# FACULTY NEEDS ASSESSMENT REPORT FOR THE 2025-2026 AY

**Prepared by**
Executive Committee of the Academic Senate
California State University, Los Angeles

**Executive Committee Membership (2025-2026 AY)**
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## Executive Summary

In Academic Year 2025–2026, the Executive Committee of the Academic Senate conducted a Faculty Needs Survey to better understand faculty experiences, priorities, and support needs across three interconnected dimensions of faculty work: Teaching; Research, Scholarship, and Creative Activity (RSCA); and Leadership, Career Development, and Service. The survey was distributed to all instructional faculty, librarians, faculty in Athletics, and faculty in Counseling and Psychological Services. A total of 320 faculty members responded, representing all colleges, the Library, Athletics, and Counseling and Psychological Services, and both permanent and lecturer faculty. Of note, the Academic Senate Faculty Needs Survey was distributed concurrently with the surveys for the Academic Plan and Strategic Plan, but the findings described here solely reflect the survey administered by the Academic Senate.

The findings reveal a faculty community that is deeply committed to student success, scholarly achievement, institutional service, and leadership. Across all sections of the survey, respondents expressed a strong desire to excel in their professional responsibilities and contribute meaningfully to the mission and future of Cal State LA. At the same time, faculty consistently identified institutional barriers that limit their ability to fully realize these goals.

Five themes emerged repeatedly throughout the survey:

1. **Time.** Faculty identified time as one of the most significant constraints affecting teaching effectiveness, scholarly productivity, leadership development, and meaningful participation in service. High teaching loads, increasing course caps, administrative responsibilities, and

service commitments often limit opportunities for innovation, collaboration, and professional growth.

2. **Resources and Infrastructure.** Faculty reported substantial needs related to classroom environments, instructional technology, office and workspace support, research infrastructure, equipment, databases, laboratory and studio space, and administrative systems. Many respondents reported purchasing instructional materials and technology with personal funds to meet teaching needs.
3. **Professional Development and Mentorship.** Faculty expressed strong interest in professional development opportunities related to teaching, scholarship, and leadership. However, many reported insufficient access to administrator–to-faculty mentoring, leadership preparation, and structured pathways for career advancement.
4. **Collaboration and Community.** Faculty consistently expressed a desire for greater opportunities to collaborate with colleagues, build interdisciplinary connections, and participate in supportive professional communities, and for peer-to-peer mentoring. Feelings of isolation emerged across teaching, scholarship, and leadership-related responses.
5. **Institutional Alignment.** Faculty generally view themselves as committed partners in advancing the University's mission. However, respondents frequently noted a disconnect between institutional expectations and the resources, support structures, and workload conditions necessary to achieve those expectations.

The survey findings suggest that investments in faculty success would yield benefits far beyond individual faculty members. Strengthening support for teaching, scholarship, leadership development, and service has the potential to improve student learning and engagement, increase research and creative productivity, enhance shared governance and leadership capacity, and advance the University's strategic priorities. This could ultimately contribute to making us a vibrant destination attracting more students to Cal State LA.

## Introduction

California State University, Los Angeles is a comprehensive, primarily undergraduate institution serving more than 20,000 students and designated as a Hispanic-Serving Institution, Minority-Serving Institution, and Asian American and Native American Pacific Islander-Serving Institution.

In Fall 2025, the University employed 1,317 faculty. Of these, 1,281 were instructional faculty members with 42% representing permanent faculty and 58% lecturers. In addition, there were 16 Librarians and 20 Coaches. Faculty contribute to the University's mission through teaching, professional achievement, and service, while many also engage in significant leadership activities and research, scholarship, and creative work.

The Faculty Needs Survey was developed to assess faculty perceptions, challenges, and support needs in four key areas:

- Teaching
- Research, Scholarship, and Creative Activity (RSCA)
- Career Development and Academic Leadership
- Service

The survey included both quantitative and qualitative questions and was administered during Fall 2025 and Winter 2026 with 320 faculty participating in the survey, amounting to a 24.3% response rate. Highlights of the findings were presented in the Academic Senate throughout the Spring term, and the formal report presented here was subsequently composed.

## Section 1. Teaching

### 1.1 Overview

Teaching remains the central responsibility for most faculty at Cal State LA and emerged throughout the survey as an area characterized by both extraordinary commitment and significant institutional challenges.

Questions in this section were designed to gather information on the areas related to instruction where faculty might most need support to teach effectively. Faculty were asked about instructional resources, classroom spaces and environments, professional development, instructional technologies, course design, class scheduling, modality, workload adjustments and time, and other supports needed to teach effectively. Among the 320 faculty who participated in the survey, all 320 completed at least parts of the Teaching-related section. Based on quantitative and qualitative responses, the survey revealed five overarching findings.

### 1.2 Key Findings

- Faculty demonstrate a strong commitment to teaching excellence
- Significant needs exist for physical resources and teaching infrastructure
- Faculty routinely spend personal funds to support instruction
- Institutional policies and workload structures limit teaching effectiveness
- Faculty need additional professional development, collaboration, and support for student engagement

### 1.3 Faculty Commitment to Teaching Excellence

The most consistent theme throughout the teaching section of the survey was faculty commitment to students and instructional excellence. Faculty repeatedly expressed a desire to improve their teaching and support student success. As one respondent stated, "I want to be the best teacher I can be." This sentiment appeared throughout the responses. When discussing resource shortages, workload pressures, or institutional frustrations, faculty consistently framed their concerns in terms of how those challenges negatively impact student learning. Faculty are not seeking support because they are disengaged. Rather, they seek support because they are concerned about the quality of education they can provide under the given circumstances.

Fortunately, the results of the survey indicate that, in general, faculty do not feel they need support with supervising students, such as independent studies, theses or dissertations. Sixty-nine percent of respondents, which was 125 out of 180, said no when asked if they needed support in this area. Similarly, faculty members feel confident in their ability to provide advising. Sixty-six percent of respondents, which was 121 out of 184 responses to that question, said they did not need support in this area. This leaves the work of teaching, including procuring physical items, university support, and non-physical supports such as training as the areas of focus for future improvements.

### 1.4 Teaching Resources and Infrastructure

Faculty identified substantial needs related to instructional materials, classroom environments, technology, and workspace infrastructure. Nearly seven in ten respondents indicate that they receive inadequate institutional support for teaching-related work conducted outside the classroom with 36% reporting to receive adequate support only sometimes and 33% not at all. Faculty were then given a list of commonly used office and classroom materials from which to identify potential needs or missing materials.

**Classroom Environment**

- Lack of chalk, markers, and erasers (59%)
- Problems with ventilation and temperature control (54%)
- Insufficient chairs and desks to accommodate enrolled students (52%)

- Inadequate whiteboard space or poorly maintained whiteboards (46%)
- Classroom spaces not conducive to learning (45%)

**Classroom Technology**

- Technical issues with classroom computers (54%)
- Technical issues with projectors (52%)

**Accessibility and Inclusive Learning Spaces**

- Desks that do not accommodate students of all sizes and abilities (41%)
- Layout of desks that prevent students from seeing the whiteboard or projection screen (30%)

**Workspace and Office-Related Needs Outside the Classroom**

- Ergonomic chairs (43%)
- Ergonomic desks (39%)
- Functional printers (36%)
- Private spaces for Zoom meetings and student office hours (29%)
- Storage for personal and work materials (27%)
- Computing equipment (17%)
- Assigned office space (16%)

When given the opportunity to respond to an open-ended question regarding material needs, faculty identified several physical material needs, including:

- Lab supplies
- Timely textbook orders
- Whiteboard markers
- Paper and ink for printers
- Locks for cabinets
- Journal subscriptions

When asked if their department provides instructional equipment and materials in a timely manner, 54% (n = 130) of respondents said that they did, while 29% (n = 69) said that they sometimes did, and 17% (n = 40) said they did not at all.

