

# **UM Faculty Survey on Research Support Needs**

## **Prelim Report for Full-time and full Prof rank respondents only (N=38)**

**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                     |
|---|----------------------------|
| Time and lack of a university-paid graduate student (one per faculty)   | T, F-GS                    |
| A lack of available TA positions. I now have to raise 100% salary and tuition for my graduate students. This means being successful at getting two consecutive grants for each (M.Sc. or Ph.D). I'm willing to take on that level of risk, but not higher. Once those grants are funded I cannot submit more grants as I do not have the personnel to take on the additional project. Give me insurance that IF I am unsuccessful in obtaining grants to cover my students for 6-12 months and I will happily write more proposals.   | F-GS                       |
| In my field, and in most of the Humanities, there is very little money available to support research. The major grants that can fund a year of research have a very low acceptance rate, usually under 5%. I have applied for over 25 extramural grants, and received one in my career, which covered less than one percent of my costs for a one-semester sabbatical. This is not a confession of failure, just a snapshot of the situation for people in the humanities. The most important thing the university can do is to remain conscious that not all research can or should be expected to be extramurally funded. | F-O, V-Unf                 |
| Money and time  | F-Un, T                    |
| Other responsibilities, including the number of independent studies with undergraduate and graduate students that come to me due to the loss of faculty.  | T-Tch                      |
| funds for travel, support from faculty such as course reductions, colleagues who consider research to be important  | F-Tr, T-Tch, S-peers       |
| Time, students.   | T, F-GS                    |
| The administration, right now at the college level does not support certain disciplines and does not understand them-nor do they have a vision of an LAS college. As a result I have had very few colleagues in other departments-I'm in an interdisciplinary field-and if they get their way I will have fewer-or perhaps none! My own department has been hurt if not destroyed. At least one department is being virtually ruined-and for no good reason!  | S-CA, F-fac, Bal           |
| High teaching load (3/semester) High service load (e.g., committees) High admin load (we have no dept chairs) High advising load Writing and research time is not always respected in the way that teaching time is honored. Fortunately we may have a dean soon who understands how to position faculty for success in these regards.  | T-Tch, T-Serv, S-CA        |
| 1) The time needed to prepare a quality grant application. 2) Assistance in identifying funding opportunities. 2) Assistance needed to conduct sound background research on particular topics required to prepare a quality grant application.  | T, S-FO, F-GS, S-Prop Prep |
| Lack of time.   | T                          |
| time to do the work, technical assistance to do the work, ... if I got more grants I couldn't do the work or manage the projects  | T, F-GS                    |

|  |                                |
|--|--------------------------------|
| Lack of time between teaching and administrative responsibilities. Also I currently chair four committees in my department due to lack of faculty resources.   | T-Tch, T-Serv                  |
| Lack of financial support for pilot studies, travel, equipment maintenance and upgrade to state of the art. The University of Maine has historically never returned indirect costs back to the principal investigators that are involved with bringing in the funds. Having some discretionary funds would allow pilot exploration that leads to grants. Not having these funds can at time severely slow down the time from idea conception to a successful award.  | F-Un, F-Tr, F-Eq               |
| Long-term maintenance support for high-tech instrumentation. Extramural support for instrumentation operation is a necessary expectation, however costly repairs and/or replacement cannot easily be obtained through external funds. The recent Multiuser instrument RFP is an excellent idea, but needs to be expanded and more than a one-time offering. Some sort of strategic prioritization for instrument maintenance and replacement needs to be put in place on a recurring basis.  | F-Eq                           |
| The new ideas which result in research grants arise from the interaction of new faculty with the faculty already here. Our past policy of not replacing retired faculty has stopped the cross fertilization of new and old ideas. Cutting travel funds does the same thing, reducing new ideas and stagnating the research process. Replacing faculty with adjuncts who do no research further shorts the research process. The vitality of the research process depends on incoming new ideas and the power of the established faculty to help pursue the new ideas. The cure is to replace lost research faculty with new research faculty. Encouraging post doctoral appointments can help as well. The old policy can be likened to burning the seed for temporary heat. | F-Fac, F-Tr                    |
| 1) seed money in preparation for proposal submittal to NSF 2) medium-sized pots of money for research in Maine. My division of NSF tends not to fund research in the US very much, and almost never in New England 3) TA/RA support  | F-Un, F-GS                     |
| (1) Outdated instrumentation or lack of funding to repair instrumentation. (2) Exceptionally low stipends for teaching assistants, which prevent us from recruiting the best possible graduate students. (3) Heavy teaching loads related to the loss of five faculty positions from our department. (4) VP for Research plays favorites in providing matching funds and distributing MEIF money   | F-Eq, S-UA, F-GS, T-Tch, F-Fac |
| administrative support, time   | S-CA, T                        |
| Time available to prepare grants. Support for graduate students that covers for time with low external funding to build expertise. Access to facilities.   | T, F-GS, Equip Access          |
| Time, limited administrative assistance re: tracking down research opportunities/grants/funding Research support here is solely and narrowly focused on science and engineering--nothing is provided for social sciences, humanities--at my previous institution external research funding in these areas approximated 65% of the funding in science and engineering and that is absolutely not the case here. There is verbal support for this, harassment for not conducting research in these areas, but no real support.   | T, S-FO, S-CA, Bal             |
| Lack of funds because of low success rate on submitted proposals   | F-Un                           |
| Time.  | T                              |

