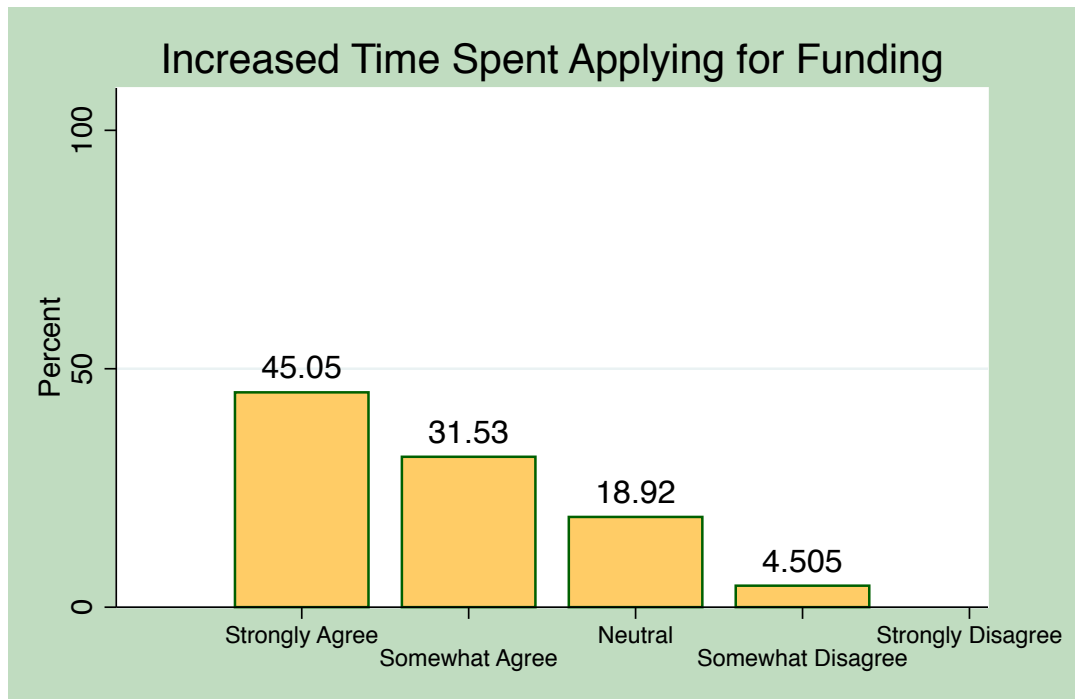
Since there was **nothing before**, budget cuts did not take anything away. (PBSci)

...These **resources** were **too small** to have a major impact. Internal research funds could make a huge difference, but on the scale of things they are so small that they do not have a major impact. (Engineering)

# SURVEY FINDINGS: RESEARCH

## Funding Support

**Securing and Applying for Funding.** **77% of respondents spent more time applying for outside funding since the onset of budget cuts.** In addition to the time spent applying for funding, respondents noted that there were increased pressures from divisions and departments for faculty to secure external grant funding. Even when funding was secured, however, respondents felt that the time devoted to conducting the research was not acknowledged, especially when there were additional pressures to teach and perform service. The majority of respondents from the Arts, Engineering, and PBSci stated that they either “strongly” or “somewhat agreed” that their time spent applying for external funding has increased. The Humanities and Social Sciences had greater variability, with the majority of responses ranging from “strongly agree” to “neutral.”



I spent a huge amount of time over the last three years **fundraising to help backfill for budget cuts**, as well as trying to **defend against budget cuts**. I raised funds to help support our small undergraduate courses and funds to pay the salary of our Natural History Museum director. (Social Sciences)

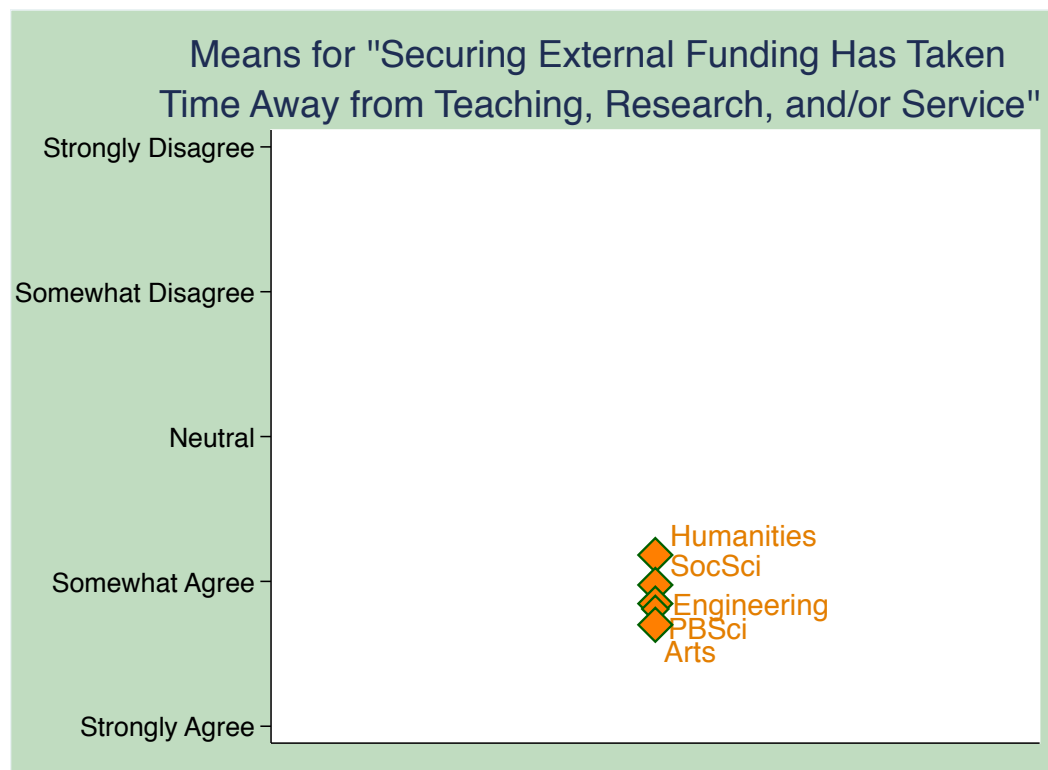


# SURVEY FINDINGS: RESEARCH

## Funding Support

**Administering Funding. 71% of respondents noted that the need to administer outside sources of funding took time away from their teaching, research, and/or service.** Because of

budget cuts, there were fewer divisional staff who could support faculty efforts in applying for and administering funding. Respondents also identified some contradictions in that divisions wanted their faculty to secure external funding but did not show good faith in supporting these efforts. For example, it became extremely frustrating that a large portion of external funds had to be used to pay for expenses that used to be covered by indirect costs. Also, faculty saw sabbatical credits lost to fund a fellowship year. The graph shows that the means for all divisions clustered around "somewhat agree."



Losing a large number of sabbatical credits in order to fund your fellowship year is unfair especially when you consider how competitive these national fellowship competitions are, and we are a Research 1...It begs the question—**what is the incentive** for us to put in all this time to write these applications for extremely competitive fellowships, if the **University does not support us** when we receive them? (Humanities)

Basic services that were once paid from indirects (e.g., custodial services, staff support, seminar speaker travel costs), are now expected to be paid out of direct grant dollars. Therefore **budget cuts have decreased the effective power of grant dollars.** (PBSci)

# SURVEY FINDINGS: RESEARCH

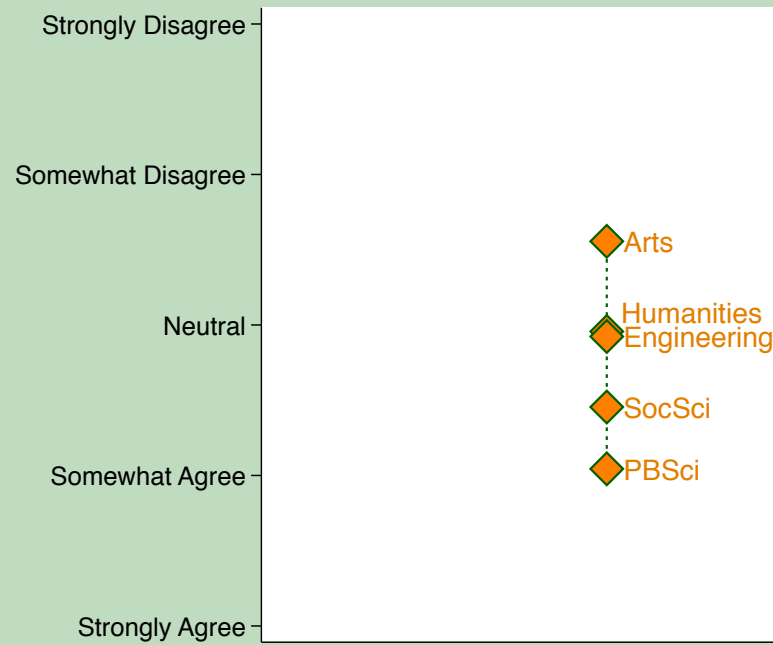
## Scholarly Production

**Almost 50% of respondents were pressured to change the type of research they did because of budget cuts (e.g., theoretical to applied; less fundable to more fundable).** There was no consensus across divisions. Because many external funding sources expected funding candidates to have access to certain advanced methodologies, university-wide cuts made it difficult for faculty to continue or begin research that required certain facilities or equipment. Applicants for large grants found that they were not competitive because UCSC lacked the infrastructure that would support what they proposed. Also, cuts to graduate student funding (especially the staffing of research laboratories) also affected faculty scholarly production.

