Faculty Survey on Time Wasters and Support Services

Part I Explanation of the Survey

January 31, 2011 a three question survey was sent to members of the Berkeley Faculty Association, SAVE UC members, faculty who had participated in a Save initiative, and a smattering of other faculty members. Results were categorized and frequencies counted on February 7. This was not a random sample. We are not claiming statistical significance for these findings. Nonetheless the responses from 61 faculty members are instructive.

Question 1 asked:

> What operational procedures, administrative processes, technological systems or other aspects of campus daily life **waste your time and compromise your research,** teaching and service commitments? (It would be particularly helpful if you would note specific glitches in such current on line systems as BFS, RES, BearFacts, TeleBears, APBears; b-Space; your campus funding accounts; your academic course schedules, rosters, etc.; your interactions with non-instructional services (e.g., SPO, HR, Benefits, Development, Facilities Management).

Sixty one faculty members answered question one. The total number of responses exceeds 61, because some people provided more than one answer.

The most frequent responses to this question concerned:
AP Bears   11 responses
B space   11 responses
Support staff   10 responses
SPO   9 responses
Four responses were positive or neutral

Question 2 asked:
> If you could change one thing about **support for your teaching,** what would you change and why?

Fifty eight faculty answered question two. The total number of responses exceeds 58 because some people provided more than one answer.

The most frequent responses to this question concerned:

Classroom Assignment and conditions	12 responses
GSIs and readers	12 responses
Support staff	7 responses
Technology/AV	5 responses

Four responses were positive or neutral

Question 3 asked:
> If you could change one thing about **non-financial support for your research**, what would you change and why?

Fifty seven faculty answered question 3. The total number of responses exceeds 57 because some people provided more than one answer.

The most frequent responses to this question concerned:

Support staff	11 responses
Time	9 responses
CPHS	5 responses
Research resources	5 responses

Four responses were positive or neutral.

Part II *Table 1: Frequency of Categorized Responses*
  By Question

How to read Table 1.
The categorized responses for each question are listed in descending order of
frequency.

There are two columns for each question. The concern is listed in the first column.
The number of responses is given in the second column.

Responses that were given for all three questions are highlighted in green. For
example, support staff was identified as a concern for all three questions.
WARNING: you can not add up the three columns to determine how many people
identified a given concern because the same person may have identified the same
concern for more than one question.

Responses that were given for two questions are identified with a unique color. For
example, b space (highlighted with a very attractive fuchia) was mentioned as a
concern in responses to both question 1 and question 2.

Q1 Time Wasters	N=61 Responses	Q2 Teaching Support	N=58 Respon.	Q3 Research Support	N=57 Resp.
Positive/Neutral	4		4		3
AP Bears	11	Room assign/condition	12	Support Staff	11
b space	11	GSI readers	12	Time	9
Support staff	10	Support Staff	7	Grants & accts manage.	6
SPO	9	Technology/AV	5	Research resources	5
Facilities Manag.	7	Bspace/BEAR FACTS	4	CPHS	5
Accounting Gen.	6	Tech Support	4	GSI/Readers	4
Campus Sys gen	5	Tech General	4	Libraries	3
Tech General	5	Facilities Manage	3	Administration	2
Acct Reimburse	5	Registr /rosters	3	General	2
RES	4	Grad Student $	2	Travel Office	2
BFS	4	Teach/instruction support	2	Facilities Management	2
HR	4	Acad calendar	1	Grad Stud. $	1
Room assign.	3	Evaluations	1	Reg. Committe	1
Development	3	Value Teaching	1	Teaching	1
Ethics Training	3	Student evals	1	Promotion	1
Administration	3	Administration	1	Lab Regs	1
Operational Exc	3	Student pop.	1	Sexism	1
Grad Students	3	Student Writ Cen	1	Grad Recruit	1
Travel office	2	Letters of Rec	1	Letters of rec	1
USLI	2			Tech Support	1
Letters of Rec	2			Centralization	1
Parking/Trans	2				
CPHS	2				
BEAR FACTS	1				
DeCAL	1				
Telebears	1				
Centralization	1			1	
COR	1				
CONEXIS	1				
Committees	1				
COCI	1				
Biobibs	1				

Part III Text of Categorized Responses by Question

The full text of the categorized responses are listed below in alphabetical order for each question. The number of responses is indicated for each category.

Question # 1 – 61 Responses
What operational procedures, administrative processes, technological systems or other aspects of campus daily life waste your time and compromise your research, teaching and service commitments? (It would be particularly helpful if you would note specific glitches in such current on line systems as BFS, RES, BearFacts, TeleBears, APBears; b-Space; your campus funding accounts; your academic course schedules, rosters, etc.; your interactions with non-instructional services (e.g., SPO, HR, Benefits, Development, Facilities Management).

Accounting – General - 6 responses
It's also frustrating that I can't really track my research funds. I keep a shadow ledger via Excel of my budget and actual expenditures. But it's nearly impossible to mesh this with the fund reports that UC's system generates. I can't actual reconcile these reports. So it's very hard to PLAN to be assured that erroneous charges aren't appearing on my chart strings.

I cannot access my funding accounts without asking staff to print out a ledger, so it's difficult for me to manage my accounts.

The contracts office makes it incredibly time-consuming to get funds via sub-contract to other institutions; now I find that, even when don't want to use a sub-contract I have set up, I cannot simply not pay any money but have to go back to them in some way! The office in charge of hiring for specific services like transcribers and consultants is similarly difficult; they seem to want to have everyone put on payroll. EVERY SINGLE

Financial reports on my research funds are useless. They do not indicate liens or commitments, name the source or nature of expenditures or provide any other information that actually lets me budget or plan. (Reimbursement procedures are also cumbersome)

It is very hard and complicated to follow the financial situation of my research accounts. This should be made available on the web.

Making up a budget--always speculative at best--for the non-competitive research grant.

Accounting – Reimbursements - 5
Getting purchasing and travel reimbursement done takes huge amounts of time doing silly things such as taping receipts on all four sides on ecologically unsound two sides clean paper. Listing every single person who had a cookie at a seminar is similarly a waste of time.

Submitting receipts for reimbursement for travel and research purposes. It is archaic (really? taping receipts to a piece of paper?), the process often gets held up for apparently trivial reasons, and the reimbursements take a l-o-n-g time.

Our dept admin staff was merged with another department and it looks as though our dept has fallen off the radar screen. It took 7 weeks to get a wire transfer done, for example. I tried to buy two airline tickets and couldn't get a CTS sent within 24 hours to buy the reservation, so I lost ticket after ticket for about 10 days. It ended up costing me an additional $150 plus the "service fees" from CarlsonWagonLit. Basically, I am having a really hard time spending my research funds. I just used thousands of dollars from my own savings account and will hopefully be able to reimburse myself from my NSF grant; trying to spend the money through the university is so inefficient I couldn't waste the time.