|   |   |
|---|---|
| Lack of funding opportunities. I do a tremendous amount of extramural research but with very limited support.   | FO  |
| I have a research program that is building on itself. There is no shortage of ideas, the problem is finding the time and resources to prepare compelling new proposals and, closely related, to maintain continuity of employment for professional staff.   | T, F-Un   |
| Basic infrastructure - reliable electricity, plumbing, phones (Darling Marine Center) Time spent filling out questionnaires.  | F-Eq, T-B                                       |
| Time. Financial Support. Software for data analysis.  | T, F-Un, F-Eq                                   |
| In sufficient travel funds for research.  | F-Tr  |
| I don't feel that there are institutional barriers to my program of creative activity. I do however have a heavy teaching and advising load (3 courses/semester; 15 contact hours; 38 advisees; 4-6 Independent Study projects/semester) which adds up, and leaves little time for my creative production during a busy semester. The University provides no research space (an individual artist's studio) so I provide my own at great expense.   | T-Tch, F-Eq                                     |
| Bureaucracy is really the only limiting factor for me. I am not overly fond of the layers of approval and time constraints that precede the submission of an application.   | T-B   |
| I am in a college that has a 3-3 teaching load. It is a joke to say that research and scholarship is a priority when I am expected to teach like my friends at the branch campuses and the local community college. In fact, many of my colleagues in other departments across this campus have 2-2 teaching loads, and a Dean who understands what research is. Without departments in this College, other work normally conducted by a Chair falls on the back of the faculty - adding demands to our work that take away from time that could be spent on research. I came from a doctoral program that had both a fulltime grant writer and a statistician on the faculty in just our department. This department was very successful because all faculty met with the grant writer to discuss what grants they wanted and he actually wrote the grant. Someone else managed the financial piece. | T-Tch, S-CA, T-Serv, S-prop prep, S-grant admin |
| No support personnel for finding available resources/ agencies/foundation to apply to for external funding. No guidance, mentoring or workshops/seminars from funding agencies on campus describing changes in programs etc   | S-FO, S-UA                                      |
| lack of large blocks of time without interruption required for experiments and proposal development due to lecture /lab course teaching schedules and direct supervision of individual students in a laboratory environment ; coursework and TA ship limit work of graduate student   | T, T-Tch  |
| no intramural support in between grants   | F-Un  |
| Lack of on-campus support for small equipment purchases or repairs and for travel to professional meetings. My colleagues at other universities (competitors for extramural grants) get such support routinely from their universities.   | F-Eq, F-Tr                                      |
| Lack of accounting support. Punitive response from administrators regarding research activity.  | S-grant admin, S-CA                             |
| Lack of ACTIVE research in cellular and molecular biology with medical focus  | S-peers, S-prop                                 |