[It is] **harder to do intellectual programming.** [And my] ability to do **overseas fieldwork and archival work has been severely affected.**  
(Humanities)

Grad students are insufficiently supported. [They] take on additional jobs such as teaching at a community college or working in Silicon Valley at internships or temp jobs. **This means they can devote less time to research,** including less time assisting with getting papers through the publication process. I estimate that **I lose on average 2 papers a year** because grad students don't have time to help bring projects to completion, or they abandon projects because they choose to leave academia due to the financial pressures. The financial stress also causes a timing crunch because some **research work can get outdated or scooped** if it doesn't appear in journals in a timely way.  
(Social Sciences)

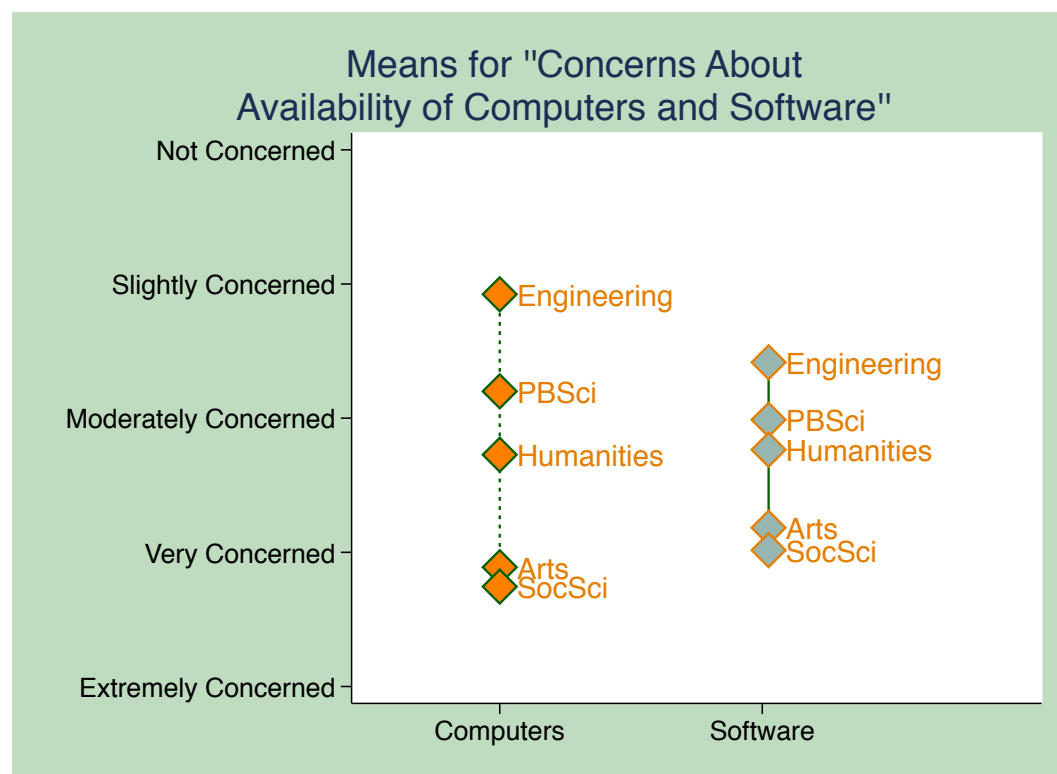
Means for "Pressure to Change Type of Research"



# SURVEY FINDINGS: RESEARCH

## Infrastructure

**Availability of Computers and Software.** 87% of respondents were very concerned about the availability of both computers and software. The means show that all divisions were concerned about computers and software, but faculty from Engineering, PBSci, and Humanities were less concerned than were faculty from the Arts and Social Sciences. Most narrative responses about the availability of computers came from the Social Sciences division. At the time this survey was distributed, the Social Sciences division stopped replacing faculty members' outdated computers. This could have affected the overall greater level of concern Social Science faculty had in relation to the availability of computers.



Before the budget crunch faculty office computers were upgraded or replaced [frequently]. This program has disappeared, an **unsustainable gap in necessary equipment**. Again, a \$2000 investment can enhance the productivity of an \$80,000 professor. Older computers often can't support newer software. (Social Sciences)

Equipment for research and teaching has **not been updated in a long while**. (Arts)

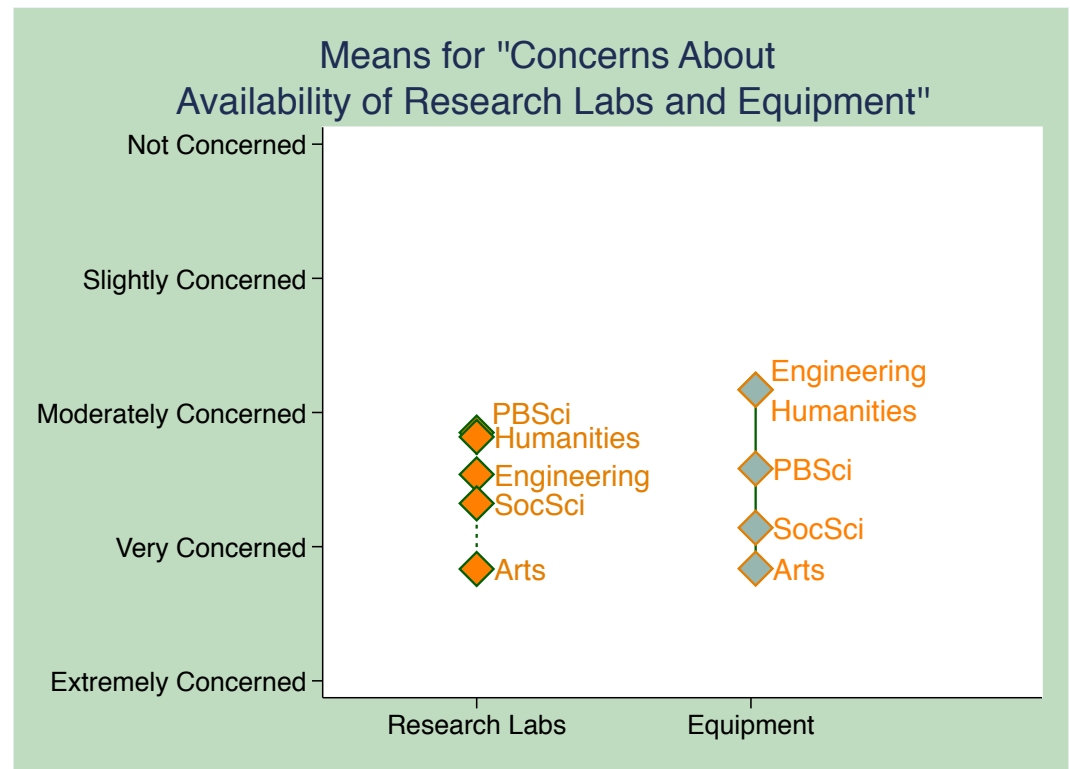
# SURVEY FINDINGS: RESEARCH

## Infrastructure

**Availability of Labs and Lab Equipment.** 85% and 83% of respondents, respectively, were concerned about the availability of research labs and lab equipment. All divisions were “moderately” to “very concerned” about faculty and student access to research labs and equipment. Even though UCSC is a Research 1 institution, it was difficult for faculty and graduate students to partake in cutting-edge technology and contribute to the field without having the appropriate resources: lab space and equipment. This was particularly problematic when faculty would apply for external grants that evaluate whether an institution can fully support the proposed research. Without adequate funding, faculty were put at a disadvantage in attaining grants and conducting research.

We are in **critical need of lab space** to accommodate our Senior design projects. (Engineering)

“In the Environmental Studies Department, **we lost funding** for our Natural History Museum and the Center for Agroecology and Sustainable Food Systems had taken **large cuts**. There is discussion of cutting the GIS lab. **These are all facilities that are critical for faculty to do their research and to be competitive in writing grants.** We can't be credible in writing research grants if we don't have the research infrastructure.” (Social Sciences)



# SURVEY FINDINGS: RESEARCH

## Infrastructure

**Loss of core facilities**, which directly support our research goals, has been **SEVERELY hampered by budget cuts**. I now have to contract many services outside that used to be present on campus, and these off-campus services are more expensive. (PBSci)

The **elimination of the Social Science Media Center** was a **huge loss for my research** and that of my graduate students. (Social Sciences)

**Other Equipment and Facilities.** In addition to cutbacks on funding for computers, software, labs, and lab equipment, limited access to other research equipment, facilities, and services, including but not limited to janitorial services, research space, the Social Science Media Center, and new technology, made it extremely difficult for faculty to progress on their research.

[There needs to be better]  
**transportation for undergrads** getting to the Long Marine Lab. (PBSci)

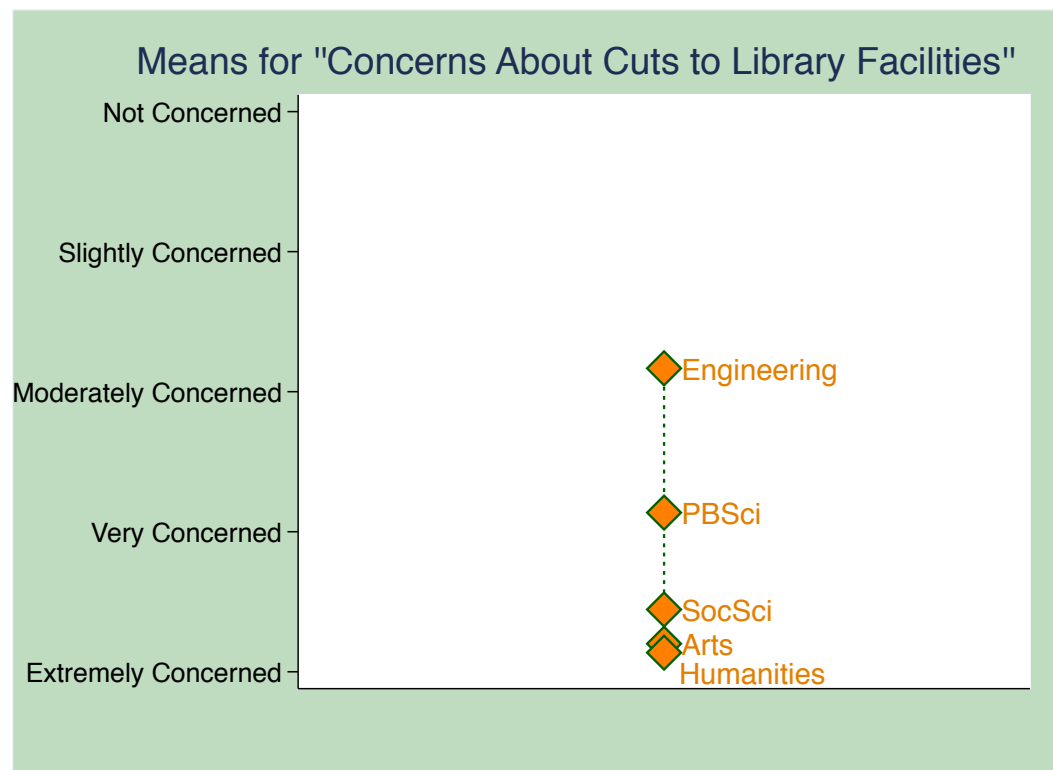
I'm most concerned about **degradation of the physical plant due to deferred maintenance and insufficient janitorial services**. Many of the biology research facilities look like those I seen in the developing world. Its difficult to convince prospective faculty and students we are doing world class research in **such poorly maintained facilities**. (Engineering)

