The Practice of Doing Research:
Faculty Feedback on Memorial University's Research Ecosystem

A Report Developed by Members of the Senate Committee on Research (SCOR), alphabetically:

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Thank you also to members of the VP-Research office and the office of Research Initiatives and Services for their critical and needed comments on refining the structure of the survey, helping to finalize the document before publishing. Thank you to members of SCOR for their feedback on this document, and to Dr. Lindsay Cahill, Dr. Rochelle Côté, Ms. Alison Farrell, and Dr. Ryan Murphy for making the time, and energy (away from their research) to craft this report and shepherd it through the appropriate channels.

Executive Summary/Abstract

Research is a defining aspect of scholarly life. Increasingly, we live in a climate where we are seeing a decline in overall funding and student enrollment, impacting research indirectly through the erosion of physical infrastructure and human capital, increased time and capacity pressures on faculty, and an overall decline in internal funding opportunities. Much of the research done at Memorial University is funded through external grants and awards, and are reliant on the university's ability to provide resources and support that set faculty up for the successful pursuit of research funding and programmes. Declines in overall funding indirectly impact the ability of the university to invest in its research, and garner institutional prestige through publications, presentations, intellectual property, and patents.

Research is also one of the 3 pillars of the University, along with teaching and public engagement, and is an important way that Memorial faculty contribute to public discourse, policy, and law. It informs teaching and creates a foundation to spur future work. Through prestigious research programs, we are able to recruit top scholars and students to our university, ensure research excellence through our programs, where the positive impacts to our university filter to our faculties, departments, and students. In this respect, academic research is essential to an effective and well-functioning societal system. To do great research, an ecosystem must exist that supports, facilitates, and encourages that work.

To that end, a survey was conducted to discover the perceptions of Memorial's researchers about the research ecosystem at this institution (Appendix I). From analyzing the responses, it is clear Memorial faculty are passionate about both their own research and the research of their colleagues and want to see Memorial continue to produce top tier research that impacts the peoples of Newfoundland and Labrador. Using data provided by Memorial researchers, this report aims to address what's working, what could be better, and where we can improve our research ecosystem.

One of the common themes was that researchers value the people at Memorial. Grant facilitators, librarians and library staff, individual ITS staff, and others were recognized as being helpful and supportive. Libraries and archives, funding support, communication about funding opportunities, and ability to collaborate both within and outside of the institution, were all recognized as things that work well at Memorial.

Areas of improvement tended to focus mostly on processes. Specifics include items such as travel claim, travel advance paperwork and reimbursement processes and times, grant set up and operating, hiring and payment of research staff and students, software updates and installs, remote access and data storage, and flexibility and fairness with computing policies and knowledge translation.

Prioritizing commitments to streamlining bureaucratic processes through consultations with the people who use them is a main theme of the recommendations along with considering the ability of skilled faculty members to manage and contribute to solutions through more computing agency. Other recommendations include transparency around administrative decisions, and media training and information on how researchers can highlight the world class research they and their colleagues are doing.

Introduction

This report presents the findings of a comprehensive university-wide survey conducted by the Planning and Budget Committee to assess researchers' satisfaction with, and perceptions of, the research ecosystem within our institution. The survey was distributed to all faculty to complete between December 13, 2024, and January 15, 2025, achieving a response rate of 21% of Memorial University researchers across the three campuses. It explores key dimensions, including the availability and quality of tangible and intangible resources, existing research policies, communication surrounding research activities and procedures, and the perceived impact of teaching and service obligations on research productivity.

The survey instrument was developed collaboratively by a subgroup comprising members from the Planning and Budget Committee of Senate, the Senate Committee on Research, the Office of the Vice-President of Research and with support from the Centre for Institutional Analysis and Planning, and the Institutional Survey Oversight Committee. This collaborative development aimed to ensure the survey's relevance, clarity, and comprehensiveness.

The report aims to identify strengths and areas for improvement by analyzing both quantitative and qualitative data – providing a stronger and richer analysis through the use of mixed methods. Quantitative responses are summarized through aggregate descriptive statistics, providing a clear overview of trends and patterns. To gain deeper insights, qualitative responses are analyzed using grounded theory to uncover underlying themes and nuanced perspectives.

The findings presented here are intended to inform strategic decision-making and promote enhancements across our research environment. At the end of the report, a set of tailored recommendations is offered to support the development of a more effective, equitable, and supportive research ecosystem aligned with the university’s broader mission, strategic goals, and emerging budget model.

Objectives

Amidst increasing anecdotal evidence about people’s experiences of research here at Memorial University, the idea to do this survey was conceived as a project that the Budget and Planning Committee undertook, which was approved by Senate, as a topic for a Special Meeting of Senate, during the 2024-25 academic year. The proposal for this Special Meeting topic was submitted by Drs. Rochelle Côté and Cyr Couturier, in Fall 2024.

Our objectives were fourfold:

1. To determine researchers’ ideas on resources required to do research
2. To assess researchers’ attitudes around their ability to do their research work

3. To assess researchers' perceptions and feelings of being supported by Memorial University in their research
4. To allow researchers to provide thoughts in their own words through the use of open-ended questions

Who were our respondents?

The survey was distributed via Qualtrics, for a period of one month – December 13, 2024 thru January 15, 2025, to researchers of Memorial University, across all three campuses – St. John's, Grenfell, and Labrador. Research respondents included tenure-stream and adjunct professors, per-course instructors and instructors, lecturers, and librarians. We were fortunate to have the support of the two faculty unions (MUNFA, NAPE) who were asked to distribute an email through their channels to encourage members to fill out the survey, which they agreed to do after looking through the survey document. At the close of the survey in January 2025, we received responses from 281 individuals, giving us a response rate of 21% for this administrative survey (N=1347).

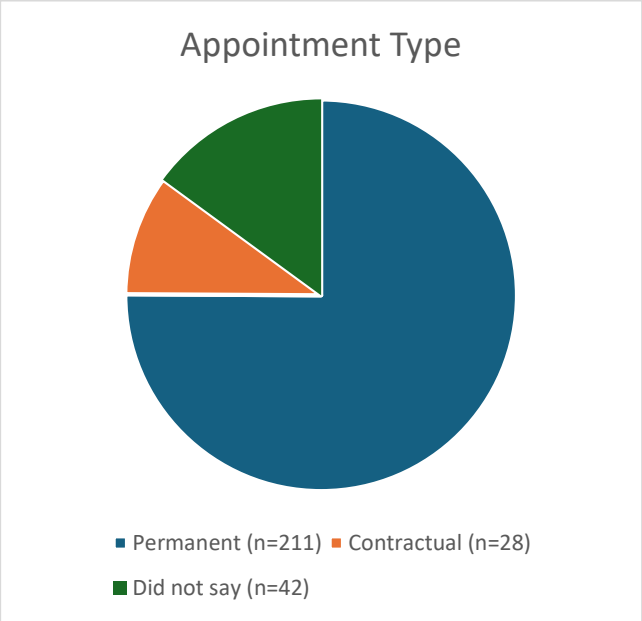

Figure 1. Participation x Appointment Type (N=281)

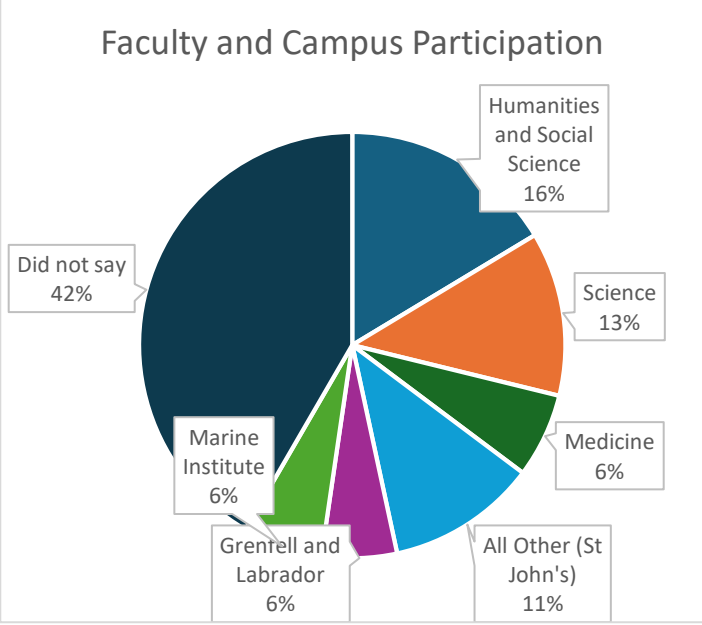

Figure 2. Participation x Faculty/Campus (N=166)

Participation was varied across different demographic indicators, with a significant number of respondents preferring/choosing not to disclose their demographic information for this survey. Just to quickly note for participation across faculties and campuses, we elected to collapse Grenfell and Labrador campuses together, to ensure privacy and confidentiality in our reporting. Participation from these two campuses was lower than at St. John's campus, with a higher likelihood of potentially identifying respondents.

Of the 281 people who responded, 66% were tenure stream faculty with a further 14% stating that they were per course instructors and researchers (Figure 3). Of those who listed a faculty or campus, 16% of respondents were from the Faculty of Humanities and Social Sciences (HSS), with a further 13% from the Faculty of Science; and 6% of respondents were from Grenfell and Labrador campuses, and the remainder spread between all other St John's campus faculties (Figure 2).