More than two-thirds of faculty (69%, n=184) indicated that they spend their own money on instructional materials essential to their work. The most frequently mentioned category in which faculty spent their own money was technology and presentation support hardware and software. Examples of this are needed software that may be part of the classroom instruction but are not included in the standard university licenses and coverage, subscriptions to polling services, AI detection software, cameras, microphones, headphones, speakers, external monitors, cables and dongles to connect to monitors, and a clicker to advance slides. At least 60 respondents mentioned spending money on one or more of these essential items, with many

identifying multiple items within the category that they had purchased. Another category among the most frequently mentioned items that faculty spend their own money on was printing materials for classes, such as paper, ink and toner. These items were mentioned by at least 48 respondents. Basic classroom supplies such as white board markers, erasers, pens, chalk, scantron forms, transparencies, and poster paper were also needed supplies, mentioned by at least 44 respondents. At least 28 faculty members mentioned purchasing their own copies of the assigned textbooks. Of the remaining, less frequent but still significant purchases, at least 26 faculty members mentioned laptops, and many faculty mentioned that the university did not provide them with a computer, an essential tool and their means to conduct classes both in-person and online. Additional mentions were made of discipline-specific lab materials, model kits, art supplies for art classes, plastic name badges, safety goggles, masks, cleaning supplies, promotional items for recruitment and outreach, refreshments for faculty and staff meetings and food for food-insecure students.

The dollar amounts provided varied greatly, in terms of what was spent by faculty members on these items. The lowest amount reported by a faculty member was $10, while one faculty member calculated the total cost of copies of handouts they have made to be $5,289. The most frequently reported dollar amount spent was $100 (26 respondents), but it is important to note that 22 respondents reported spending over $1,000, with the majority of these being in the $1000 - 1500 range. Since several faculty reported a range and some faculty indicated spending less or more than a specific amount, an accurate average of the money spent by faculty cannot be provided. However, using the average of the low and high reported for a range and 10% below or above the number stated for spending “less” or “more”, the average of what faculty pay for instructional needs out of pocket was estimated to be about $420 and the median to be about $200 per year.

One faculty member summarized the substantial concerns regarding classroom environments and teaching infrastructure. “We need space that is accessible and conducive to learning, with working technology, ventilation, temperature and lighting control, and furniture that accommodates students of different sizes and abilities and can be configured to different pedagogies."

Collectively, these findings suggest that many faculty members are supplementing institutional resources with personal funds while navigating classroom and workspace conditions that do not consistently support effective teaching. Greater investment in instructional infrastructure, technology, classroom environments, and faculty workspaces would help align institutional expectations for teaching excellence with the resources necessary to achieve it.

### 1.5 Workload, Policies, and Structural Barriers

Beyond physical items, the need for new approaches to university policy arose through the survey responses and comments provided by the respondents. One way in which this is exhibited is through the challenges faculty encounter in course development. Forty-seven percent of faculty (113 out of 240 respondents) reported “Yes” or “Sometimes” when asked if

they face challenges with designing courses. When given a selection of reasons for that, the most selected reasons were lack of time and lack of compensation to design new curriculum (75% and 69% of respondents, respectively).
Those who chose “Other” as a reason specified lack of training and department support, needed CETL certification to create online courses, constraints of lab item costs, overworked support staff who cannot assist in the application, and the difficulty of building and maintaining community partnerships such as at local schools and organizations.

Teaching effectiveness is closely connected to institutional policies and workload expectations. Faculty repeatedly cited the 4/4 teaching load, which is standard across most of the university’s tenure-line instructional faculty outside of the College of Business and Economics, as a major barrier to instructional innovation and course improvement. One respondent wrote "The 4/4 load is killing us.” Particularly concerning were comments regarding course redesign demands associated with enrollment increases, such as grading, advising, and curriculum development or needing to redesign courses to accommodate more students in a course. One participant wrote, “Changing a course cap makes the course into an entirely new course. Every time a course cap changes, I have to redesign the course itself in order to redistribute the workload. Additionally, because almost all of my courses are writing-intensive, there is a ripple effect when this occurs, requiring changes in my other courses. The overall effect is profoundly destabilizing.” Another noted, “Student section sizes...are untenable, and detrimental to student learning outcomes.” Finally, one wrote, “Ultimately, there needs to be either course release or stipends available to faculty participating in course design. Our time is not free, and the university can learn to properly use funds for student learning.”

When asked about barriers to course delivery, 52% of the faculty indicated that they face challenges with the most often-cited issues related to the aforementioned lack of teaching supplies (chalk, markers, erasers, etc., n = 72), followed by lack of adequate ventilation and temperature control (n = 67), technical issues with computers (n = 66), technical issues with projectors and inadequate classroom space (n = 64). Other challenges identified by more than 50 respondents included lack of classroom space, lack of electrical outlets for students, desks that do not accommodate student needs and disabilities, and lack of sufficient white boards. The issue of classroom arrangements and physical space came up in multiple responses, where faculty identified the need for more supportive work spaces (including chairs with backs, not stools), and flexible seating options, that could be moved into circles and small groups.

More than half (52%) of the faculty respondents reported that greater opportunities for collaboration with colleagues would strengthen their teaching practice. Faculty also identified several additional supports that would enhance their effectiveness in the classroom, including support for integrating high-impact practices (39%), assistance developing interdisciplinary courses and pathways across disciplines (31%), and support for student engagement strategies (31%).

Overall, respondents noted that institutional expectations for teaching excellence are increasingly difficult to achieve under current conditions.

### 1.6 Professional Development and Faculty Community

Faculty expressed strong interest in professional development opportunities that support effective teaching, student engagement, inclusive learning environments, and emerging instructional approaches. When asked about desired workshops, respondents most frequently asserted an interest in the following topics, related to teaching methods and pedagogy.

- Project-based learning (43%)
- Teaching neurodivergent students (40%)
- Group-based learning and group work (37%)
- Facilitating class discussions, reflection, and difficult conversations (36%)
- Mastery- and competency-based grading (35%)
- Addressing COVID-era learning loss (32%)
- Methods that validate and affirm students of all abilities, genders, and orientations (31%)

Faculty also expressed interest in professional development workshops that address instructional technology, course design, and inclusive teaching practices. Specifically, these included:

- Using AI in the classroom (62%)
- Online course design (41%)
- Accessible technology (34%)
- Inclusive student engagement outside the classroom (31%)
- Trauma-informed pedagogy (30%)
- Inclusive teaching practices (30%)

Besides weighing in on the choices for workshop topics presented in the survey, faculty also provided ideas for workshops they would like to see offered. These included:

- Efficient grading
- Community-engaged learning
- Assessing group work
- Project-based learning
- Transformative justice pedagogy
- Native and Indigenous decolonial praxis
- Information literacy

While faculty demonstrated substantial interest in professional development, they also identified time as a significant barrier to participation. As one respondent observed, "Yes, [I am interested in workshops], but honestly we don't have time to take on extra work with our onerous workloads."

