

UM Faculty Survey on Research Support Needs

Preliminary Report for Full-time and Associate Prof. rank respondents only (N=49)

Conducted by the Research and Scholarship Committee of the Faculty Senate and the URC

March-April 2012

1. What are the primary factors that currently limit your ability to engage in or expand your extramural research? Please be specific.

Text Response	Coding
A lack of time due to teaching, advising, and for me, involvement in the Sustainability Solutions Initiative with all its meetings and paperwork.	T-Tch, T-B
Time - lack of faculty (or even adjunct expertise) to teach courses should I get a course release - lack of support at ORSP to prepare budgets and do paperwork - lack of incentive: Why should I continue to bust my ass and get grants (I've already brought in more than \$3.5 million to UMaine so far) when I get no recognition for doing so and there is no indirect return whatsoever? My indirects are helping to support this university and I'm getting no appreciation or support for doing so. If UMaine doesn't care about me why should I care about UMaine?	T, F-Fac, S-UA, S-prop prep, recog, IDC-return
Administration in Cooperative Extension and their roadblocks. I question expanding or even continuing the current level of extramural research at this time.	S-CA
I have a passion for teaching and do not want to increase my research.	--
The time taken to process proposals through departmental and sponsored program administrative levels often mean that funding source deadlines cannot be met. I have often reverted to collaborator organizations or agencies submitting the proposals, but building in a subcontract to UMaine which will be processed through UMaine if the proposal is successfully funded. However, in at least a couple of instances, the funding awarded was reduced and the UMaine subcontract amount was eliminated from the project. There needs to be an expedited review process option when there is a short turn around from RFP announcement to proposal due date. In some cases, I just have been so discouraged that I didn't even try to submit a proposal.	S-prop prep, S-UA, T-B
The amount of lead time sponsored programs needs for grant submission process The amount of indirects taken off the top of the grant	S-UA, IDC rates
Time spent teaching Wading through all the paper work required by the college and sponsored programs to get a grant submitted	T-Tch, T-B, S-prop prep
Laboratory facilities. While we have many up to date lab facilities across campus, there are many departments that are woefully decades behind in basic lab equipment. Faculty are held to the same research requirements as those locations where facilities are much better. The lack of infrastructure makes it difficult to attract and retain promising young faculty.	F-Eq
1. Too much time dealing with admin issues within the research projects I already have. 2. Not enough time to work with the graduate students who need my mentoring and are actually doing most of the research grunt work. 3. constantly teaching a [expletive] overload because of faculty losses and a lack of people to replace them	T-B, S-grant admin, T, F-Fac, T-Tch
Too many administrative duties limit my time to write grants and build collaborations. Women in my department do almost all the low-grade committee work and a disproportionate amount of advising and another student-related activities. I noticed that your committee was, on the other hand, disproportionately male, so it is unlikely that there will be any	T-Serv, T-Tch, S-prop prep, S-staff, Gen, S-CA