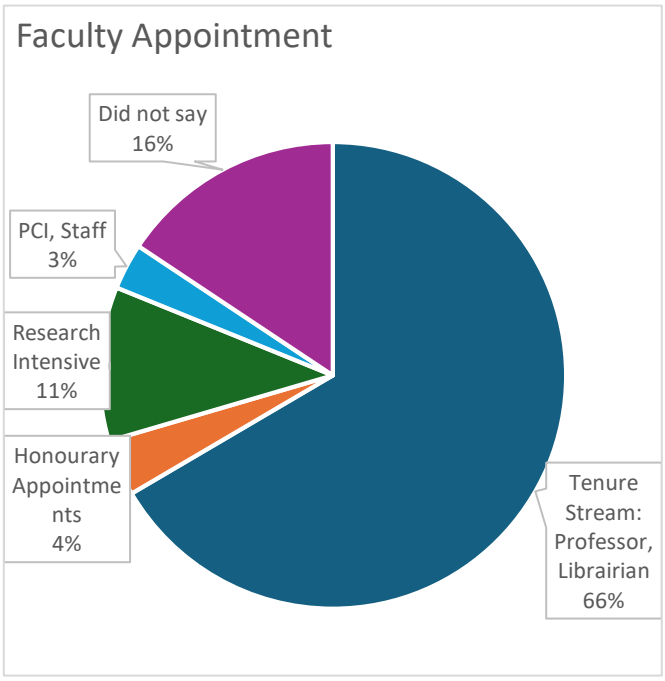

Figure 3. Participation x Faculty Appointment (N=237)

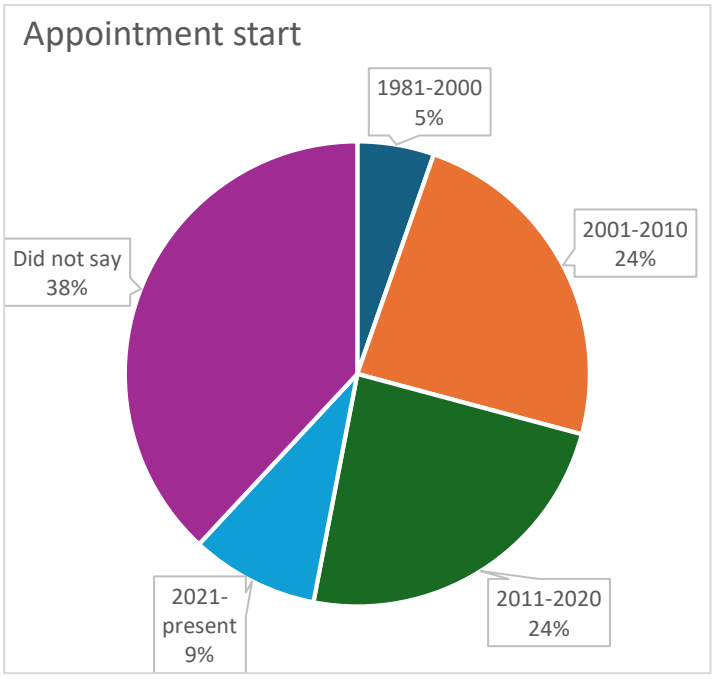

Figure 4. Participation x Start Year (N=281)

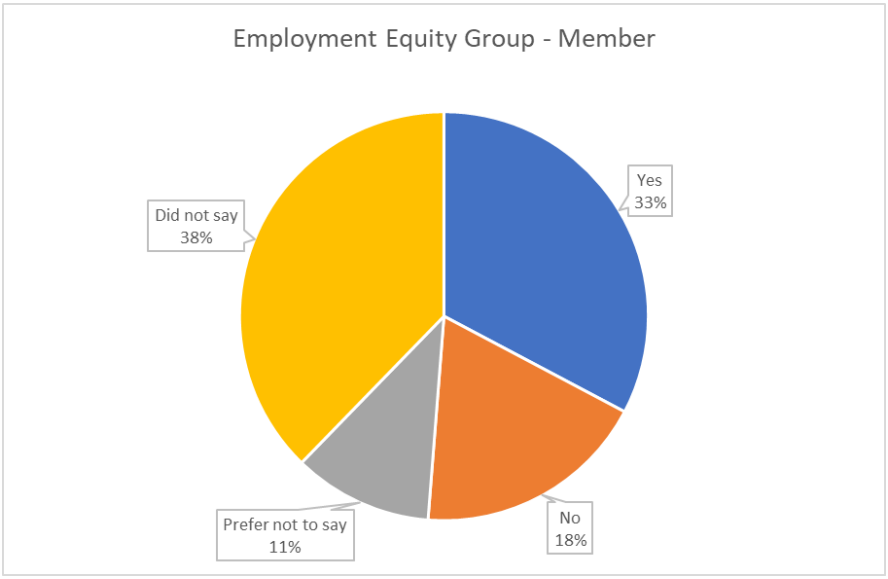

Figure 5. Participation x Member of EE Group (N=174)

We were fortunate to have representation from all three Memorial university campuses, and participation from all researching groups. We also captured responses from respondents who were at different career stages, based on when they started at Memorial University (Figure 4). What is clear from the rate of participation, is that people were interested in contributing. To this end, we concluded the survey with a representative 281 responses to the survey questions, and over 100 pages of qualitative, open-ended responses. It is also worth noting that we asked respondents to select whether they were members of an Equity deserving group (ie: women, Indigenous, Racialized, disability, 2SLGBTQI+). We were interested in knowing whether being a member of one of these groups was associated with experiences of Memorial University's research environment. Of those who responded, 33% said they were a member of one of these groups, but we also note that a further 49% either preferred not, or did not, want to say (Figure 5).

Our data

To access the survey, faculty members signed into the institutional Qualtrics site using their Memorial University user id and password, and were taken to a landing page detailing the purpose of the research, responsible parties, and the study's policies around confidentiality and anonymity. Faculty sign-in information was not saved with the survey results. The survey itself took approximately 30 minutes to complete, although some respondents spent much more time to complete, reflected in their responses to open-ended questions.

Through consultations with the various survey sub-committee stakeholders and external offices, questions were developed around five key areas: access to tangible resources, access to intangible resources, satisfaction with institutional policies, communication around research processes and activities, and finally, perceived impact of teaching on research activities.

The access to tangible resources section of the survey asked respondents a series of questions to speak to their level of satisfaction around access to server space, off-campus computer access, grant funding, the Research Data Centre (RDC), lab space, performance space, libraries and archives, and studio space. The response categories were 'very satisfied', 'somewhat satisfied', 'neither satisfied, nor unsatisfied', "somewhat unsatisfied', and 'very unsatisfied'. Access to intangible resources included asking respondents a series of survey questions to speak to their level of satisfaction around access to policy development and advice, data set-up and management, grant funding and support, post award administrative support, support around the ethics process, support for project set-up, staff and student recruitment and training, support for staff and student salary payments, support for technology transfers and IP management, support and advice around collaborating in and outside of Memorial, travel advance and claims support, privacy compliance support, dissemination support, and supports for health and travel insurance. The response categories were 'very satisfied', 'somewhat satisfied', 'neither satisfied, nor unsatisfied', "somewhat unsatisfied', 'very unsatisfied'.

We also asked researchers to evaluate their engagement with Memorial policies in the areas of asset management, ethics, employment, finance, travel, computing, and risk management. The response categories were 'very satisfied', 'somewhat satisfied', 'neither satisfied, nor unsatisfied', "somewhat unsatisfied', and 'very unsatisfied'. For the area of communication, we asked researchers to assess perceptions around the effectiveness of communications around IT service, grant set-up and management, funding supports, policy translation and application, deadlines, signing authority and workflows, knowledge mobilization, media engagement, staff and student recruitment, in-kind contributions, trouble shooting, and the researcher portal. The response categories asked respondents to select from 'very effective', 'somewhat effective', 'neither effective, nor ineffective', 'somewhat ineffective, and 'very ineffective'.

Researchers were also asked whether or not they felt as though their research activities were supported by the university. The possible response categories were 'always', 'often', 'sometimes', 'rarely', and 'never'. Finally, researchers were asked about the impact of teaching and service on their ability to do research. The possible response categories were also 'always', 'often', 'sometimes', 'rarely', and 'never'. For every thematic area's questions, we also included the categories of "unsure' and "not applicable'.

For every thematic area, respondents were also given the opportunity to provide feedback in their own words, about their experiences of engaging in research at Memorial University. When all of the responses were downloaded, we were left with one hundred pages of qualitative data. Three committee members each received copies, read through comments, and identified common themes that became the foundation of this report. Of individuals who responded to these open-ended questions, they were more likely to be members of equity employment groups or individuals who selected 'prefer not to say'. They were also more likely to be members of the two largest faculties: Science, and Humanities and Social Sciences. While it is often the case that individuals with negative experiences are most likely to respond to open-ended questions, we did not find that to be true here. About half of our respondents were individuals who consistently answered 'satisfied' or 'neither satisfied, nor unsatisfied' to the survey questions. We received many fewer responses from individuals who consistently responded from the 'unsatisfied' categories, suggesting that great dissatisfaction was not a motivator in detailing thoughts in their own words. In fact, it seems clear from responses, that individuals were motivated to detail their experiences in an effort to improve on what already exists.

Analytic strategy

Survey responses were downloaded as a comma delineated file (.CSV), and into IBM SPSS Statistics 29.0 for analysis of the quantitative data. Each thematic area's questions were recoded to ensure consistency.

With respect to the open-ended qualitative responses, three members of the survey committee downloaded and read responses for each question, identifying themes within each question but also across questions. Through discussions, potential themes were discussed and agreed on.

What We Heard

With all the data that the survey collected, and the number of faculty members who agreed to take the survey, an important place to start is with one of the last questions that we asked, "Thinking generally, to what degree do you feel Memorial University supports your research?" Of the faculty members who answered this question, 18.2% feel that they are often or always supported, while 76% feel as though they are sometimes (42.5%) or rarely (33.7%) supported, and 5.5% not feeling supported at all by their employer to do the research they want to do (Figure 6).

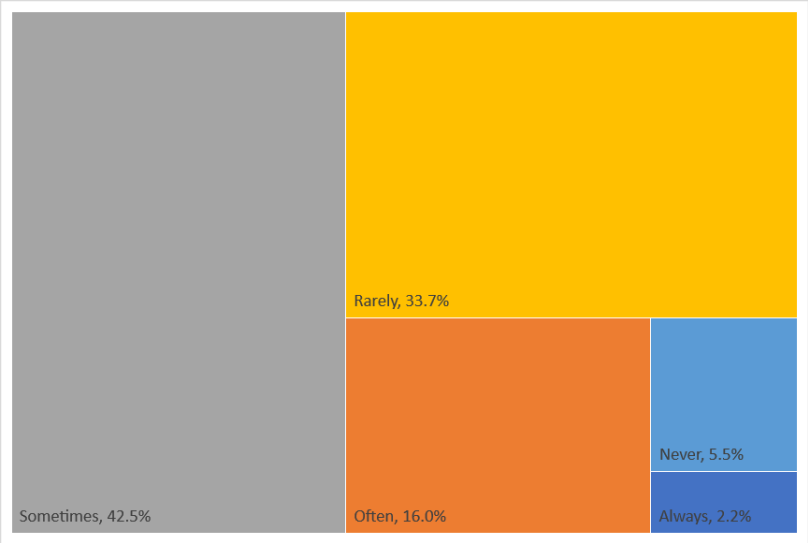

Figure 6. Do faculty members feel supported in their research?

Of those who do feel supported, faculty members find that support in some very specific ways. Says one faculty member of their Dean's office, "I've enjoyed the support from the Dean's Office a great deal. Weekly newsletters from them; the Research grant digest; notifications of scholarships for students. These have all been useful." Another respondent echoes the local-level support they receive, "I feel incredibly supported by my department and somewhat morally supported by my faculty..."