# SURVEY FINDINGS: RESEARCH

## Infrastructure

**Cuts to Library Facilities. 96% of respondents noted that they were concerned about the cuts to library facilities.** There were sizable differences between the means for Engineering and those for all the other divisions. Despite this, the graph shows that all divisions expressed “moderate” to “extreme concern” about these cuts. The means for the Social Sciences, Arts, and Humanities (divisions which rely heavily on library resources) clustered around “extremely concerned.” Many concerns revolved around the additional time people spent as a result of cuts to library facilities and services—especially as related to interlibrary loan (ILL). Although less concerned than the aforementioned divisions, both PBSci and Engineering were also worried about these cuts.

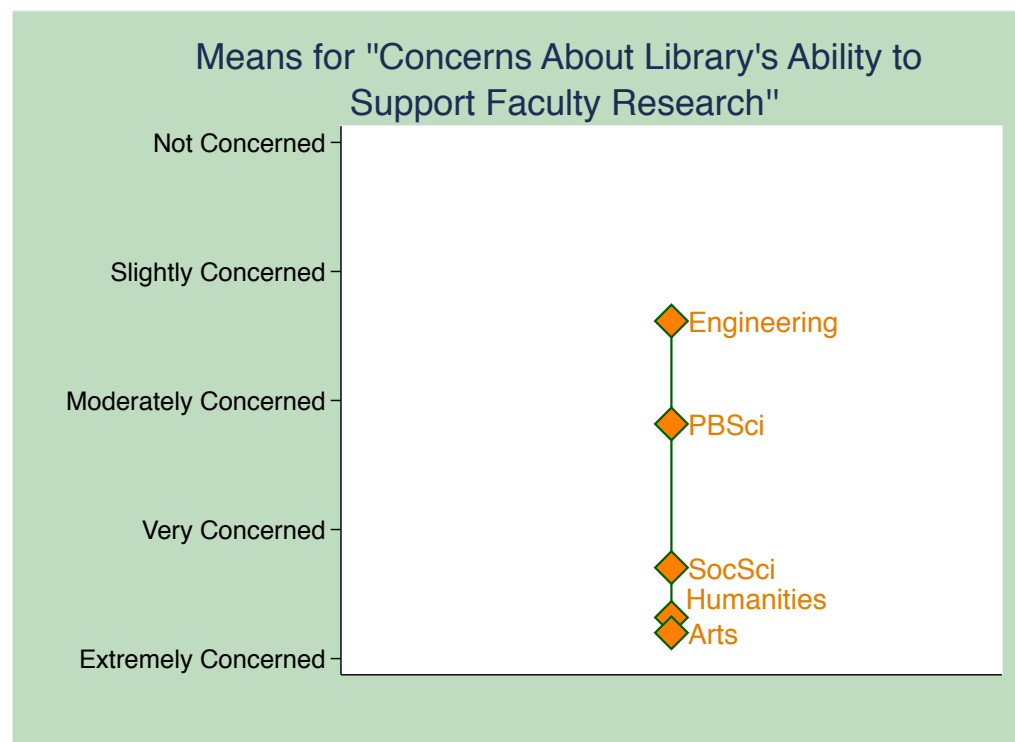
Since (a) campus delivery of Interlibrary Loan (ILL) materials was terminated several years ago, (b) loan periods are shorter for ILL materials, (c) it costs to return material by campus mail, **I now spend considerable time going back and forth to the library, spending more time/money photocopying recalled materials**, etc. Penny-wise and pound-foolish. This also includes books from which I take teaching materials. (Humanities)



I spend a lot of time ordering things on ILL, having my requests for **renewal denied** and then having to re-request things after returning them, and even finding that materials I would have once thought should be easily available are **nowhere to be found**. (Humanities)

# SURVEY FINDINGS: RESEARCH

## Infrastructure



As for library collections, **we lack important databases/access points** that it seems other UC campuses have bought. Thank goodness for the CDL and the scholarship initiatives that have kept most of the new scholarship in my fields available.  
(Humanities)

**Library Support for Faculty Research. 88% of respondents noted concerns about the ability of the UCSC libraries to support faculty research.** Related to the cuts to the library facilities (e.g., hours of operation) and cuts to services (e.g., Interlibrary Loan) discussed on the previous page, respondents found that cuts to overall library support (e.g., staff and research librarians and research databases) made it increasingly more difficult for faculty to secure access to current research in their fields. Although there were sizable differences between faculty from Engineering and PBSci and those from the Arts, Humanities, and the Social Sciences, the means for all divisions show that they were at least slightly concerned about the library's ability to support faculty research.

My campus has practically **stopped funding acquisitions** for the library unless they are specifically requested by faculty. The online ask-a-librarian system is almost **worthless**. I have used it a number of times and have found that it sometimes puts me in conversation with a librarian who is not even in the UC system and whose ability to read the catalogue or solve a problem I am having is no greater than mine. **My campus library is now substandard.** (Humanities).



# SURVEY FINDINGS: RESEARCH

## Summary

Most faculty expressed that their research was negatively affected by budget cuts. There were some divisional differences that arose because of the nature of faculty members' research and the ways in which people historically acquired and received funding. For example, for faculty in divisions such as Engineering and the PBSci, which rely on experimental procedures, laboratory equipment, staffing, and upkeep were more important than it was for faculty from the Arts, Humanities, and Social Sciences. Along this line of reasoning, faculty who relied heavily on library resources were more affected by cuts to library facilities and assistance than those who did not readily use such resources. In terms of internal funding, the Arts, Humanities, and Social Sciences were more affected by these cuts because historically, they have been more reliant on multidisciplinary and multi-campus funded research opportunities. For respondents who had secured large external grants, there were administrative contradictions that made them feel as if their time spent on and the prestige associated with securing such funding were not rewarded by the division and the university.

As a new department in the School of Engineering, our infrastructure is rather new and was largely in place before the cuts; however **additional funding will be needed as our enrollments grow and equipment ages.** (Engineering)

The **busywork and red tape involved in administering a grant has increased**, and much more of it has been pushed to the PIs. The lack of support for PIs from research administration, the cutting of departmental staff, and the increase in red tape all cut into research time...this **discouraged me from wanting to get research funding** (Social Sciences).

The **growth of our department is far behind the goals**, and the **future does not look much better** due to lack of research space and other resources that **impairs our ability and desire to thrive and grow.** (Engineering)



# SURVEY FINDINGS: SERVICE

## Overall Service Outlook

**75% of respondents indicated that their service load increased since the onset of budget cuts.** Of

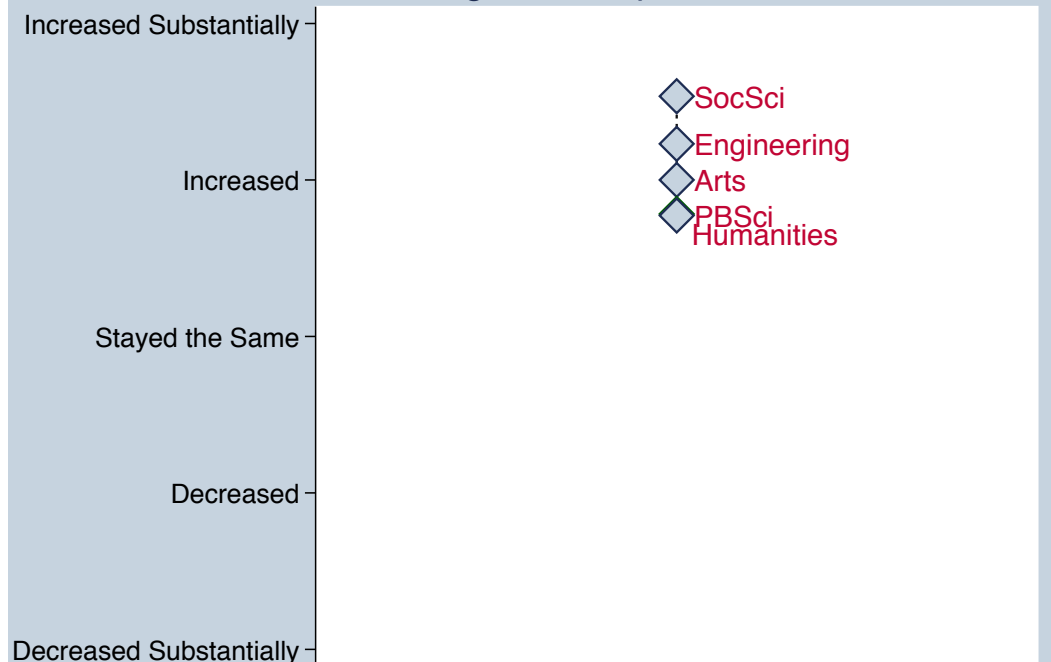
those 75%, 49% said that their service load increased substantially. The graph on the right shows that the means across all divisions clustered between "increased" and "increased substantially." Narrative responses indicated that service load was indirectly but greatly impacted by cuts to staff and the dwindling number of full-time faculty. The decrease in the number of staff and faculty was directly impacted by budget cuts and other austerity measures. Because of this, 89% of respondents noted that there was an increase in the time faculty spent helping students mitigate budget-related issues. And overall, 96% of respondents said that they spent more time talking, thinking, and worrying about budget cuts. Despite these demands, some faculty were able to be more selective of how they dedicated their time to service (e.g., choosing to do departmental rather than university-wide service or choosing not to do service).