<p>understanding of this constraint. Our department has very poor support for grant writing and only a handful of professors have technicians (only professors with techs are male). NSF research farms are badly managed and largely run as a good ol' boys system in terms of who gets the best resources.</p>	
<p>1. Lack of competent/helpful administrative assistant in our dept. I often have to wait months for our AA to turn in simple equipment orders, or process paperwork to hire/appoint students or pay their tuition from my grant; I have been battling this problem for at least 5 years, and it has completely worn me down. 2. The fact that my teaching load is 2 courses/semester; I simply can't mentor a significant group of student research assistants while doing that and maintain any kind of productivity. Also, when I was applying for the grants, I had no one in my dept to mentor me about negotiating for things from the university to better enable me to do the research I promised NSF. Just a couple of course releases over a 5-year period was not nearly enough to facilitate me being successful with my NSF CAREER award.</p>	<p>S-CA, S-staff, T-tch, T</p>
<p>1. Insufficient time! With the reduction in the number of faculty in our department due to retirements and faculty leaving for better opportunities elsewhere, the teaching load on the remaining faculty has increased which limits the time available for research. 2. Insufficient number of university supported TAs. We do not have a sufficient number of TAs to support the teaching efforts of faculty who want to engage in research.</p>	<p>T, F-Fac, F-GS</p>
<p>Teaching load of 3/3 plus responsibility for student supervision in community placements. Opportunity to find others on campus with similar research interests with whom to collaborate, time and resources to identify appropriate grants, time to prepare proposals in the often tight time frame allowed. Excessive committee work in the College, University and State.</p> <p>The expectation for serving on multiple committees. I know this requires "will power" to say NO but it's difficult.</p>	<p>T-Tch, S-peers, S-FO, S-prop prep, T-Serv</p> <p>T-Serv</p>
<p>Increasing teaching load. Our enrollments are increasing, our faculty positions decreasing. Our engineering faculty carry twice the teaching load of other New England land grant universities. I propose hiring more TAs to help with this problem. TAs would: 1) provide base support for graduate students, enabling research and making possible long term commitments to graduate students (for PhD programs). Taking on PhD students is much more productive for research than Master's students--but PhDs require 4 - 5 years of support--most grants cover only 2 - 3 years. So having TA positions would be a big help in this regard. 2) ease teaching loads. Because engineering has very few TAs, and my department has none, professors spend an inordinate and unnecessary amount of time grading papers, supervising labs, etc, which could be easily done by graduate TAs 3) Benefit from teaching experience 4) Reduce costs to the university b/c their time is much less expensive than professors Second, we need maintenance staff for research equipment. UMaine is great at getting big grants to purchase equipment, we are woefully inadequate at maintaining this valuable infrastructure. Every successful and sustainably operated business or research institution knows that preventative maintenance is much cheaper than major equipment repairs or replacements--so investing in equipment maintenance should save the university money.</p>	<p>T-Tch, F-Fac, F-GS, S-staff, F-Eq</p>
<p>High teaching load (almost similar to teaching only faculty); Large number of graduate students; and lack of true admin and budget support at dept and</p>	<p>T-Tch, S-CA, S-UA, S-prop prep, S-</p>

ORSP.	grant admin
Time ... I am on a 100% Extension appointment, so research is a small part of my work. Researching grant sources ... also takes time, but knowing what is available is key.	T, S-FO
I am maxed out in the number of grants I can personally manage. I would love to write more, but I'm afraid of how I would balance my workload. Personally, I could use more infrastructure to help with management. It would be so important to let researchers be researchers, rather than having us drift into being quasi-administrators (which is what I feel like). The proposal development and preparation stage is also daunting. I know the folks at ORSP work hard, but there's just not enough of them. Again, it falls onto individual researchers to manage the whole process (budget, paperwork, etc.).	S-grant admin, S-prop prep, S-UA, S-staff
Ease of networking; time constraints	Oppor-Fac, T
Very limited availability of funds for pilot projects and/or proof of concept studies which would lead to a full proposal; limited availability of funds to provide additional support for PhD students and postdocs; institutional support for technical staff would help a lot.	F-Un, F-GS, S-staff
Time. With the projects I'm currently running, in addition to teaching and administration, I don't have time to take on additional projects.	T, T-Tch, T-Serv
Decreased faculty in our department has led to both increased service loads as well as loss of colleagues. For example, my primary collaborator passed away some years ago and was not replaced.	F-Fac, T-Serv, S-peers
Workload issues are the primary issue.	T
In part, my research involves populations of human subjects that are not available in large numbers, which I consider a limiting factor. As far as university support, access to grant specialists - those who can help with identifying funding sources, advice on grant preparation, administrative support for grants activities - would be helpful. ORSP does what it can, but are sources, personnel are needed at the college or disciplinary level.	S-FO, S-prop prep, S-grant admin, S-CA
1 - too many obligations for departmental service 2 - too many obligations for college service 3 - poor research infrastructure/instrumentation 4 - lack of support or assistance with grant review/submission/management 5 - lack of permanent technical support	T-Serv, F-Eq, S-prop prep, S-grant admin, S-staff
class load; program responsibilities (3); 71 advisees; doctoral students (2);	T-Tch
Lack of funding. Lack of time to write grant proposals, poor success rate when I do write them.	F-Un, T
1) Campus financial support of research is absurdly limited. Campus funds in support of exploratory research are limited competitions that people can only apply to, through a competition, every three or more years. I was just a one of our peer state institutions and their faculty can simply request an equivalent amount of funds every three months, without competition. 2) There is zero return on indirects to support the laboratory resources needed to keep research operational. Those dollars allow labs elsewhere to consistently support staff and supplies through the ups and downs of outside competitive funding. 3) Without some form of campus support to help offset outside funding variation our research suffers as does our competitiveness for further extramural support.	F-Un, IDC return, F-Eq, S-staff,