Some faculty members also recognize the support they receive from particular offices at Memorial University that offer research supports, from grant getting to publishing, "I have received excellent support from the Office of Public Engagement and from individuals who were unfortunately let go from the Harris Centre." or "Grant facilitators make me feel supported" and "GFOs are generally

great". Key here, are the offices within the university that provide tailored support to researchers to assist with applying for funding, and also translating research into publicly accessible materials.

Qualitative feedback from faculty members shows that feeling unsupported materializes in different ways. States one faculty member, "I have never felt supported working at MUN. I have felt insulted. I have felt angry. A little positivity would go a long way - maybe a 'good job' when someone gets a [large] grant." Says another, "I have often felt actively interfered with. It seems that some administrative positions feel that it is their role to get in the way of us accomplishing great things." And finally, "The university goes out of its way to put roadblocks up to complete the research successfully. There are no rewards or acknowledgment and very few resources for help. Additionally, when joining as a faculty member, I felt I was thrown to the wolves with no guidance or support." In this respect, unsupported faculty members suggest that they don't feel recognized for their work, nor do they have access to resources they need to do their work.

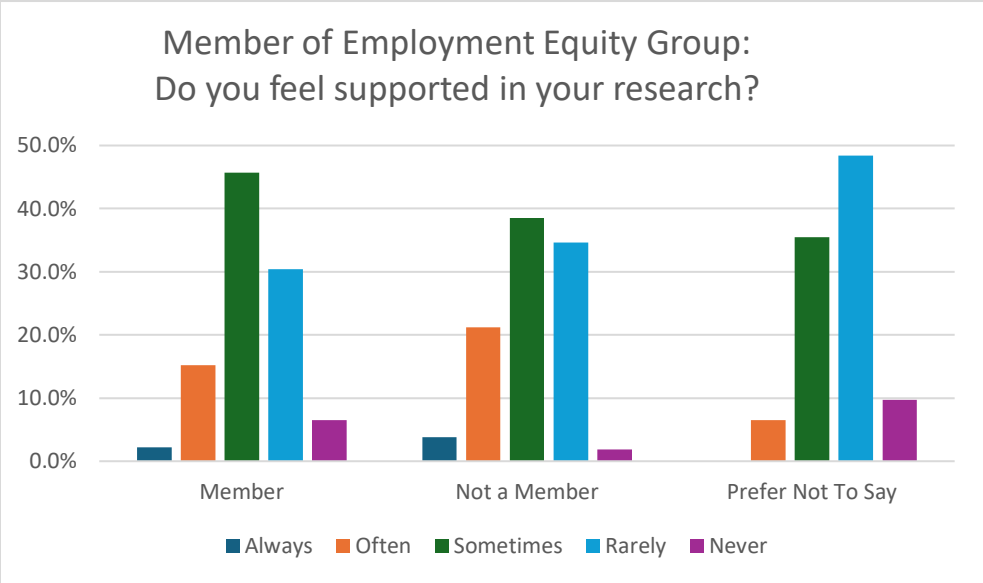

Figure 7. Feelings of Support x Equity Group Membership

We also looked at how well supported people from employment equity groups, and different faculties/campuses felt. When focusing on members of employment equity groups, over 45% felt supported sometimes, compared to 38.5% of non-members who also sometimes felt supported (Figure 7). We elected to include the 'Prefer not to say' category in this analysis. While we don't know exactly why these individuals opted not to tell us about their relationship to employment equity categories, what is striking is a full 48% of respondents in this category rarely felt supported in their research activities. Even though a large majority of equity group members reported feeling sometimes or rarely supported (76.1%), their individual feedback was not much different from the overall feedback, mentioning feeling supported by their departments and faculties, and their ability

to access assistance from grant facilitators and librarians, but also feeling like the university was not doing enough to support them when it came to accessing space, tech support, needed course releases (or a reduction in teaching load), or working with university administration to manage grants and travel claims.

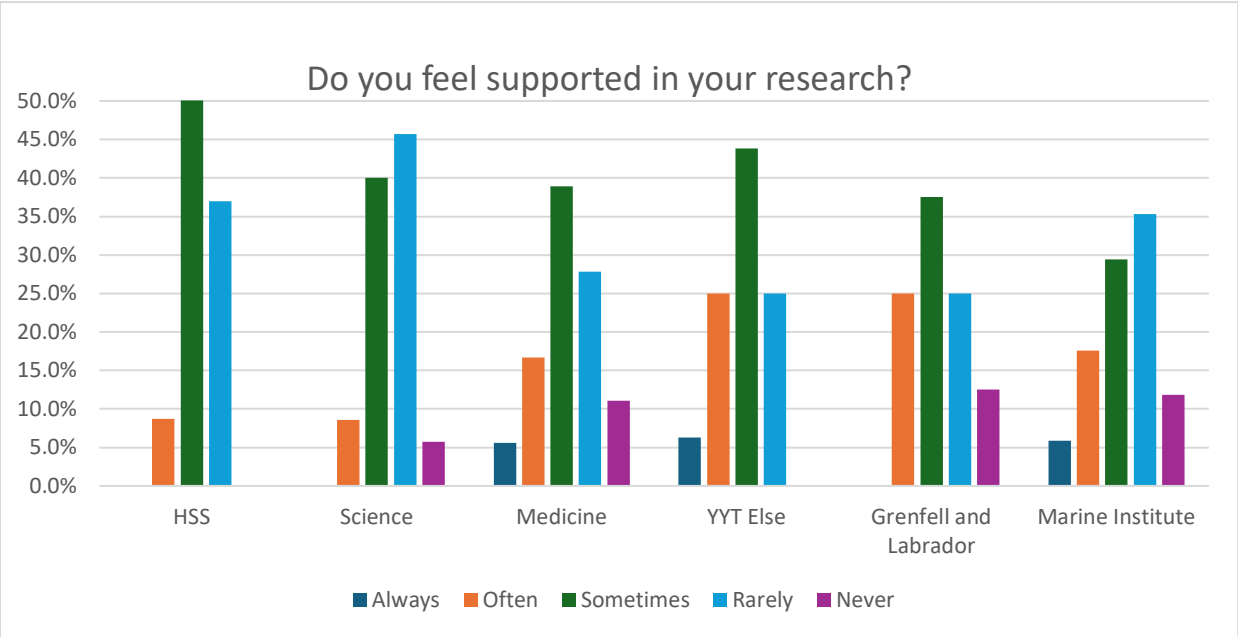

Figure 8. Feelings of Support x Faculty or Campus

Looking across Memorial University, we found that positive and negative feelings about research support were fairly consistent across all campuses and faculties (Figure 8). What is critically important to note here, is that the qualitative feedback provided by researchers was not overwhelmingly from people who felt least supported. Positive and negative comments were equally likely to come from researchers who felt supported, as those who did not. What seems clear, is that researchers value the research aspect of their jobs highly, want Memorial University to garner attention for research across disciplines and faculties, and through this survey, are advocating for ways that make them more effective as researchers, and make the processes more streamlined, easier to navigate, and less bureaucratic and caught-up in red tape.

Faculty and researchers were also asked about whether or not teaching and service impacted their ability to conduct research. It is perhaps no surprise that 66.6% of respondents stated that teaching "always" or "often' impacted their research (Figure 9). When asked about how teaching impacts research, the qualitative responses described the complimentary relationship between the two. One faculty member captured this by responding that "my research informs my teaching, my teaching informs my research" and another described that "Thinking, creating, talking, teaching, and caring about ideas are all intertwined". Several respondents highlighted the positive impact teaching has on their research program, particularly through student engagement.

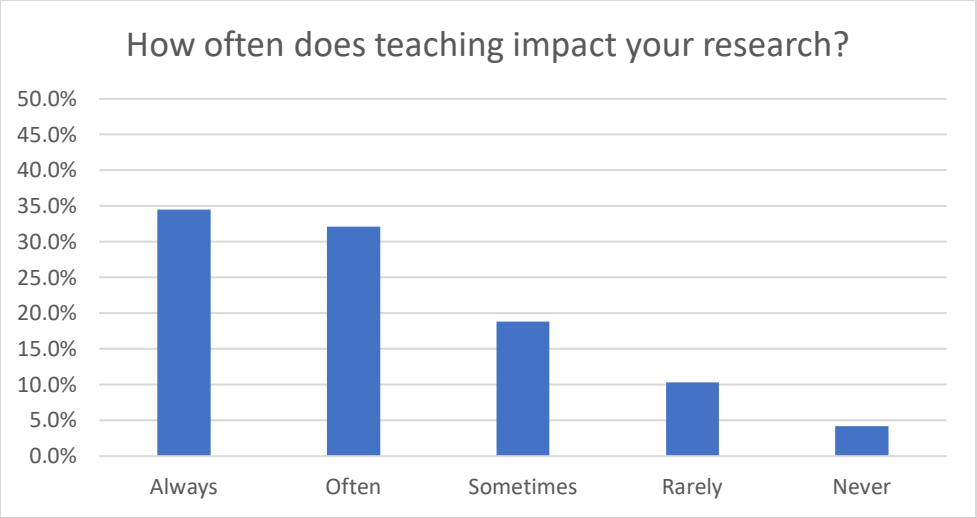

Figure 9. Teaching Impact on Research

When discussing the challenges of the impact of teaching on research, a consistent theme was time. Many respondents said that doing research during a teaching semester was "nearly impossible". The qualitative responses described increasing time spent teaching because of larger class sizes, decreased TA support, increased needs from students, and the demands of navigating AI. One faculty member noted that "the pressure to continue to teach at current levels (consistently heavier than the standard teaching load) has a dramatic impact on my ability to meaningfully develop my research program".