|  |  |
|--|--|
| <p>on campus and in the surrounding area, which could foster collaborations with engineers and physical scientists who wish to pursue NIH funding. Most biological research activity is in Marine, forestry, ecology, etc.. Inadequate assistance in preparation, submission and management of extramurally funded research. Long delays in approvals for submission, contract negotiations, etc., due to understaffing of OSRP. Under these circumstances, procedures should be streamlined, e.g. PARS procedures/approvals need not be the same for ALL types of submissions. NSF supplements, STTR, scholarships, renewals should all be more streamlined process. Auto-generated approval listing for any given PI could be implemented. Purchasing is also understaffed. More flexibility and streamlining in placing POs for items less than \$1K could be implemented. Submission of billing takes much too long, especially for short term projects. Lack of qualified doctoral candidates, and difficulty in recruitment of graduate students and post-doctoral associates to UMaine.</p> | <p>prep,<br/>S-grant admin, S-<br/>UA, T-B, Q-GS</p> |
| <p>I must fund each and every student in my group because UM has relatively poor funding for graduate students (especially the School of Marine Sciences has almost no TAs).</p>   | <p>F-GS</p>  |

| Statistic       | Value |
|-----------------|-------|
| Total Responses | 38    |

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

| Text Response   | Coding                       |
|---|------------------------------|
| External funding  | F-Ext                        |
| My students, my technician, my accounts person in School of Marine Sciences, and the staff at Sponsored Projects. Other than that the heat and toilet paper provided by the university is helpful.  | S-stdts, S-staff, S-UA       |
| University summer and year-long research grants are very helpful, as are travel funds. I have applied for and received summer grants, and they have made a significant difference in my research productivity, for example enabling me to spend an entire summer on research, instead of teaching a May term course. Travel funds have diminished in real terms as the cost of plane fare has risen. Faculty members who could formerly take 3 or 4 trips a year are now reduced to one or two, or else must fund travel out of their own pockets. So increases in these areas, perhaps with some priority given to areas where there is not much available in extramural funding, would help my research effort. | F-Un, [needs: F-Tr]          |
| collaborations between departments and colleges   | S-peers, S-CA                |
| Financial support from department, college and VP for Research  | F-Un, S-CA, S-UA             |
| summer faculty research award   | F-Un                         |
| Support for graduate students.  | F-GS                         |
| Organizations I belong to outside of UME  | S-ext orgs                   |
| Fairly easy to get sabbatical leaves. My unit colleagues are great and respect my need to carve out research & writing time. I'm not asked to teach overloads or summer classes. By far the most important factor is attending conferences and having colleagues at other universities. Of the former, my College has always been supportive of conference travel.  | T, S-CA, S-peers, S-ext orgs |
| 1) ORSP assistance in preparing the budget such that it satisfies UMaine criteria.  | S-UA                         |
| I feel verbally encouraged but not really supported in any significant way beyond some of the mechanics of proposal submission.   | [Needs: S-UA, S-CA]          |
| good staff at the ag research farms. but we have old poor limited equipment   | S-staff                      |
| I was able to attend an institute some years back that I applied for which helped me enormously in being successful in applying for NIH funding.  | S-ext orgs                   |
| We have a great sponsored programs office and proposal approval system that makes that part of the process as simple and efficient as possible. They should be commended.   | S-UA                         |
| Support for technical positions is critical and appreciated.  | S-staff                      |
| The openness of other departments for collaboration is very important for my interdisciplinary research. I collaborate with geology, toxicology, lake studies, cell microbiology, and radiation biology.  | S-CA, S-peers                |
| NSF funding is key. I get very little help from the University.   | F-Ext [need: F-Un]           |