The fact that I teach three to five courses every semester limits my ability to engage in or expand my extramural research. In addition the extramural consulting work I do does not fit academic requirements. The companies I work for cannot wait two years to see a master's thesis. They need results in a much shorter time frame, often one month. In addition, private companies are generally not willing to pay the steep overhead the University requires, nor am I willing to work for minimum wage just so the University can collect overhead. On the other hand, I do not need any University resources to do consulting.	T-Tch, IDC rates
Lack of predictability in funding situation, from both on and off campus sources. I would opt for lower, but more predictable, funding over higher funding that comes in unpredictable bursts.	F-Un, F-Ext,
The primary factor limiting my research is teaching load. Nothing else is even close.	T-Tch
Time spent on teaching, advising, recruiting of high school students and administration.	T-Tch, T-Serv
Time to focus on it. Staff support to take care of administrative and logistical issues - both with teaching and research efforts.	T, S-staff
Time	T
Time - With a 3/3 load, committee meetings, and student observations I feel that time is often something I have very little of. Funding - no money means everything is smaller and all the work is done by me.	T, T-Tch, T-Serv, F-Un
teaching and service obligations	T-Tch, T-Serv
Lack of corresponding Maine-based industry for collaboration/funding/liaisons; lack of qualified people to help find grant opportunities, lobby for Maine funding, and help with writing grants, writing them, not just submitting them (Kim Goff once was such a resource, very helpful). Lack of UMaine establishing itself as a world class research institution and instead focusing more on teaching/undergraduates. Support/push//initiative of UMaine administration for research.	F-Ind, S-FO, S-prop prep, Expect
Inexperience. I work with Cooperative Extension and was not hired with a research component. Also, I am far from other colleagues doing similar work, so collaboration is sometimes tricky. My grant needs and research projects tend to be small and often I feel that the size of these projects is not valued by the University.	S-peers, Oppor-Fac, Val-unfund, Recog
I do not know what extramural support means.	--
Time and money	T, F-Un
Too much teaching, graduate advising and service work. Specifically, I am on a 3-2 teaching load and do much graduate advising and service work. I'm frankly surprised that the University does not support research more. I am currently Chair of 1 PhD committee, 2 Master's Committees, and I serve on 5 additional Master's Committees and 3 Honor's College Committees. With these mentoring expectations, research is problematic.	T-Tch, T-Serv
Time, lack of colleagues with similar research interests, low expectation of success of funding then worry of how to pull project off.	T, S-peers
1) Teaching load is much too high. It's nearly impossible to produce competitive research if 60% of my time is devoted to teaching activities. 2) Lack of grant proposal preparation support. So many of the non-scientific proposal	T-Tch, S-prop prep