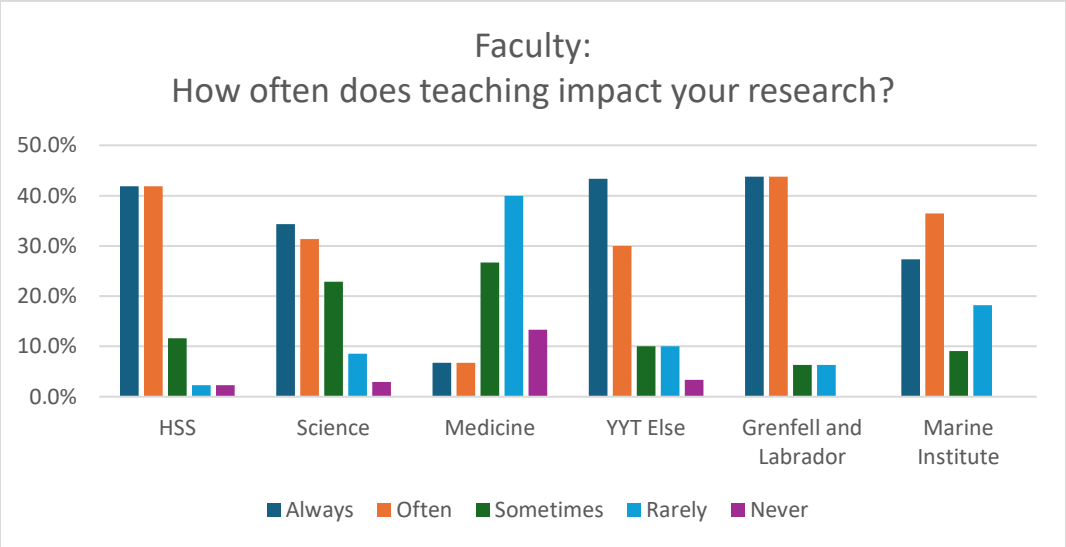

Figure 10. Teaching Impact on Research x Faculty

Looking across faculties (Figure 10), many respondents across faculties and campuses show that they feel teaching often or always impacts their ability to do research. In particular, 84%-87%

members of Humanities and Social Sciences, and of Grenfell and Labrador responded that teaching always and often impacted their research programmes. Between 66%-73% of respondents from Sciences, other St. John's campus faculties, and the Marine Institute felt similarly. For Medicine, over 53% of respondents felt that teaching rarely or never impacted their research programmes.

When looking at the qualitative responses, the disparity in teaching load between different units was highlighted. One faculty member wrote that "Memorial could better support my research activities if it standardizes the teaching load for all units". Another wrote "Our unit teaches five course per year, while professors in other units teach only four. This suggests that our research is less valuable or important." Some respondents felt supported with teaching remissions in recognition of their research, while others noted that teaching remissions were rare in their unit. Concerns were also raised about formal acknowledgement of mentoring research students as a form of teaching.

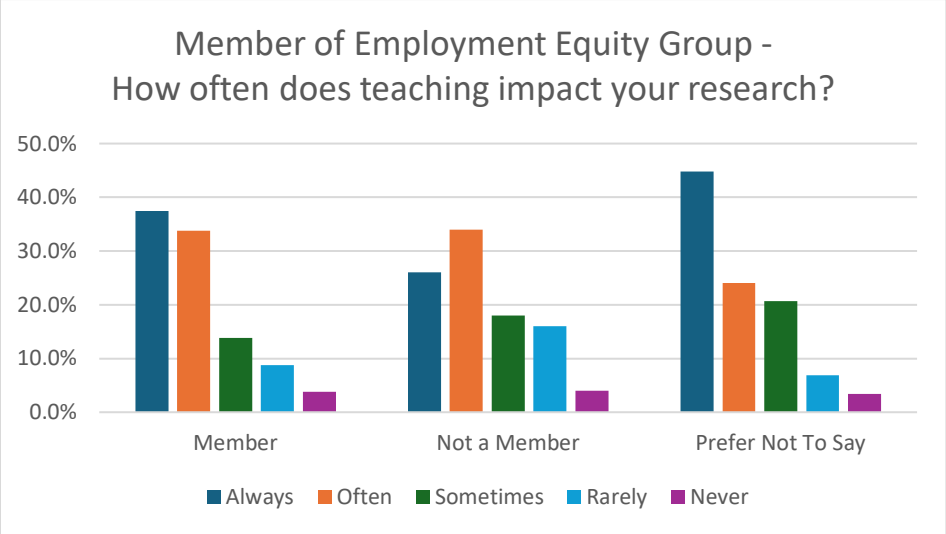

Figure 11. Teaching Impact on Research x Equity Group Membership

We also considered responses specifically from members of employment equity deserving groups. Looking at Memorial researchers who identified as members of these groups, 37.5% of respondents agreed that their teaching always impacts their research, with a further 34% stating that teaching often impacts their teaching. Looking to non-members, percentages were lower, with only 26% of non-members stating that teaching always impacted their research, with a further 34% stating that teaching often impacts their research. Looking to Memorial researchers who preferred not to identify, 45% of respondents stated that teaching always impacted their research, with 24% choosing "often" when asked about the impact of teaching on their research programmes.

Research has consistently shown that members of equity deserving groups invest greater emotional labour into teaching, compared with their colleagues (Froyum 2012: Moore et al. 2016; Rickett &

Morris 2020; Kalim 2022). Initial data from our survey supports these findings, that minority group members invest greater effort and time in their teaching, are perhaps expected to do so, and that this significantly impacts conditions for success on other fronts, with little recognition for their efforts. Further investigation is needed to identify supports, opportunities for training to ensure equity here.

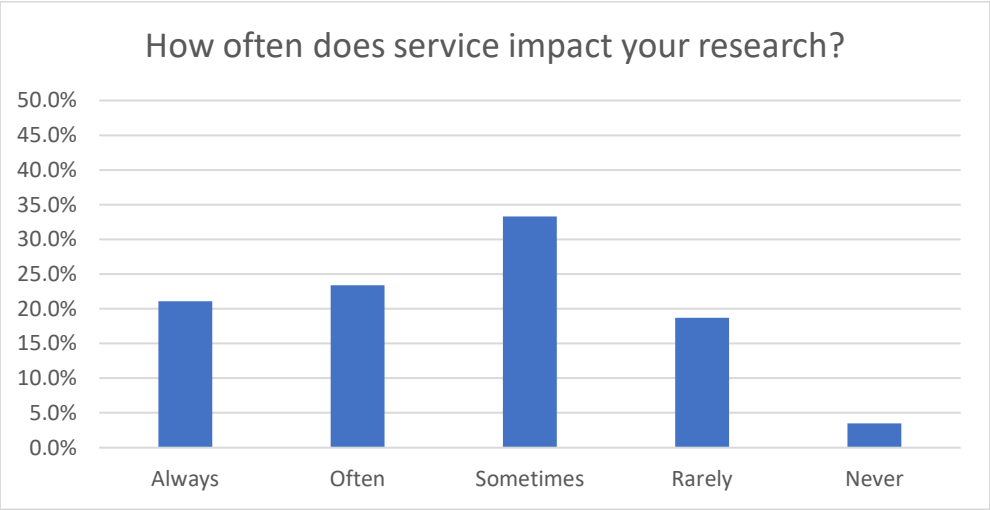

Figure 12. Service Impact on Research

With respect to service, 33% of MUN researchers suggested that service commitments only impacted their research "sometimes", with a further 44% acknowledging that service always or often impacted their ability to carry out research. When asked about how service impacts research, respondents described the importance of service, both inside and outside of the institution. Some explained how service roles have positively impacted their research, with one faculty member describing service work as "rewarding". The benefits included improving the understanding of the research environment at Memorial, the opportunity to shape policies and initiatives to improve the institution, and the development of research collaborations at other institutions. Several wrote about the motivation and decision process for taking on service responsibilities and described not wanting to let down colleagues and/or students.

There were also concerns raised about the unequal distribution of service work and the increased demand for this work because of fewer faculty members. One faculty member captured this by writing "We have fewer and fewer faculty to share the service load. The more time I spend doing service activities, the less time there is for research". Respondents suggested workshops for time management and how to better approach meetings (e.g., schedule meetings for 15 minutes instead of 1 hour), and suggested improved protection of junior faculty members from too many service commitments as ways to help manage time around service commitments.

Things we are doing well

Respondents were asked to provide a short example, either positive or negative, about their access to and use of tangible resources and intangible resources. They were also asked to elaborate on how institutional policies enable or limit their research activities. While the negativity bias means that the majority of qualitative responses focused on negative experiences, there were a number of positive examples of experiences in research and ways that Memorial University is helping the practice of research. We have grouped them according to themes:

A. Libraries and archives

The majority of faculty members (65.9%) said they were very or somewhat satisfied with libraries and archives (Figure 13). Faculty members felt their research was supported and enhanced by the library staff and felt positive about the fast response time to requests. One faculty member wrote "The Libraries at Memorial are wonderful and continue to try to do everything they can to support our research...the library staff are very quick to respond to faculty and students about research needs and emit a genuine concern about our needs and questions regarding research". In general, faculty were satisfied with access to peer-reviewed journals at Memorial; however, there were concerns raised by some faculty members about lack of access to specific journals in their field. One faculty member raised a concern about journal subscriptions: "The library doesn't have subscriptions to relevant journals for lengths of time; when we have requested for a primary journal in our field to be made accessible, the request is either denied or is only subscribed to for a year". Another faculty member expressed concerns about only having digital copies of artifacts and felt there is a lack of support for institutional archives.

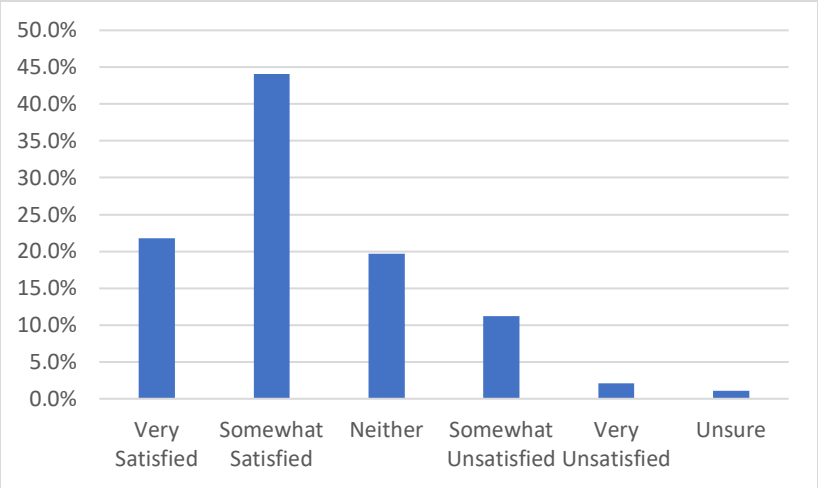

Figure 13. Access to Libraries and Archives

B. Funding Support and Communication about Funding Opportunities

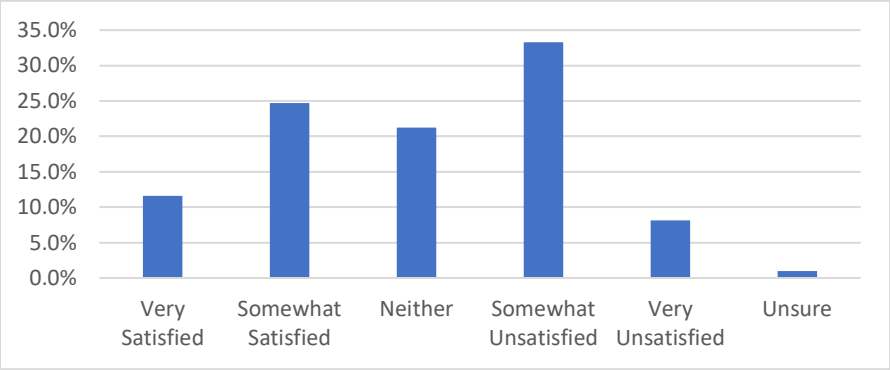

Figure 14. Access to Grant Funding and Research Funding Support

Many faculty members (36.3%) reported being very or somewhat satisfied with access to grant funding and research funding support (Figure 14). In addition, the majority of faculty members (52.5%) said that communication about funding opportunities was somewhat to very effective (Figure 15). Several faculty members commented that their Faculty did "a good job of circulating research funding opportunities". The Grants Facilitation Officers were highlighted as a positive, with comments describing them as "crucial in providing support for navigate [sic] various external funding opportunities, as well as the internal management of research project administration", they are "instrumental in supporting my research", and "they save me lots of time by finding the answers I need on websites or through contacts". They "go above and beyond to help navigate the ever-shifting and quite burdensome application and approval processes, as well as providing substantive feedback on applications themselves". One faculty member listed some ways the support for grant funding could be improved including "providing expert content review in the form on [sic] internal review panels, administrative support to collect and collate all of the necessary accessory documents (letters of collaboration, updating the CV, creating a budget etc)."