Beyond professional development opportunities related to teaching, faculty expressed a strong desire for greater connection and collaboration with colleagues. One respondent wrote, "I

would love to feel more collaborative with my colleagues. Right now, I never see them and feel like a silo on my own." This desire for community emerged repeatedly throughout the survey and extends beyond teaching into scholarship, leadership, and service. Collectively, these findings suggest that faculty value professional development not only as a means of improving teaching effectiveness, but also as an opportunity to build relationships, exchange ideas, and strengthen the broader academic community at Cal State LA.

### 1.7 Framework for Institutional Action

The findings from the Teaching section suggest that faculty are deeply committed to instructional excellence and student success, but frequently encounter barriers related to infrastructure, workload, professional development, and institutional support. Based on the quantitative and qualitative responses, several opportunities emerge for strengthening teaching effectiveness at Cal State LA.

1. Improve classroom and teaching infrastructure. Faculty consistently identified deficiencies in classroom environments, instructional technology, accessibility, and basic teaching supplies. Investments in classroom maintenance, reliable technology, accessible furniture, and adequate instructional supplies would improve teaching and learning conditions for both faculty and students. Attention should be given to classroom environments that support diverse pedagogical approaches and accommodate students of all abilities.

2. Strengthen faculty workspaces and teaching resources. Many faculty, particularly lecturers, reported lacking access to essential resources needed to perform their teaching responsibilities outside the classroom. Providing access to computing equipment, office space, ergonomic workstations, printers, and private meeting spaces would better support faculty in course preparation, student mentoring, and instructional activities. Additionally, eliminating the need for faculty to purchase instructional materials with personal funds should be a priority.

3. Provide time and support for course development. Faculty repeatedly identified time as one of the greatest barriers to teaching innovation and improvement. Dedicated time for curriculum development, course redesign, assessment activities, and instructional improvement would allow faculty to implement effective teaching practices and respond to evolving student needs. Consideration should be given to course releases, stipends, or other forms of support for significant curriculum and course development efforts.

4. Expand professional development opportunities. Faculty expressed strong interest in professional development related to emerging pedagogies, inclusive teaching practices, student engagement, online course design, and the use of artificial intelligence in teaching and learning. Expanding professional development opportunities while ensuring faculty have sufficient time and incentives to participate would support continuous university

improvement to adapt to the ever-evolving institutional landscape.

5. Foster faculty collaboration and community. The survey revealed a strong desire among faculty for greater collaboration, connection, and community. Faculty learning communities, interdisciplinary teaching initiatives, peer mentoring opportunities, and structured spaces for sharing instructional practices could help reduce feelings of isolation while promoting innovation and mutual support across departments and colleges.

6. Review workload and policy structures that negatively impact teaching effectiveness. Faculty consistently linked teaching effectiveness to workload expectations, course caps, and increasing instructional responsibilities. A review of workload policies, enrollment practices, and support structures may help ensure that institutional expectations for teaching excellence are aligned with the time and resources available to faculty. Addressing these structural concerns would not only improve faculty experiences but also enhance the quality of instruction and student learning outcomes. It is strongly recommended to consider implementing a 3/4 teaching load for all tenure-line faculty who currently have a 4/4 teaching load.

## Section 2. Research, Scholarship, and Creative Activity

### 2.1 Overview

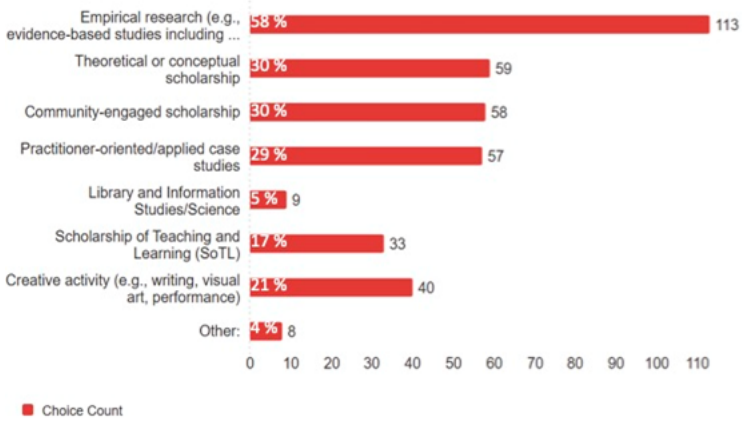
This section examines faculty experiences related to research, scholarship, and creative activity (RSCA), including resources, funding, workload, infrastructure, student collaboration, and institutional support. As in the teaching section, faculty responses related to RSCA reveal a vibrant and diverse scholarly community whose productivity is constrained primarily by limited time, insufficient resources, and administrative barriers.

### 2.2 Key Findings

- Faculty engage in diverse forms of scholarship and creative activity
- Collaboration is a defining characteristic of RSCA at Cal State LA
- Most faculty report inadequate access to resources needed for scholarly work
- Time and workload are the most significant barriers to productivity
- Student participation is central to faculty RSCA activities
- Faculty seek stronger research infrastructure, peer-mentoring, and grant support, especially for the humanities disciplines.

### 2.3 The RSCA Landscape at Cal State LA

The survey reveals a scholarly community that is diverse in its forms of inquiry and substantially collaborative in its orientation. Empirical research, encompassing lab and field work, computational studies, archival inquiry, and survey-based investigation, is the most common RSCA type, reported by 58% of respondents (n = 113). But faculty engage also in other types of scholarly work including theoretical and conceptual work (30%), community-engaged scholarship (30%), practitioner-oriented applied research (29%), creative activity in writing, visual art, and performance (21%), and scholarship of teaching and learning (17%). Library and information science research, concentrated within the Library unit where it constitutes the primary mode of scholarship, represents a smaller share (5%) among RSCA at Cal State LA.




Thus, RSCA support at Cal State LA should reach beyond that of lab and field work, computational studies, archival inquiry, and survey-based investigation to serve all faculty at Cal State LA.

Collaboration among faculty is common. Fifty-six percent of respondents (n = 108) report that their RSCA work currently involves significant on- or off-campus collaboration. An additional 14% anticipate moving into collaborative work in the future. Only 30% report no collaborative activity at present. This means that the predominant model of scholarship at Cal State LA is not the solitary investigator – it is the collaborative team, often extending beyond institutional boundaries.

### 2.4 Resource Adequacy and Infrastructure

Access to RSCA resources is not adequate. The survey asked faculty directly whether they have access to adequate resources for their RSCA activities (Yes, No, Sometimes). Collectively, out of the 189 respondents, only 70 (37%) answered yes. The remaining 63% answered either no (65 or 34%) or sometimes (54 or 29%), whereby the degree of inadequate access to RSCA resources varied by tenure status and by college affiliation.