preparation steps could and should be handled by a grant preparer (whether at ORSP or elsewhere). How many times did I get an answer like: "It's ORSP's policy to have the PI themselves prepare these documents" or "sorry, this is the PI's responsibility", knowing very well that at other institutions, these responsibilities have been lifted from the PI and are handled centrally.	
My research area is not one that attracts significant external dollars [topic--]. So am very supportive of my fellow faculty in seeking extramural grants but I myself have a limited interest beyond small travel grants or stipends to support the research,	F-Tr
Not having adequate lab space physically limits my ability to expand my research program; a lack of graduate assistantships in my unit limits my ability to take on students without any external grant support, so I only take on students when I have funding, which limits what research I can do, and also limits the number of PhD students I will mentor. Without bridging funds available, I'm not willing to take on a PhD student (who is likely to take 5-7 years) when my research funding is only 3 years at a time (and that's not a guarantee either). My increasing teaching workload (due to higher enrollments and lack of replacement of faculty in our unit) means I have less time to devote to my research, either conducting it or pursuing additional funding. Lack of staff in the office of sponsored programs can make it challenging to pursue grant funding on tight deadlines. Recently, I had to make a quick submission to support a research symposium at a meeting, and I chose to submit grant proposal (which was funded) through the scientific society rather than UMaine, because I did not have the lead time required by ORSP. On a practical matter, the purchasing system on this campus is limiting and very frustrating. With the new Marketplace, it takes me longer and is more complicated to order equipment and supplies than when I could simply use my Purchasing credit card. The new procedures make it harder to purchase supplies to conduct my research, not easier. Similarly, it takes me (and our grants manager) longer to monitor my grant accounts with the new system than it did before we went to PeopleSoft. Recent policy changes that require ALL travel (including travel to meetings or for field sampling that is being charged to external grants) to be approved by the Dean delays my reimbursement for legitimate research expenses. This is not the Dean's fault. This is a result of the institution deciding to micromanage all aspects of finances on this campus. It's not helpful.	F-Eq, F-GS, F-Fac, S-UA, S-prop prep, S-grant admin, T-B
Time needed for teaching, recruiting new students.	T-Tch, T-Serv
Time constraints	
Both time and financial constraints limit my research, as it involves extensive travel to foreign archives and repositories.	T, F-Un, F-Tr
Money to hire help and for materials, supplies, and equipment.	F-Un, S-staff, F-Eq

Statistic	Value
Total Responses	49

2. What are the most helpful factors that currently support your research effort? Please be specific.

Text Response	Coding
Getting grant announcements circulated to know about opportunities.	S-FO
Myself - no one else. No one else cares - including my colleagues and especially not my Dean.	Own
Having Sponsored Programs fix the budgets messed up by Cooperative Extension administration.	S-UA, S-prop prep
A Director [unit] who supports release time.	S-CA
That I can work through external organizations that will formally or informally fund or support my research efforts.	S-ext orgs
support from sponsored programs staff is outstanding.	S-UA
Help from other faculty	S-peers
Off campus collaborators	S-peers ext
I love my students, I love my colleagues, and I love the research we're able to do together. It's an emotional bond, investing of ourselves as we learn new things.	S-stdts, S-peers
Can't think of any.	--
The fact that my dept has lost such a large number of faculty over the years and not replaced them, so there are many vacant offices for me to let my students use (I sometimes have as many as 10 student research assistants, mostly undergraduate plus a few grad students), and to use as small computer labs.	F-Eq
None.	--
Having worked with people from other institutions with whom I can collaborate.	S-peers ext
Helpful feedback from IRB committee, supportive Dean, Fogler library resources (indexes and databases)	S-UA, S-CA, L
Good teaming atmosphere at U Maine. Creative thinkers. Good equipment for research. (But, as mentioned above) we are woefully short on maintenance staff for this equipment.	S-peers, F-Eq
Great help from ORSP staff; support from VPR, Dean and Assoc. Dean of Engineering;	S-UA, S-CA
Collaborating with colleagues, within UMaine and outside ... by sharing the load we can get more done.	S-peers, S-peers ext
The fact that I am in a research center for 50% of my department. If I were just in my academic department, I would write far less grants. The research center lets me create structures that can help me to write and manage more grants. I also collaborate with many different people across campus, and that's a fantastic part of my work here at UMaine. It means we can hand the baton off to each other when we need to, and we can work together on things when it's important to do so. I also have amazing doctoral students who have become part of my grantwriting work, so they're not just contributing to our	T, S-peers, , S-stdts, Q-Stdts