Junior faculty are struggling to keep their funding. **I am more senior and feel that I should do more of the service duties.** (PBSci)

The reason my service hasn't really increased is I've **purposely curtailed it.** It's the only place where there is give - and I'm **increasingly resentful of performative service that doesn't really change the direction of the university.**

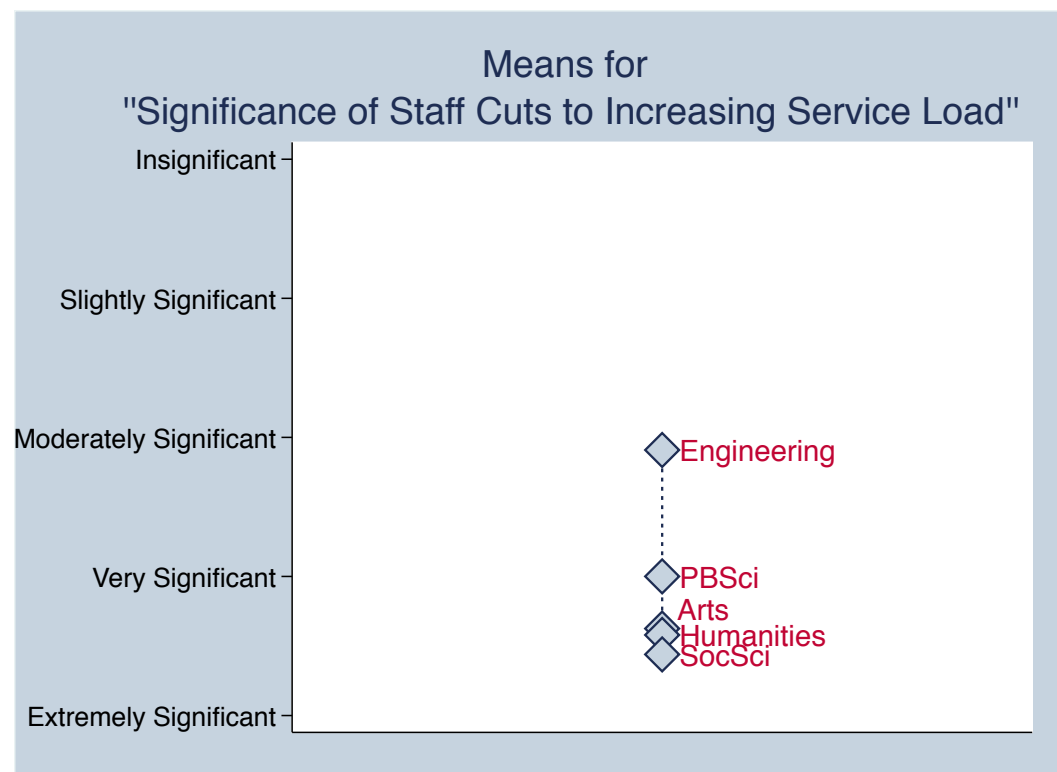
(Social Sciences)

Means for "Budget Cut Impacts on Service Load"



# SURVEY FINDINGS: SERVICE

## Staff Cuts



**93% of all respondents indicated that cuts to staff were at least slightly significant in increasing their service load.** Of these 93%, 70% noted that staff cuts were “extremely” or “very significant.” The graph shows that on average, respondents from PBSci, Arts, Humanities, and Social Sciences felt that cuts to staff were “very significant” to increasing faculty service load. Staff cuts have affected faculty's service load in a number of ways. Not only were faculty more often asked to perform basic clerical tasks that used to be performed by staff, but they have also needed to step in when staff were less able to help collect and analyze departmental data, coordinate functions, and communicate in the timely ways that programs' functioning requires.

We have NO clerical support at all, due to abolition of a half-time position. Our four essential staff positions are 1/3 funded on soft money. Our grad coordinator left because the dean planned to cut back to half-time, then after she found another job on campus, changed his plans. **Right now, 3 people are doing 4 people's jobs, and faculty have no clerical help at all.** (Social Sciences)

Also, undergrad recommendation letters are getting to be more and more and students are applying to more and more schools. Each school has their individual web page that wants the info in a slightly different way. I think I spend 3 hours a week dealing with rec letters. **We need staff support for this, but we don't have it.** (Social Sciences)

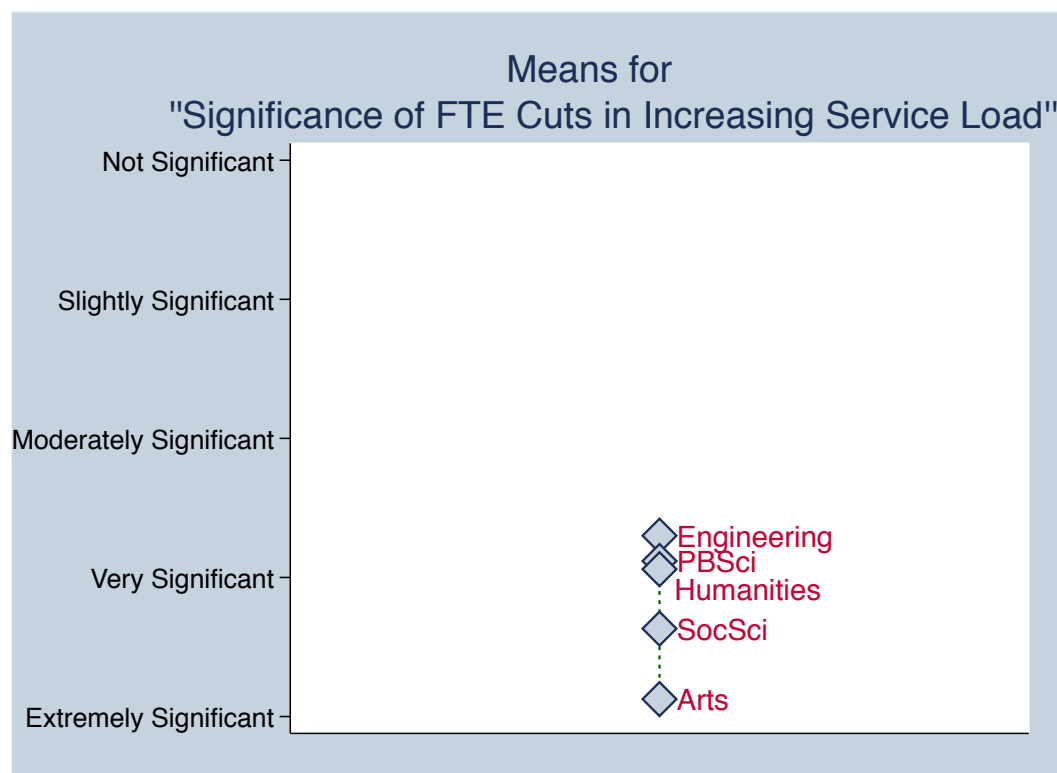
# SURVEY FINDINGS: SERVICE

## Cuts to Full-Time Faculty (FTE)

**96% of respondents indicated that cuts to FTE were significant in increasing their service load.**

With faculty hiring having slowed significantly and continued faculty retirement, current faculty members must do double duty in serving on both department and campus-wide committees. Because of faculty members' finite time resources, it became difficult for departments to even schedule general meetings because everyone was so over-committed. There was a general level of agreement across divisions: the means for all divisions clustered around "very" to "extremely significant."

Many of us [in my department] feel that **our dean is disinvesting in our department** and has come to value much more traditional markers of value (e.g., NRC rankings) in part because he is thinking in terms of the **bottom line rather than in terms of the creativity, inventiveness, and experimentation that are so crucial to intellectual life. Faculty across the university seem demoralized** about what UCSC is becoming--much more mainstream, risk-averse, and bottom-line oriented.  
(Social Sciences)



The freeze on FTE meant **fewer faculty available for committee service = more service for everyone**. When I was Graduate Director in my department, it was often impossible for the Grad Committee to meet because of everyone else's teaching and service obligations. For the two years I served on COR, most of the **discussions were budget-cut related. Lots and lots of busy work.** (Humanities)

# SURVEY FINDINGS: SERVICE

## Summary

Overall, service load across all divisions has increased. The majority of this increase stems from budget cuts related to staffing (i.e., clerical staff and FTEs). Unable to categorize the increased amount of time that faculty have spent troubleshooting clerical problems that were once addressed by departmental staff, many faculty now identify clerical or office tasks as service to the department. Whether it is officially recognized as such or whether it is merely understood as a shift of departmental and university culture is up for debate. In addition to the extra service commitments that faculty have had to take on, faculty also spent a significant amount of time stressing over, talking about, and planning around restrictions in budgetary expenditure. Because time for research and teaching was so important, faculty shared that they were either choosing to not perform certain service or choosing between different levels of service, for instance departmental versus university-wide service.