### Variation by Tenure Status

The pattern of resource inadequacy shifts across faculty ranks with Full Professors reporting more often adequate access than all other groups (43%). This may reflect that by the time they are Full Professors, faculty have found ways to successfully navigate RSCA. Assistant Professors report slightly more often adequate access (38%) than Associate Professors (35%), but report also at the same time more often than any other group that they do not have adequate access. This discrepancy could reflect the initial start-up package with course release that incoming Assistant Professors receive, but which vanishes as they enter their third year. However, Lecturers report the least often to have adequate RSCA resources (32%). Nevertheless, it is of concern that across all groups more than 50% of faculty do not have adequate RSCA resources.

| Tenure Status | Yes (%) | No (%) | Sometimes (%) |
|---|---|---|---|
| Tenure-Track (Assistant) | 38 | 38 | 25 |
| Tenured (Associate) | 35 | 32 | 32 |
| Tenured (Full) | 43 | 32 | 25 |
| Lecturers | 32 | 37 | 32 |

Note: The % do not add up to 100 due to rounding.

### Variation by College

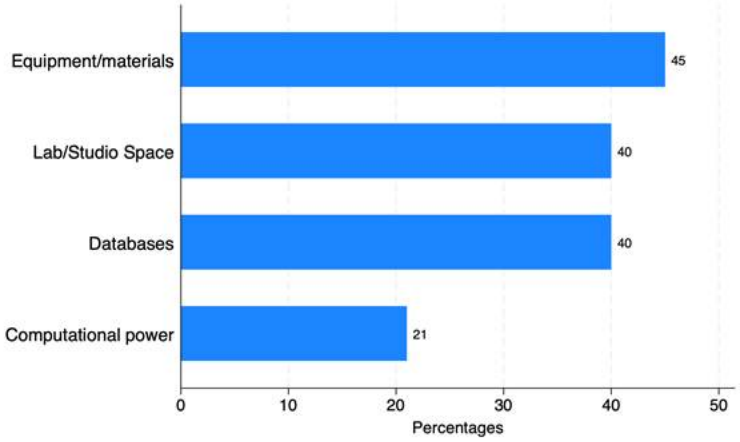
Resource adequacy varies across the colleges and library. The faculty from the colleges of ECST, HHS, and NSS report more often that they have adequate access to RSCA resources (over 40%) than not or only sometimes, in contrast to CoE and ES. In particular, faculty in ES overwhelmingly indicate not having sufficient resources.

| College (n) | Yes (%) | No (%) | Sometimes (%) |
|---|---|---|---|
| A&L (41) | 33 | 31 | 36 |
| B&E (29) | 31 | 38 | 31 |
| COE (24) | 25 | 33 | 42 |
| ES (6) | 17 | 67 | 17 |
| ECST (14) | 43 | 21 | 36 |
| HHS (34) | 45 | 33 | 21 |
| NSS (39) | 45 | 37 | 18 |

| | | | |
|---|---|---|---|
| **Library (6)** | **33** | **33** | **33** |

**What Resources Are Missing**

Collectively, faculty (107 respondents) expressed the greatest need for equipment and materials, databases, and lab and studio space, and to a lesser degree in computational power.



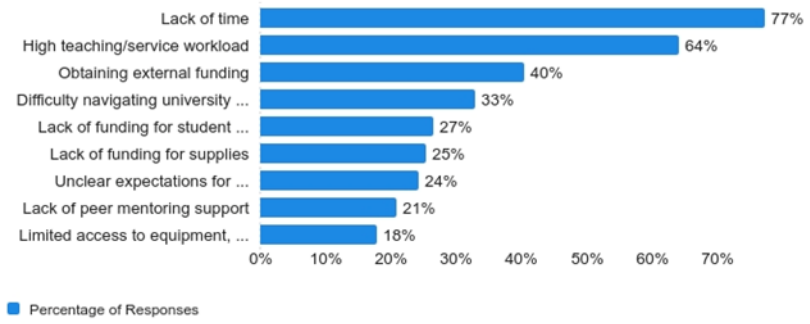

The specific resource needs are linked to the form of scholarship though. Empirical researchers most frequently cite databases (26%), equipment and materials (23%), and lab space (16%) – resources tied to data collection and laboratory infrastructure. Creative practitioners show a distinct profile: 34% need equipment and materials and 28% need studio space, reflecting the physical production requirements of artistic and performative work. Theoretical scholars and SoTL practitioners converge primarily on database access (25% each). Database access is given though the library and multiple respondents cited the discontinuation of Interlibrary Loan without faculty input as a direct impediment to their scholarship.

Faculty also expressed a need for support in human resources, including student assistants as well as statistical consulting, and physical space for brainstorming, focus groups, and research group meetings. Another prominent need for collaborative work was expressed to include physical space as well as inter-institutional IRB, IT, and data sharing capacity along with travel funds for visiting collaborators.

### 2.5 Time and Workload Constraints

No single finding from this survey is more consistent or more forcefully expressed than the shortage of time for RSCA work. When asked what type of internal funding would support their RSCA most, reassigned time to support RSCA was overwhelmingly ranked as number one by the respondents (73% out of 143 respondents). When asked what barriers limit their ability to continue or complete their RSCA projects (see graph below), seventy-seven percent of respondents (n = 134) identified lack of time as the chief barrier. High teaching and service

workload – the structural cause of the time shortage – was selected by 64% (n = 111) with 99 respondents selecting both as a barrier indicating that faculty experience time scarcity and excessive workload as a compound constraint rather than as separate problems.




The need for reassigned time persists across the full arc of an academic career at Cal State LA. Reassigned time was ranked #1 by 77% of Assistant Professors, 74% of Associate Professors, 80% of Full Professors. The need for reassigned time is also prominent among Lecturers with 61% ranking reassigned time as their greatest need.

| Tenure Status | Ranked Reassigned Time #1 |
|---|---|
| **Assistant Professor** | **77%** |
| **Associate Professor** | **74%** |
| **Full Professor** | **80%** |
| **Lecturers** | **61%** |

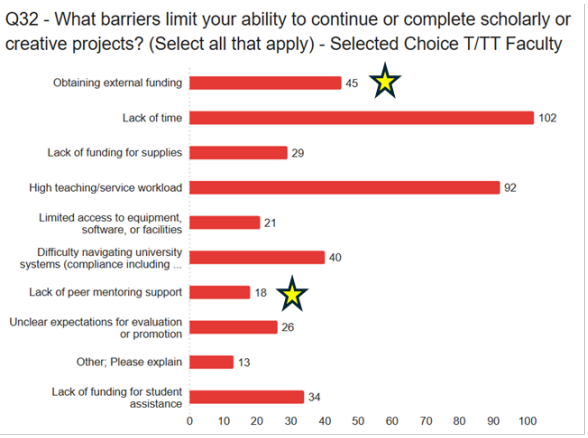
**The Teaching Load Connection**

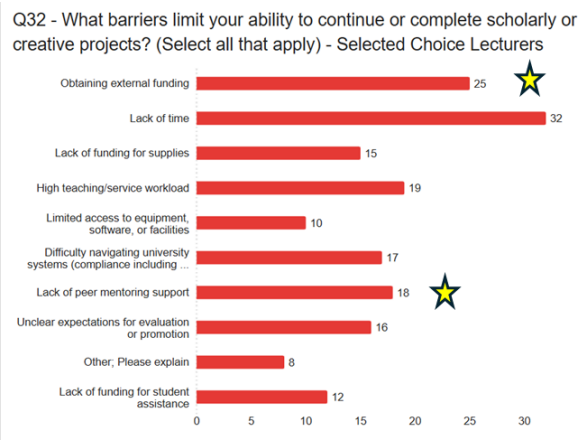
The time problem is inseparable from the structure of teaching obligations at Cal State LA. Faculty comments throughout the open-ended sections of the survey pointed consistently to high workload (69% of all respondents) with rising course caps, out-of-field teaching assignments, and post-tenure service burdens as mechanisms through which available research time has been eroded. Unclear RTP expectations were mentioned as an additional barrier to RSCA productivity by 42 survey respondents (13%). The practical consequence is that the nominal expectation of RSCA productivity – which shapes retention, tenure, and promotion decisions – is decoupled from the actual conditions in which faculty are asked to work.