collective research endeavors - they're involved in the whole process and are enthusiastic, hardworking, and smart.	
VPR is highly supportive to the extent possible; UMaine has a global reputation for excellence in my discipline; facilities are relatively modern	S-UA, F-Eq
Our OSRP group is incredibly efficient, so submitting proposals at UMaine is a pleasure.	S-UA, S-prop prep
Colleague support.	S-CA
I have a reasonable teaching load that affords me time to work on research (two classes a semester). Support from department chair. I have a graduate research assistant.	T, S-CA, F-GS
1 - no limitations on research area - great flexibility and support for moving into new areas 2 - EPSCOR status of UMaine for grant applications 3 - good relationship with graduate students I have worked with in the past 4 - extra time in summer for writing/research	S-UA, F-Ext, S-stdts, T
My own energy and willingness to sacrifice to research and publish.	Own
Flexibility in my job, encouragement from my supervisor.	T, S-CA
For many years I had campus support for 50% time of a professional scientist. That support was the single most important thing to maintaining high research productivity in my lab. Indeed, that support staff was pivotal as a form of match that I could apply to outside funding opportunities to leverage further support. That support has now been eroded by my Dean who has decided to have faculty now seek outside funding for such staff. That is a double whammy for me, because we not only have to find more money to support such staff, we also lost the ability to use such staff support as match for leveraging outside support.	F-Un, S-staff
None.	--
Experience with prior grants, NSF panels, NIH study groups, etc. is probably the number one factor. Supportive colleagues, in both faculty and administration.	Own, S-peers, S-CA
The library is expanding access to resources, which has been very helpful. Finally getting membership in ICPSR is huge.	L
Ability to use undergraduate labor on projects. Large animal models at the Small Animal Facility and the Witter Center.	S-stdts
Graduate students who are invested and eager. Funding for summer salary and travel to conferences.	Q-GS, F-Un, F-Tr
I now have a very useful research space.	F-Eq
Colleagues. Working with someone else is a great way to get support and feedback.	S-peers
my department supports research	S-CA
Great, supportive working climate at department. Ambitious and accomplished departmental colleagues that are in the top of their research field. Possibility of collaborations.	S-peers
A statewide committee that is enthusiastic about my research area and has provided excellent suggestions as to what to focus on.	S-ext orgs
What helps my research are money to attend conferences and summers.	F-Tr, F-Un

Available time and the ability to find creative ways to reduce research costs	T
Only a sabbatical, which I will take in 2012-2013 and for which I am grateful. And I received a summer research grant which will assist me with a producing a peer-reviewed article.	T, F-Un
Dept culture that values research, some funds to attend conferences but need more and more often.	S-CA, F-Tr
Only my dept chair supports my research efforts by doing his best to reduce a fraction of my teaching load.	S-CA
Time. I need more time which means less service. That is not likely to happen. The new CLAS advising center is a potentially very helpful in that regard, but what I need is to have my service commitments reduced.	[needs: T]
I would not survive if I did not have the help of our funded accounts manager and our administrative assistant who coordinates all PCard & Marketplace purchases and our student workers (I hire undergraduate students to help on my funded research projects). Without these people (who are underpaid and underappreciated by the institution), we would not be able to conduct our research.	S-staff
Graduate students, good relations with state agencies.	S-stdts, S-ext orgs
Great colleagues and students, funding	S-peers, S-stdts, F-Un
Extended research times, including Summer months and the March Break, along with access to individual grants, either through Research and Sponsored Programmes, or governmental or private foundations all make research possible.	T, F-Un, F-ext
My drive and enthusiasm for research.	Own

Statistic	Value
Total Responses	47

3. What other supports do you need from the University or your College/ Unit to engage in or expand your extramural research?