When I need to buy a book or a small item such as a computer cable, I would like be able to order it on Amazon from my computer. I pay, out of my own funds, for Amazon prime. Thus I can receive books in two days with no additional shipping costs if I order them myself. If, instead, I request that my administrative assistant order a book for me, it takes longer to get the book and it costs the University (and my research funds) more. This is our new efficiency?

The fetishes of the reimbursement process (which has improved a bit) but i am thinking specifically of the need to provide a credit card statement when we provide a receipt and the credit card pay slip for reimbursement. So much documentation makes me not want to bother to write grant proposals.

Administration - 3
The administrators at this university should learn that their job is to support the faculty -- not have the faculty do their job. Somehow we are supposed to understand all of their bureaucratic rules and follow them. We are supposed to acquaint ourselves with their procedures, fill out their forms and abide by their requirements and

deadlines, even though we get no training to do this. And yet, there is not a SINGLE job in the mission of this University that these administrators can do. They cannot do research, they cannot teach, they cannot perform public service. They are supposed to support us in this. They have failed dismally. They NEVER ask the right people how to design and run systems before they design them and foist them on us. They are the most incompetent people imaginable. They are 80% of why we are in the mess we are in right now.

The faculty at Berkeley are the best in the world. The undergrads are great, and the grad students are even better. The staff are wonderful and dedicated. The main component of the University that fails us, year after year and decade after decade, is the administration. And yet they keep on giving themselves awards, bonuses, and higher salaries, claiming that these are needed to retain the best in the world.

Well, here's what the best in the world have given us. BFS, RES, BearFacts, TeleBears, APBears, and a host of stupid, antiquated, half-assed online systems that don't work, aren't properly tested, creak like old shoes, and don't talk to each other. It's the most useless bloody system in the country. It's not JUST an embarrassment, it's a time-waster that costs us millions of dollars and thousands of hours a year. And all because some idiot administrators can't be bothered to get a system right. And they keep on doing it. They keep on rolling out half-baked systems that they know don't work. They lie to us. They deceive the staff and the Chancellor. They say things are fine when they don't bloody work. And the middle managers don't care. They were expected to "roll out" their system on deadline and they did it, pretending that it worked. Well it doesn't work. None of them do. They suck. This administration should be ashamed, and everyone involved should be fired -- not the people who are working their butts off to help students and faculty and other staff negotiate these embarrassments such as RES and APBears. Did you know that it is impossible to fill out the online forms for RES? Of course you didn't, because you didn't bloody test it! If you didn't know that, as Arlo Guthrie asked of Nixon, what else don't you know?

APBears / Promotions -11
The idea behind APBears (web-accessible database) is a good one, but I found the design clumsy and the user-interface terribly inefficient. Was is tested out by faculty?

AP Bears is time-consuming and prone to errors.

APBears requires far too many hours of inputting data on specific dates and places of public lectures.
Errors in instructor data are detrimental in promotion cases and merit reviews.

APBears, it seemed to me nobody really understood the system. Getting help was difficult. Also, the way the system is set seems very rigid and ineffective for what we do

The online biobib system was supposed to be easier for faculty. Instead it seems to be more work. We should be able to pull in and correct information from campus databases for this.

So far AP Bears has been a nuisance. I just had to redo parts of my case because they were lost.
APBears entering individual talks/activities for biobib - NIGHTMARE! pls let us just download a CV. that was a ridiculous waste of time for me and my assistant.

This year, the mess with the new APBears system for doing my merit review was absurdly time-consuming -- particularly
(1) all the back and forth emailing I was doing with both my MSO and the APbears people about problems in the info. In the end, I just wrote in my narrative statement all the inaccuracies in the online record, and hoped that the budget committee read that.
(2) Still on APBears: do we really have to give all our information in triplicate (narrative, within the CV, and in the online drop-down boxes)? The latter were particularly time-consuming, which was especially frustrating given that the info the website asked for was available already in the other forms.

The administrative requirements for promotions has become so complicated that some departments have dedicated or partial staff just to handle them. Can't the Academic Senate, Provost's office and IS&T come up with a cleaner solutions. Can Personnel support staff be shared in a College?

I spent over 20 hours entering my promotion materials for the last 3 years into the new faculty review system. This is time ON TOP of the time I spent having to investigate the legal implications of filing a case that was knowingly wrong (see problem above about teaching credit), going back and forth repeatedly with the personnel office over corrections to the sites, and writing my statements. In the past, my promotion cases took maybe 12 hours of my time during July or August to complete. This year I spent about 40 hours on this and only just got it finally completed in mid December. These aren't data that go back to the day I was born, but

just cover the promotion period. As such, I am not at all convinced that this will be more efficient for me next time around -- how could it be?

Personnel cases, my own and those of my colleagues, consume absurd amounts of time. There has to be a simpler way to measure our value.

BearFacts - 1
BearFacts provides downloadable spreadsheets from course sections that cannot be easily concatenated to create a course-wide spreadsheet.

BFS – Berkeley Financial Systems - 4
BFS is a nightmare - I can't seem to see payroll without going line by line over all the expenses from the last 12 months.

BFS is a time-consuming nightmare for staff to use (I know this as a dept. chair; staff wasted lots of valuable time trying to get it to work)

BFS: Account ledgers that professors receive cannot be understood by the average professor unless they have an accounting degree or have had an accounting course. If the financial systems wants to keep the current system, why not have a simplified summary for the professor presented in a more understanble formar, e.g. if you're in the red, there is a minus sugn in front of the $amount, if you have money in your account there is no sign (or a plus sign) in front of the $ amount.

BFS is terrible. One can mistakenly charge something to someone's account and there is no way to backtrack that charge to that person.

b-space - 11
b-space is clunky and slow (probably due to slow campus network).

Invest more resources in bSpace. It works well. But it could work even better.

only problem is that b-spae is poorly structured...partly the fault of users, partly the structure itself.

Bspace is very slow to load and is often rather opaque in terms of how to add a syllabus, etc. I have been using it for several years and still can't quite get it to work as well as I'd like. On the other hand, it is a great resource when it does work.

b-space: everytime

bSpace is not flexible enough for my teaching needs. I want to be able to post a link or a document with a note describing it, but that is impossible. Blackboard was a much, much better system.