### 2.6 Lecturer Faculty: Shared Interest but Distinct Barriers to RSCA Success

Lecturer faculty represent a growing share of the instructional workforce at Cal State LA and across the CSU system. Their substantial participation in a survey focused on RSCA is itself a notable finding, demonstrating that many lecturer faculty remain actively engaged in research, scholarship, and creative activity. Their responses reflect both a strong interest in scholarly engagement and a desire for greater institutional support.

Overall, lecturers identified many of the same barriers to RSCA success as tenure-track and tenured faculty. Lack of time emerged as the most significant barrier across all faculty groups, with high teaching workloads also consistently identified as a major challenge. However, lecturers were more likely than tenure-line faculty to identify a lack of peer mentoring and difficulty securing external funding as barriers to their scholarly work (highlighted with a yellow star). These findings suggest that, in addition to workload constraints, lecturers often face challenges related to professional networks, mentorship opportunities, and access to research support systems. The greater emphasis lecturers place on mentoring and external funding support further underscores their interest in participating in RSCA and highlights opportunities for the University to more fully engage and support this important segment of the faculty workforce.




### 2.7 Faculty Priorities for Internal and External Funding

**Internal Funding Priorities**

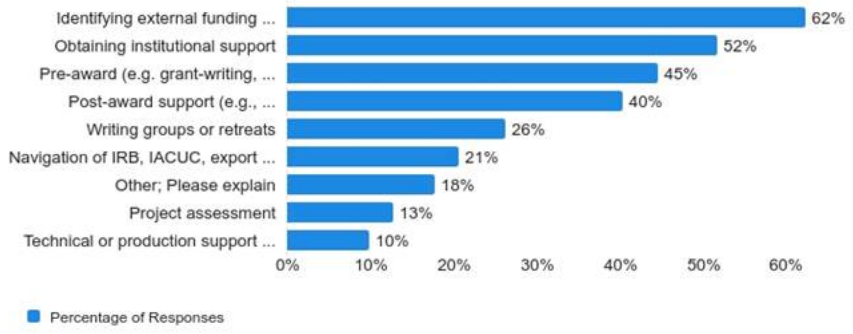
Beyond reassigned time (ranked the highest and discussed earlier in Section 2.4), faculty were asked to rank two additional forms of internal funding that supports their RSCA most: salary support for student research assistants and direct funds for supplies, materials, and travel, and had an opportunity to state other internal funding priorities. Out of the 143 respondents, a notable fraction listed funds to generate preliminary data and travel support as their highest ranked need (29 compared to the 105 who ranked reassigned time highest). Salary for student assistants was ranked second on average (avg rank 2.51) but was rarely ranked first (only 7 of

143 respondents). This pattern suggests that while student assistant support is broadly valued as a secondary resource, it is rarely the most pressing unmet need. This may be due to research training programs or independent funding that pays for student effort in RSCA or some academic credit for research. Other internal funding priorities named by faculty respondents were incentives for study participants, statistician support, funding to invite outside speakers, more interdisciplinary research talks, as well as a better pool of research ready students.

Expanding internal funding opportunities through mini-grants that support reassigned time, student research assistants, supplies, materials, and participant incentives would address several of the most frequently identified faculty needs. Coupled with targeted investments in research infrastructure, such as statistical consulting and research programming, these efforts could substantially increase RSCA productivity and external funding success at Cal State LA.

**Increase External Funding Success**

Among the 141 respondents who answered the question about external funding support, the needs are distributed across every stage of the grant process, from identifying funding sources, obtaining institutional support, and pre-award to post-award. This suggests that the barriers to external funding are not concentrated at a single point but are systemic.




The concentration of demand at the front end of the pipeline – identifying external funding opportunities as the greatest need (62%) indicates that many faculty require support to even begin the application process. Ranking this highest was found among all colleges apart from ECST, which ranked post award support as their highest need. Of note, the demand for writing groups was ranked more varied with ES and A&L ranking this higher (2. and 4. highest, respectively) and ECST and NSS ranking this lower (7. in both groups with only 9% and 20%, respectively, indicating a need). According to the type of research that faculty conduct, additional support in navigating IRB and IACUC was expressed more among faculty from COE (26%), ES (33%), HHS (30%), and NSS (24%), compared to AL (14%), BE (6%), ECST (0%).
A recurring concern among faculty in A&L, ES, and related disciplines is the lack of support structures designed for scholarship in the humanities. Considering that humanistic scholarship rarely fits the federal grant template, meeting this need requires different sourcing strategies altogether. To address these systematic barriers to securing external funding, the University and

the colleges could collaborate to develop targeted and discipline specific workshops and develop a humanities-oriented programming and community, for example a dedicated center, which is common at comparable universities.

Importantly, the top two areas of need — identifying opportunities and obtaining institutional support — are among the least resource-intensive to address. Unlike lab equipment or teaching load reduction, these gaps could be narrowed through expanded ORSCA programming: faculty advising, curated funding newsletters, and pre-submission consultation services.

**Major Concerns with UAS**

The University Auxiliary Services system emerged in this survey through numerous comments as an acute point of friction within RSCA at Cal State LA. Faculty who have successfully obtained external funding faced a post-award environment characterized by delayed processing for initial purchase orders, requirements for excessive complex forms, overhead rates perceived as disproportionately high relative to services rendered, and a lack of staff support for navigating complex administrative regulations. Faculty respondents described overhead rates as out of alignment with peer institutions and noted that overhead revenue does not visibly return to the colleges and departments that generated it. Another serious concern raised was weakness in maintaining compliance with federal regulations which pose the risk of losing funding or becoming ineligible for federal funding.

For many faculty the practical consequence is that grant-funded projects cannot be executed on schedule, faculty who encounter these barriers are deterred from applying for future funding, and Cal State LA's reputation as a reliable institutional partner for external funders is placed at risk. Faculty want transparency in overhead allocation, and genuine reinvestment of a portion of overhead into college-level RSCA infrastructure.

### 2.8 Student Research Supervision and Faculty RSCA

While some faculty primarily mentor students whose interests are distinct from their own research or creative agendas, many faculty engage students directly in their RSCA projects. After receiving appropriate training, students often become integral contributors to these projects, participating in activities such as data collection, data analysis, creative production, and other scholarly work. Both undergraduate and graduate students play important roles in advancing faculty research and creative activity.

