

SUPPORT FOR TEACHING AND RESEARCH

JULY 2016

The survey asked several questions about the different kinds of support offered for teaching and research at Memorial University of Newfoundland (MUN). Members were asked about the relative importance of various supports, and about how satisfied they were with the provision of those supports. The following report outlines the responses from the 220 MUNFA members who responded.



Supports within the University

Table 3, shows the results on a scale of 1 (not important) to 4 (very important) and from 1 (very dissatisfied) to 4 (quite satisfied). The most important support members wanted from MUN was access to journals and publications – and this is also where the biggest gap is between the importance put on a support and the level of satisfaction with it.

Table 3: Supports from within MUN (Mean scores on a 1-4 scale)		
	How important is this to your success as an educator/ researcher?	How satisfied are you with the support currently being provided?
Graduate/ teaching assistants	3.0	2.9
Administrative support from staff of your faculty/school	3.3	3.0
Administrative support from outside of your faculty	2.9	2.6
Access to recent journals and publications	3.7	2.9
Up-to-date equipment and technology	3.1	2.7
Suitable physical spaces (offices, classrooms, etc.)	3.3	2.5
Research funding from within the university	3.0	2.4
Support for professional development	2.9	2.7

Supports from Outside the University

Members also receive, and value, many supports from outside MUN. Here, ASMs identified federal government funding as the most important factor – and, once again, as the factor with the biggest gap between importance and satisfaction. **Table 4**, below, breaks down the rest of the responses.

Members also generated a long list of supports outside of the categories presented here. Many ASMs highlighted the need for up-to-date equipment. Many others expressed their concerns with the Office of Research, which was highlighted as an obstacle by a number of respondents.

Table 4: Supports from outside MUN (Mean scores on a 1-4 scale)		
	How important is this to your success as an educator/ researcher?	How satisfied are you with the support currently being provided?
Opportunities for commercialization and collaboration with business	1.6	2.5
Opportunities for collaboration with foundations and nonprofit organizations	2.3	2.7
Opportunities for participation in public policy discussions	2.2	2.6
Funding from the provincial government	2.9	2.0
Funding from the federal government	3.4	2.4
Funding from foundations or nonprofit organizations	2.2	2.4
Funding from private business	1.8	2.4
Expressions of support from politicians and other community leaders	2.2	2.0

Support from Leadership and Administration

Finally, this section of the survey asked about how MUN’s leadership and administration is impacting the academic work of ASMs. **Table 5**, below, presents the results, which were quite clear in showing faculty’s dissatisfaction with this aspect of their MUN experience.

Table 5 – Support from leadership and administration (Mean scores on a 1-4 scale)		
	How important is this to your success as an educator/ researcher?	How satisfied are you with the support currently being provided?
Clear communication and transparency from university administration	3.4	1.9
Opportunities to provide input into the overall direction of the university	3.2	1.9
Responsiveness from university administration to input from faculty	3.4	1.9
Allocating resources appropriately between academic and administrative functions	3.6	1.5

“Office of Research and the accompanying procedural bureaucracy has become deeply problematic. The office and administrative burden around it is nearly unworkable” -Survey Respondent