I don't know what database it is, but my teaching is underrepresented by 75%, apparently a result of a work-around so that my GSIs could get access to bSpace. This is a problem with bSpace AND whatever that other database is.

b-Space is a clumsy, poorly designed interface. I hate using it, and every semester when I have to set up my classes on it (for my GSIs) I swear I will never use it again. To make matters worse, the feature that would be most useful for my visually-oriented classes (showing pairs of images with a paragraph of text below each pair) cannot be done on bSpace, or could not be done the last time I asked.

bspace is very limited as it does not allow to create web pages with math formulae, like wikimedia (which is free but a pain to install).

I continually have problems with bSpace and Bearfacts which don't recognize courses I'm responsible for.

bSpace really needs to be improved. I'm constantly needing to do work-arounds.

Biobibs -1
Having to have a biobib in addition to a CV.

Campus Systems – General - 5
Seems like virtually every campus system drains away time, cause problems that require work-arounds and burden staff, students, and faculty: the student-related system, classroom scheduling, APBears, travel....

Where to begin? My entire work life is choked with unproductive paperwork, superficial evaluation, fruitless administration, etc. The lack of coordination of websites; the move to online admissions (colossal waste of time); the lack of administrative help; etc. there is not a single good online system at the university. and in spite of this, we generate mountains of paperwork, which also needs accounting. WASTEFUL is the understatement of our uber bureaucratic system.

having to remember how to get into each of these different systems

The websites we have designed seem to have not involved testing on actual users; we conduct faculty reviews too often.

CENTRAL CAMPUS OFFICE THAT HAS ANYTHING TO DO WITH RESEARCH ADMINISTRATION IS A BUREAUCRATIC NIGHTMARE, with people second-guessing my research decisions all the time. (Why do we go through the laborious procedures for promotion — I am a professor above scale — if they are going to have little bureaucrats putting these impediments in our way? No one has ever asked about these inefficiencies, but they get in the way of everything I do.

Centralization - 1
During centralization, services get worse. This is especially true if services are in a building different from the PI's. My ease of purchasing and reimbursement has certainly become more work for me since it's relocation to a distant centralized location.

COCI - 1
writing formal memos to COCI for every small change we require in our UG programs. Some of these are *really* small (such as changing the title of a given course that's already on the books), so couldn't we just shoot an email to someone, rather than having to go through formal review? I understand the need for the latter for large changes, but really, some of the things we have to write formal memos for are kind of absurd.

Committees - 1
Need for extensive faculty time on committees for routine reviews for merit/appointment of Adjuncts, long-term instructors, new faculty hires, etc.

CONEXIS - 1
the CONEXIS company is a scam, and denies claims outrageously. Their web site is dismal. SHPS was much better.

COR - 1
The COR grant application process. I hate having to apply for money for conference funding and for ordinary research. The process has gotten better, but having to come up with a budget, etc. is a waste of time. We need financial support for research without having to jump through hoops.

CPHS - 2

In my experience, dealing with the Committee for the Protection of Human Subjects has been incredibly painful, slow, unresponsive, and ineffective. I think this committee needs to be completely overhauled.

The Human Subjects committee similarly has an endless series of rules, with its procedures apparently assuming that all of us are intending to stick little children with dangerous implements

DeCAL - 1
Administration of DeCal courses: the student in charge cannot access class roster on line and needs faculty/staff to manually convey these.

Development - 3
Development? What's that? I never hear from them anymore.

For Development, the Development Office is formally charged with concentrating all efforts to generate discretionary funds for the Chancellor's use. Since so few faculty think that the Chancellor's priorities are correctly placed, they conclude that Development is irrelevant (or worse), and consider that the current bloated administration and its compensation is a continuous public embarrassment to the institution. The higher administration is therefore currently the most negative factor in the lives and well being of faculty.

Management of campus funding accounts has been extremely challenging at this campus. Staff appear to be either overwhelmed with too many accounts/professors or they are not actually competent to assist faculty in the financial oversight of grants, by ensure we receive timely monthly statements, the establishment of subawards and subcontracts, etc. This for me is the absolute worst part of working here. We are pressure to bring in more money, but the university is not doing its part to ensure that adequate and competent staff can provide adequate post-award support. I barely get any pre-award support, but have managed to work around that problem.

Ethics training - 3
Filling out that same uninstructive ethics training every year is a big time waster. How many times do I have to tell you that I know, I should not give the Berkeley pencils to the local primary school?

Poorly run email reminder system for mandatory annual trainings like the ethics training. After having done the training faculty continues getting reminder emails and

then faculty needs to spend time clearing that up with dept. staff and other staff, wasting everyone's time.

The ethics and sex harassment on-line courses are silly and surely have no effect.

Facilities Management - 7
Facilities management is so understaffed and underfunded, and they have such a huge backlog that dealing with them to get lab room repairs done is essentially fruitless

Making faculty pay out-of-pocket for replacing broken locks on university building doors is outrageous and bad for morale... especially when the locks range from ~$600 $1000 each. Why should employees have to pay for repairs of university facilities.

Constant noise from machines, upkeep on grass, poor internet connections.

Getting locked out of classrooms, things that break and are not fixed.

I am not sure that I like the janitorial staff cleaning during the day -- it is very intrusive. Today a janitor just barged on into my office to empty the trash. While I am grateful to have the trash emptied, I am not at all used to people having a key to my office and just walking in completely unannounced (no knock or anything) as if I am invisible.

Facilities management. This semester one of my courses has expanded to 60 students and the room only holds 40 (people on floor enables about 45). I was late in realizing the size. My complaint is that I it is impossible for me to talk directly with relevant people. Going through my dept staff make adjustments very difficult.

I have a more fundamental complaint: how about cleaning the classrooms and the offices? I know that they cut back custodial care to save money but I find that filthy classrooms with filthy windows makes the learning environment very morbid. Also in Tolman there are signs on the classroom walls about not leaving any waste in the classroom because it will not be cleaned. Pathetic. Disgusting.

Graduate Students - General - 3
Also it's been hard as graduate advisor to really plan and budget for multi-year promises to graduate students. there are a lot of moving parts with graduate funding (TAS, internal and external fellowships, teaching, readerships, endowment funds). Every change in a students status has multiple ramifications. Yet until recently, the GSOA didn't even have an excel file. There should be "standard issue" databases that

help us track student funding easily and MOST IMPORTANTLY to help us PLAN and Budget.

Protracted time-intensive permanent residence application due to administrative error in the Berkeley International Office.

teaching write-ups for our grad students. I know the union wants these, but I give lots of feedback to my GSIs orally. Given how much else I have to write, these take up a lot of time.

HR - 4
HR Benefits: I have had frustrating encounters with them: long, long waits for them to get back by email; ill-informed advisers; on´´the on-line system makes mistakes-- one cost me quite a bit of money, and I was never able to straighten it out with them; the error was in their system, but they blamed me.