The **inability of our department to grow** (we are only half formed) has required a continued **higher departmental service load** than we would like but this has chiefly been compensated for by less Senate service than we might otherwise have contributed.  
(Engineering)

The reduction of staff available to support us in doing our jobs has been very significant. I recently served in a leadership position for my program and the staff assigned to us were over extended...these **employees are good at what they do, but they are so overwhelmed and overextended that it is just not possible for them to do the job well**. Based on this experience, I would be very hesitant to take on another leadership positions in the future given the lack of staff support. It is exhausting, frustrating, and everyone suffers. (Humanities)

The main workload fall on faculty, who have **no breaks, no overtime, just obligations to get things done** - to students, staff, lab members, and most importantly to their fellow faculty and colleagues who are in the same boat. (Engineering)

# SURVEY FINDINGS: GENERAL MORALE

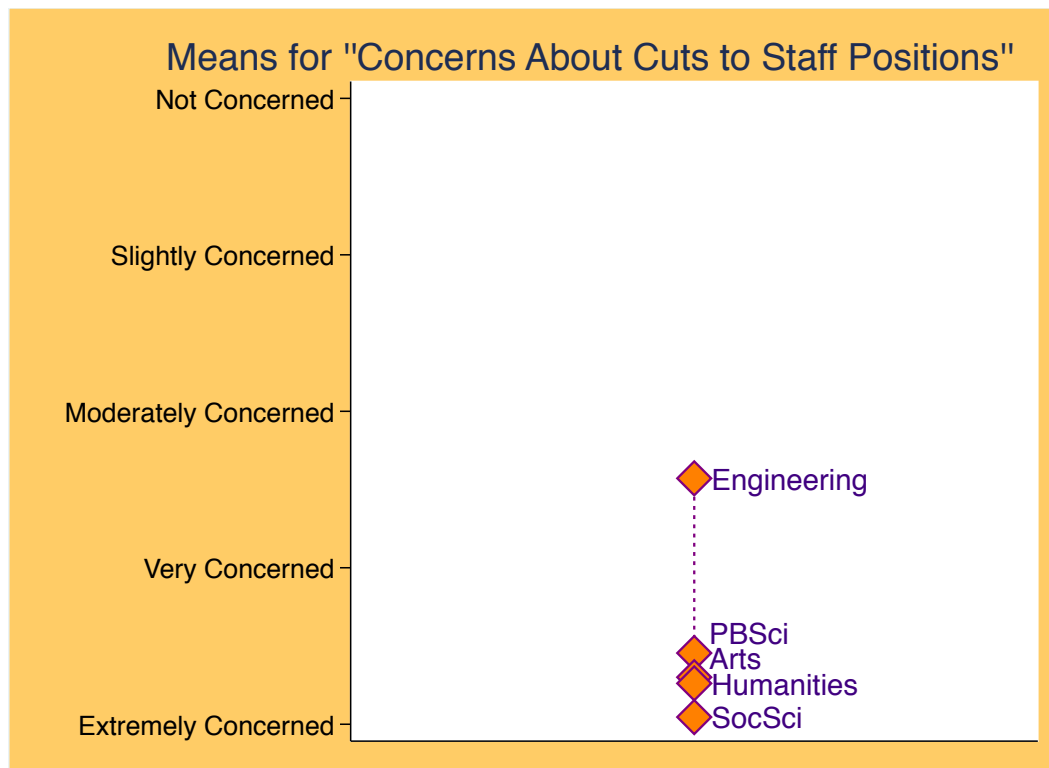
## Staffing

**Cuts to Staff Positions. 98% of respondents indicated that they were concerned about cuts to staff positions**, especially as pertaining to the general morale of the department. The graph on the right shows that the means for all divisions except Engineering clustered around “very” to “extremely concerned.” But nonetheless, all divisions were quite concerned about how the chronic understaffing of departments had led to increased clerical work for faculty, overall lower departmental morale, and fewer services available to students.

Imagine what we could do if  
paper-shuffling, form-filling tasks  
were eliminated from our everyday  
life!! (Engineering)

**Staff morale has declined substantially.** Since the only way staff can get a raise is to move positions, it means that staff don't stay in the same position for very long and this requires retraining and results in a **loss of a long-term memory for processes.** (Social Sciences)

Staffing cuts have **affected student support in every area**, from academic advising to counseling services. These cuts are the most dramatic ones in terms of their palpable effects in my classrooms. (Social Sciences)





# SURVEY FINDINGS: GENERAL MORALE

## Staffing

**Time Wasted on Clerical Tasks because of Cuts to Staff Positions.** Narrative responses reveal that an overwhelming majority of faculty were frustrated by the lack of clerical support available for tasks such as photocopying, ordering desk copies, receiving packages, and processing multiple choice exams. The need to complete tasks that were once performed by departmental staff created additional challenges beyond faculty's primary responsibilities associated with teaching, research, and service. Faculty across divisions noted that it did not make sense for professors to perform clerical tasks when that time would be better spent teaching or conducting research.

These activities take time away from my research, writing, teaching, & service, not to mention my personal life. Additionally, some faculty rely on students to complete tasks for which staff used to be responsible. Although I'm sure some students do a fine job generating purchase orders & processing reimbursements, **we truly need all the help we can get.** I find this to be a dubious use of a "research assistant's," "intern's," or "apprentice's" time & labor.  
(Social Sciences)

I spend an enormous amount of time on tasks that could be accomplished by someone without a PhD. **My time and expertise is diverted from high-quality, innovative teaching to menial tasks.** It just cannot be time and money well spent to have professors run copy machines and tally multiple-choice tests.  
(Engineering)

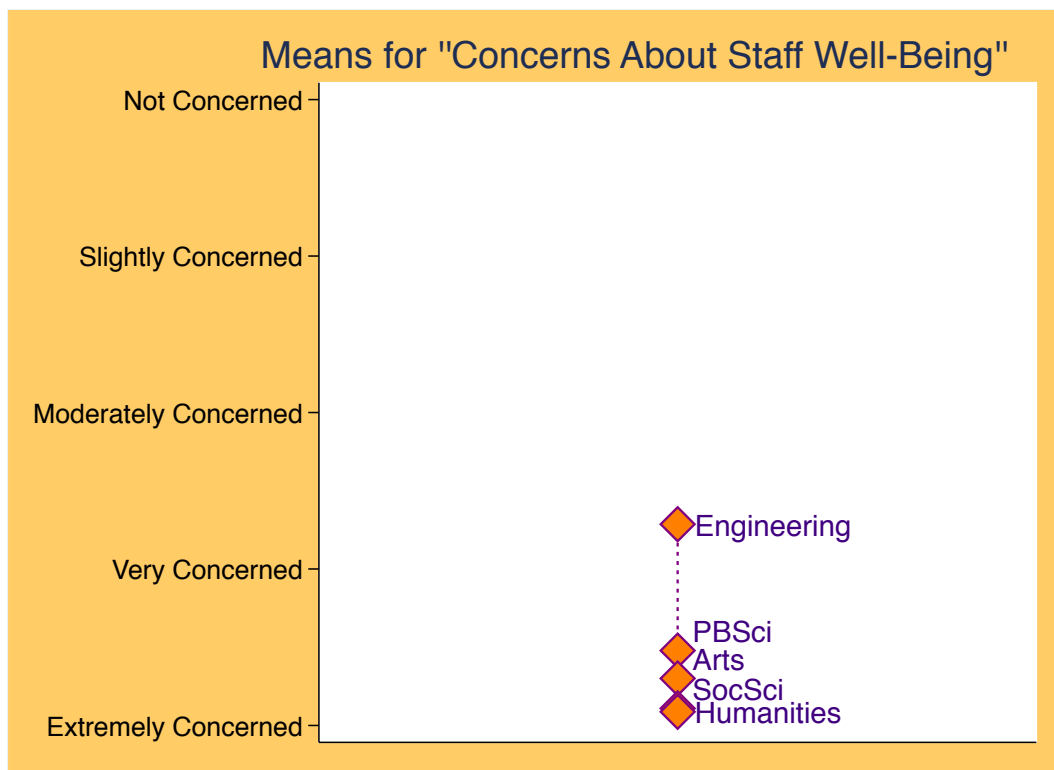
**Loss of staff has transferred many responsibilities onto faculty shoulders.** (PBSci)

**Lack of basic clerical support leads to inefficient and unproductive use of my time.**  
I'm not high maintenance: I do most of my own copying and correspondence...But when the copier jams, or I get locked out of my office, this shouldn't have to set me back by an hour or more. There should be someone in a supporting office who can fix the copier, sign for the UPS package, lend me a universal key. **How far has this "DIY" faculty support culture gone?** There's a sign on the copier room explaining how to change a toner cartridge. It's complicated! **Seriously, you pay me too much to spend as much time as I do with these very basic tasks.**  
(Humanities)

# SURVEY FINDINGS: GENERAL MORALE

## Staffing

**Staff Well-being and Morale.** 98% of respondents indicated that they **were concerned about the well-being of staff personnel.** Because of the precarious nature of staff funding and because of the demands for overwork, retention of quality personnel was difficult in departments that did not have as much funding as others. The means for concerns about staff well-being for all divisions ranged between “extremely” and “very concerned.” There was one outlier from Engineering who expressed little concern over staff well-being because this respondent said that unlike faculty, staff had set hours and scheduled lunches.