This faculty-student collaboration creates substantial benefits for both groups. Faculty benefit through increased scholarly productivity and the advancement of their RSCA agendas, while students gain valuable high-impact experiential learning opportunities that strengthen their preparation for graduate education and professional careers. As a result, faculty-student collaboration represents a mutually beneficial and synergistic component of the University's

research and creative enterprise. However, survey responses identified several institutional barriers that limit faculty capacity to effectively mentor students and fully realize the benefits of faculty-student collaboration, thereby constraining both RSCA productivity and student learning opportunities.

To better understand the support needed for faculty-mentored student research and creative activity, faculty were asked “do you need support with supervising independent studies, theses, or dissertations” and “do you need support with advising and mentoring students?”. Approximately one-third of respondents answered "yes" to these questions (55 of 180 and 63 of 184 respondents, respectively). Open-ended responses revealed two primary concerns. First, faculty identified a need for greater recognition and compensation for the time spent mentoring and supervising students engaged in RSCA, noting that this work is often not reflected in their weighted teaching load. Second, faculty highlighted the reduction or elimination of S-factor course offerings, particularly 4990 Undergraduate Directed Study courses, as a significant barrier to faculty-student research collaboration. Faculty described the lack of compensation for research mentoring and the limited availability of S-factor courses as serious impediments to RSCA productivity. These constraints reduce opportunities for students to participate in research and creative activities while limiting faculty capacity to engage students as collaborators in their scholarly work.

Additionally, at the graduate level, faculty described deficiencies in formatting standards, timelines, support for ProQuest and ScholarWorks submission processes calling for enhanced mentoring infrastructure through Graduate Studies. Furthermore, the exclusion of lecturers from thesis committee service was perceived to constrain the mentorship ecosystem: lecturers who have relevant expertise and scholarly relationships with students are formally barred from contributing to the graduate research enterprise in this way, a policy that limits both faculty development and student support.

### 2.9 Framework for Institutional Action

The AY 2025–2026 Faculty Needs Survey documents a scholarly community that is active, diverse, and collaborative, yet operating under institutional conditions that often fall short of what is required to sustain RSCA productivity. Survey responses identified three primary constraints: time, funding, and infrastructure. The findings also reveal several important opportunities for institutional action, including greater support for lecturer engagement in RSCA, expanded peer-mentoring networks, and dedicated resources for faculty engaged in humanistic scholarship. Taking the quantitative and qualitative responses to the RSCA-related survey questions and converting these into actionable items, the following recommendations are made to improve RSCA at Cal State LA.

1. Reduce teaching load and increase protected research time. This is the most frequently cited need and the most complex to address, involving collective

bargaining, budgetary tradeoffs, and departmental planning. Other campuses in the CSU system have experimented with formally assigning Weighted Teaching Units (WTUs) to research activity, creating protected scholarly time within the official workload structure rather than relying on informal accommodation. A 3/3 or 3/4 teaching load model, where feasible, would be the single highest-impact structural change available to our institution.

2. Provide flexible internal funding. Restoring a mini-grant program—similar to those previously offered by some colleges but since discontinued—would address a frequently identified funding gap and provide faculty with the resources needed to generate preliminary data, advance scholarly projects, and prepare competitive external funding proposals.

3. Expand the Office of Research, Scholarship, and Creative Activity and strengthen pre-award support. The two most frequently requested forms of external funding support- identifying funding opportunities and receiving institutional assistance with grant applications- are also among the most cost-effective areas for investment. Expanding the Office of Research Scholarship and Creative Activity's capacity to provide curated funding opportunities to all colleges, pre-submission consultations, and grant application coaching would address a critical barrier at the front end of the funding pipeline, where many faculty struggle to identify and pursue external funding opportunities. In addition, special attention should be given to strengthening RSCA support for the humanities, including funding identification, proposal development resources, and programming tailored to the distinctive needs of humanistic scholarship.

4. Overhaul University Auxiliary Services and post-award services. Reforming UAS to institute timely and simplified processes that improve grants management, enhance compliance, and create transparent policy on overhead allocation and reinvestment into the faculty would produce immediate, measurable improvements for grant-active faculty and encourage faculty to prepare and submit grants.

5. Offer S-factor courses. Faculty mentored student research is critical to our institution's research structure. Offering supervision courses, especially Undergraduate Directed Study courses and other research related courses for undergraduate students should be restored to compensate faculty for this important work and to give academic credit to students engaged in research. As this one of the high-impact learning experiences included in the Academic Plan, the institution may consider moving financial support for these courses away from the colleges to a centralized University level unit.

6. Increase peer-mentoring and research community infrastructure. Establishing peer-mentoring programs, expanding interdisciplinary colloquia, creating shared spaces for collaborative work, and providing more opportunities for faculty to present and discuss their RSCA would help foster a stronger and more connected research community on

campus. Furthermore, permitting qualified and interested lecturer faculty to serve on thesis committees would broaden participation in the University's scholarly enterprise, strengthen student mentorship, and enhance overall RSCA productivity.

These six areas are interconnected. Reduced teaching load creates time that can be used to secure funding, which can be easier obtained with increased internal funding and improvements in ORSCA support, which in turn generates resources that reduce dependence on internal funding. Offering S-factor courses increases RSCA productivity, which will also facilitate grantsmanship and securing external funding. Improved peer mentoring, enhanced opportunities for collaboration, and inclusion of lecturers in the development and review of student theses and dissertations will overall improve RSCA infrastructure. No single intervention resolves the significant problems that faculty experience around RSCA but a coordinated approach targeting even only two or three of these areas simultaneously would produce compounding benefits.

## Section 3. Leadership, Career Development, and Service

### 3.1 Overview

As in the areas of Teaching, Research, Scholarship, and Creative Activity (RSCA), faculty responses related to leadership and service reveal a commitment to the success of Cal State LA and eagerness to contribute beyond the classroom. Faculty have a central role in the University's shared governance structure, serving as department chairs, program directors, committee members and chairs, and mentors. These leadership and service activities are essential to institutional effectiveness and the achievement of the University's mission.

At the same time, survey responses indicate that faculty often experience leadership and service responsibilities under limitations similar to those identified in the Teaching and RSCA sections: insufficient time, competing workload demands, lack of formalized mentoring and preparation, and unclear pathways for advancement. While many faculty express strong interest in leadership opportunities, they frequently encounter barriers that make participation difficult or unsustainable. Likewise, faculty report substantial service commitments that are critical to university operations but may not always be recognized, equitably distributed, or connected to professional growth.

This section examines faculty interest in leadership roles, barriers to leadership participation, mentoring and professional development needs, and the role of service within faculty careers. The findings reveal a significant opportunity for Cal State LA to strengthen its leadership pipeline, build institutional capacity, and support faculty development through intentional investments in mentorship, leadership preparation, and equitable service structures.

### 3.2 Key Findings

- Faculty are interested in leadership roles
- Leadership pathways are often unclear
- Administrator-to-faculty and peer mentorship opportunities are desired but limited
- Faculty desire structured leadership development
- Service demands are substantial and unevenly distributed
- Service obligations may impede leadership participation

### 3.3 Interest in Leadership/Administrative Positions

Faculty were asked about their interest in pursuing leadership positions at this time, or in the near future. The survey question allowed participants to select more than one response. Faculty responses show interest in multiple leadership positions (n = 180):

- Department Chair (28%)
- Department Committee Chair (25%)
- Undergraduate or Graduate Program Director or Advisor (24%)
- College or University Committee Chair (23%)
- Dean or Associate Dean (19%)
- Academic Senate Leadership/Shared Governance (13%)
- Provost or other Senior Administrator (7%)

These findings indicate that faculty leadership potential exists across the institution.