Benefits is completely opaque; having to enter yet another portal with another password and then navigate around to find things is time-consuming and frustrating.

I have had a few important HR questions over the last few months and every time I try to talk with someone I am told that I need to go to the website. I have been to the website, but sometimes that doesn't answer questions like "what is my account number for X?" or "In my particular circumstance, does this policy or that policy apply?" I am tired of being referred only to the website or the 1-800 number for some off-campus service rather than actually getting information specific to me and our campus (I have already read the website and have seen the 1-800 number before I decided to ask for help). Why is it that the HR person in my department thinks that faculty are wasting her time with HR questions? It seems like there has been a policy shift so that HR now is not allowed to talk to individual faculty, personal assistance is dead and gone.

Human resources is a constant headache and makes it almost impossible to higher the best candidates for a position. Particularly now, with the number of preferential hires (who are typically unqualified but still must be interviewed), the best candidates are recruited away to non-UC positions before they can be interviewed.

Letters of Recommendation - 2
I find the major, huge waste of my time is the enormous number of letters of recommendation I wrote for graduate students. While the University could do very little about all the external letters, finding ways simply not to require letters of

recommendation for internal fellowships, or to limit those to one letter at most would already be a big help.

Writing reference letters, especially the growing number of electronic submissions! I spend HOURS and hours writing reference letters, uploading them, putting them into envelopes, etc. Yes, there is the letter writing service, but with so much on-line, this doesn't work so well. I heard of a new on-line system used in history, for grad students. Would that be possible?

OE – Operational Excellence - 3

For OE, give the faculty purchasing cards that do not block travel-related purchases. Blucard works but not for most of what we need.

For OE, Stop sending forms to faculty to file. We are not administrators or staff. We need staff to handle this, not to pass it onto our desk. When this happens we cannot fulfill our teaching, research and service responsibilities.

For OE, Virtually every software system in use on the Berkeley campus is a drain on faculty effectiveness in one way or another. Never have so many user-hostile systems co-existed in a single institution. The latest example, APBears, was a disaster for all the reasons that were made clear both before and after its release.

Parking / Transportation - 2

THE PARKING SITUATION is stupid and irritating. Even the fact that the parking office is off campus, not at any parking garage makes it difficult to deal with. Spinning off parking interactions to a third party just makes it worse.

Shortage of parking and unreliability of AC bus service. These deter me from coming to campus for some seminars, faculty meetings, etc, or make me come too early, also wasting my time.

Positive / Neutral - 4

Everything works fine.

I am pretty pleased with the RES changes and have little interaction with BFS etc. APBears has bugs but it's new. BearFacts and bSpace are fine.

BFS finally seems to be working.

None

RES - 4
My perception is that one major outcome of the move to RES and OE is that more responsibility is being placed on faculty for all administrative functions. To be honest, I avoid BFS and RES at all costs; whenever I can I place orders on my personal credit card and then submit a reimbursement request ... every order that I have tried to place through RES (including an NSF-funded major equipment purchase) has been screwed up somehow. I have only learned of these problems when I decided to follow up and find out why items had not arrived or had not been paid for ... RES never contacted me to indicate there was a problem that needed resolving.

RES response times are too slow.

Central purchasing--extremely slow with very poor service. Some items never even get ordered or acknowledged--it then takes me several phone calls and working with the purchasing people in RES to get Central purchasing moving to order the equipment items. One particular item that we requested as a "rush order" because it was time sensitive was not ordered, after 2 months. My group lost out on the equipment from a used dealer and we had to order a new one. Overall, we lost 4 months in getting the item we needed.

Dealing with RES is difficult because it is bureaucratised. i spent an hour last week trying to approve a $500 expenditure for an auto repair; i wasn't on the list of approved people to do so, even though i am the director of the lab. so the thing wasn't set up properly. i suppose this is our fault. but it's so cumbersome to set up. and to change. i need a single person, here in my dept space, who i can go to when questions arise who will be able to interface between me and the bureaucracy.

Room Assignments - 3
I was assigned a classroom recently for a class with a lab on the otherside of campus.

My final exam space was assigned in such a goofy way that I ended up not having enough seats (because we were assigned two rooms, but there weren't enough staff to actually let the faculty member, i.e., me, know this fact until AFTER the exam).

Getting the right size and type of classroom to teach in is a twice/yearly struggle.

SPO - 9

My grants and contracts accounting is not up to date and there are so many mistakes made (charges missing or added to the wrong account, wrong PI, wrong amount) that I spend a large amount of time redoing and fixing these mistakes for C&G. My interactions with SPO boarder on hostile and they are very slow to respond to funders and to me. It takes weeks to months to get technician positions advertised and hired.

The Sponsored Projects Office seems more focused on covering their liability, rather than helping get grants into Cal. They have literally returned money to a foundation because of a Cal rule that the foundation didn't care about.

There have been times when I became aware of a grant program after the SPO deadline but before the final deadline for the program. Because SPO was unwilling to modify their deadline, I was unable to apply for that funding.

SPO requires proposals well in advance of the deadline but then does not check the proposal and red flag problems until the day the proposal is due. There is a disconnect between SPO's strict enforcement of deadlines and the timeliness of its service to those who meet the deadlines.

SPO tends to be unresponsive/slow in answering questions. Without my department managers expertise I wouldn't have gotten my last grant application in on time.

The whole central campus structure that is intended to support research is horrible. The Office of Sponsored projects makes life incredibly difficult, with their endless and opaque rules

Getting any one paid or reimbursed is a nightmare. The entire grant app process both college and SPO is all about their convenience and not about getting funding on the campus

Processing of research awards and especially sub-awards to collaborators is embarrassingly and distressingly poor for a major research university. My experience has been so bad that several of our major academic and community collaborators have totally lost confidence in UC Berkeley as a research partner.

SPO is inefficient and unhelpful. The university is almost deadlocked in the processing of grants and drowning in useless bureaucracy. There seem to be more and more rules to follow, non-sensical ones, but who has the time to reform them?

Support Staff - 10

These e-glitches are not a big deal. What I need is more staff support time so proposals, invited speakers, workshops, teaching...all go more smoothly than now, leaving me to focus more on the stuff that only I can do

I realize that you need to get rid of a lot of support staff to save money, and can do so if you transfer all that clerical work onto faculty via these many websites. However, it does seem to me to be a bit silly to pay salaries to PhD scholars so that they can spend much of each day doing clerical work that could better be done by a lower-paid secretary. It saves money for the university, but also significantly reduces research productivity, teaching quality, and faculty morale.