|   |                                  |
|---|----------------------------------|
| A positive collaboration with a colleague in chemistry and one in chemical engineering.   | S-peers                          |
| collaborations, money   | S-peers, F-Un                    |
| Other faculty members willing to cooperate. Contacts with industry.   | S-peers, F-Ind                   |
| Colleagues, time  | S-peers, T                       |
| Collaborative work with my colleagues in the Department and funding through my Chair.   | S-peers, S-CA                    |
| Stimulating research environment, high-quality PhD students.  | Q-GS                             |
| I get a relatively small amount of travel funds through my department every year. In the past, I've gotten some sabbatical funding and a few summer and research grants, as well as occasional national grants. Currently, I get some travel funding, but there isn't much UMaine support. Some national and international sources invite me to deliver lectures and do collaborative research, so that helps my current research effort. | F-Tr, T, F-Un, F-ext, S-ext orgs |
| By far the most helpful is the University's willingness to devote part of my time to research. This is a luxury that is repaid I hope by the funding brought in and by the spin-offs to the state and the rest of the University.   | T                                |
| ORSP has been good in the past for proposals. Procedures are not too onerous, people have good attitudes.   | S-UA                             |
| Teaching research   | TR                               |
| Modest travel funds from my dean's office for research every other year   | F-Tr                             |
| I have a flexible schedule which I choose, and my duties as a teacher integrate nicely with my creative program. I have received travel funds, and equipment funds which have helped my creative career. I experience a positive work environment which is very supportive of my continued success as an artist.  | T, F-Tr, F-Eq                    |
| I have wonderful colleagues in multiple colleges and departments. motivated, creative faculty who have their own interior curiosity without the need for external incentives and rewards are the most valuable support  | S-peers                          |
| Colleagues in my area are sympathetic. Collaborating with colleagues at other universities where they have much more support and lower teaching loads is helpful. Having a sabbatical also helps.   | S-peers, S-peers ext, T          |
| My time spent to research resources, agencies, foundations, condense lists to a few that may fund my projects, search for new RFP, read the fine print and details of requests. My time spent in calls and emails to the agencies to find the specific programs and program managers to talk and/or network Work that support staff can do so I can concentrate on writing grants   | Own                              |
| modest financial support from department for supervising undergraduate research students , e journal access through Fogler, my own determination and hard work  | F-Un, L, Own                     |
| The library: The electronic journal access is much improved and very helpful. The library staff, interlibrary loan and reference staff, are also uniformly helpful and usually knowledgeable. The seminar series in various depts are also crucial.   | L, S-staff                       |
| Excellent students at UMaine  | Q-GS                             |

|  |         |
|--|---------|
| Access to knowledgeable and well-trained staff is the most helpful factor.   | S-staff |
| I'm entirely independent of U. Maine. If I depended on UM for my research, I don't think I would have been successful. | Own     |

| Statistic       | Value |
|-----------------|-------|
| Total Responses | 37    |



### 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                |
|--|-----------------------|
| Lower overhead, or pay-back to PI of some of the overhead  | IDC rates, IDC return |
| 1) A willingness to invest in research on campus. Our current VP Research has stated his view that the University should get out of research because it does not pay. A regime shift is needed. 2) TA or RA positions hard funded in the SMS budget each year (not subject to the vagaries of campus politics). 3) More adaptive upper administration that can take advantage of unusual extramural funding opportunities (note item 1) 4) Campus incentive to drive us to work harder to bring in research dollars (for most of us there is not much to show for any added efforts). This could be accomplished by a direct return of some significant portion of indirects to [the unit] that, in turn, helps [the unit] in its teaching and research roles. | S-UA, F-inc           |
| The support I need is the recognition that my time is better spent on my research, even if it is unfunded, than on applying for extramural grants that have a very low probability of success.   | V-Unf                 |
| time and money   | T, F-Un               |
| The filling of vacant positions in our department so that extra teaching and service responsibilities are spread wider.  | F-Fac                 |
| More TA and RA-ships   | F-GS                  |
| I don't expect any-though my department is supportive-I do get my share of travel funds-etc  | --                    |
| More time. It would be helpful if administrators were a bit more mindful about how committee assignments and other admin matters take away from time that could be spent on research.  | T, S-CA, T-Serv       |
| Assistance in grant writing and particular budgets could be helpful. Currently the ORSP staff---because of their own time constraints, not a lack of willingness to help---feel more like gatekeepers than facilitators.   | S-prop prep           |
| they could/should expand the sponsored program staff ?   | S-UA, S-staff         |
| Probably for me it would be time.....as it is time consuming to prepare applications.  | T                     |
| More TA support would be beneficial. TA's can not only help to free up faculty time but they usually end up assisting in the research effort. They can work on the more risky projects that help land the new grants. It is a win-win for all and I am really surprised by our lack of TA's. It seems that there are other areas of the University that could be cut back a bit to help fund this relatively inexpensive and very productive aspect of what we do.   | F-GS                  |
| Recruitment and bridging funding for PhD students. The few opportunities that do exist through the grad school are incredibly helpful, but far too limited and competitive to be relied upon. Additional PhD student support would be an incredible help in leveraging additional funding, and attracting the best possible students.  | F-GS                  |
| Time, students, apparatus, and laboratory space.   | T, F-GS, F-Eq         |