### 3.4 Barriers to Leadership Participation

While faculty expressed interest in pursuing leadership positions, respondents identified several concerns and barriers to participation. Participants were permitted to select multiple responses (n = 176):

- Time commitment (58%)
- Work-life balance concerns (51%)
- Unclear leadership pathways (35%)
- Lack of preparation (28%)

Faculty also cited teaching responsibilities, scheduling conflicts, and uncertainty regarding leadership expectations as barriers. Another recurring theme was that leadership interest does not translate into participation because faculty do not feel adequately prepared or supported.

### 3.5 Mentorship

Mentorship is a key component of faculty development and achieving the University's mission. However, out of 174 responses, 84% of survey participants reported receiving no mentoring. When asked if they mentor another faculty member, 30% of 177 respondents reported serving as a mentor. Among those who had received mentoring, most described it as informal and focused on helping junior faculty, specifically helping assistant professors with tenure and promotion. Faculty who served as mentors expressed that mentoring is rewarding, but uncompensated, work that does require additional time and effort. At the same time faculty are interested in formal mentoring programs (n = 171):

- 37% want a mentor
- 24% are willing to serve as mentors

Faculty expressed interest in mentoring related to:

- Leadership development (72%)
- Promotion and tenure guidance (52%)
- Research guidance (52%)
- Teaching support (39%)
- Work-life balance (22%)

### 3.6 Committee Service and Capacity

Faculty service emerged as both a strength and a challenge. Faculty reported serving on multiple committees simultaneously, and some faculty are devoting substantial time to committee work. Although service is essential to shared governance and the overall functioning of the university, respondents noted that heavy service obligations may not always align and can limit opportunities for scholarship, leadership development, and professional growth. Faculty also raised concerns regarding the equity of service assignments. Without intentional design, service can function as a barrier rather than a pathway to leadership and could negatively impact career progression for some faculty.

### 3.7 Supporting Leadership Development

Faculty are interested in pursuing leadership positions and have a strong desire to advance their careers. Out of 176 responses, 64% are interested in a structured leadership development program. When asked to identify the types of support that would make them more likely to pursue leadership position, respondents selected the following:

- Clear leadership pathways (51%)
- Administrator-to-faculty mentoring (40%)
- Leadership learning community (32%)
- Professional coaching (30%)

Leadership interest is not translating into participation due to structural and developmental gaps. Faculty express concerns about not being prepared, lack of onboarding and training, and the inability to make a positive contribution to the current system. Faculty also noted teaching load and scheduling conflicts as barriers to participating in faculty development opportunities. Repeated concerns included access, opportunity, and eligibility, particularly for lecturers interested in leadership opportunities; as well as a lack of confidence in current administration (access, selection, and institutional condition).

Faculty are growth-oriented and seeking support. When asked to identify leadership skills they would like to strengthen, 137 respondents selected a median of four areas from a list of sixteen options, indicating broad and multi-dimensional development interests. The most frequently selected areas for development were:

- Budget management/resource allocation (45%)
- Leading curriculum changes/program reviews (39%)
- Preparing to serve as department chair or program director (38%)
- Building and leading effective teams (38%)
- Conflict resolution (37%)
- Equity-minded leadership (34%)
- Communication skills/having difficult conversations (34%)

### 3.8 Framework for Institutional Action

The survey findings indicate that faculty are interested in leadership opportunities and professional growth, but often encounter barriers related to preparation, both peer mentoring and administrator-to-faculty mentoring, workload, and unclear pathways to leadership roles. To strengthen the University's leadership pipeline and build institutional capacity, several opportunities for action emerge from the data.

1. Develop a structured faculty leadership program for different types of leadership. Faculty expressed strong interest in formal leadership development opportunities. Cal State LA should establish a structured leadership development program that includes a cohort-based model, skill-building workshops, leadership seminars, and opportunities for one-on-one mentoring by faculty peers, administrator-to-faculty mentoring, and coaching. Program content should align with institutional priorities and prepare faculty for a variety of leadership roles, including department chair, program director, committee chair, and administration positions. Because faculty trust and credibility are essential for program

success, leadership program facilitators should be carefully selected and represent respected leaders from across the institution.

2. Expand formal peer mentorship opportunities related to retention, tenure, and promotion. The survey revealed a substantial gap in mentoring, with most faculty reporting little or no formal mentoring for faculty development. Establishing formal peer mentoring networks would provide faculty with guidance, support, and opportunities for professional growth. Mentors, within or outside of the department, and mentees should be matched based on career goals, interests, and professional experience, and mentors should receive training, recognition, and support for their contributions.

3. Create clear and inclusive leadership pathways. Faculty identified unclear career pathways as a significant barrier to leadership participation. The University should develop transparent leadership pathways that outline opportunities for advancement across faculty classifications and ranks, including lecturer faculty where appropriate. Leadership development opportunities, mentoring programs, and service assignments should be intentionally aligned to help faculty understand how leadership skills are developed and how various experiences contribute to future leadership roles.

4. Strengthen the connection between service and leadership development. Faculty service plays a critical role in shared governance and institutional effectiveness, yet many respondents viewed service primarily as an obligation rather than a pathway to leadership. The University should more intentionally communicate how committee service develops leadership competencies, institutional knowledge, collaboration skills, and decision-making experience. Additionally, clearer pathways should be established that connect service leadership roles, such as committee chair positions, to future opportunities as department chairs, program directors, and academic administrators.

5. Promote service equity and workload balance. The survey findings suggest that service responsibilities may be unevenly distributed and can limit faculty participation in leadership development activities. The University and Colleges should monitor committee assignments, service obligations, and time commitments to ensure a more equitable distribution of service responsibilities across faculty. Greater transparency regarding service expectations may help reduce workload imbalances and create more opportunities for leadership participation.

6. Provide time, recognition, and incentives for leadership development. Consistent with findings across the Teaching and RSCA sections, faculty identified time as a significant barrier to professional growth. Leadership development efforts should be supported through meaningful incentives such as course releases, stipends, formal recognition, or

other workload accommodations. Processes for receiving recognition and support should be streamlined to encourage participation and reduce administrative burden. Providing dedicated time for leadership development will help ensure that faculty have the capacity to engage in these opportunities while maintaining their teaching, scholarship, and service responsibilities.

## 4. Conclusion

The AY 2025–2026 Faculty Needs Survey portrays a faculty community that is highly engaged, deeply committed to students, and invested in the long-term success of Cal State LA. Across the domains of teaching, research and creative activity, leadership development, and service, faculty consistently expressed a desire to contribute at the highest levels while supporting the University's educational mission and strategic goals.

Importantly, the survey findings do not reveal a lack of motivation, engagement, or commitment. Rather, they reveal a faculty community that seeks the conditions necessary to fully realize its potential. Faculty want to teach effectively, conduct meaningful scholarship, mentor students, participate in leadership, and contribute through service. To do so, they require adequate time, resources, infrastructure, mentorship, and opportunities for collaboration and development.