Our staff is stretched so thin, it takes forever to get anything done (especially given the horrible antediluvian systems they have to use) which means I am constantly wasting my time and theirs to find out where I am in the backlog.

There just isn't enough staff support. When I analyze how I spend my time, a very large proportion of it is spent on service, some of it purely clerical in nature. When I've hosted visiting speakers and conferences, I do everything, including wield the vacuum cleaner at the end of the reception. When I visit private universities to give talks, all the logistical details of the visit are handled by staff. That this isn't done by staff in my department is not because they are not capable or willing to do this work. But they are all working 110%+ already, and usually much of what they do is wrestle with dysfunctional computer systems, needless reporting and bureaucracy. We also are just too damn lean.

Underpaid staff.

My department has a good MSO but most of his supporting staff are incompetent, malicious, or maliciously incompetent. Their sense of career insecurity has only embittered them and made a bad situation worse. Scheduling is a nightmare and reimbursements difficult.

what they do is wrestle with dysfunctional computer systems, needless reporting and bureaucracy. We also are just too damn lean.

The loss of my ORU and its Executive Director who provided an excellent interface with the grants managers and who assisted me in writing proposals and grant reports.

We could use more computer support in the history dept.

Tech – General - 5
Trying to keep straight which website is which, and having different requirements for passwords on all those different systems, wastes a lot of time. For example, it took forever to figure out how to get onto the website to get my electronic W-2, and because I got the password wrong twice, it would no longer let me log on at all.

Changing how we have to do things electronically all the time wastes a lot of time because we have to constantly figure out the weirdnesses of each new system you impose on us. If things could simply remain stable for a while, it would waste a lot less time.

Terrible on-line renewal system for library books. Insecure and out of date.

upgrading web pages with recent information about our profile, publications, etc. Our department went through a tremendously cumbersome and expensive University IT consultation to upgrade our website, and 4 years later we still don't have a user-friendly system and depend on specialists who get constantly replaced to add material to the website, when making it interactive would be so straightforward!

Anything (anything, anything) related to registration.

Telebears - 1
Telebears is another major problem. For example, it fails to screen students for pre-reqs, meaning that placing a pre-req on a course is pointless. I spend at least 10 hours at the start of each semester managing enrollment in my courses and correcting problems like this that Telebears has created. This not surprisingly causes a lot of concern among students, meaning that I also deal with a lot of email traffic from students trying to get into a course or wondering why they were dropped after they had enrolled.

Travel Office - 2
Other USELESS offices at the University? First on the list is the Travel office. They do nothing useful, cannot negotiate a deal, and provide no help. The only thing they do is to keep people from using their money by asking for useless justification! The same function is already performed in the departments. They claim they need information "for IRS" --- as if IRS audited every conference trip taken by faculty.

These people should be summarily fired. They should not keep us from access to our funds. They should not delay our reimbursements. They should not have anything to say about us getting travel advances for expensive trips. Why should faculty go in debt because the damned Travel Office isn't sure that we should get an advance on our own money? Since when do they have programmatic control over research?? Fire the whole bloody lot of them! The money you spend on keeping these morons employed is a hundred times more than the whole faculty could deceive the University with improper purchasing, even if they tried. The idiots in this office don't realize, because they have no idea what the mission of the University is, that faculty take every possible step to save money and avoid spending on anything but necessary expenses -- BECAUSE MONEY IS SO HARD TO COME BY. That's not true of the expense accounts of administrators. The faculty should not have to pay for this. Eliminate the Travel Office!

Reimbursement for research expenses and travel. The amount of documentation required is increasing, and most of it is ridiculous. I recently had to provide receipts for flights for which I was not asking reimbursement. Indeed, I had used my own frequent flier miles to pay for them so that I could give a paper at a conference, the costs of which were nowhere near met by the COR travel grant of $700. I have also been denied reimbursement for cost-saving measures, like staying in a B&B [30 euros] instead of a hotel [>100 euros]. Every reimbursement request takes more than an hour to prepare and I am always told that more documentation is required. I suspect this may simply be a delaying tactic so the university can earn interest on money. Meanwhile, I pay interest on credit cards for amounts spent for research. I'm giving fewer papers and lectures; it's just not worth the hassle.

USLI - 2
USLI is a big waste of time. When departments go through an external review, THAT is the moment for evaluating curricular effectiveness. Do it then, but minimize the interventions after that. It's insulting to faculty who are 1) top scholars and 2) have high rankings as teachers and to departments that are deemed excellent in their period external reviews to then ask them to waste time every year naval gazing about "outcomes based learning." PLEASE!

Other time-wasters:
All the reports I have to write. Specifically:
--the now annual USLI self-assessment reports. These actually prevent my department from doing other work on our UG program. Perhaps they could be done every third year, instead of every year? I think they're a good idea, just that they're excessively regular.

Faculty rarely agree on procedures, policies, or process, in the name of flexibility.

Question #2 – 58 Responses
If you could change one thing about support for your teaching, what would you change and why?

Academic Calendar – 1 response
I would start fall instruction after Labor Day. In my field the annual meeting of our national organization is in August. Having a week or two after the end of the meeting and before classes start would be a huge boon to prepping the classes and getting everything in order for the first day.

Administration - 1
I would just make sure we suppress enough senior management positions (to come back to pre-2000 levels) to support TAs and basic class support and staff.

B-space / BearFacts - 4
Technical support to upload material on bSpace (many things I copy, scan, and post are probably already available in electronic form!)

B-space and Bear Facts are unbelievably clunky, slow, and time consuming to use, esp. bspace. In addition they do not seem to be connected to the same data so they give different info on class enrollment numbers. Surely they could be brought into the 21st century.

BearFacts sucks. bSpace isn't much better. Kids get completely jerked around by BearFacts. We faculty have to spend weeks adjusting our class rosters after term starts, letting in people, dropping others, using CECs, imploring our department staff to make the changes that we can't in the roster, all because BearFacts sucks. There are so much better ways to do this. The system, like all of Berkeley's IT systems, should be shit-canned and started from scratch, with the questions that STUDENTS AND FACULTY need to have answered in order to get their schedules to work.

Get B-space to work right.

Please bring back BlackBoard. I hate bSpace; it is incredibly inflexible and is just a directory for storing files

Evaluations - 1
Student evaluations that make it possible for staff to calculate the average of all the ratings, not just one figure, "effectiveness." Students commonly rank my teaching as "7" except for that one category.

Facilities Management - 3
Custodial care for the rooms.

Better classroom maintenance. Often no chalk, missing chairs, unclean room

Custodial care for the rooms.

Graduate Student Funding - 2
Realistic SAO funding model. I don't relish being a grad adviser with little support.

more money for the GSIs; they are completely underpaid

GSIs / Readers - 12
The regulation that prohibits us from using research assistants to collect and prepare materials for readers.