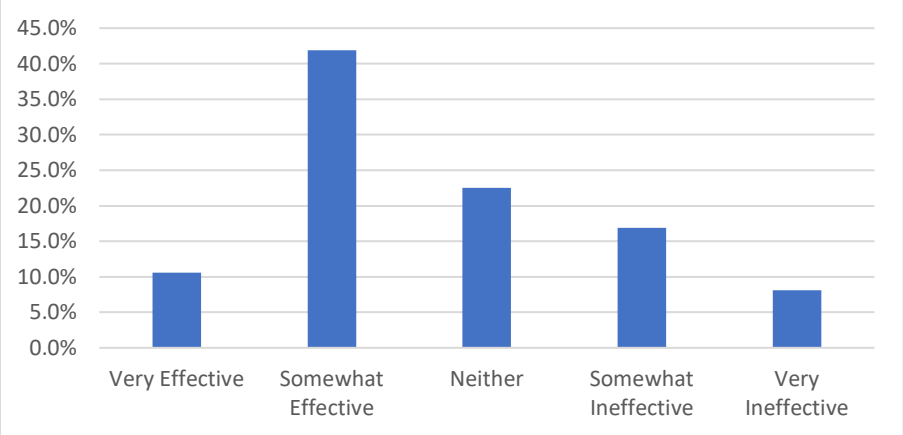

Figure 15. Communication about Funding Opportunities

Over fifty-three percent of respondents were also somewhat to very satisfied with the support they received when writing grants and getting applications ready to submit (Figure 16). Says one researcher, "the grant application support in [my faculty] is absolutely excellent…. the people in that office are very good at their jobs, and once the channels are open, they are extremely helpful and knowledgeable."

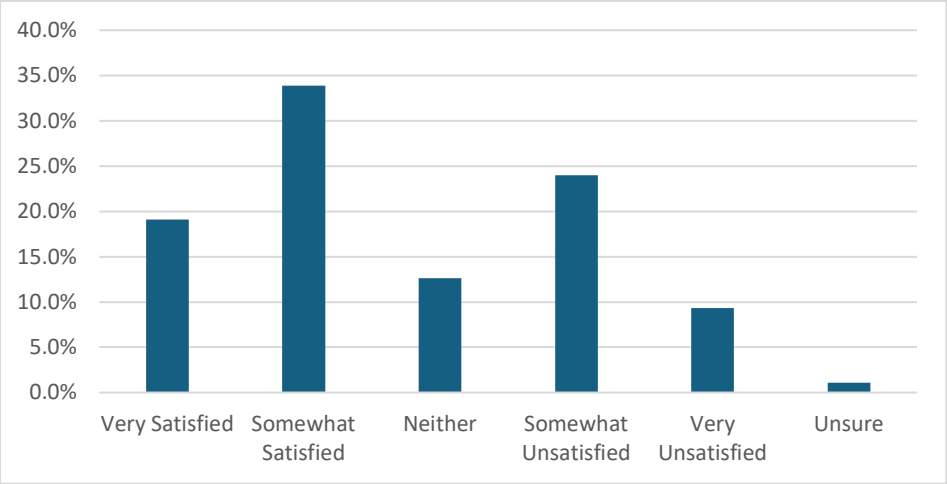

Figure 16. Support with Funding Applications

C. Collaboration Inside and Outside of Memorial University

The importance of collaboration was featured often in the survey responses. 46.3% and 59.8% were very or somewhat satisfied with their internal and external research collaborators, respectively (Figure 17 and 18). One faculty member wrote "I have encountered a lot of support in my time at MUN. It is an amazingly supportive community". Another wrote "I have found that [sic] the support and willingness to collaborate as one of the most positive experiences of my brief time at Memorial".

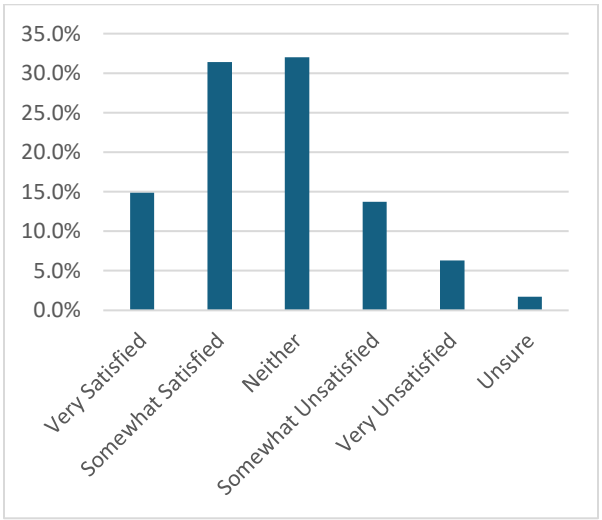

Figure 17. Collaborations within Memorial

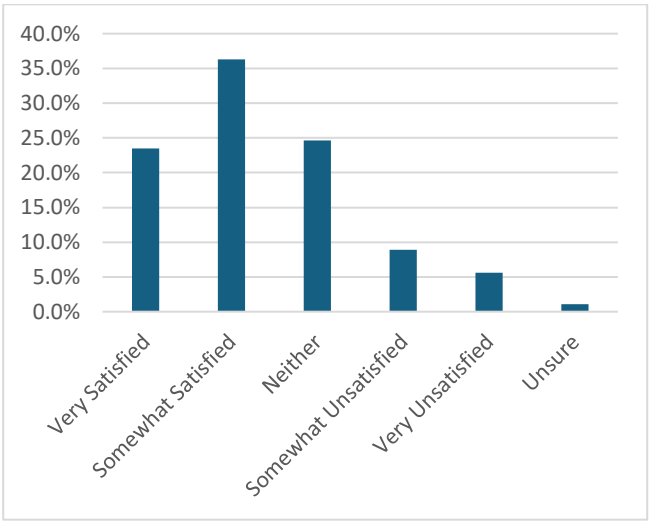

Figure 18. Collaborations external to Memorial

The ability to collaborate with students was emphasized by one faculty member who wrote "I'm pleased with the level of student support provided by the university for the development of student research (e.g., SURA/MUCEP/GradSWEP programs)." It is clear from the number of faculty members who collaborate externally that researchers from Memorial University are valued both nationally and internationally.

D. Motivation to be Successful Researchers

The qualitative responses show that many faculty members have a passion for research and want to do well for themselves, the Institution and the community. One faculty member wrote "I want to build a Nobel-worthy research career" and another wrote "Memorial University has the potential to be a world class institution". In addition to highlighting their own research successes, the responses acknowledged the research potential and world-class abilities of the Institution. This is captured by one faculty member who wrote "There is a lot of great research happening at MUN". It is worth noting again, that researchers at Memorial University value their ability to do research, and want to be able to have the best possible set-up and access to resources that make this possible. As comments in the next section will show, there is significant frustration within specific areas of research support, policies and communication. Overall, researchers are proud of the work happening at Memorial, want to see its continued success, and have ideas for how to move forward.

Areas for Improvement

The quantitative and qualitative responses from faculty members provided several examples of barriers to research. We have grouped these into three main categories and provided illustrative examples. Based on suggestions provided by the respondents, each section ends with recommendations for ways for administration to make improvements.

Several questions in the survey asked about faculty satisfaction and perceived effectiveness of bureaucratic processes at Memorial. Bureaucracy is not inherently bad; it often provides a hierarchy that improves the efficiency of processes and ensures compliance with regulations. However, in a modern academic setting, bureaucracy can be "expensive in time, money and resources" and can decrease productivity and divert attention away from research discovery and innovation (Terjesen, 2022). This sentiment was captured by the following response: "Instead of doing research...I'm constantly monitoring and cajoling administration. It makes me, at best, a manager, not a researcher". From the qualitative responses provided by faculty members, three main actionable themes emerged around bureaucracy that could significantly improve the quality of the research ecosystem at Memorial.

(a) Travel claims and travel advance paperwork: Travel can be an essential component of research, whether for field work or to collect data, to meet with collaborators, or to attend conferences to share results and learn from others. Much of this travel is funded by research grants and requires

adherence to Memorial's travel guidelines and submission and approval of travel claim and travel advance paperwork. The majority of faculty members (55%) reported being somewhat or very unsatisfied with access to travel advance and travel claim support (Figure 19). The qualitative responses described the current processes as "over-bureaucratization", "antiquated", "time-consuming", "unnecessarily complex", and "extremely frustrating". Specific concerns were raised about "having to carry large costs on [personal] credit cards" and several faculty members shared stories similar to this one: "Financial services have had a huge negative impact on my work....at one point, I was owed over 10,000 for travel by the university with no regard for the personal financial impact nor the interest I had to pay." Several respondents described feeling "distrust" from those processing the claims. Faculty members suggested solutions for improving and streamlining the processing of travel claims including the use of specialized management software (e.g., Workday or SAP Concur) and providing faculty members with Debit Visas or University issued credit cards. Several respondents pointed out that other Canadian Universities process travel claims quickly and administration should reach out to them for guidance. On October 10th, 2025, the Office of the Vice-President (Finance and Administration) posted a news article acknowledging that the current processes are "a source of considerable dissatisfaction among both travelers and administrative staff". This article stated that Memorial will be issuing a request for proposals (RFP) for software to automate the entire travel and expense lifecycle that promises to improve productivity and morale and may provide insight into future cost savings. This RFP has been awarded to Emburse Inc. (July 2026), and we look forward to improved efficiencies that will come with the new travel expense management software.