|  |  |
|--|--|
| More graduate student fellowships; more funds that graduate students can tap for their research (in the several thousand dollar range per grant). I support students on my grants, but I could support more if there was internal funding.   | F-GS   |
| This should be obvious from question #1.   | --   |
| proposal paperwork/formatting/budgets  | T-B, S-prop prep                             |
| Teaching load reduction. TA/RA support.  | T-Tch, F-GS                                  |
| Better library/resource materials, dedicated individual that routinely scans ALL research/grant possibilities and a SINGLE place that lists them for us Time RA?   | L, T, F-GS                                   |
| I believe what is needed is real industrial support for the research ideas   | F-Ind  |
| Less red tape, a more researcher-supportive Office of Research and Sponsored Programs. Indirect-cost return. Bridge funding between projects to reduce risk. More strongly supporting excellence.  | T-B, S-UA, S-staff, IDC return, F-Un, Expect |
| I wish that there were more funding opportunities for the humanities at UMaine. Often it is not recognized that some of us in the humanities do research at the highest levels and not inferior to work done by excellent colleagues in the sciences, engineering, business, etc., but there are not many opportunities for funding our research and University research criteria often reflect the dominant influence of other fields.  | F-O, V-Unf, recog, Bal                       |
| It would be very helpful to have some overhead funds to support the preparation of new grants and generally to provide the flexibility that is sometimes necessary when working with a large grant. I do not use laboratory space or equipment. I do consume the accounting and payment services of the University, the internet and office space for myself and graduate students, most of which would have been in use anyway. I'm sure there are other services that I have not accounted for here but their magnitude is not large. For these services the University receives over \$300,000 for my current project.  | IDC return, F-Un, S-prop prep                |
| SPSS Having a grad assistant would help alot!  | F-Eq, F-GS                                   |
| None   | --   |
| CLAS recognizes the significance of the creative production agendas of the faculty, and treats artists, poets, musicians on a par with more traditional academic researchers. This recognition and support is not always shared across the university however. I understand fully that high profile wind energy research, global warming science, and other areas have a cachet that is hard to deny or compete with, and I appreciate their significance, and in fact celebrate these successes. There are numerous areas of research and creative activity however that are not as high profile, that have their own quiet cachet which deserve more recognition campus wide and beyond. The university research magazine does a good job of equal coverage of a wide range of research areas. | Recog, Bal                                   |
| removal or decrease of bureaucratic minutiae.  | T-B  |
| I think the priority needs to be on organizing the college into departments and insisting on 2-2 teaching loads in order to have the time to do research. Having someone on staff in the department who is responsible for identifying grants and doing the application would make a big difference.   | T-Tch, S-FO, S-prop prep                     |