Text Response	Coding
I'm torn. The Sustainability Solutions Initiative offered incentives to write grants, but none of them spoke to me. None of them would provide me with TIME. My department is not supportive of course releases. We're under pressure to be more productive in all areas. I'm maxed out to capacity.	T, T-tch
ORSP needs more people - you need to spend money to make money. UMaine should hire at least a half time person for each college to support faculty in finding and administering grants. All other research universities have at least one person per college to do this - we're so resource starved it's ridiculous.	S-UA, S-CA, S-FO, S-grant admin
Timely and consistent responses to questions.	S-UA
All my research is done through the AEWC. Continued University support for the Center is vital.	S-UA
An expedited review process when the time between the RFP and proposal due date are tight. A streamlined subcontracting process and possibly reduced indirect cost/fringe benefit percentages for subcontractual agreements.	S-UA, IDC rates,
Someone to help with the grant submission process	S-prop prep
Reduce the red tape. While I understand that many metrics must be kept, when I get the same questions four or five times and have to answer questions that are common sense, it is frustrating. I am amazed at how much clerical work has been redistributed from deans and chairs offices to faculty to do, yet we hire more administrators at ever increasing salaries.	T-B, S-staff
1. Assurances of graduate student support. How can we not have more TA lines?! 2. less [expletive] paperwork. PeopleSoft? I like writing my own papers. I do not like doing my own accounting, because I don't understand it, I bullshit around it, and I don't care. 3. ORSP needs more staff. They're amazing over there, we overtax them, and they haven't grown in what, 20 years?!	F-GS, T-B, S-grant admin, S-UA
Better oversight of UM research farms.	S-UA
I think I'm simply in an environment in which large extramural research grants are not expected or supported. It appears that my department is viewed largely as a service department to the university. My research is interdisciplinary, and I see that colleagues on the other ends of my disciplines teach maybe 1-2 courses per year, so they have more time to focus on research.	T-Tch, Expect
None!	--
Creating a culture of research. Encouragement and funding for piloting small studies that can lead to larger studies, support staff to identify appropriate grant opportunities, identifying themes around which many people can come together to share expertise and work on studies and grants.	Expect, F-Un, S-FO, Opport-Fac
grant writing support?	S-prop prep
Use indirect funds from grants to support maintenance of research infrastructure--this is what overhead is for, isn't it?	IDC-return
Reduced teaching load; budget preparation, management and purchasing	T-Tch, S-prop prep,

support; fairness in load distribution within dept	S-grant admin, S-staff, S-CA
TIME. It really winds up boiling down to issues of time. Sometimes I ask myself: what would the university rather have me do with my time? Sit through another meeting or start working on another large proposal. We have to find a way to balance our workloads - we need a differential workload policy on this campus that lets people do what they do best, rather than burdening them with equal shares of everything else (for example, undergraduate advising), while still expecting that they will continually crank out and manage more grants.	T, T-Tch,
We need a statistics drop-in help center and feedback (mentoring) program. (ideas for analyzing data most effectively; help with SPSS and other programs (faculty and students, both grad and undergrad). Could be volunteers, internships, or jobs. There were such centers at other Universities I have been associated with in the past.	S-UA, S-peers, S-data
Matching funds are occasionally required for proposals.	F-Un
It would be nice if the University would show a stronger commitment to graduate student training. It is very hard to commit to bringing on a new graduate student, given that the student must be 100% funded on grants. It would be nice if we could count on a year or two of support (TAs, RAs) if there is a funding gap. I have also had trouble recently getting sub awards processed in a timely manner.	F-GS, S-UA, S-prop prep
More faculty, which I know is a pipe dream. Funding to travel to Washington to talk to program managers at NSF, etc.	F-Fac, F-Tr
Release time.	T-Tch
Funding.	F-Un
1 - better infrastructure/equipment for research 2 - more support for reviewing grants & submitting grants 3 - release time from service obligations or more equitable distribution of these duties	F-Eq, S-prop prep, T-Tch, S-CA
Time.	T
Basic training in how to set up a research trial.	S-UA, S-CA
The recent financial status of the University has depleted faculty in my unit so I now carry a heavier teaching, advising and administrative load than any other time in my career. At a time when funding agencies have less funds and are more competitive than ever, demanding exponentially more effort to successfully apply for funding, our campus is pushing faculty to do more teaching, student advising and administrative work than ever before. Sorry, but there are only so many hours in a day and something has to give.	F-Fac, T-Tch
Release time to work on proposals and grants. Administrative support (both for grants and for other duties, so that time is saved). Lower internal reporting burden. (Unfortunately, it seems to be growing instead.) Equitable opportunities for limited-application grant proposals (internal competitions, etc.)	T-Tch, S-CA, T-B, F-Un
Reduced teaching load is first. More travel money for conferences would be helpful.	T-Tch, F-Tr
More resources in the grants management program.	S-grant admin