Although the specific challenges identified in each section differ, common themes emerge throughout the report. Faculty consistently identified workload pressures, resource limitations, insufficient infrastructure, limited mentoring opportunities, and a need for stronger professional communities. These challenges are interconnected and affect multiple dimensions of faculty work simultaneously.

The survey also highlights significant opportunities for institutional action ranging from low cost to more complex actions. Investments in instructional infrastructure, research support, leadership development, mentorship programs, faculty collaboration, and workload structures have the potential to generate broad institutional benefits. Supporting faculty success is not solely a matter of improving faculty experiences; it is a strategy for strengthening student success, increasing research and creative productivity, expanding leadership capacity, enhancing shared governance, and advancing institutional effectiveness.

As Cal State LA advances its integrated Strategic Plan, including the Academic Plan, and continues to prioritize student success, equity, innovation, and community engagement, the findings from this survey provide valuable guidance for institutional planning and decision-making. Faculty have clearly articulated both the challenges they face, and the support needed to fulfill their teaching, scholarly, leadership, and service responsibilities. The opportunity now is to translate these insights into coordinated action that aligns institutional expectations with the resources, infrastructure, and support systems necessary for faculty and students to thrive.

By investing in faculty success, Cal State LA invests in the success of its students, its academic programs, its research enterprise, and its future as a comprehensive public university serving the diverse communities of Los Angeles and beyond.

# Faculty Success Strategic Briefing

*Institutional Priorities Emerging from the AY 2025–2026 Faculty Needs Survey*

**Prepared by**
Executive Committee of the Academic Senate
California State University, Los Angeles

**Executive Committee Membership (2025-2026 AY)**
Jessica DeShazo, Chair
Devika Hazra, Vice Chair
Clare Williamson Larkins, Secretary
Kris Bezdecny, At-Large Member
Weronika Cwir, At-Large Member
Maria Oropeza Fujimoto, At-Large Member
Edith Porter, At-Large Member
Andre Avramchuk, Immediate Past Chair

**Date:** June 22, 2026

## Purpose

The AY 2025–2026 Faculty Needs Survey gathered feedback from faculty across all colleges and faculty classifications regarding teaching, research and creative activity (RSCA), leadership development, and service to inform institutional priorities. Several consistent themes emerged across all areas of faculty work. While the full report provides detailed findings and recommendations for each area, the following summarizes the highest-impact opportunities for action identified by faculty across all areas.

## Priority 1: Increase Faculty Capacity Through Time and Workload Adjustments

Faculty consistently identified insufficient time as the most significant barrier to success in teaching, scholarship, leadership development, and service.

**Recommended Actions**

- Review teaching load, course caps, and workload expectations
- Expand opportunities for reassigned time and course releases
- Provide dedicated time for curriculum development, research, leadership development, and student mentorship
- Evaluate workload impacts of major institutional initiatives and administrative requirements; include understaffing in some areas that result in faculty workload increases

**Expected Outcomes**

- Improved teaching effectiveness
- Increased research productivity
- Greater faculty participation in leadership
- Enhanced student support and mentorship

## Priority 2: Invest in Infrastructure and Essential Resources

Faculty reported substantial deficiencies in classroom environments, instructional technology, office space, research infrastructure, and basic teaching and research resources leading to out-of-pocket purchasing.

**Recommended Actions**

- Improve classroom technology, accessibility, and learning environments
- Strengthen faculty workspace support, including office equipment and computing resources
- Expand access to research infrastructure, equipment, databases, and collaborative space
- Eliminate reliance on faculty personal funds for instructional and scholarly activities

**Expected Outcomes**

- Improved teaching and learning environments
- Strengthened teaching and research effectiveness
- Enhanced research, scholarship, and creative productivity

## Priority 3: Strengthen Faculty Development and Mentorship

Faculty expressed strong interest in professional development, including both peer and administrator-to-faculty mentoring but reported limited access to structured opportunities.

**Recommended Actions**

- Create targeted support for faculty regardless of rank and classification and expand faculty development programming for teaching, scholarship, creative activities, and leadership development
- Establish formal mentoring programs for faculty at all career stages
- Develop peer-learning communities and networks

**Expected Outcomes**

- Increased faculty success in all performance categories and retention
- Stronger leadership pipeline
- Enhanced collaboration, including interdisciplinary collaboration, and institutional engagement

## Priority 4: Build a Comprehensive Faculty Leadership Pipeline

Faculty demonstrated substantial interest in leadership roles but reported unclear pathways, insufficient preparation, and limited mentorship.

**Recommended Actions**

- Create a Faculty Leadership Academy or comparable development program
- Establish transparent pathways to leadership roles
- Align mentorship, service opportunities, and leadership development
- Increase access to leadership development across faculty classifications and ranks

**Expected Outcomes**

- Expanded leadership capacity and ability to recruit from within for leadership positions
- More inclusive leadership representation
- Stronger succession planning

## Priority 5: Modernize and Strengthen Research Support Systems

Faculty identified significant multi-level barriers to research productivity including limitations in working with student researchers, external funding success from identification of opportunities to award implementation, and grant administration with unclear indirect cost recovery and bureaucratic hurdles. In addition, lack of support for RSCA specifically for the humanities was noted.

**Recommended Actions**

- Develop targeted efforts to increase RSCA in the humanities
- Expand internal funding opportunities
- Increase pre-award support including grant-development and securing institutional support
- Improve transparency and efficiency within research support systems including simplifying approval pathways and reducing the number of required signatures
- Return a portion of the indirect cost recovery to the colleges and departments of the faculty who have secured the external funding
- Restore and expand support for faculty-mentored student research and consider centralized support of faculty-mentored student research

**Expected Outcomes**

- Increased external funding including in the humanities
- Greater research capacity and productivity
- Enhanced student engagement in research and creative activity

## Priority 6: Foster Collaboration, Community, and Institutional Engagement

Across all sections of the survey, faculty expressed a desire for stronger connections with colleagues and greater opportunities for collaboration.

**Recommended Actions**

- Expand faculty learning communities and interdisciplinary initiatives
- Create space and opportunities for peer mentoring, networking, and collaborations
- Support communities of practice around teaching, scholarship, and leadership

- Recognize and reward collaborations

**Expected Outcomes**

- Stronger institutional culture of support and collaboration
- Increased innovation and knowledge sharing and interdisciplinary output
- Greater faculty engagement and sense of belonging and faculty retention

## Strategic Considerations

The survey findings suggest that faculty are highly committed to Cal State LA's mission and students. The primary challenges identified are not a lack of motivation or engagement, but rather limitations in time, resources, infrastructure, mentorship, and institutional support.

Addressing these priorities will strengthen faculty success while advancing the University's goals related to student achievement, research productivity, leadership development, shared governance, and institutional effectiveness, and ultimately contribute to making us a vibrant destination attracting more students to Cal State LA.

## Recommended Next Step

We recommend the University develops a multi-year Faculty Success Action Plan, using shared governance structures, which outlines short-term (1 year), medium-term (2–3 years), and long-term (3–6 years) implementation strategies for the priorities identified in this report. The successful implementation of the strategies and need for corrective actions could be assessed through administering a faculty needs survey in three-year intervals.