|  |                               |
|--|-------------------------------|
| Should have an individual or more for each College specifically dedicated to searching daily for sources faculty can apply to. Individual should be informed on agency changes and trends and communicate immediately to faculty. Seminars, workshops etc to bring funding agency personnel to campus for faculty development. Networks with other Universities for multisite research projects and formation of Centers for excellence for research led by Department chairs and Deans  | S-FO, S-UA, S-CA, S-peers ext |
| changed teaching loads and/or schedules funds to cover teaching replacements and overload for colleague to maintain home lab while on sabbatical leave   | T-Tch, F-Un                   |
| In addition to the very important ones listed in the first box, more funding for graduate teaching assistants. I am in a dept that essentially lacks TA support [unit]; this makes it extraordinarily difficult to recruit students because, while it is reasonable to have a bulk of support come from an extramural grant, this cannot be used for recruiting students who will spend most of their first year doing courses. It also provides no flexibility on the other end, if part of a 5th year is needed for Ph.D. completion.  | F-GS                          |
| Currently research active faculty are assigned additional teaching responsibilities. The teaching load should be reduced instead of increased on research active faculty   | T-Tch                         |
| Greater support for first year graduate students could expand research capabilities. Without offers of support, few students will be recruited to UMaine for graduate studies. Yet, paying a first year grad on an RA is not desirable... the student has a lot of coursework in the first year, and spends little time on research. The College of Engineering needs more TA support, to enable recruitment of more graduate students, and relieve the teaching burden, which is very high. Engineering faculty typically teach 4 classes per year, many of which are 4 credit hour courses, and/or involve laboratory instruction. The lack of TAs seriously hinders research in that faculty time is spent grading, developing lab exercises, overseeing labs, ordering supplies for teaching labs, in addition to preparing lectures. Also, often grad students who are being funded thru RA end up helping their research supervisor in the teaching labs, detracting from their research effort. | F-GS                          |
| Sponsored programs should work to assist researchers submit their proposals. Other universities do this but I've had a terrible time with our Sponsored Programs staff. In one of my recent NSF proposals, I had to ask a colleague at the University of California at Santa Cruz to do the actual submission. I've been chastised by Sponsored Programs staff when I asked them to assist me in the proposal I was trying to submit.  | S-UA, S-prop prep             |

| Statistic       | Value |
|-----------------|-------|
| Total Responses | 34    |

## 4. Other suggestions?

| Text Response   | Coding                                 |
|---|--|
| I need a department and a college which supports and promotes research and publication. There should be annual awards or recognition for accomplishments. More funds to support research.   | S-CA, Recog, F-Un                      |
| ORSP is getting harder to work with (due, it seems, for lack of personnel). It is critical that ORSP helps with the processes associated with grant submission and protect PIs from having to do too many reports if we want to convince people to write proposals  | S-UA, S-staff, S-prop prep             |
| Yes-try getting a new [-unit-] Dean-one who knows something I hope the new upper administration understands what is going on-perhaps they can at least direct things-or perhaps find an educated adviser to the Dean. There are certain disciplines that do not seem "practical". But they could be made to pay for themselves and more. (Not enough space here to explain)   | S-CA                                   |
| Give more autonomy for departments to grow their programs and replace lost faculty. Find other ways to generate operating revenue than by cutting research faculty.   | F-Fac                                  |
| The core academic and research programs in this University have been heavily damaged by Alumni Hall giving preference to programs that claim to create jobs. They need to be rebuilt. Here I include the physical sciences, math, and the core liberal arts as well. Scholarship in the liberal arts needs support as well as research in the sciences and engineering.   | F-Fac, S-UA, Bal                       |
| Professional grant writers.   | S-prop prep                            |
| The culture needs to change here--but it won't. Non engineering and non-science work is deemed unworthy of real attention or support---one has to literally fight the system for such support and I do not see this changing in the future. Indeed, the entire nature of this survey is focused on extramural research and that itself says something about the value of research here that brings recognition, rewards and honor to the scholar, the department, the college and the university but is totally disrespected and ignored. | Bal, V-unfund, Recog                   |
| Do more to support research in the humanities and liberal arts. Provide more funding and support for travel and research opportunities that contribute to important knowledge, address contemporary crises, and further the scholarly reputation of UMaine. Provide more opportunities for UMaine scholars to share their research and interact with each other.  | F-Un, F-Tr, Bal, Oppor-Fac             |
| No  | --                                     |
| For those research and creative activity areas which do not have significant opportunities for extramural financial support, I think that increased opportunities and categories of reward and support are warranted. Many research areas could benefit from increased support, not just the arts, but the arts do have very special challenges.  | F-Un, Recog                            |
| We are the flagship. This should be seen as the place where all of our tenure-track faculty are engaged in research - not just some segments of our campus.   | Expect                                 |
| The support faculty receives right now is minimal to zero. Sponsored programs just processes the grants. Faculty is left on their own to  | S-UA, S-prop prep, S-grant admin, F-Un |