Budget cuts have created **negative work environments for staff** (e.g., everyone **feeling stressed and overburdened, low morale**, lack of increases, change to postemployment health benefits which affect staff disproportionately), which can affect staff effectiveness (and thus faculty workload), but to me the really noticeable way this has affected me is through **staff turnover**, even if staff members are taking other jobs within the university (which they often do because of pay inequities, e.g., between a grad adviser in Humanities and one in Engineering); infrastructure (like the ability to reclassify a staff position only when a staff member vacates it) essentially force staff to take other positions and the **greater turnover can negatively affect students and faculty supported by those positions.** (Humanities)

I am deeply concerned over **general lack of support from division, especially for over-worked and overextended staff.** (Social Sciences)

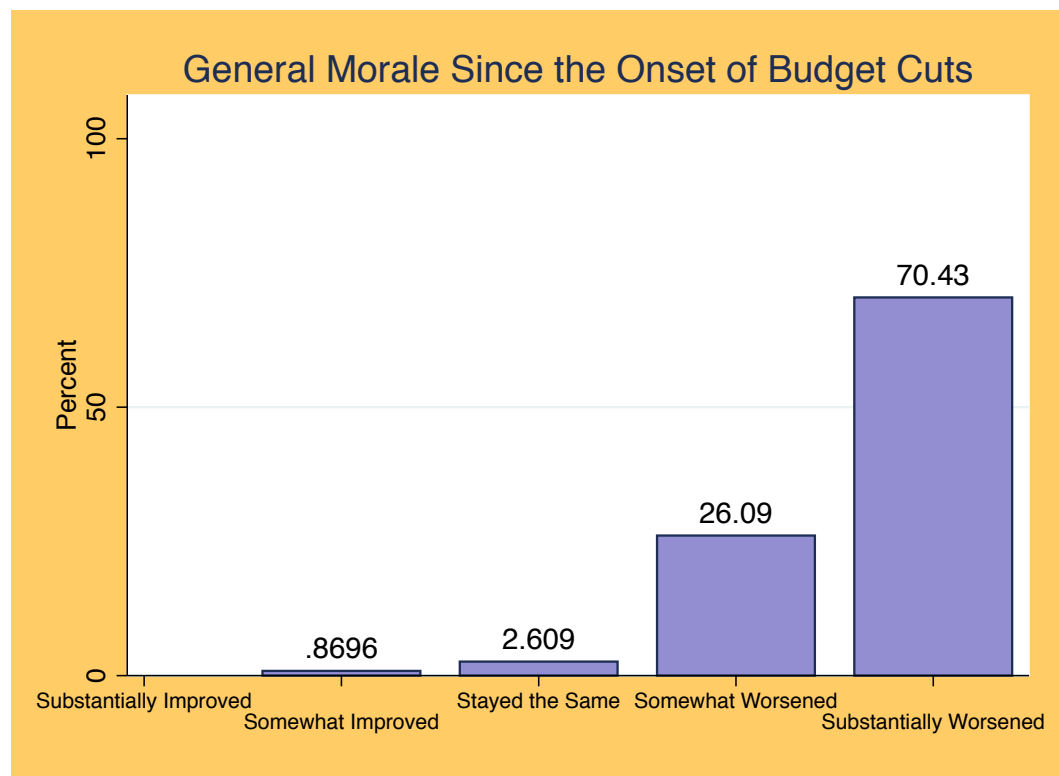
# SURVEY FINDINGS: GENERAL MORALE

## Overall Research Outlook

**97% of respondents indicated that their general morale had worsened since the onset of budget cuts.** Of the 97%, almost three-quarters said that it had worsened substantially. Less than 1% of respondents found that general morale improved. Across all divisions, respondents shared that the university, including the Chancellor and Executive Vice Chancellor, has disrespected faculty and purposely defunded or underfunded certain departments and programs. There is a general anxiety about staff cuts (e.g., staff well-being and how cuts affect faculty productivity), student morale (e.g., graduate student funding packages, TAships, undergraduate and graduate student debt load, and student well-being), noncompetitive compensation and benefits packages for faculty, and the precarious viability of certain programs and departments.

Cuts to TAships, no replacements for retiring faculty, pressure to admit more graduate students with less funds for them, and pressure to admit more international grad students lead to a **huge morale problem**. I feel like teachers do when the state takes over their school. **Disempowered. Disrespected.** (Social Sciences)

More than taking time away from other job duties, increased efforts in teaching and grant applications have **taken time away from eating, sleeping and seeing my kids**. The workload just keeps increasing, and why not? **Faculty can not be paid overtime, and MUST perform to survive the job.**  
**Great deal for the university.** (Engineering)





# SURVEY FINDINGS: GENERAL MORALE

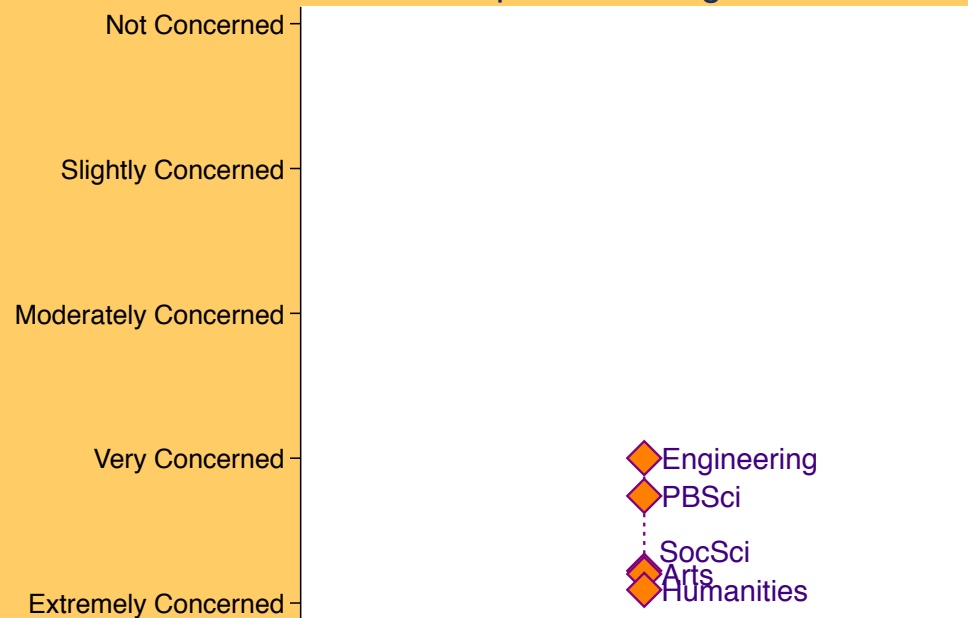
## Graduate Student Funding

**98% of respondents were concerned about the success of graduate programs given increasing tuition and the lack of adequate support for graduate students.** All divisions were "very" to "extremely concerned" about graduate student funding. Faculty worried that funding offers to prospective graduate students were not as competitive as those students received from other universities. Even though departments could not sufficiently fund all of the graduate students they admitted, they were still pressured to admit more students. Because of funding challenges, some noted that many programs had become more or less mediocre.

[T]he increased costs for graduate students -- foreign and domestic -- **makes UCSC's longstanding dream of eventually joining the Association of American Universities (AAU) a pipe dream.** (Arts)

I'm highly concerned about the increased emphasis on graduate education when a) **we don't have the resources** to provide it b) **we're not attracting top notch grad students** and c) **there won't be jobs for them** if/when they matriculate. What exactly is the point? (Social Sciences)

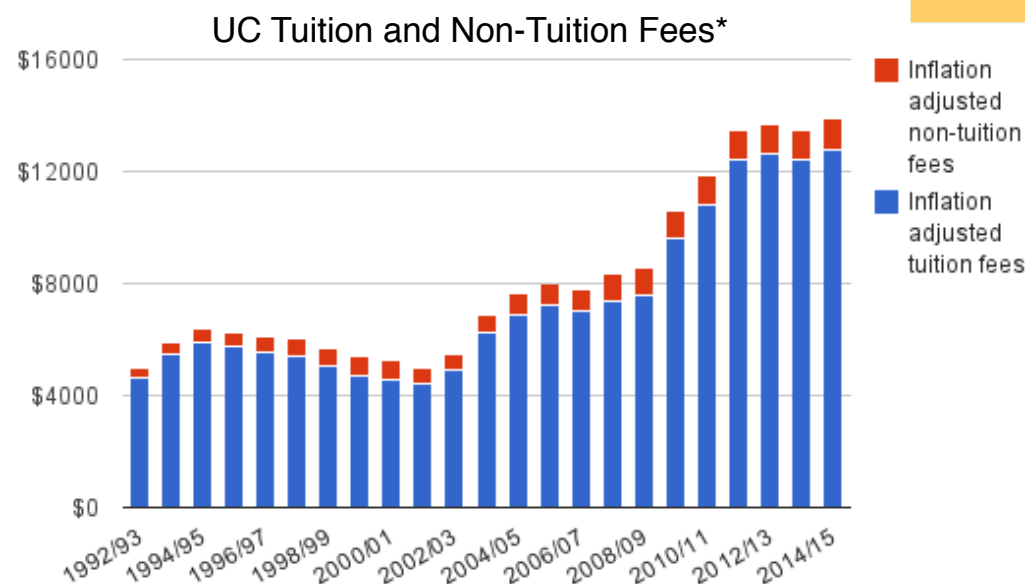
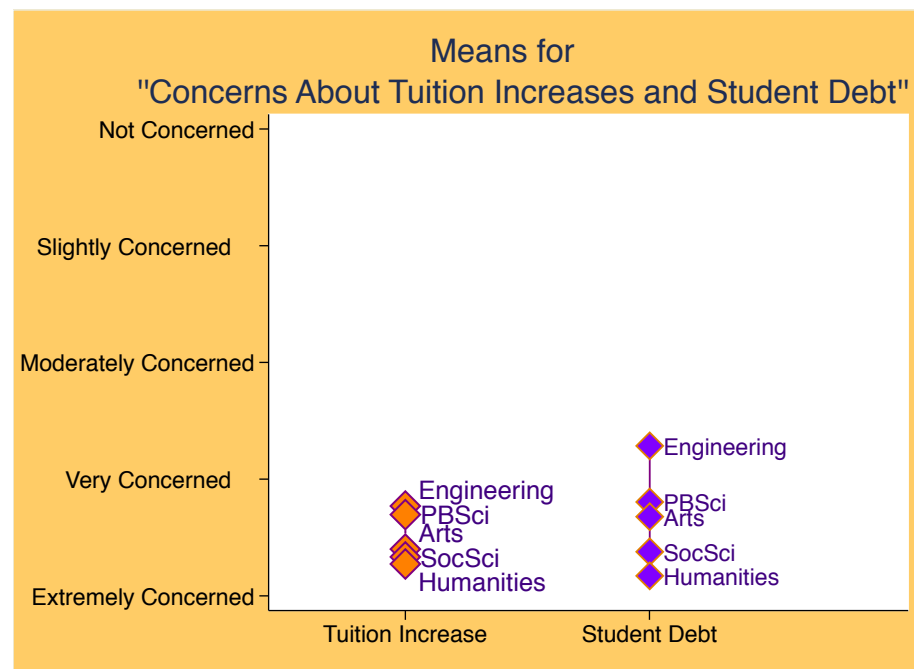
### Means for "Concern About Success of Graduate Programs Without Adequate Funding"



# SURVEY FINDINGS: GENERAL MORALE

## Tuition Increases & Student Debt

**98% of respondents were concerned about undergraduate and graduate student tuition and fee increases**—of the 98%, 90% were at least “very concerned.” Because the means of the responses across divisions clustered around “very” and “extremely concerned,” there were no significant differences across divisions. **97% of respondents were concerned student debt loads**—of the 97%, 90% were at least “very concerned.” Although respondents from all divisions were concerned, the means show that faculty from Engineering were less concerned about student debt than were faculty from other divisions.