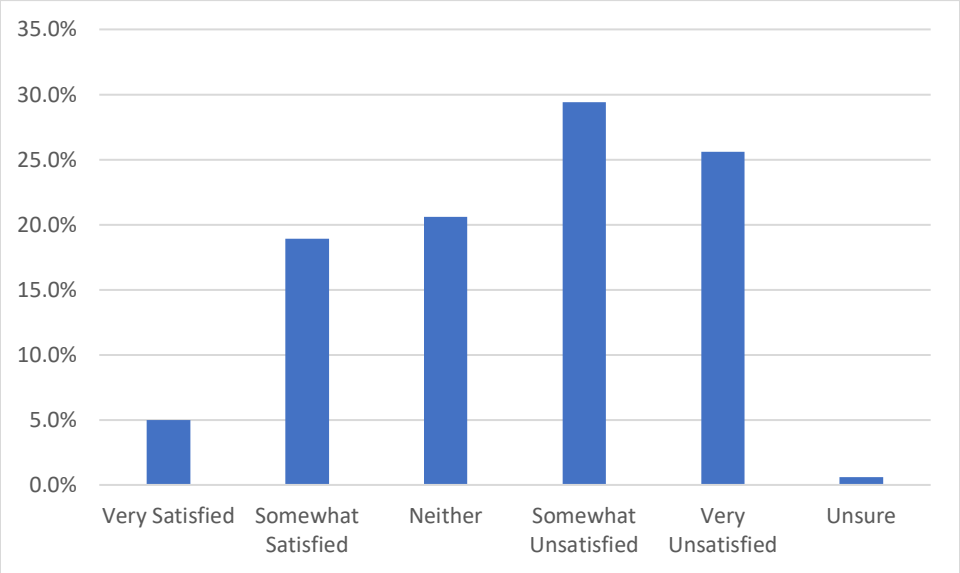

Figure 19. Reimbursement of Travel Advances and Claims

(b) Grant set-up and operating: When a research grant is successful, several steps must be completed before the funds are available to the researcher. These post-award steps include set up of the research account and acquisition of certifications for the legal, regulatory and ethical requirements (e.g., Animal Care, Human Ethics, Biosafety, Radiation, Hazardous Materials). Many faculty members (47.2%) reported being somewhat or very unsatisfied with post-award administration (Figure 20). Post award support was described in the qualitative responses as being a "burden on the researcher", "lacking transparency" and "increasingly convoluted and demanding of time/energy from the researcher". Several faculty members responded that their dissatisfaction with post award administration meant they no longer applied for grant funding at Memorial, stating that "getting a grant caused more trouble than it was worth" and "...we have stopped holding funds here and hold them at other institutions as much as possible so agreements and payments can be timely".

Similar to the concerns about travel claims, the process for setting up a grant or receiving funds from other Universities was described as lengthy and overly bureaucratic. This has a knock-on effect to research productivity, with one faculty member describing that "starts are delayed or time is wasted with voucher transfers". Another faculty member pointed out that these delays often mean researchers have to apply for extensions to the funding agency, preventing them from applying for another grant from the same agency. There were also concerns raised about the requirement of paperwork to collaborate with other Universities, with several faculty members saying this makes collaborations outside of the University "impossible". Another theme was the lack of timely access to view expenditures on grant accounts, creating challenges for budgeting. Finally, 38.4% of faculty members reported that communication around grant set-up and management was somewhat or very ineffective and 49.4% reported that communication around the Researcher Portal was somewhat or very ineffective.

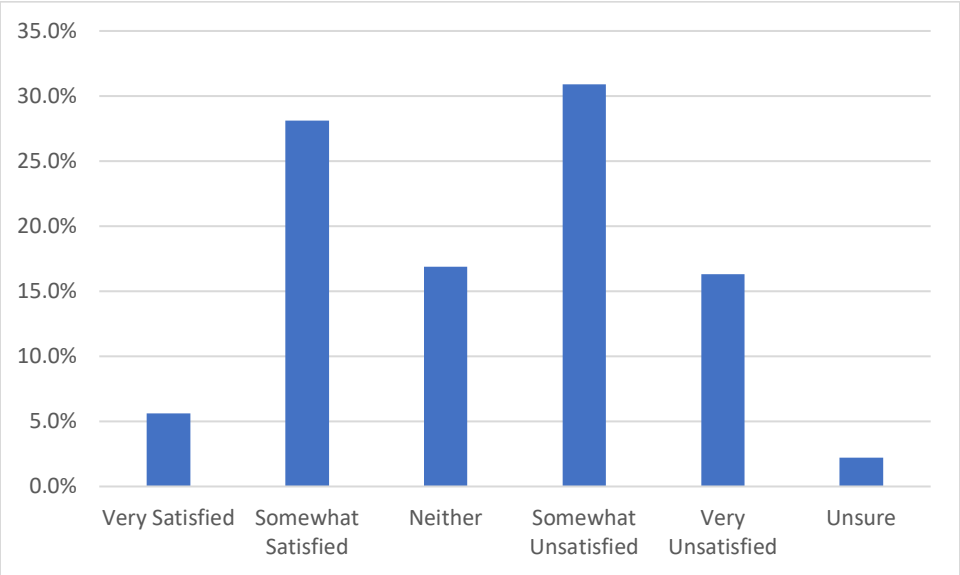

Figure 20. Support for Post-Award Administration

(c) Hiring and payment of research staff and students: 40.1% of faculty members reported being somewhat or very unsatisfied with staff and student recruitment and 30% reported being somewhat or very unsatisfied with staff and student salary reimbursement (Figures 21 and 22). Respondents commented on the lack of entities for student recruitment at the graduate level and help and communication around visa requirements and paperwork. One faculty member described that "the loss of these students has substantially delayed my research program". Related to staff and student salaries, the first area for improvement is related to timeliness. The time to set up payment is lengthy, often described as occurring months after the student had started working at Memorial or delaying research significantly because the student could not begin until payment started. The second area for improvement is related to transparency and access to information. Several faculty members described errors that were made in the payment of students and that the students were either unaware or do not want to raise the issue with their supervisor. To prevent this from happening one faculty member recommended that "We should have a transparent system to see who is getting paid and how much from our grants". Concerns were also raised about the amount of student funding provided by the University.

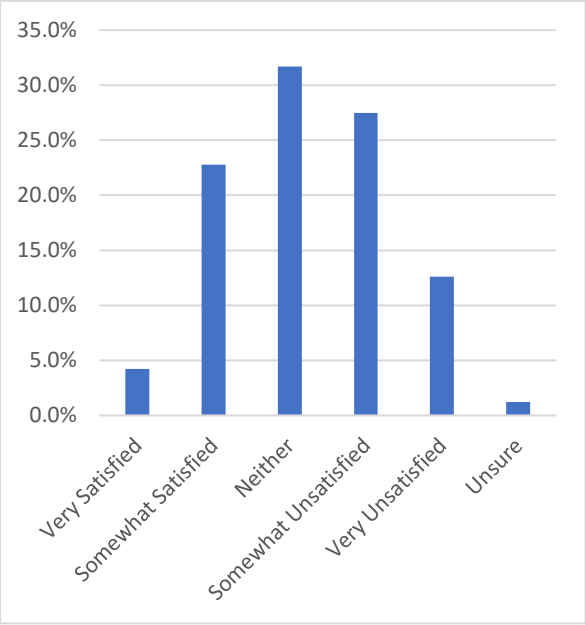

Figure 21. Recruitment: Staff/Students

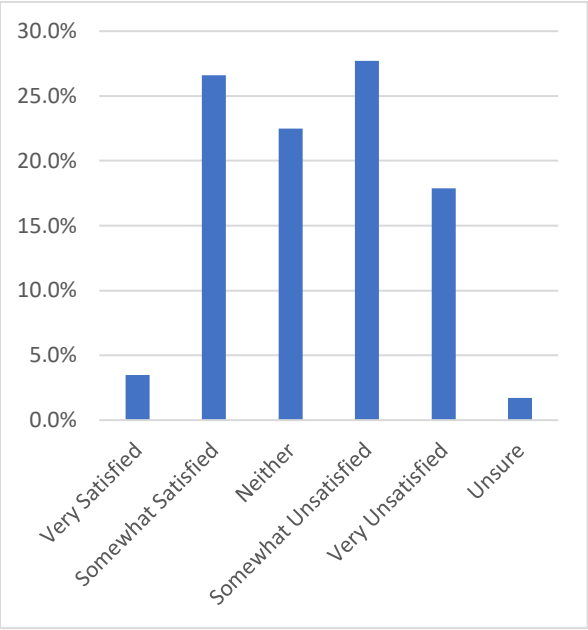

Figure 22: Reimbursement: Staff/Students

Recommendations: We recommend that the administration prioritizes their commitment to improving the productivity and morale associated with travel claims and travel advance support for research. We recommend that the administration consult with the users to help streamline policies and processes related to post award administration and hiring and

payment of staff and students. We also recommend improving communication and access to information around grant management including the ability to follow grant/payment paperwork as it moves through various offices and the ability to view expenditures.

Access to computing resources and support are essential for most research activities. The survey asked questions about tangible computing resources (off-campus computer file access), about computing policies (e.g., electronic data security), and about the effectiveness of communication with ITS. 34.3% of faculty members said they were somewhat or very unsatisfied with access to computing resources overall. Specifically, 41.8% and 36.8% were somewhat or very unsatisfied with data set-up and management and server space, respectively. 47.7% of faculty members reported being somewhat or very unsatisfied with policies around computing. The dissatisfaction was captured by one respondent who wrote "IT policies are prioritized over research even when it makes research impossible...". 42.7% reported that communication with IT services was somewhat or very ineffective. This is exemplified by the following response: "I try to get help...and either they blame me and tell me to figure it out myself, or pass the problem off...until I give up and spend an afternoon reading IT forums so I can fix my problem myself". While several reported positive experiences with ITS staff, a common comment was that the unit is understaffed. The qualitative responses and examples centered around three specific areas for improvements related to the digital infrastructure available at MUN and ITS.

(a) Software updates and installs: There were frustrations shared about the restriction preventing researchers from performing software updates and installs themselves and the length of time for ITS staff to complete these requests. The following were representative responses: "Consistent refusal by ITS to provide administrator access to MUN machines is a barrier to making full use of research software and is an impediment to my research work" and "It is typical for me to order a research machine, wait several months for it to arrive, several more for setup and several more to get what I need installed (with admin access requests lagging behind). I also recently needed a project email for a research project and it took almost a year to navigate the bureaucracy to get those who needed access. These are basic needs...". Another emphasized the direct impact on research productivity, writing that "having to wait for someone to run an update or install a software can set timelines back by half a month, over and over again".