Better online budget support. More staff time to take over tasks that can be delegated off to non-faculty.	S-prop prep, S-staff
Relief from report writing, support staff for administrative help, and not having to repeat over and over why we need courses, support staff, faculty, space and facilities.	S-prop prep, S-grant admin, S-staff, S-Eq
release time for grant writing	T-Tch
It would be good to have something like a 'research/funding fair" for research oriented faculty at UMaine (similar to grad expo or job fair) to show case their current research and future interest to find collaborators on campus for interdisciplinary research. ___ basically a 'UMaine research day", including all colleges and departments, a mix and mingle day, 1 day, Wells Common, maybe with a few talks, also inviting local industry. --- it would get the ball rolling. People have little official opportunity to meet with researchers outside of their own colleges.	Recog, Oppor-Fac, F-Ind
I need opportunities to have course releases and more than \$600 a year for conference travel.	T-Tch, F-Tr
More faculty with whom to share research plans and findings, as well as with whom to partner for completing tasks. Research assistants would also help as much as having more faculty.	F-Fac, F-GS
Specifically: A closer look at the uneven teaching and advising loads in various Departments. There are some Professors who advise 0 graduate students, and others who Chair 5 Committees in our Department. I would accomplish far more research if the graduate advising load in my Department were more evenly distributed.	T-Tch, S-CA, S-UA,
1) Less teaching. The solution to this is simple: So many of my peers participate in little to no research activities, even though it is part of the dept and college guidelines. Consequently, teaching duties should be adapted: if you don't do research, you must teach more. If your research is successful, you can teach less. 2) I would submit at least 2+ more grant proposals per year if more non-technical grant proposal support were offered.	T-Tch, S-prop prep
I need a different line of research. It is literally not possible to bring extramural dollars of note given what I study and I'm very happy with what I study. I don't want to pick up projects that require funded research. I would like to help my peers who do, however, and that is where I believe a better grant support system on campus would be off great value.	F-O, S-FO
Fund graduate (teaching) assistantships so we can have bridging funds in between grants or recruit highly qualified graduate students even when we don't have funding in hand. Establish funding for competitive undergraduate research assistantships too. Hire more people to help with the day to day grants administration (proposal processing, accounting, etc) -- not vice presidents and supervisors, but people who actually do the work. Don't kill the Purchasing Card program. Not every researcher uses the same suppliers and vendors that the UMaine System does. Make strategic investments in infrastructure -- some research labs on campus are wholly inadequate and simply need to be replaced. Make strategic investments in faculty -- if you want us to do research, then you can't continue to increase our teaching loads too.	F-GS, S-prop prep, S-grant admin, F-Un, F-Eq, T-Tch
More staff help to take care of administrative needs.	S-grant admin

Greater institutional support on institutional boiler-plate for NSF and other agencies, assistance with online submission, technical editing	S-UA, S-prop prep
My research would benefit from the Vice President of Research's Office having a developed rapport with the NEH, NEA, and other government and private granting agencies, much as it already does with MEIF, NIH, and NSA.	S-UA, S-FO
Support.	--