More GSIs would be nice. Right now the one GSI I am allocated has to do too much work. For my other course of 45 students I have no GSI.

GSI (or at least reader) support especially when multiple classes are taught in one semester

More GSI support ... currently, I am teaching an intensive lecture lab course with 1 GSI. In order to keep the work load near the GSI's contracted level, I set up, help teach, and break down all labs for the course.

I would have more and better h/w graders.

More assistants from readers. Pay readers (or other assistants) for more hours, and have them help out with more tasks.

More support from GSI's. The number of GSI's has been cut, even for big lecture courses.

I would love to have enough GSI support that I could assign substantial research papers, so that my undergraduates could really work on writing.

More ability to hire students not to grade or teach sections, but post stuff on course websites, assemble readers, etc.

Enough GSI funding so that my sections could have 15 or 20 students each, instead of starting at 30 students and ending up about 25 students each. I hear rumors that Anthropology sections are more like 15 students each.

More money to hire more GSIs. I taught a lab course that had 150 students. I got to have 1 GSI for the entire course. Further, of the 10 "lab stations" that the students had to their disposal, only 5 worked. The technical staff in the dept. couldn't fix the 5 broken one. So, there were more than 10 students per lab station. Thus, the students learned nothing.

More assistance in grading homework, especially for big classes.

Letters of Recommendation - 1
LETTERS OF RECOMMENDATION! This is a spinoff from teaching that is HUGELY time-consuming, especially when we teach such large classes at Berkeley. We should have a campus service for letters that all agencies use for awards and fellowships. Something like Interfolio. So if a student needs support for a) getting into grad school, b) applying for a fellowship or c) getting a job, we can just write one letter (or two variations of a letter), upload to one central website, and the student can then do the logistics of submission from there. We need all universities/colleges nationally to sign on to a sort of "common application" for letters of recommendation. The myriad different websites that now want all faculty to micro-manage different questions for each application are hugely time consuming and infuriating. And yet, as dedicated teachers, we want our students to succeed in finding their futures. So we comply. But SO much more faculty research could be produced if faculty were conscripted into writing, essentially, their Collected Letters of Recommendation..

Positive - 4
support for teaching activities is pretty good. no changes necessary.

Generally, though, I am very happy with the setup.

Support is fine.

No complaints.

Registration / Rosters - 3
The start of every spring semester, when I teach a large undergraduate class, I spend weeks dealing with administrative hassles around waitlisted students, rooms that are too small, manually over-riding the telebears system. If we had a smooth, online system for managing class enrollment that I could see or control, I would be very happy.

Make it easier for us to manage our own class rosters and to add and drop students as needed

Drop/Add at the end of the first week of classes. (NOTE: DROP + ADD, not drop later.) The registration follies are a horrendous waste of time, mine and the students'.

Room Assignments / Room Condition - 12
Give us rooms that are the appropriate size for the number of students we have in our courses. Every year I'm assigned a room that is way too small for the number of students who need/want to get into my classes and then three weeks of chaos ensues as students beg, plead, sit on the floor and anguish about whether or not they will be let into the class. This system is unacceptable for both students and faculty.

It would be nice to have clean classrooms with adequate air circulation (some rooms are saunas and others are death chambers) and chairs that are not broken. (At least we don't have to bring our own chalk this year.)

room assignments...inefficient, inconsiderate and arrogant

With increased student enrollment and fewer classes, my class sizes seem to be larger every year. Finding adequate classrooms that allow project-based learning seems to be more difficult than it should be. If we had some way to view what classes are being offered when would help. Instead I have to put in a request for a different classroom and get feedback in a few days. If that classroom won't work, I have to start all over again. Meanwhile students are sitting on the floor not sure whether they can get in or whether there will be seats for them. The same applies for special class events that need more room. Hunting this down is just harder than it should be.

Classrooms. There are not enough chairs, there are quite a few classrooms that are not congenial for teaching (too small, wrong set-up), materials "disappear," etc. For a

long time, there was no chalk in the classrooms. That seems to have been amended, but now there are not enough chairs.

Room reservations for classes for sporadic events after the semester has started. I am told by our department staff that the registrar's office will handle only one request for a particular room at a time. If that room isn't available, then a second request must be made, and then a third if the second isn't available, and so on. Why will they not accept a list of rooms in order of priority and then just go through the list and see what's available? It would save the time of a number of people.

Availability of classrooms--large ones for lectures, small and hospitable ones for seminars. Decent classrooms are terribly scarce at Berkeley, and large lecture halls (anything over 80) are absurdly rare.

Improve and modernize classroom space.

Need responsive and adequate room assignments. Is the campus really that short on adequate teaching space?

Better classrooms, architecturally speaking. I teach several classes of the 70-100 students size, and the classrooms for that size are really, really depressing to work in. Architecture does actually effect the sensibility and energy of the classes, and it drops those in mine.

More large lecture halls in the 300-500 student range.

classroom for more than 100 with movable chairs, and natural daylight like the top of Barrows Hall.

Student Evaluations - 1
Get some other way of handling student evaluations, since response rates are too low with the current web-based system.

Student Population - 1
I'd like to have more older--i.e., returning, students in the classroom.

Student Writing Center - 1
I would increase existing support for the student writing center; reduce overall class size so that smaller seminars and mentored projects arr more widely available to

students. This is of couse not really possible ina period of cutback, but if possible would improve the atmosphere and quality of teaching.

Support Staff - 7
I only need more time to spend on teaching, but how can that happen when we are so overburdened with needless bureaucracy? I spend so much time forcing things to happen around my grants that I shouldn't have to worry about.

Let me teach the class, not administer it. With all the administrative busywork pushed onto our desktops, we are no longer able to teach.

My Department is so depleted, staffwise, that ordering books has become difficult. I teach in a field where books often have to be ordered from abroad. It's a mess. The bookstore is of very little help. This tends to force one to put everything on line, which simply increases the workload, or xerox entire books from one's own library-- an immense loss of time and something that should never have to happen at a university of this caliber. So, better support for book ordering and materials, especially for small departments. Even a modicum of courtesy from the people at the bookstore would improve things.

Stop layoffs of staff who are indispensable to teaching, who are directly involved in the day to day details of supporting faculty and lecturers as well as responsible (and problematic) students. There are also huge gaps in support for staff, who encounter truly difficult situations (such as with troubled students).

I would really like some help in making photocopies, turning them into pdf and uploading them to b-space just because all of this is very time consuming.

Improve the system for concurrent enrollment so that someone other than me spends hours and hours at the beginning of term dealing with high school students who want to enroll in surveys.