Students, who are **less prepared** than in the past in any case, are **now working sometimes two or more jobs to pay their tuition**. This means **worse classroom results**, more time spent correcting papers, doing remedial work in class, etc. The **general level of instruction suffers**. (Humanities)

\* <http://ww2.kqed.org/news/2012/07/18/csu-and-uc-tuition-hikes-over-time>

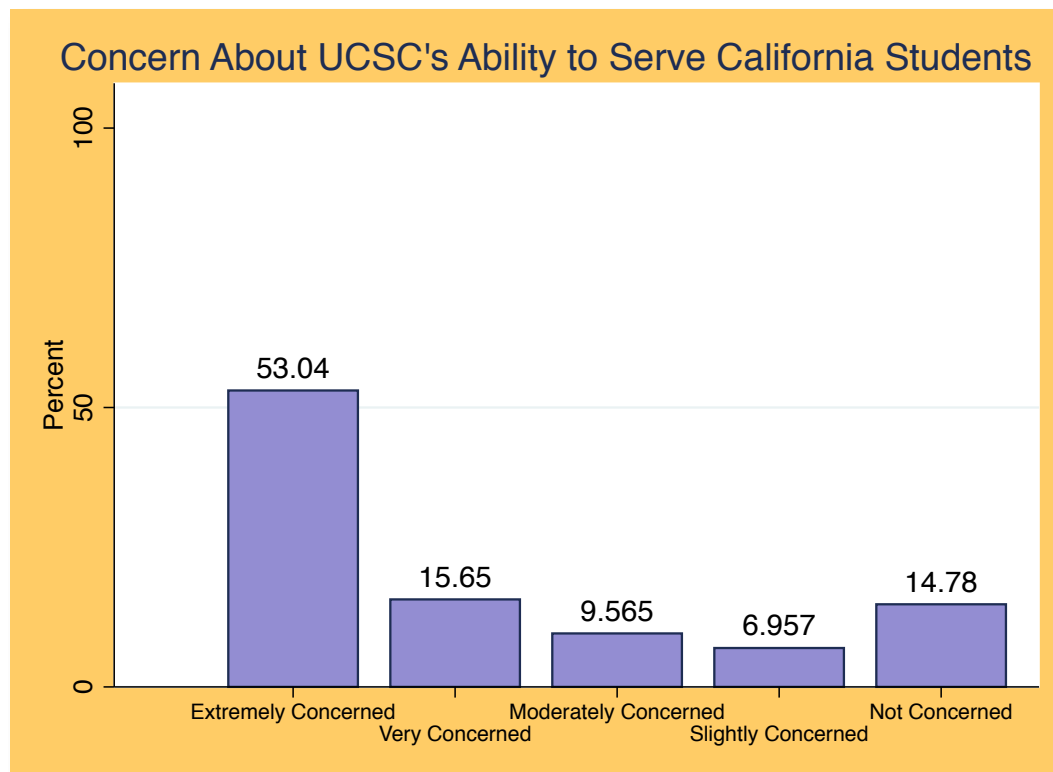
# SURVEY FINDINGS: GENERAL MORALE

## Serving California Students

**85% respondents were at least slightly concerned about UCSC's ability to serve California students.** Of this 85%, a majority were "extremely" or "very concerned." The California Master Plan (1960), spearheaded by then UC president Clark Kerr, was supposed to create a system that would guarantee California student access to quality higher education. However, with a steady increase in student tuition, class sizes, and student debt load, questions are being raised about whether the UC has abandoned its commitment to the Master Plan. Narrative responses from faculty reveal these concerns.

I am concerned about **diminished resources** for effective academic advising, **especially for first-generation students.** (Humanities)

Increasing attention to **AB-540 students** have been a great concern for me. If UCSC wants to be seen as a Hispanic-serving institution, how are we building/providing support for first generation college students at all levels? (Social Sciences)

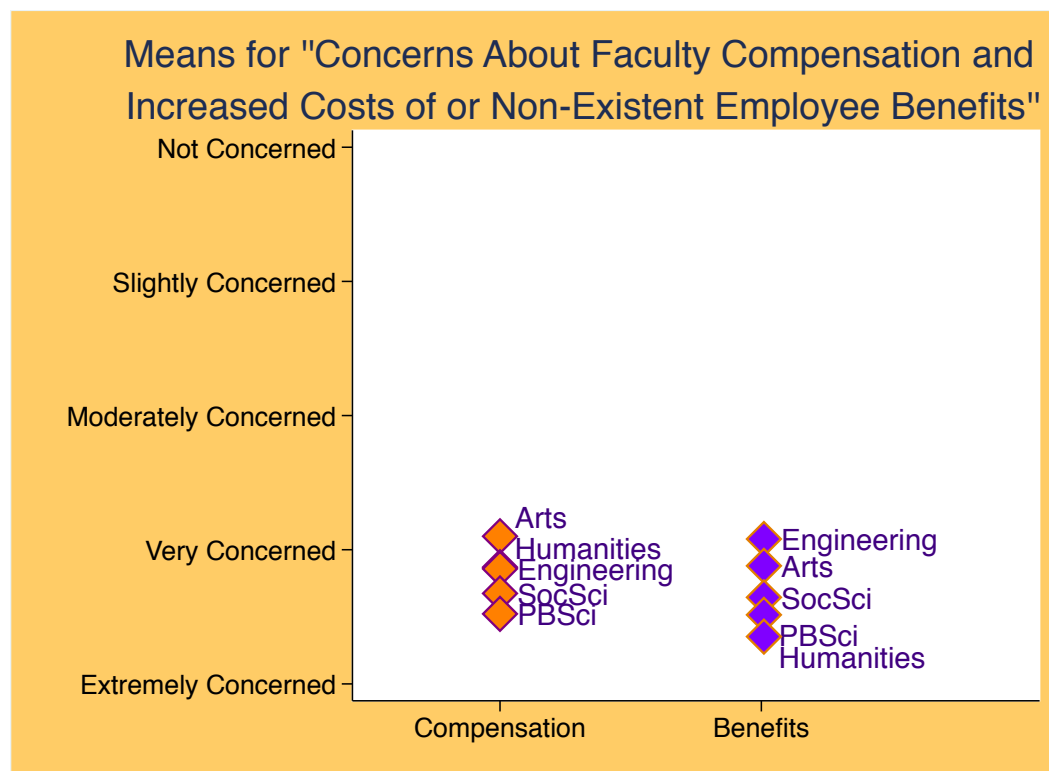


# SURVEY FINDINGS: GENERAL MORALE

## Compensation & Benefits

**Support and Compensation for Faculty.** 99% of respondents indicated that they were at least slightly concerned about support and compensation for faculty. Of this 99%, a majority were "extremely" to "very concerned."

**Increased Costs of or Non-Existent Employee Benefits.** 98% of respondents indicated that they were at least slightly concerned about the employee benefits. Of this 98%, a majority were "extremely" to "very concerned." Narrative responses revealed specific concerns about health care and child care benefits.



Health care and benefits are a bait and switch! I predict massive faculty retention problems. To enable faculty to thrive in expensive California requires substantial commitment from the university. I don't feel it. (PBSci)

Really poor and cheap treatment, makes the place begin to feel second rate. (Humanities)