Statistic	Value
Total Responses	43

4. Other suggestions?

Text Response	Coding
<p>My academic unit and my interdisciplinary research center are sometimes in conflict with each other - the work I want to do in the latter may not be respected in the former. I feel trapped in my academic unit when I can't freely pursue meaningful questions, and there is no academic unit in which I have a perfect home. The disconnect and incoherence is jarring when interdisciplinary work is never quite enough for the purists.</p>	S-CA
<p>I brought in \$600,000 of NSF funding over a 6-year period; these were unprecedented amounts within my department. The experience was a very miserable one, because of the issues above. When the grants are done, I expect I will either give up my ambitions to sustain a large externally-funded student research group, or else look for a position in a university/department which is better aligned with those goals.</p>	S-UA, S-grant admin, S-CA
<p>Return of indirect. The University charges a higher than normal level of indirect and direct costs on NSF and other government contracts. None of this money is returned to the PI. Try to find one other land grant or research university with this policy. If you want to encourage research, return 40% of the indirect to the PIs.</p>	IDC-return, IDC-rates
<p>The suggestions I have made will do great things for research at UMaine</p>	--
<p>More TAs and/or instructors (Seasonal adjuncts) will be a great help. Dedicated staff to research proposal preparation will also help a lot.</p>	F-GS, S-prop prep
<p>I think we need to look at what other successful universities do. For example, I worked with a team of folks at Penn State on a large proposal. They have a Strategic Interdisciplinary Research Office (SIRO). Those folks handled all the email traffic for the research team - they got our sub-contracts lined up, they handled the budget negotiation. They took a lot of the work off the PI of this mammoth project and enabled him to focus on the research. We need to look at models like that and think about what we could do here that would enable us to be more productive and happier about the work we do.</p>	S-UA, S-prop prep, S-staff
<p>Morale is at an all time low. You can't export more out faculty than ever before and yet pay them the lowest salaries in New England. Faculty at this institution already bring in twice the research dollars relative to campus support of anywhere else in the region. Asking for more is insulting.</p>	F-inc
<p>I hate surveys, but I still completed this one. It probably means something, but I'm not sure what.</p>	--
<p>Have a useful and intelligent development office that knows how to do publicity, search for funding sources, etc.</p>	S-UA, S-FO
<p>Yes: The College of Liberal Arts & Sciences and the Graduate School should encourage Departments to support research by offering course alleviations or buy-outs to Professors who produce (complete) an exceptional number of graduate students over any 4-year review period.</p>	T-Tch
<p>If the University would feature Humanities Research as it has in the past the technical fields, it would vastly improve morale here. Also, it would help us to have similar teaching responsibilities as our colleagues in the technical fields do, possibly a two & two load. If our appointments could grow to more than</p>	Recog, Bal, T-Tch

25% research, we would meet those expectations gladly. none.	--
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Statistic	Value
Total Responses	12

5. Are you currently supported as a PI or Co-PI on an externally-funded research grant?

#	Answer	Response	%
1	Yes	26	54%
2	No	22	46%
	Total	48	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.46
Variance	0.25
Standard Deviation	0.50
Total Responses	48

6. Please indicate your current position:

#	Answer	Response	%
1	Faculty member	50	100%
2	Professional Staff	0	0%
	Total	50	100%



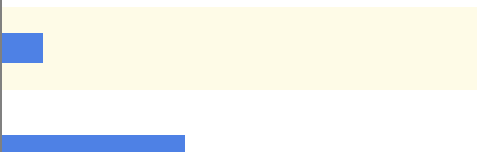
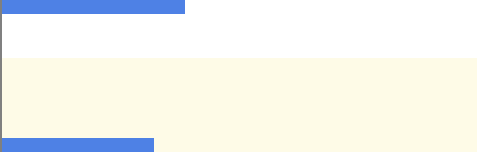
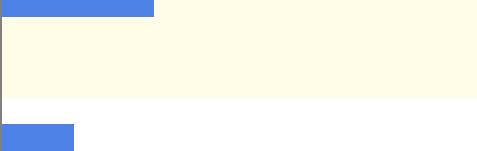
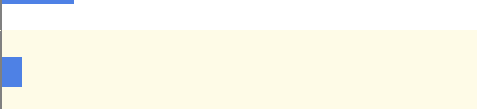

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	50

7. Indicate your position type:

#	Answer	Response	%
1	Full time position	50	100%
2	Part time position	0	0%
	Total	50	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	50

8. Please indicate your unit of employment. Check all that apply if a joint appointment.

#	Answer		Response	%
1	College of Business, Public Policy and Health		1	2%
2	College of Education and Human Development		4	9%
3	College of Engineering		4	9%
4	College of Liberal Arts and Sciences		18	38%
5	College of Natural Sciences, Forestry and Agriculture		15	32%
6	Cooperative Extension		7	15%
7	Other (Research Units)		2	4%

Other (Research Units)

Margaret Chase Smith Policy Center

Climate Change Institute

Statistic	Value
Min Value	1
Max Value	7
Total Responses	47

9. If faculty, please indicate your current position and rank. (If staff, please skip this question.)

#	Answer		Response	%
1	Non-tenure track faculty: Research Faculty		0	0%
2	Non-tenure track faculty: Instructor / Lecturer		0	0%
3	Tenure-track faculty: Assistant Professor		0	0%
4	Tenure-track faculty: Associate Professor		50	100%
5	Tenure-track faculty: Professor		0	0%
	Total		50	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	50