My undergraduate support person would sign student forms for me, and return documents to students for me, when instructed to do so. This is not now possible due to over-work.

Teaching Instruction & Support - 2
More information and guidance about grading

There are wonderful resources on campus such as ETS or the American Cultures staff, Learning Center, GSI resource center, etc. But, to be honest, it takes too much time to figure out all the resources, and then the start up costs in time -- even for something as simple as iclickers -- seems to significant, with little campus reward for this innovation. (After all, promotion is about research, not teaching...) So, if campus wanted REAL innovation in teaching, give us a 'teaching coach' who would come to our lecturers or seminars, assess our teaching, and then provide concrete suggestions for things to try, with the support of explaining how to do them. Perhaps faculty could apply for a fellowship to have access to this "teaching coach" to give the assessment and put together a detailed plan, sort of like a personal trainer...

Technology – General - 4
Trying to make our courses be online is an ENORMOUS waste of faculty time. I realize this is being done so that the university can move to having fewer and fewer faculty per student to save money, but impersonal on-line education, where there is no real-time interactive contact between a prof and his/her students in a physical classroom is not good for modifying the presentation if the students are not getting it as originally presented, or for educating students in problem-solving skills.

Speed up our internet connections. When I'm doing research for lectures, I spend significant amounts of time waiting for pages to load.

Personally I do not like the push for powerpoint and web-based courses. It cheapens the Cal education and the layer of technology creates distance between me and my students. So: encourage undergraduate seminars and stop pushing for the Big Dumb Lecture model.

More use of media and training for it. Media always increases student interest.

Technology - A/V - 5
I would also ask that the people who change the AV facilities, lighting, and podium configurations, etc. in classrooms first consult with the real teachers who have to use those systems before they make everything worse than it was before. If they understand how we teach, then perhaps they would make fewer mistakes that make our work more difficult.

And please-- no more av equipment that smokes but it never repaired no matter how many times you call it in.

It would be great if there were built in systems for using a memory stick to do power point, with built in computers or dumb terminals in classrooms, so that I wouldn't have to carry my laptop to every class or guest lecture.

Better equipment in labs, better LCD projectors.

Also, better sound systems -- I teach a lot of music in my classes, and the speakers we have are terrible. Perhaps when they need to be replaced we could splurge on *slightly* better quality ones?

Tech Support - 4
Improved access to people involved with bSpace would greatly help.

I have little technical support for arranging readings, visual media, etc.

Access to iClicker support.

I would have an AV person come to the classroom and show me how to use all the equipment. Twice.

Value teaching - 1
For overall teaching on the campus, the one change that needs to happen is with the reward system, which devalues teaching on this campus. Since the upper administration is complicit in the rise of this unbalanced reward system, it is the one thing that needs to be changed.

Question # 3 – 57 Responses
If you could change one thing about non-financial support for your research, what would you change and why?

Administration – 2 responses
It is understandable that the staff morale has been destroyed by the higher administration. However, research support is, in large part, staff support--from IT thru accounting thru SPO. None of this works well, the environment is excessively sclerotic and bureaucratic, hopelessly slow, and it seems like neither staff nor

administrators comprehend that the faculty are here to do research and teach, not to serve as administrators and staff. So the single thing about non-financial support for research that I would change is the upper administration responsible for creating this situation in the first place.

I would like to see the top management in the UC system take a stand for this university instead of going along the budget cuts. They should also freeze new construction projects and salaries of the top management, and let go of people paid $1M/year who complain about their retirement.

Centralization - 1
There is a reason that we are not one big administrative unit. I would adjust the sizes of administrative research (strictly by overhead paid, and advertise this $ figure) and teaching (strictly by number of students serviced, and advertise this number) support units and adjust space and resources to fit documented reality. When reality changes, support changes by formula. I would never force centralization on any unit; let units centralize or recharge as they see fit. Centralization may work better in a nonacademic setting, but centralization, aka "operation excellence, " has not worked for me, and giving the appearance of coping--"operation excellence"-- is wrong-headed.

CPHS - 5
More trusting, rational and consistent OPHS

Human subjects is inefficient and makes mistakes.

If Human Subjects were simpler and less intimidating--made fewer petty, bureaucratic demands for changes, were simply more research friendly, that would be wonderful. Even exempt social science research requires daunting amounts of paperwork.

I think the Human Subjects committee often makes things harder for researchers than is reasonable!

Human subject committee approval for simple computer based and survey type experiments should not take weeks or months. This is tremendous waste of resources often involving multiple iterations of protocol changes for experiments that do not even remotely endanger human subjects. Resources for the human subject committee should be focused on those experiments that may actually put subjects at risk.

Facilities Management - 2
As far as I am aware, the university provides NO support for research other than financial services, electricity, and water. It would be helpful if the physical plant was kept in good repair, the trash was picked up, and the restrooms were clean.

A clean, well-supported office to work in.

General - 2
What other kind of support is there?

Bad question! What is non-financial that the university can do anything about? I'd have more leave time, course reduction, get credit for graduate advising to apply to course relief, etc. But all of this is ultimately financial. And, while there is space, what a completely useless survey. Give me a break: what are the answers to these 3 questions really going to us?

Graduate Student Recruitment - 1
I also think that Grad Div isn't doing enough to take up the slack in recruitment, which means that we are now involved every spring in a multi-event extravaganza in which we cajole, flatter, woo, and drool over graduate candidates. It's an immense waste of time, but we have the sense that the Grad Div presents a somewhat forbidding face to potential students and we have to counter it. This is immensely annoying.

Grants & Account Management - 6
I can support my research... what I can't do is make the university (at the campus, not department level) process and manage my grants ethically, efficiently, and accurately.

I need better services! I need to know that my accounts are up to date and correct. I need to be able to hire people in a timely fashion. I need to be able to bring funds to campus easily. And, I sure wish people could be a little more friendly and respectful!

The financial tracking system at Cal is an embarrassment. We need a kind of "Mint.com" for account management, where I can see and manage all of my funds from a web site. As a Mac user it has been ridiculously hard to even log into Citrix's application layer to try to access my accounts.

I would like access to my ledgers more frequently than every six months.

I don't get financial information back in time to make funding decisions; I have to keep parallel systems. There seems to be a lot of mistakes in hiring and some of them are not discovered until it is too late to recover.

I know there to be many professors in my school who are reluctant to apply for grants because it is so difficult to get through Sponsored Projects, Human Subjects, and the other central offices.

Letters of Recommendation - 1
Getting rid of all letters of recommendation.

Lab Regulations - 1
Reduce harassment over laboratory chemical maintenance and safety.