(b) Remote access and data storage: In the qualitative responses, many described frustrations with accessing the My MUN portal when off campus. One respondent wrote "A main barrier has been issues with receiving VPN access. It took 10 months from the initial request, including more than 12 follow-up requests with ITS". There are also challenges sharing data outside the University, with one faculty member writing "researchers have serious challenges moving data sets across national borders".

Many voiced concerns about data storage, describing the current situation as "inaccessible" and "limiting". Many faculty members reported having to pay for storage themselves or setting up their

own servers to allow staff and students to access data. One respondent wrote "I pay for file storage services and web hosting services because MUN either doesn't offer this, or the systems are so complex that they are unusable". Low email storage was also raised as an area for improvement.

(c) Flexibility and fairness: A common theme in the qualitative responses was that the computing policies were too rigid and viewed the faculty members as a risk. This is captured by the following responses: "If I want to be productive, I must go around ITS guidelines..." and "IT services [seems] focused more on ensuring security than functionality". The respondents wanted more control over their computing needs and recommended ITS "give back personal agency to researchers to manage their IT and research data in the way needed for their research".

Recommendations: We recommend that the Office of the Chief Information Officer consider providing skilled faculty with computing agency (e.g., the ability to perform their own software updates and installations). It would also be beneficial that the OCIO be transparent, and provide the research community with documentation about the factors that have led to the current policies on computing (e.g., vocal ITS concerns about security). We recommend administration explores options for increasing data and email storage and subscribing to multi-user software licenses for common computing tools. We recommend finding and acting on IT leverage points. For example, developing a process to identify skilled faculty members, increasing front-line staffing, and supporting professional development opportunities for ITS staff.

Knowledge mobilization and translation to stakeholders and community members are important research outputs. One way to share knowledge is through local, national and federal media. When asked about communication around media engagement at Memorial, 42.7% of faculty members reported it was somewhat or very ineffective (Figure 23). Several faculty members raised specific concerns about missed opportunities to highlight research or described media engagement at Memorial as "nonexistent". One wrote ""I'd contacted media representatives about promoting work of interest and received no reply". Several respondents acknowledged the importance of publishing in Memorial's official news site, the Gazette (e.g., "Gazette articles are often picked by the local media"); however, there were questions raised including "who, for example, gets into the Gazette, how are submission solicited, and who is in charge of making these decisions?".

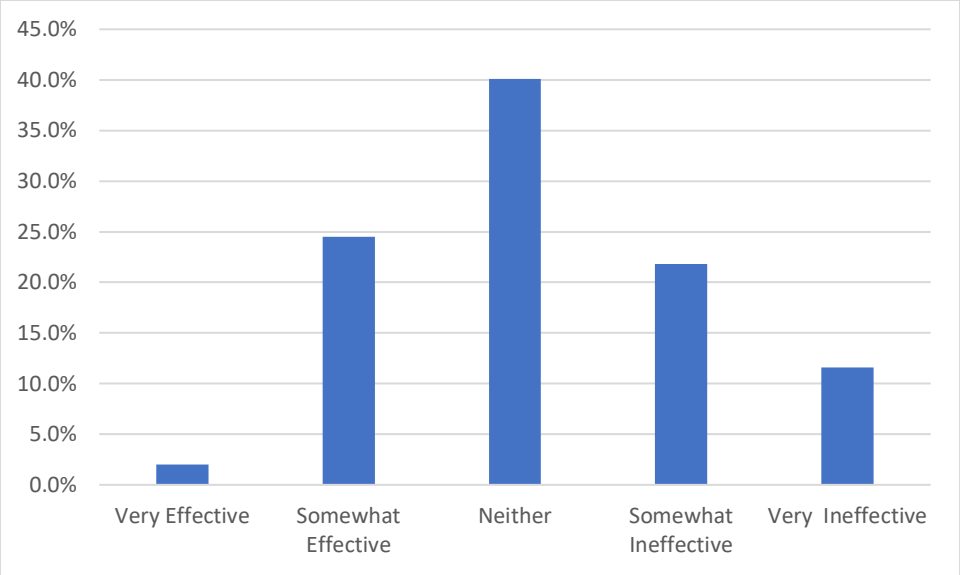

Figure 23: Communication around Knowledge Mobilization and Translation

A common theme was the high level of research excellence at Memorial and a call to action to improve the amount and breadth of research that is highlighted by our communications team. One wrote "There is a lot of great research happening at MUN and I don't believe that the comms teams are taking advantage of all of the storytelling and media opportunities that are available". Another wrote "I would like to see much more support for ideas and actions to disseminate knowledge and research findings." Many made comparisons to other similar-sized Universities that share news about research widely across social and traditional media and that use more dynamic approaches for engagement. "I think promotional support could be more dynamic. The marketing of activities done at the university could be made better so the outside world can see what we do. We have a lot of talent here – and we should show it to the world".

Recommendations: We recommend that administration increase support for media and public engagement. This can be achieved by providing more information about pathways to publishing in the Gazette and providing media training for interested faculty.

Limitations

While the survey captured responses from 281 individuals from across all of Memorial University's campuses, many of our faculties and included researchers at different career stages, it is important to acknowledge that this represents only 21% of the entire research community. A limitation of any opt-in survey is *response bias*, a known phenomenon that results in only those with strong feelings about a topic (both positive and negative) taking the time to complete the survey. As a result, the findings reported here may not generalize to the entire community. It is worth noting that there was representation across the spectrum of positive and negative views, and comments. Respondents with negative views to close-ended questions did not necessarily have negative open-ended

comments, for example, and vice versa. The number of respondents from some of the faculties was low, preventing an analysis of the data by faculty which may have provided important insights into variability across disciplines. Despite these limitations, the quantitative data findings demonstrated that respondents were satisfied with many aspects of the research ecosystem at Memorial University and the qualitative findings provided examples of actionable recommendations to make improvements to research at our Institution. Below, we have provided a checklist of some of these recommendations.

Conclusion

The 2026 Times Higher Education World University Rankings report reveals that Memorial University's research quality and research environment scores have been rising since 2016. Researchers are above average producers of work that is impactful, well-cited, and published often in the top 10 percent of field-weighted journals (65.2/100 in 2026). Leaders at Memorial have often been cited in media and externally published reports that the institution "punches above its weight" in research: that, in other words, *researchers* at Memorial have a significantly greater impact on the world than might be expected for an institution of our size and constraints. The 2026 Times HigherEd report also shows that Memorial University's research environment seems significantly out of step with the quality of the research its researchers produce. Scoring just 25.7/100 for research environment, Memorial University continues to rank quite low when it comes to receiving external funding, publishing in academic journals, and overall reputation of research excellence.

Looking at these two measures in contrast to each other, there seems to be a disconnect between research environment and overall productivity. The findings of this research survey report suggest that lack of access to resources is at least partially responsible for low rates of external funding, low productivity, and low reputational scores, but that with a university rich in highly trained and skilled researchers, the quality of work "punches above its weight".

While Memorial University has been incredibly good at promoting the research of its people to the external world, this report is calling on senior administration to look inward at what is needed to create research environments of excellence across our campuses. Echoing the Office of the Vice-President (Research and Innovation) website entry, "In order to succeed, researchers depend on highly motivated students, the assistance of specialized staff, access to state-of-the-art equipment and facilities, and adequate operational funds." In this report, we provide feedback from researchers highlighting those parts of Memorial's research ecosystem that help them achieve that impact — and the parts that hinder. The good news is that many of the parts that survey respondents cited as limiting or problematic can be addressed by redesigning processes and policies to be more responsive and transparent to faculty needs. They are not big or expensive fixes. The recommendations outlined below address core problems common to respondents that would multiply researchers' ability to achieve research impact throughout their careers at Memorial.

Action items

Based on the findings of the Senate survey, the authors of this report highlight the following eight core problems and a set of actionable high-leverage recommendations to improve the University's research ecosystem.

CORE PROBLEM	RECOMMENDATION
Faculty members have found the friction and delays involved in travel claims and travel advances to be demoralizing and disruptive.	Redesign the travel claim and advance process to be faster, easier, and more predictable.
Inefficiencies in post-award administration complicate and delay the hiring and payment of staff and students.	Develop more streamlined practices, policies, and processes for post-award administration.
Faculty and staff lack clear, timely visibility into grant management processes, including where paperwork sits in the approval process and how funds are being spent.	Improve communication and information sharing about grant management processes, for instance by enabling real-time tracking of grant and payment paperwork and providing transparent, up-to-date views of expenditures.
Current computing policies limit the ability of technically skilled faculty to efficiently carry out research and teaching tasks that require frequent software updates, installations, or system customization.	Develop a framework that grants appropriately trained and vetted faculty greater computing agency (e.g., controlled administrative privileges) to manage software installation and updates on their own machines – laptops and office equipment
Current computing and IT security policies are not well-justified or communicated, contributing to frustration, mistrust, and perceptions that research needs are not being adequately considered.	Document and communicate the factors informing these decisions (e.g., security requirements and risk assessments) in clear, accessible language for the research community.
Current limits on data storage, email storage, and access to shared software tools constrain research workflows and collaboration and require faculty to rely on ad hoc or personal solutions.	Explore options to increase institutional data and email storage options for faculty, and to provide multi-user licenses for commonly used software such as Adobe Suite and Dropbox.
Faculty expertise is underutilized in aiding governance and organizational design of IT infrastructure.	Leverage faculty service by developing a process to recognize skilled faculty to increase frontend IT staffing capacity and support- ongoing professional development for ITS staff.

Faculty have limited institutional support for media engagement and public communication of their research, reducing the reach and impact of university scholarship.	Increase support for media and public engagement by clarifying pathways to publishing through institutional channels (e.g., the Gazette) and offering media training for interested faculty.

Moving forward, we further recommend:

1. This report be included in the upcoming strategic planning process
2. This report is shared with the incoming VP – Research and Innovation
3. Administration streamline and decrease bureaucracy associated with travel claim and travel advance paperwork
4. Improvements are made to processes related to post award administration and hiring and payment of staff and students so that they are completed in a timely manner
5. Improvements are made to communication and access to information about grant funds and associated payments and expenditures
6. A process is developed to identify and train faculty members with computing skills, and then more computing agency can be provided to these faculty
7. Additional supports are made available for media and public engagement

APPENDIX I. Senate Survey – Research Environment

Senate Survey: The Practice of Doing Research: Faculty Feedback on Memorial University's Research Ecosystem. First and foremost, thank you for your time and interest in completing this survey! At the heart of this research is an interest in finding out full-time, contract, and honourary faculty members', and university research professors' thoughts and experiences of trying to engage in research, and how Memorial University is helping and/or hindering those efforts. Your feedback will be used as a significant part of a special topics presentation to Senate in March 2025, that will hopefully spur conversation around the state of Memorial University's research environment. This conversation will be a starting point, not an end, to talk about what works, what could be better, and solutions driven by faculty feedback - key members and drivers of research here at Memorial University. This survey has been developed by a working group established by the University Planning and Budget Committee of Senate (PBC), with membership by members of both PBC and the Senate Committee on Research. Feedback was also solicited from members of the Senate Planning and Budget, and Research sub-committees, the offices of the VP-Research, and Research Initiatives and Services, NAPE and MUNFA, ensuring a broad accommodation of views.