|   |                   |
|---|-------------------|
| accomplish all of the aforementioned in addition to the myriad other tasks, ie the faculty has been reduced to a glorified administrative assistant role. Success in research and extramural funding takes vision from the University System and requires dedicating some funds at the onset to garner funds.   |                   |
| The University is now giving decent set-up pkgs to science and engineering faculty, but older faculty who have been very research active and productive are disadvantaged by the lack of even token funding for replacement of basic equipment (e.g., pH meters, balances) that extramural funders would find surprising on a federal grant application. You still cannot run a lab w/o them. The savage cuts in faculty and failure to hold national searches for replacements are also most damaging. The calibre of the University of Maine is much reduced compared to when I came here 20 years ago. | F-Un, F-Eq, F-Fac |
| Accounting support needs to be provided to research active faculty on grants.   | S-grant admin     |

| Statistic       | Value |
|-----------------|-------|
| Total Responses | 14    |

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

| # | Answer | Response | %    |
|---|--------|----------|------|
| 1 | Yes    | 27       | 71%  |
| 2 | No     | 11       | 29%  |
|   | Total  | 38       | 100% |

| Statistic          | Value |
|--------------------|-------|
| Min Value          | 1     |
| Max Value          | 2     |
| Mean               | 1.29  |
| Variance           | 0.21  |
| Standard Deviation | 0.46  |
| Total Responses    | 38    |

## 6. Please indicate your current position:

| # | Answer             | Response | %    |
|---|--------------------|----------|------|
| 1 | Faculty member     | 39       | 100% |
| 2 | Professional Staff | 0        | 0%   |
|   | Total              | 39       | 100% |




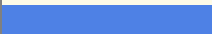


| Statistic          | Value |
|--------------------|-------|
| Min Value          | 1     |
| Max Value          | 1     |
| Mean               | 1.00  |
| Variance           | 0.00  |
| Standard Deviation | 0.00  |
| Total Responses    | 39    |

## 7. Indicate your position type:

| # | Answer             | Response | %    |
|---|--------------------|----------|------|
| 1 | Full time position | 39       | 100% |
| 2 | Part time position | 0        | 0%   |
|   | Total              | 39       | 100% |

| Statistic          | Value |
|--------------------|-------|
| Min Value          | 1     |
| Max Value          | 1     |
| Mean               | 1.00  |
| Variance           | 0.00  |
| Standard Deviation | 0.00  |
| Total Responses    | 39    |

**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         |   | 0        | 0%  |
| 2 | College of Education and Human Development            |    | 2        | 5%  |
| 3 | College of Engineering                                |    | 6        | 16% |
| 4 | College of Liberal Arts and Sciences                  |    | 11       | 29% |
| 5 | College of Natural Sciences, Forestry and Agriculture |   | 17       | 45% |
| 6 | Cooperative Extension                                 |  | 2        | 5%  |
| 7 | Other (Research Units)                                |  | 2        | 5%  |

Other (Research Units)

CCIDS

| Statistic       | Value |
|-----------------|-------|
| Min Value       | 2     |
| Max Value       | 7     |
| Total Responses | 38    |

**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       | 0        | 0%   |
| 5 | Tenure-track faculty: Professor                 | 39       | 100% |
|   | Total   | 39       | 100% |

| Statistic          | Value |
|--------------------|-------|
| Min Value          | 5     |
| Max Value          | 5     |
| Mean               | 5.00  |
| Variance           | 0.00  |
| Standard Deviation | 0.00  |
| Total Responses    | 39    |