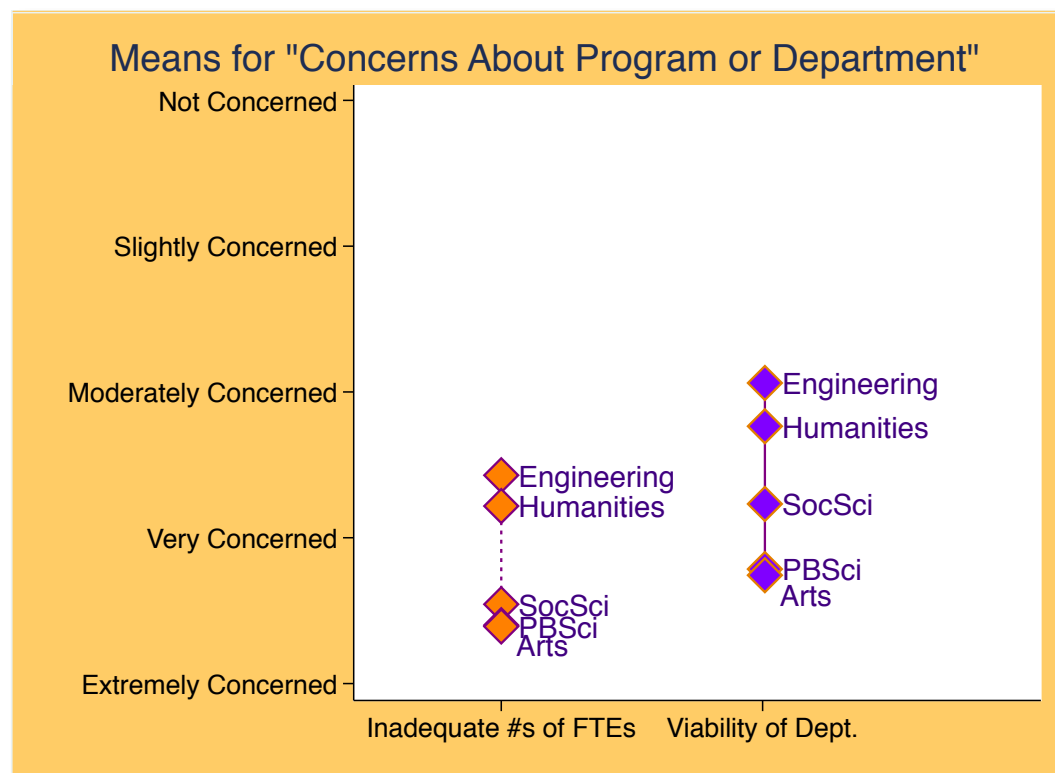
Lack of childcare for faculty and staff is crippling to people with families. It sends a message that the well-being of the whole person doesn't matter to UCSC. (Humanities)

# SURVEY FINDINGS: GENERAL MORALE

## Program or Department Viability

**Inadequate Numbers of FTEs. 94% of respondents noted concerns about how the success of their program or department was compromised by an inadequate number of FTEs.** Because of hiring freezes and retirements that were not replaced by new junior or senior faculty, many respondents shared that their programs or departments were at risk of becoming too small and not viable.

**Viability of Departments. 90% of respondents were concerned about the overall viability of their program or department.** Narrative responses revealed that budget cuts were disastrous to the well-being of most departments. A combination of inadequate numbers of FTEs; non-competitive benefits and compensation offers; and increased class sizes have forced faculty to reconsider their positions in their programs, departments, and university.



We are a small department, newly formed with a need and planned size of 20 faculty. **We stopped hiring in 2008 (~10 FTE)** which has been **disastrous to morale and resulted in some faculty leaving**. We are too small to offer both a competitive Grad and Undergrad program so some of **our best research faculty have left and many are likely looking**. (Engineering)

# SURVEY FINDINGS: GENERAL MORALE

[When I was hired] to support a new graduate program, another hire [was promised]. We have had a **significant [number] of retirements** during my years here and have more scheduled in the next year, yet we have had two searches in the time I've been here. (This is with a loss of twice that in FTE that added to a significant backlog of already unreplaced retirements). The result is that we have a **demanding undergraduate major and two graduate programs with insufficient ladder faculty to support both.** (Humanities)

My department has been all **but destroyed** by cancellation of two key senior replacement hires at a critical moment late in the search because of the budget cuts. This search was essential to preserve an internationally distinguished department at anything other than a **hugely reduced level (including quality)**. Affiliated faculty, themselves overburdened in their own departments, have saved things for now, but barely and at great cost, including to grad students admitted to a **much weaker program.** (Humanities)

In my larger program, **faculty and staff are so stretched**, so constantly **exhausted**, that despite the fact that we are starting to rebuild through hires, people struggle mightily not to lose heart. We are **drowning in work; most of us doing multiple jobs.** (Humanities)

## Program or Department Viability

So far we have **muddled through** with investments made before the cuts, as we grow, as we must, **this will become an issue.** (Engineering)

**Losing ground** to the well-endowed private universities is **extremely painful.** (Social Sciences)

The **budget situation has been a disaster** for our department. (Engineering)



# SURVEY FINDINGS: GENERAL MORALE

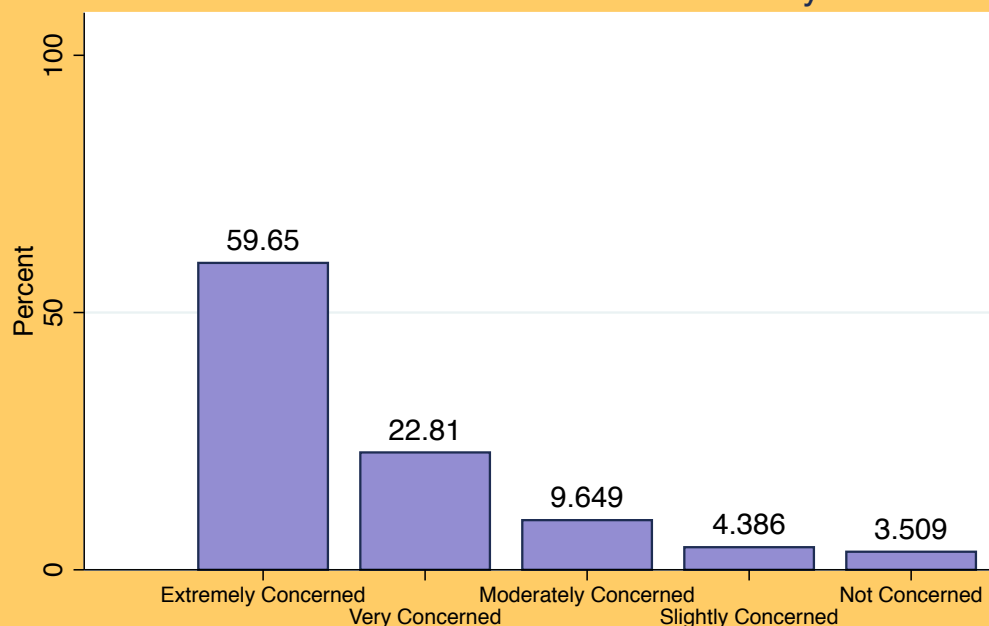
## Ability to Retain or Attract Talented Faculty

**96% of respondents shared that they were at least slightly concerned about UCSC's ability to retain or attract talented faculty.** The vast majority were extremely or very concerned. Because of the UC system's funding uncertainties, dwindling numbers of FTEs per department, increasing class sizes, inadequate compensation and benefits packages, high cost of living, and low morale, current faculty expressed difficulty in attracting talented young faculty and retaining innovative and accomplished faculty who haven't gotten more competitive offers from other colleges and universities.

The **failure to hire new faculty for four years** in my department means that we all have to teach more. (PBSci)

My department lost eight of its most productive faculty. Almost **everyone received outside offers**, and many of my colleagues accepted them. They had two main reasons: (a) our **counteroffers often were inadequate** -- e.g., less for a productive recently tenured associate professor than what we now have to pay for a new PhD assistant professor, and (b) **they lost confidence that things would ever improve.** (Social Sciences)

Concerns About UCSC's Ability to Retain or Attract Talented Faculty





# SURVEY FINDINGS: GENERAL MORALE

## Ability to Retain or Attract Talented Faculty

Most resources are being shifted to a very narrow group of loyal SOE faculty. **Talented researchers have left while dean positions seem to be thriving well.** Efforts to recruit/retain/reward are focused on 'friends.' (Engineering)

Faculty recruits are **frequently scared to come here.** They need to be convinced that the roof will not fall in on them as soon as they arrive. The UC's financial woes have been the subject of international news for years now and so we also have a **public relations problem. Most outsiders assume that the UC system is collapsing** even if it is not. (Arts)

Psychology has student loads about twice the campus average, partly self-inflicted by the faculty. Staff support for these students is inadequate. We have lost several good faculty in recent years. **Previously we lost almost no one.** (Social Sciences)

I regard accepting a position at UCSC as the **single largest career-related mistake** I have made during my entire lifetime. (PBCSci)

Spousal support needs to be addressed around campus in order for us to **attract and retain highly qualified faculty**, especially those with academic or semi-academic partners. (Humanities)

# SURVEY FINDINGS: GENERAL MORALE

## Summary

General morale is extremely low across all divisions. Faculty expressed primarily anger and frustration towards budget cuts and other administrative decisions that have negatively affected staff, faculty, and student environments. Across the board, it was alarming that many staff positions were defunded. Because the remaining staff had to complete work that once required two or more people, this caused overwork, low staff morale, and high staff turnover. Because of the cuts to staff positions, faculty faced increased demands to complete clerical tasks that were once supported by departmental staff. Such additional day-to-day needs negatively affected respondents' teaching and hampered research progress and innovation. In addition to the dwindling numbers of support staff, inadequate numbers of FTEs, which resulted from hiring freezes and retirement, increased teaching and service responsibilities for current faculty. Because of these overwhelmingly negative working conditions, it was increasingly more difficult to attract and retain talented faculty. Many worried about not only the success but also the simple viability of their programs and departments. It was also very concerning that undergraduate and graduate students' tuition and fees had consistently increased without adequate funding support or financial aid. Crippling student debt load also generated low morale amongst both undergraduate and graduate students. Such budgetary issues, which affect various aspects of faculty life, generate a general sense of anxiety, demoralization, and poor general morale.

**Morale is extremely poor**, particularly among the staff with whom I work on a daily basis. They have not received raises in more than 5 years, staffing budgets and positions have been cut, and the Social Sciences Division has created an **atmosphere of "crisis" to perpetuate continual budget reductions**, while at the same time decisions have been made to create new initiatives, centers, and PhD programs. This has created an atmosphere of absolute absurdity and has resulted in a **complete loss of confidence in leadership of the university**.  
(Social Sciences)

Everyone in our department from professors, to students, to staff has been **demoralized by decisions at the administrative level**. Many staff have quit or changed jobs. I used to like my job but **I don't enjoy working here much anymore**. (Social Sciences).

**General anxiety** still permeates many faculty discussions, especially as they pertain to non-ladder-rank colleagues. (Humanities)