The information requested on this form is collected under the authority of the Access to Information and Protection of Privacy Act, 2015 (SNL2015 Chapter A-1.2) and will be used for the purpose of assessing faculty feedback on the state of research support here at Memorial University. Your responses are confidential. No identifying information is required and your responses will not be linked to you in any way. If this survey contains open questions, please do not identify yourself or others in your responses. Survey data will be kept securely by the Centre for Institutional Analysis and Planning (CIAP) and only authorized personnel in CIAP, and members of the Senate working group will have access to raw data. Survey results will be prepared in aggregate/summary form only and as such may be shared with others. Your participation is voluntary. By completing the survey you acknowledge you have read this introduction and agree to participate. You may end your participation at any time during the survey by closing your browser window before reaching the end of the survey. Questions about the survey may be directed to **Dr. Rochelle Côté**, rrcote@mun.ca, or (709) 864-3758, or Dr. Michael Woods, Chair of PBC, mwoods@mun.ca.

Section A: A little bit about you

Q46 Please identify your appointment type:

- ○ Permanent
- ○ Contractual

Q1 Are you a/n:

- ○ Assistant Professor
- ○ Associate Professor
- ○ Full Professor
- ○ University Research Professor
- ○ Instructor, Research Scientist
- ○ Research and Technical Personnel
- ○ Adjunct Professor
- ○ Per Course Instructor
- ○ Other: _____

Q2 The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2 2022) defines research as, “an undertaking intended to extend knowledge through a disciplined inquiry

and/or systematic investigation.” In the past three years, have you been actively engaged in activities that constitute research?

- ○ Yes
- ○ No

Q27 There are many well established reasons why faculty members may not engage in research for a period of time. For example, people may take leave of their jobs, they might be focused and invested in teaching, and/or they might not have the resources to do the kind of research they want to do. Can you tell us a little bit about why you have not engaged in research activities over the past three years?

_____

_____

_____

_____

_____

Q3 What are the main activities of your research? PLEASE SELECT ALL THAT APPLY

- [ ] Experiments
- [ ] Surveys
- [ ] Interviews, focus groups, talking circles
- [ ] Performance
- [ ] Archival work
- [ ] Visual arts
- [ ] Creative work and literature
- [ ] Ethnography, observation
- [ ] Mathematical/computational modeling
- [ ] Analysis of census, government or administrative survey, etc..
- [ ] Other: _____

Section B: Institutional Supports

Over the lifecycle of a research project, researchers need access to tangible and intangible resources to be able to engage in research

Q4 Below is a list of some of the **tangible** resources needed to do research. How satisfied are you with your access to:

	Very satisfied	Somewhat satisfied	Neither satisfied nor unsatisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable	Unsure
Physical or cloud server space	○	○	○	○	○	○	○
Off-campus computer file access	○	○	○	○	○	○	○
Grant funding	○	○	○	○	○	○	○
Research Data Centre (RDC)	○	○	○	○	○	○	○
Lab space	○	○	○	○	○	○	○
Performance space	○	○	○	○	○	○	○
Library and/or archive	○	○	○	○	○	○	○
Studio space	○	○	○	○	○	○	○
Other 1:	○	○	○	○	○	○	○
Other 2:	○	○	○	○	○	○	○

Q5 Can you please provide a short example about your access and use of tangible resources for research? It can be a positive or negative experience. OPEN-ENDED_____

Q6 Of the list of **intangible** resources, how satisfied are you with your access to:

	Very satisfied	Somewhat satisfied	Neither satisfied nor unsatisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable	Unsure
Policy development and advice	○	○	○	○	○	○	○
Data set-up and management	○	○	○	○	○	○	○
Research funding and grant application support	○	○	○	○	○	○	○
Post award administration	○	○	○	○	○	○	○
Ethics process and compliance	○	○	○	○	○	○	○
Research project setup	○	○	○	○	○	○	○
Recruitment and training of research staff and students	○	○	○	○	○	○	○
Reimbursement of research staff and student salaries and stipends	○	○	○	○	○	○	○
Technology transfer and intellectual property management	○	○	○	○	○	○	○
Collaborations within Memorial University	○	○	○	○	○	○	○
Collaborations outside of Memorial University	○	○	○	○	○	○	○

Travel advance and claim support	○	○	○	○	○	○	○
Privacy compliance	○	○	○	○	○	○	○
Research dissemination and promotion support	○	○	○	○	○	○	○
Access to health and travel insurance	○	○	○	○	○	○	○
Other 1:	○	○	○	○	○	○	○
Other 2:	○	○	○	○	○	○	○

Q7 Can you please provide a short example about access and use of intangible resources for research? It can be a positive or negative experience.

_____

_____

_____

_____

_____

Section C: Institutional Policies related to Research

Q8 Looking at the broad categories below, how satisfied are you with policies around:

	Very satisfied	Somewhat satisfied	Neither satisfied nor unsatisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable
Assets: Controlled goods, Weapons, Tangible asset administration, Space, Space leasing, Capital projects	○	○	○	○	○	○
Ethics: Research impacting Indigenous groups (RIIG), Tri-Council policy statement (TCPS2), Integrity in scholarly research, Institutional animal care, Intellectual Property (IP) rights	○	○	○	○	○	○
Employment: Student employment, Postdoctoral fellows, Workplace accommodation	○	○	○	○	○	○
Finance: Research contracts and agreements, Research pool, Indirect costs of externally funded research, Contract administration, Intellectual Property (IP) commercialization	○	○	○	○	○	○
Travel: Travel, Travel outside of Canada	○	○	○	○	○	○

Computing: Appropriate use of computing resources, Computer standards, Electronic data security	○	○	○	○	○	○
Risk: Emergency management, Enterprise risk management, Health and safety, Information management, Data removal	○	○	○	○	○	○
Other 1:	○	○	○	○	○	○
Other 2:	○	○	○	○	○	○

Q9 Please elaborate on the extent to which Memorial University's institutional policies enable or limit your research activities?

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Section D: Research, Teaching and Service

Q10 When thinking about a typical year, what percentage of your time is dedicated to research, teaching and service? Please note: Individual percentages must total to 100.

Research: : _____
Teaching: : _____
Service: : _____

Total : _____

Q11 In a typical year, how many courses do you teach?

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ Other: _____

Q12 How often does teaching impact your ability to do research?

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ Not applicable

Q13 Can you provide an example of how teaching impacts your research?

_____

_____

_____

_____

_____

Page Break

Q14 As part of your job here at Memorial University, you may provide service to the university community by sitting on a committee, or acting in an administrative capacity for your department, faculty, or university. In a typical year, how many service roles do you provide to Memorial University?

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ Other: _____
- ○ Not applicable

Q15 How often does service impact your ability to do research?

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ Not applicable

Q16 Can you provide an example of how service impacts your research?

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Q17 Thinking generally, to what degree do you feel Memorial University supports your research?

- ○ I always feel supported
- ○ I often feel supported
- ○ I sometimes feel supported
- ○ I rarely feel supported
- ○ I never feel supported

Q18 Can you give a brief example that illustrates how you have either felt supported or unsupported in your research by Memorial University?

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SECTION E: Research Communication across Memorial University

Thinking about the research environment here at Memorial University, there are many departments and offices that researchers might need to communicate with for information and decisions on grants, hiring of research staff, ethics, marketing and promotion of activities, etc...

Q19 Effective communication between university offices and faculty members is key to ensuring research productivity. The following is a list of administrative functions that can have a hand in

assisting with your research plans, and its dissemination. Please rate how effectively you are able to communicate with, and receive communication from:

	Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective	Not applicable
IT services	○	○	○	○	○	○
Set-up and management of grants	○	○	○	○	○	○
Funding opportunities	○	○	○	○	○	○
Policy translation and application	○	○	○	○	○	○
Deadlines	○	○	○	○	○	○
Signing authority and workflow	○	○	○	○	○	○
Knowledge mobilization	○	○	○	○	○	○
Media engagement	○	○	○	○	○	○
Staff recruitment	○	○	○	○	○	○
Student recruitment	○	○	○	○	○	○
In-kind contributions	○	○	○	○	○	○
Troubleshooting	○	○	○	○	○	○
access to/ use of researcher portal	○	○	○	○	○	○
Other 1:	○	○	○	○	○	○
Other 2:	○	○	○	○	○	○

Q20 To what extent does communication with Memorial University's offices enable or limit your research activities?

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Section F: Some Final Questions

Please note that answers to the following questions will be aggregated for analytical purposes, and not used in any way that might identify any one individual.

Q21 When did you start your faculty employment/appointment at Memorial University

- ○ 1980 or earlier
- ○ 1981 - 1990
- ○ 1991 - 2000
- ○ 2001 - 2010
- ○ 2011 - 2020
- ○ 2021 - present

Q22 Do you identify with an employment equity group (ie: women, Indigenous, Racialized, disability, 2SLGBTQI+)?

- ○ Yes
- ○ No
- ○ Prefer not to say

Q23 Year of birth:

- ○ 1970 or earlier
- ○ 1971 - 1980
- ○ 1981 - 1990
- ○ 1991 - present

Q24 Which campus or site do you work from primarily?

- ○ St. John’s
- ○ Grenfell
- ○ Marine Institute
- ○ Labrador
- ○ Other: _____

Q25 What faculty or school do you work from primarily?

- ○ Faculty of Business Administration
- ○ Faculty of Education
- ○ Faculty of Engineering and Applied Science
- ○ School of Human Kinetics and Recreation
- ○ Faculty of Humanities and Social Science
- ○ School of Music
- ○ Faculty of Nursing
- ○ School of Pharmacy
- ○ Faculty of Science
- ○ School of Social Work
- ○ School of Arts and Social Science
- ○ School of Fine Arts
- ○ School of Science and the Environment
- ○ School of Fisheries
- ○ School of Maritime Studies
- ○ School of Ocean Technology
- ○ School of Arctic and Subarctic Studies
- ○ Other _____

Q26 Any final thoughts about how Memorial University supports, or could better support your research activities?

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Q47 This completes the survey questions. By clicking the 'next' arrow below your responses will be submitted (you will not be able to change responses once submitted).