Libraries- 3
Keep the Ed-Psy Library open more hours. But that is financial too, I suppose.

longer library hours and more library acquisitions

Um: libraries open after 4:45 on Fridays, and during intersession. (In case administrators don't know: faculty in the humanities do their research IN LIBRARIES.

Positive / Neutral - 3
support for my research is just fine.

I can't think of anything significant.

No complaints. We are all overworked, but that is normal.

Promotion - 1
Streamline the process for how we input information for our merit and promotion reviews. The process here is ridiculously onerous and doesn't work at all.

Regulatory Committees - 1
Remind campus regulatory committees that they are supposed to be facilitating research, not impeding it. I know that such regulation must exist but in my 15 years at Berkeley there has been a pronounced cultural shift from trying to support research to blindly imposing regulations intended to prevent litigation.

RES - 1

personalize the interaction with res, as i described above, so i don't have to waste my time figuring out how to interact with the system.

Research Resources – General - 5

It would be wonderful to have better information about available shared research facilities.

Improve access to existing research services like XLab (in Haas). These are great resources, but the path to get to use them as an outsider (not from Haas) seems unnecessarily complicated.

Research requirements have increased and services have gone down throughout my Berkeley career.

Better facilities--things break down in the building I am constantly. Setbacks are ridiculous and there's no reason for them. I was at 2 other top-tier institutions prior to Berkeley, and such breakdowns simply never occurred.

Greater communication to connect faculty in related fields.

SPO - 4

SPO is inefficient and makes mistakes.

I would ask the Sponsored Projects Office to stop treating the faculty as criminals. The faculty's job is to do research and we write grant proposals to do just that. We are not trained to do the job of SPO staff. We are not trained in regulations, bookkeeping, and little petty rules of the University bureaucracy. If we were, we would not need SPO. Since the halcyon days of Nancy Caputo, going back to the 1970s, the SPO has treated the faculty as enemies, as morons and thieves who are trying to put one over on the staff and break rules so that the University gets in trouble. Our SPO has more internal nonsensical regulations than any university in the country, and this has been going on for decades. Any NSF or NIH officer can tell you this. The staff mentality, cultured by their leaders, is completely twisted. SPO should simplify, simplify, simplify. They should learn that their job is to HELP the faculty get grants and awards. Their useless regulations cost us millions per year.

Fire SPO and CNR grants from the VC to the clerks and start again. These people are not interested in getting funding

Support Staff - 11

If I have to be my own AA III, at least give me systems that are accessible, make sense and work. I am incompetent. Better yet, have competent AA III's to do this work and let me spend my 100 hours per week doing my professor work.

Staff, in general.

More help in grant preparation with support staff who know what they are doing. What always ends up happening when I submit grants is I spend more time filling out the administration paperwork, than writing the scientific part. It is the administrative part that takes more of my time. Twice I gave up and ended up not submitting the grant because I was overwhelmed with the bureaucratic paperwork. We need support staff who are trained to do most of this for us

Please give us some more staff. There just aren't enough people to do all of the work, and so the service is terrible and too many things fall through the cracks. If I don't keep on top of every little detail repeatedly, nothing would ever get done.

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I would really like to be a researcher and a teacher, not an administrator. But administration and dealing with the ricochet from the crumbling infrastructure takes up about 40 hours a week of my time.

I need a research project manager!! I am NOT in a lab science. I look on with envy to lab science colleagues who all seem to have a post-doc or two who oversees the administrative minutes of teaching - keeping CPS protocols up to date, dealing with payroll issues for RAs, keeping a database of completed interviews, etc. I would do more "big" projects with large grants if I didn't have to spend so much time with grant & research administration such as: SPO, CPS, database management of collected data, payroll, reimbursements, reserving rooms for meetings, etc.

Processing of appointments for new positions needed to conduct the research.

We know that the campus is unkind to smaller departments. But the general lack of administrative support (and this doesn't have to be a question of "more staff," there must be other ways to do things) means that faculty are now working as secretaries

much of the time. Everybody has to do everything and the amount of paperwork, just to get students funded, is significant. This means that actually disengaging oneself from service and the interruptions of the everyday routine long enough to start large projects has become a major challenge over the past 10 years at Berkeley. It didn't used to be like this. Therefore we need to lighten the administrative load of faculty in small departments (at least in L and S, where I teach).

Have first rate academic coordinators or other job title who act as high level interface with grants managers, SPO, federal granting agencies such as NIH and CRHS,

The campus should not spin the research successes of its faculty and then undermine our research by laying off staff, by making a mess of things with faulty online systems, by reducing library staff and hours and budgets (critical research serials have repeatedly been threatened with cuts in my field)....

Time - 9
TIME, TIME TIME. All the emails, reporting, committee work, lack of staff support--this all erodes our time and focus and researchers. For humanists, focused time is usually the most precious of resources.

More TIME for research; there are too many meetings to attend, too many grad students to supervise.

more time

I need more time. Why the hell do humanities profs have to teach 2&2 while the social sciences just 1&2. Address some of these systemic imbalances, please

Having more support with teaching (above) will give us more time--which seems to me to be the main issue--for research.

I mostly need more time, i.e. less time wasted on other things, like hunting for parking.

Having fewer bureaucratic hurdles to deal with, which would then open up my research time!!!

I want TIME to do my research. The best way to give us more time is to require less committee work and fewer futile reviews of both programs and faculty. On Grad Council last year I spent upwards of 30 hours on reviews of departments and

programs, the considered conclusions of which are studiously ignored. In my own department we regularly have five persons on a committee that could easily function with three (in fact usually only 3 bodies are actually working, the others present for company, I suppose). I had more time to do my research when I was at a small liberal arts college than I have at this "flagship" research university. The big difference is soul-numbing time spent on committees.

time, time, time! I suppose a reduced teaching load is considered financial. a personal assistant would help reief pressure and free up time for writing, but I guess an assistant is financial too. Keep BAKER delivery going!

Teaching - 1
Would prefer to have an alternative to move all teaching to one semester.

Tech Support-1
More availability of technical computer help for simple things, not running data analysis, but converting formats for journals, etc.

Travel - 2
I travel a lot and need help with reservations and especially reimbursements. Travel paid by my campus funds gets reimbursed easily. When others pay, it is a different form every time. Confusing and time consuming. If I could hand that off I would save half a day per trip.

Travel -- please give us a way to buy our own airline tickets without having to use CarlsonWagonLit and the CTS process. I lose so much time and money on this monopoly that is not compromised by not having enough staff to do the paperwork on this end within the reservation time frame.

Women (attitudes towards) - 1
I would wave a magic wand and change the still persistent, toxic atmosphere which infects the attitude toward women faculty and graduate students in my discipline.